

QUEBEC HOME & SCHOOL NEWS

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BILL 25 BRINGS SPEEDY H&S REACTION

Federation Gave Lead In Presenting Views To Public, Legislators

Quebec Federation's executive lost no time in expressing the views of Protestant Home & Schoolers when the contents of contentious Bill 25 became public knowledge on Saturday, February 11.

Prior to this, the school difficulties had been restricted to strikes of Catholic teachers, a matter of no direct concern to Protestant parents. While the implications of the Department of Education's October guidelines all pointed to trouble for the Protestant sector too, reaction had been restricted to foreboding and appeals for a spirit of compromise on the government's part, as in the last issue of this publication.

The introduction of Bill 25, which clearly would ham-string the Protestant school boards in forthcoming negotiations with teachers, brought the entire Protestant sector of the public right into the picture for the first time. After a busy day of telephone calls — received from Federation members demanding action, and made to Federation executive and directors to make sure of Home & School opinion — President John Purkis on the same day, while debate on the bill was in its early stages, sent Federation's wire of protest to Premier Johnson, Education Minister J. J. Bertrand, Opposition Leader Jean Lesage and Paul Guérin-Lajoie, former Minister of Education.

A prompt publicity job saw to it that the contents of the protest were aired on radio stations within hours, and delivered to newspapers for use in Monday's stories on public reaction to Bill 25. All this took place on the weekend, during the course of debate on the bill in the legislature.

Text of Quebec Federation's wire follows.

"Parents are seriously alarmed over proposed legislation to control centrally teacher negotiations and salaries. The Quebec Federation of Protestant Home and School Associations is encouraging parents to make their views known immediately through emergency meetings at local associations.

"Present situation between teachers and government is deplored by this Federation and the need for teachers to return to work is essential to the welfare of all children. As parents and taxpayers we urge immediate settlement therefore, but not at the price of establishing centralized controls or the removal of local or regional autonomy and freedom of parent-taxpayers through their elected School Boards to choose the quality of education for their children. This is why our parents are speaking up in protest against the proposed legislation. Generally they support the view that local communities be permitted at their own expense to exceed the salary Guidelines on a temporary basis without penalty.

"Copies of the telegram are being sent to all local Home and

School Associations, requesting that their views be made known to the Minister of Education and our Federation without delay."

Subsequent developments involved a hectic round of meetings and phone consultations that made Quebec Home & School a full-time and overtime job for President John Purkis and some other executive members for the following weeks. Immediate publicity was given to all Federation announcements via radio news and the English Montreal newspapers, as well as by wire to the full H&S organization.

During the organization phase of the "March on Quebec" of parents on frigid February 17, Quebec Federation issued a statement used very extensively on radio. It read:

"Fullest support is being given by the Quebec Federation of Protestant Home & School Associations to tomorrow's march on Quebec of parents protesting Bill 25 and its limitations on the powers of local school boards in hiring teachers.

"A telegram to all 150 of the province's Protestant Home & School Associations from Federation president John H. Purkis urges all possible participation by members. The Montreal contingent is leaving West Hill High School from

Annual Meeting Plans

Examine Opportunities for Child Growth

Preparing Our Children for Tomorrow's World will be the theme of this year's Annual Meeting of Quebec Federation of Protestant Home and School Associations, May 12-13.

Plans for the program are being consolidated rapidly by Vice-President Joan Dougherty and her assistants, while Area Director Anne McDonald puts the finishing touches on physical arrangements for the big event.

Full details will be mailed well in advance to all local associations, and will be covered in the News published about May 1.

Scene of the convention will be the fine new building of Sir George Williams University in downtown

8 to 9 a.m. tomorrow by bus and private car and will meet in front of the parliament buildings at 12 noon.

"Premier Johnson has been advised and asked for a hearing."

After the passing of Bill 25 but before it had been signed by the Lieutenant-Governor, Quebec Federation on February 17 issued a release quoting the following telegram signed by President John Purkis, sent to the Lieutenant-Governor-in-Council:

"It is with devastating alarm that we receive the passing of Bill 25. We have found no recourse but to warn the government of the serious and perhaps irreparable damage that can result.

"We therefore respectfully submit that while recognizing the provincial rights in the structure of education to be inviolable, that this Bill be submitted to the Supreme Court of Canada to determine its constitutionality."

That same weekend, on Sunday, February 19, a historic meeting took place that led to the first united action by all six H&S-type organizations in Quebec — French and English, Catholic and Protestant. The following day they jointly sent a telegram to all five professional teaching bodies in Quebec offering continued future support in these words:

"We are certain that your professional responsibilities and the interests of the children have influenced your decision to return to schools. We welcome this decision in spite of some of the restrictive provisions of Bill 25.

"As parents we offer our active co-operation with the professional teaching organizations to research the practical and acceptable solutions for recognizing the professional status of teachers."

Montreal. Official proceedings will start at 1 p.m. on May 12, ending about 4.30 p.m. on Saturday, May 13.

Friday afternoon will be devoted to the annual business meeting, including discussion of resolutions. This is the session that establishes Federation's policies and sets the stage for future action.

Friday evening will see a number of "Clinics", informal small discussion groups on subjects of local interest, to be selected on the basis of questionnaires that have been sent to all associations asking for suggestions.

Details of the Saturday sessions are not yet fully settled, but Joan Dougherty promises excellent

Form "Big Six" Council of Parents

Federations Unite in Effort For Joint Political Action

Efforts of Quebec Federation during the past year to organize a Provincial Parent Council of the various Quebec federations of home-school groups reached fruition late in February.

Following various meetings involving first four, and then all six of the province's federations of parent associations, primarily to discuss problems developing from Bill 25, it was decided to create a formal organization of the Big Six.

Details of the new Council's structure must await ratification by the various federations concerned, but in the meantime the agreement to co-operate was announced in a statement issued to the press on February 24, which read:

PROVINCIAL PARENT COUNCIL FORMED

The current school crisis in Quebec has demonstrated the need for parent participation in educational affairs.

Constant collaboration must be established between the home and the school if we are to have the best possible educational system — a collaboration that should be encouraged by the central administration, well-informed and at all times ready for dialogue between the partners.

In order to establish the best representation of parents, a new joint organization has been established by the presidents of six provincial federations representing parents of both French and English language and Catholic and Protestant faiths. It will provide for consultation on a permanent basis, co-ordination of the activities of all federations and effective joint action, and will act as a qualified spokesman for Quebec parents in educational matters. The new organization will be known provisionally as the "Council of Provin-

cial Federations of Associations of Parents", and in French, "Conseil des Fédérations Provinciales d'Associations de Parents".

Membership in the Council will be restricted to existing federations of parent or parent-teacher associations concerned with participation in school life, specifically those incorporated under Quebec law prior to February 11, 1967.

This joint action has been taken to provide an improved source of information for parents of school children, to facilitate participation in the many provincial consultative bodies, and to collaborate in the necessary work of establishing a sound system of education that will operate efficiently and harmoniously.

One of the first functions of the Council will be to assist in the work of the advisory committee called for in Bill 25, to establish methods of future negotiations with school teachers. Recognizing the value of parent participation, the government has provided that two members of this group shall be from organizations most representative of the province's parents. Another task of the Council will be to outline a program of activity involving collaboration of all the parent groups in every part of the Province and liaison between these groups and the parent services of the Department of Education.

Provisional executive of the Council is composed of J. Ferrari, of the Fédération des Associations Parents-Maitres du Québec as president; J. H. Purkis of Quebec Federation of Protestant Home and School Associations as vice-president; and Claude Boutin-Duparc of the Fédération des Associations de Parents d'Etudiants des Collèges Classiques du Québec as treasurer.

Member organizations are: Quebec Federation of Protestant Home and School Associations Inc.; Federation of Catholic Parent-Teacher Associations of Quebec Inc.; Fédération des Unions de Famille; Fédération des Associations de Parents d'Etudiants des Collèges Classiques de Québec; Fédération des Associations Parents-Maitres du Québec Inc.; Fédération des Associations de Parents d'Elèves des Ecoles Protestantes de Langue Française de la Province de Québec.

speakers and panels during the morning and facets of the main theme such as "What will tomorrow's world be like?", "What sort of skills and attitudes must our children have?", "Acquiring the tools to open doors in tomorrow's world", "What sort of guidance do our children need?" and "University or vocational education — how can our children choose?"

Afternoon plans call for a stimulating session on the basic subject, "What Parents Can Do About Education". Included will be discussion of new avenues for Home & School activity, and the question: Are we using Home & School to its maximum potential?

Complete details will appear in your next News.

QUEBEC HOME & SCHOOL NEWS

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Political Challenge Demands Political Action

It was a black day for Quebec citizens on February 17, the day Bill 25 became law — a black day, but not the end of the world, nor even the end of the fight to correct its errors.

The government's desire to reduce the disparity between the best and the poorest educational opportunities in Quebec is laudable. What angers the readers of this paper is that its efforts to do so have involved sabotage of the better educational systems. As the Montreal Star has been pointing out consistently since the October Guidelines were made public, what Quebec needs is elevation of the poorest educational standards, not lowering of the best.

Race, creed and occupation have nothing to do with the question. The opportunities ahead for today's school child, whether from city, town or farm, will depend on the quality and nature of Quebec's educational system, just as the prosperity of the province as a whole will depend upon its ability to compete in the North American economy. And for progressive development there must be leadership whereby some are front-runners and others follow. Bill 25 does just about everything a mediaeval thinker could wish to ensure that there will be no front-runners in the field of public education.

It must be remembered, however, that Bill 25 and its foggy amendments are hasty legislation that grew out of political expediency. The Department of Education does not really want educational mediocrity. It is composed of men whose motives are beyond question, but whose actions are governed by political considerations. And the only way to fight politics is with politics.

The urban and suburban parents, the teachers, the trade unions — the groups that stand to lose most by educational mediocrity and authoritarian government labour policies — comprise a chunky portion of the electorate. Their members in the provincial legislature are not deaf to public opinion.

If these groups most affected by the excesses of Bill 25 and the October Guidelines have the inclination to co-operate in a public opinion campaign demanding more enlightened educational policies, they can have a lot to say about future developments.

Not the Time for Flying Off on Tangents

Anyone active in Quebec Home & School affairs who was not overcome with nausea had every right to be amused by newspaper headlines in early March emanating from a group of Montreal Suburban home-school organizations.

Such headings as "Protestant Parents Start Action" and "Parents Urge Fight on Bill 25" in newspapers of March 2 — that's right, March, not February — could not help but cause any informed person to wonder where these parents were during the height of battle, ended weeks before their heroic pronouncements. Among these, adding insult to ignorance of the current state of affairs, was a resolution urging Quebec Federation "to take action for the amending of Bill 25 in a manner satisfactory to the communities they represent". Wow!

Probably no great harm results from the action of such splinter groups. Their greatest injury to the common cause is that they inform the supporters of Bill 25 that here is a group of parents who do not normally take part in Home & School activities (if they did, they would be supporting Quebec Federation representations) and accordingly are of little consequence as a pressure group.

Too bad.

Bill 25: Some Things to Remember

Before Bill 25 becomes lost in the political fog, four points should be re-stated and re-emphasized:

(1) The only matter of concern is the education system of the province.

(2) That system flourishes or withers in direct proportion to the quality of its teachers.

(3) Our objective should not be a better average system of education, but an overall better system.

(4) Equality should be achieved by lifting the bottom, not hamstringing the top. It goes without saying there should be no privileged groups. All should have the same opportunity.

Bill 25 does not meet, in the view of this newspaper, these tests.

It sets back the progress of education reform in this province. It contravenes the spirit of the Parent Report, and it contravenes the rights of the Labor Code. It discriminates against career teachers, and it thwarts the recruitment of able professional teachers. It penalizes communities which have been willing to increase taxes in order to support quality education. It creates an unworkable atmosphere for the co-operation of parents, teachers, administrators and school boards necessary to effect education change that could benefit every child in this province. It tarnishes the image of the new Quebec, and the quest for social and economic advancement.

Hastily drawn up as a result of public frustration, the bill sets down conditions that are bound to haunt everyone long after the present crisis has passed. The government has, in fact, attempted to alleviate an immediate problem by imposing legislation that transcends the immediate. It has done so without consultation and, we believe, without carefully thinking through the possible detrimental effects of its actions.

The bill destroys free collective bargaining, no matter what its proponents may argue. It punishes teachers and school boards whose existing contracts have not yet expired and who have been in the process of peacefully negotiating new agreements. It makes a mockery of the Labor Code by penalizing those who have exercised their rights under that code. It establishes a committee of teacher and school board representatives to "advise" the government; but ad-

vice is often meaningless as the Comité du Plan discovered last October. It dictates who shall represent the teachers and who shall represent the public.

The Quebec Association of Protestant School Administrators has correctly pointed out that while the proposed salary scale would raise the income of teachers in the lower categories, it would virtually freeze the salaries of career teachers — those with bachelors' and masters' degrees, in addition to Class I teaching certificates, whose present wages already exceed those on the government scale. And while no teacher would have his present salary reduced, the government's guarantee of a minimum raise of \$200 per year for the next two years does not even cover cost-of-living increases.

Recruitment of fully-trained professional teachers — already difficult under the best of circumstances — will be severely hampered by the pending legislation. It will give prospective teachers second thoughts about entering a profession which has been stripped of its professionalism. It will turn away teachers from other provinces and other countries who have considered settling here. It will induce good teachers already here to go elsewhere. And, in attempting to equalize instructional salaries throughout the province, it will hurt those outlying areas which have always had to offer special inducements to attract good personnel.

The key to education reform is the teacher. We had begun to see a new era in cooperation to take this province's education system out of the 19th century and project it into the 21st. Now all is jeopardized by legislation that strikes at teacher morale and breaks the backs of those who have struggled with pride to achieve a new image for their profession.

Mr. Johnson's defence of Bill 25 as ending the "double system" of education in Quebec has disquieting overtones. No one has ever pretended that every child in this province has enjoyed equal educational opportunities. That is what the Parent Report, Operation 55 and Regulation 1 set out to correct. But the way to achieve that estimable goal is not by penalizing those school districts which over the years have taxed themselves to achieve enviable standards. The

obvious answer is for the government to assist those areas less able to afford this quality education.

Equalization must never be made synonymous with mediocrity.

—From the Montreal Star, February 16, 1967.

Heads Billeting For Annual Meet

Because of Expo, accommodations may be hard to find in Montreal at the time of Quebec Federation's Annual Meeting May 12-13. A special effort is being made to fill the gap with the co-operation of H&S members in the Montreal area who are willing to play host to delegates.

Billeting arrangements will be co-ordinated by Mrs. Gladys Wilkinson of Pointe Claire, Federation's director for the West Island area. Montrealeers who can provide bed and breakfast for a delegate or two are asked to get in touch with Mrs. Wilkinson at OXFord 7-0598.

SCHOOL TELECASTS

New programs in the Quebec School Telecasts which should prove worth a look are a half-hour colour film, "Expo '67: a preview", which will be telecast on April 26, and again on May 3, each time at 9.30 a.m. This film gives you the privilege of a look at the spectacular variety of architecture, displays and inventions that make up Man and His World, before the gates open on April 28.

Also coming up is "Let's Discover", a science program for primary grades, dealing with basic scientific principles in a simple way, and using examples with which children are familiar. A series of nine programs begins on Thursday April 6, at 9.30 a.m. Already in progress is a Grade V history series, "All About Indians", which runs until the middle of April on Wednesdays at 9.30 a.m.

Programs are seen on CBMT-Channel 6 in Montreal, CKMI-Channel 5 in Quebec.

LETTERS

Correspondence is welcomed but writers are asked to be brief. Letters may be shortened by omitting portions, if this will not interfere with the primary message.

Strong Forward Movement by Quebec Federation

Dear Sir:

May I express my sincere appreciation of recent developments within your Federation.

The degree of consultation and the depth with which you have examined issues as they arose have restored my original strong faith in the voice of representative parents groups. I would especially like to congratulate your President, Mr. Purkis, for untiring efforts to ensure Federation's stand being logical and well established in fact.

The latest issue of your newspaper seemed to bring the changes into focus as every article seemed to be the result of carefully planned action on the part of the Executive of Federation. Your editorial indicated an understanding of the present difficult situation in

Quebec that many educators and most laymen do not possess.

May I assure you sir, of my personal appreciation of what I consider to be a strong forward movement by Federation. I could only wish that more parents would take a real interest in the fundamental issues so that all Associations could speak truly for the groups they represent.

I have worked strongly for Home and School when I thought it right and as hard as I could against it where I thought it wrong. I am indeed pleased to be able to praise once again since, as an educator, I know that praise is always a better instrument than criticism as long as it has a basis of truth.

W. D. McVIE,
Principal,
West Hill High School

Part-Time Teacher Training

Dear Sir:

The McGill Alumnae Continuing Education Committee is pleased to inform you that the Faculty of Education of McGill University is prepared to offer, to both men and women, teacher training on a part-time basis on the McGill campus commencing this fall.

Your interest, and your support of our efforts were responsible for the establishment of this programme. We thank you for this co-operation.

Please find enclosed detailed information regarding the proposed course.

Mrs. A. H. McFarlane
Chairman
McGill Alumnae Continuing
Education Committee
(Details on page 8 — Ed.)

Registration, Publications Duties at Annual Meeting

Preparations for the Annual Meeting of Quebec Federation May 12-13 include the following appointments announced by Mrs. Anne McDonald, who is in charge of general arrangements and displays.

Registration will be handled by

a committee under Mrs. Barbara Fraser of Chateauguay, director for the Chateauguay area, phone 691-2170.

Publications will be exhibited through the work of a committee to be headed by Mrs. Dorothy MacLauchlan of St. Laurent, director for the Montreal N.W. 2 area, phone RI. 7-4433.

Basic Points of Federation's Attitude Toward Bill 25

Speech Notes of President Stress Prospect of Lower Standards in Education

Busiest member of a busy Quebec Federation executive since Bill 25 hit the fan has been President John Purkis, who has been attending meetings almost literally every night of the week.

His outline of Quebec Home & School's position to parents through the province has followed some basic notes reproduced here. Dates are referred to as of February 15, when this draft was prepared.

As a Federation of Home and School Associations — we have always been interested in the education of all children irrespective of the fact we represent a Protestant minority. Therefore, our concern over Bill 25 is as parents generally about education on a province-wide basis. During the past week I have attended many meetings, heard many opinions, received many phone calls — not once has the fear been concentrated for Protestant educators alone, but for all teachers — French, English, Catholic and Protestant.

The recipe for a good educational program requires three major ingredients — buildings (or structure), teachers and children (learners). We do a pretty good job in satisfying the last ingredient — children — and in fact it could be said we represent the foundation from which the educational program develops.

When anything happens, however, to disrupt the efficient performance of the other two ingredients — structure and teachers — parents respond quickly and that is what we have seen during this past week.

In spite of the fact that Quebec's children are the victims of striking teachers, parents everywhere are wholeheartedly supporting the teachers. Although I do not think for a minute that we can condone the continued absence of teachers from the classroom, it is also true that we cannot support a government that uses children as a weapon to pass legislation removing the rights of a particular section of society.

Why is it then that parents are solidly behind the teachers?

1) The teachers' spirit and enthusiasm for their work is in jeopardy. Parents are concerned about the teachers' attitudes. How can they teach effectively in an atmosphere which forces them back to the classroom?

Consider the factory worker, whose product is examined for quality. At the end of each shift the worker's performance is easily measured. With teachers this is not so — the product they are moulding will not reach maturity perhaps for 10 to 15 years — it will pass through many teachers hands — and, therefore, it may not be before the 1980's that we see the full impact of this Bill. How does the Government plan to bolster teacher morale and rebuild trust?

2) Teachers will leave — anyone with good academic qualifications and experience would be foolish to stay where his salary presently exceeds the new scale.

Any school system that employs qualified teachers, and we need them for there is a shortage now,

will be faced with a tremendous problem this year to maintain the quality of education. E.g. — Montreal PSBGM — 561 teachers left in 1966 — 22% went outside the Province to teach. At this time we should be strengthening our teacher qualifications to meet some of the recommendations of the Parent report — not weakening them. How does the government plan to replace the teachers who will inevitably resign as a result of the new salary policy?

3) Parent voice in education — where does it stand now?

Despite the recommendations of the Parent Report for School Committees, and the fact that all over the world the trend is toward a greater voice for parents in school administration, Bill 25 negates this trend and reduces our voice in the running of the schools our children attend. With School Boards no longer involved in salary negotiations, the taxpayer's influence is weakened.

4) Salary scales seem unrealistic to parents who are accustomed to hearing of larger settlements for other workers — consequently, they are coming to the defense of the teacher.

Also, no recognition is made in Bill 25 for the regional differences necessary to encourage teachers to work in distant rural areas or to face the costly burden of urban living.

We are, however, now told that the scale is not "a finite one" and can be modified to meet local needs — but to the teacher or parent who reads Bill 25 this is not apparent — and they now must trust the Government to follow through on these unwritten promises.

It is true that a common denominator in educational salaries is desirable with local economic considerations, but it may be disastrous if in its application we lose the teachers who are not prepared to wait, under the salary freeze, until the provincial salary average rises and catches up with them.

This is doubly so if local boards are penalized for going beyond the salary guidelines on individual salaries even if they are prepared to raise the additional revenue from their local taxpayers.

These, therefore, are the four major reasons why parents have responded quickly against Bill 25.

RECENT EVENTS

Quebec Federation has been very active in attempting to guide local associations and to assess their opinions in opposition to Bill 25.

Quebec Federation executives had been working closely with the PAPT, QAPSA and QAPSB for many months in an attempt to keep up to date on teacher-Board relations. We have also maintained

close liaison with all parent-teacher groups in the province.

It was not until last Saturday (Feb. 11) that it seemed urgent to alert all Protestant H & S Associations of our direct involvement. At this point, with the proposed legislation, a provincial threat appeared which was going to affect all schools in Quebec and we stood to suffer more because of the high qualifications and experience of our teachers. (51% PSBGM teachers have degrees, 15.20% are working on their first degree(s). (25% of high school teachers have honours or post graduate degrees and 300 (est.) are working on advanced degrees at the present time).

We, therefore, immediately advised the Minister of our alarm and alerted all associations to hold emergency meetings to make certain all parents were aware of the problem and aware of the need to assist the teachers. The response was tremendous. Time and time again Federation and local associations have been thanked by the teachers for our support. Undoubtedly, the strong parent involvement startled the government and they have already admitted that they never realized how concerned we were. It is certain that many of the amendments to the Bill have resulted from this pressure, and perhaps we can assume that continued pressure will bring further modifications that will make it attractive for our teachers to stay on the job in Quebec.

We sent further telegrams — attended more meetings — and actively supported the march on Quebec by alerting every association of its time and place, etc.

Meanwhile, in our constant contact with the other provincial parent organizations, referred to above, we joined forces, and the informal Provincial Parent Council which Federation has been trying to foster during this past year has suddenly come to life — with six organizations now representing 250,000 voters.

Last week representatives of this group met in Quebec with the newly appointed Director of Parent Services, George E. Daignault. We discussed Bill 25 and presented recommendations for flexibility in its application, and also requested further representation for parents on the advisory committee to be set up under the Bill. It was agreed that two parents are to be chosen and added to the new "advisory committee" under Section 13.

The choice will be made from names submitted by representative parent groups and the "Council of Six" will be asked to take an active part in this selection. We were also informed that the Government wishes to co-ordinate the activities of the parent groups throughout the province and welcomes this new Council approach and will in all probability be setting up the framework within which such an organization will be recognized at Quebec. These then are two positive developments of interest to parents everywhere.

I am being asked now — where do we go from here? Some associations have marched on Quebec, others have raised money for legal expense to fight the Bill, others have raised money to pay teachers' lost salaries and of course meetings, such as this one, are going on in every corner of the city.

TIME TO STAND UP AND BE COUNTED

The harrowing events of the recent past in the educational field have had one slight beneficial result. They have exposed some weaknesses in the Protestant parent-teacher co-operative structure that should be rectified forthwith.

When there was no great stress and need for united action, it may not have been too important that there were Protestant schools without Home & School Associations — or that there were H&S Associations that did not belong to the central Quebec Federation — or that many H&S Associations were content to operate with minimum membership, so long as they collected enough fees to cover expenses.

Today all that has changed. Everything less than 100% participation by Quebec Protestant parents of school children reduces the effectiveness of Federation representations.

Member associations of Quebec Federation, after co-operating in sending telegrams to the government and other actions opposing Bill 25, have been asking "What can we do now?" The immediate answer, outlined in a recent Federation bulletin, is "get strong."

The answer is simple, the bulletin says — increase your membership. It should be at least 75% of the total student enrolment. Ring doorbells, have a telephone committee, let non-member parents know what action has been and can be taken, and get this information into your local paper. A vocal executive is not enough — it must be backed by membership of parents.

Ask parents if they are satisfied to see the best educators withdraw from their profession. Do they care about the quality of their children's education? Are they content to see the financial incentive taken away from teachers who would otherwise give extra time and effort to improving their qualifications? And what about the withdrawal of the right to strike?

While Federation is in constant consultation with the officers of the Provincial Association of Protestant Teachers, the teachers in the schools — ~~the teachers in the schools~~ ^{the teachers in the schools} ~~what support~~ ^{what support} they have from the parents of their students when they find only a minimal number are Home and School members joined in the efforts of Federation. The best tonic we can give them right now is the knowledge that parents and taxpayers care enough to unite to make their views known.

Get into action now, the bulletin concludes. Now is time to stand up and be counted. Get after every non-member now, and get your additional membership lists into Federation as quickly as possible so that our voice will be something to be reckoned with.

I believe that the first requirement is to have a "study session" for parents — for all of us to become fully familiar with the problem teachers are facing.

We must study ways and means of helping them regain trust, and enhance their professional standards. Then we must ask them to tell us what is most needed. Only then can all parents through their respective Federations and the "Council of Six" consolidate their feelings about further teacher strikes and the mass resignations that may follow in June. The "Council of Six" will plan the strategy for Parent groups. We plan also to meet with the professional teacher organizations. After these meetings Quebec Federation of Protestant Home and School Associations will have to inform all associations of the suggested direction for parent groups to follow.

I am certain that only through the combined voice of French and English, Catholic and Protestant associations will the parents really be effective in overcoming the main objections to Bill 25. We must help generate improved teacher spirit and enthusiasm on the job in spite of Bill 25, avoid mass resignations by teachers and finally, ensure a strong voice for parents in education.

BRIEF TO B.B.G.

The brief presented to the Board of Broadcast Governors on behalf of the Canadian Home and School and Parent-Teacher Federation was given by the chairman of the Federation's Audio-Visual Committee, C. E. Edwards, of Bridgetown, N.S. Space allows only the briefest summary of Mr. Edwards' text.

After tracing the history of the federation's interest in Educational TV, beginning in 1951, Mr Edwards moved on to the beliefs on which the federation bases its educational television program, stressing the goal of "a television set in every classroom", the potential television has of raising the standards of education in Canada, by updating both teachers and teaching methods, and its effect on bilingualism. Here Mr Edwards mentioned the results of Nova Scotia's French TV program, begun a few years ago, which are outstanding.

The brief closed with recommendations including giving priority to education in the development of television in Canada, a request for a sufficient number of channels to meet these needs, reserving some UHF channels exclusively for educational use, and the placing of the facilities of the entire broadcasting system, to the greatest practical extent, at the disposal of provincial authorities.



After Hours

... with the editor

One ancillary result of the Bill 25 hassle is the sudden, sharp realization that something has to be done about Quebec Federation finances.

Perhaps all parent-teacher organizations are in the same boat. So far as Quebec Federation is concerned, the elements are fairly simple. The dollar-a-year income from members simply cannot cover the necessary cost of operation in these days of educational change.

Where periodic mailings to area directors and local associations once covered the needs, today frequency is stepped up and urgency dictates the use of telegrams on many occasions. Briefs to various governmental bodies — on Bilingualism and Biculturalism, Guidance in Schools, the Parent Report to name three recent major efforts — cost a lot of money. The volume of communications with locals has soared and the cost of everything, as we all know, keeps rising.

Meanwhile the Parent Commission, with its promise of educational advances, seems to have lulled Protestant parents into feeling that Home & School participation was not needed as much as in the past, and membership — believe it or not — has actually dropped in the last couple of years. No doubt Bill 25 will change all that.

The result? Quebec Federation has been bleeding itself white to meet skyrocketing need for action with a declining income. Despite heroic methods such as reducing the frequency of this paper (which is something of a tragedy when the need for a voice of parents is so great) Federation last year spent \$2,269 more than it took in and right now is working on its last reserves, shown at \$1,978 at September 1 last.

What's the answer? A lot of people, including Federation's executive, would like to know. Right now what we need is a "war chest" to carry on a public education campaign directed to parents that will help lead to a satisfactory modification of Bill 25 — and we just ain't got it.

Is there a Big Daddy in the crowd who will quietly and probably anonymously finance this vital program? Can we organize a campaign to get industrial "supporting" memberships at, say, \$50 or \$100 from business firms interested in the educational system that will supply their future employees? How much should the membership fee be raised above the present, clearly inadequate, dollar-a-year rate?

Could we hear from readers on these points?

High Schools Most Vivaly Affected

Fringe benefits from Bill 25 — there has to be a silver lining — may include greater Home & School activity in secondary schools, where the standards of education are threatened most clearly.

The Quebec Association of Protestant School Administrators, the body representing educational leaders such as school principals, should give a lot of thought to that proposition. And so should the P.A.P.T. and the corresponding organizations in the Catholic and French language sectors.

Suppose there had been an active Home & School organization at every one of the province's schools during the recent controversy. The votes they would have represented — in the millions — would have carried a lot of weight at Quebec in considering modification of Bill 25 and the October "guidelines" that inexorably forced the teacher strikes.

We hope the lesson of February's events has not been lost on the professional educators of both languages and all creeds. The teachers objected to centralized regimentation of the province's educational system and were thoroughly clobbered by edict — legal force used to end the problem by the same political power that originated the problem.

A law ended the strike of Catholic teachers and prevents strikes of Protestant teachers. There is no law on earth, however... well, not on this continent anyway... that can prevent an aroused citizenry from voicing its views forcefully and, in due course, changing the laws it does not like.

In the present situation the teacher's best friend is Home & School, and the teaching profession should see to it that there is such an organization at every Protestant school in Quebec.

When that happens, the Protestant taxpayer's opinions — voiced by Quebec Federation — will be a factor of importance in deliberations at Quebec.

Better informed students today
make better citizens tomorrow

The Montreal Star

Federation Subdivisions Reorganized New Area Representation Based on School Regions

With the annual election of the Board of Directors in the offing at Quebec Federation's annual meeting in May, the structural organization has been amended to bring it in line with establishment of regional school boards.

In some cases this has resulted in bigger "areas" which will be represented by more than one Director. The grouping below reflects the current educational organization, which should lead to more common interests and better communications among H&S Associations in each area.

Nominations for the office of Director have been called for, and will be voted on at the Annual Meeting.

Areas and the H&S Associations they include follow, together with a note where more than one Director is to be elected.

TOWN OF MT. ROYAL

- Algonquin
- Carlyle
- Dunrae Gardens
- Mt. Royal High
- Russell

VERDUN

- Bronx Park
- Bannantyne
- Connaught
- Crawford Park
- Riverview
- Verdun High

WESTMOUNT

- Roslyn
- Westmount High
- Westmount Park

N.D.G.

Two Directors

- Hampstead
- Iona
- Royal Vale
- Willington
- Merton
- Monklands
- Rosedale
- Sir A. Currie
- Somerled
- Herbert Symonds

LACHINE-DORVAL-LASALLE

Two Directors

- Central Park
- Courtland Park
- Dorval Gardens
- John Grant
- Lachine Rapids
- Meadowbrook
- Summerlea
- Surrey Gardens

EAST MONTREAL

- Maisonneuve
- McLearn
- Montreal East
- Tetreaultville

CENTRAL MONTREAL

- Bedford
- Logan
- Outremont
- Baron Byng

NORTH WEST MONTREAL

Two Directors

- Malcolm Campbell
- Ahunatic
- Cartierville
- Morison
- Maple Hill
- Sarah Maxwell
- Elmgrove
- Westbrook
- Parkdale
- Millar
- Cedarcrest
- Gardenvue
- Riverdale
- Roxboro
- Stonecroft
- Willowdale

NORTH EAST MONTREAL

- Drummond
- Peace Centennial

MONTREAL WEST

- Ellinburgh
- Elliz. Ballantyne
- Wagar

NORTH MONTREAL

- Coronation
- Jewish Peoples
- Northmount
- Van Horne

WESTERN QUEBEC

Two Directors

- Buckingham
- Campbell's Bay
- Chelsea
- Hull
- Maniwaki
- Poltimore
- South Hull
- Shawville
- Thurso
- Namur

GASPE

- Gaspé
- Matapedia
- New Carlisle
- Shigawake

QUEBEC CITY

- Alex Wolff
- Ste Foy
- Valcartier Village

EASTERN TOWNSHIPS

Two Directors

- Ayer's Cliff
- Beebe
- Coaticook
- Magog
- Compton Waterville
- A.B.C.
- Lennoxville
- Sherbrooke
- Lake Megantic
- Scotstown
- Granby
- Sutton
- Asbestos

NORTH ISLAND

Two Directors

- Chomedey High
- Crestview
- Souvenir
- Hillcrest
- Laval West
- Prince Charles
- Ste Rose

- St Eustache
- Lake of 2 Mtns
- Lewis King
- Martinvale

CHATEAUGUAY

Two Directors

- Howick
- Huntingdon
- Ormstown
- Valleyfield
- Julius Richardson
- Maple
- Mary Gardner

LAURENTIAN

Two Directors

- Brownsburg
- Grenville
- Harrington
- Lachute
- Ste Adele
- Laurentian
- Shawbridge
- Joliette

EASTERN QUEBEC

- La Tuque
- Grand-Mère
- Shawinigan
- Three Rivers
- Thetford Mines
- Sorel

LAKESHORE

Three Directors

- Briarwood
- Cedar Park
- Allanrocft
- John Rennie
- Lakeside Heights
- Lindsay Place
- Northview
- Thorndale
- Valois
- Sunnydale
- Christmas Park
- Beaconsfield High
- Beaconsfield Elem.
- Seigniory
- Macdonald
- Hudson
- Edgewater
- Vivian Graham

SOUTH SHORE

Two Directors

- Boucherville
- Mountainview
- Candiac
- Longueuil
- Mackayville
- Preville
- Royal Charles
- St Johns
- St Lambert
- La Prairie

SAGUENAY

- Corbett Memorial
- Chibougamau
- Port Cartier
- Seven Islands
- Saguenay (Arvida)

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More Guidelines to Assist in Study of Parent Report

Teachers, Indians, Eskimos Subjects of Latest Queries

Further guidelines have been prepared by members of Federation's executive to help Home & School groups studying the Parent Report's implications in today's Quebec educational scene.

Study groups have been asked to forward their conclusions for use in formulating future representations to the Department of Education on behalf of Protestant parents and teachers. Readers who are not members of study groups might like to consider these questions on their own.

What are your opinions?

VOLUME 5, CHAPTER 12
The Teacher's Calling: His Rights & Duties. Page 195-215; Paragraphs 669-715. Recommendations Nos. 129-137.

In order to present our views on the Role of the Teacher the following questions have been prepared for your membership. It is our hope that your answers will provide sufficient evidence of the parents' interest and desire to aid, and wherever possible improve, our educational system with respect to these vital components dealt with in the Royal Commission's Inquiry on Education. Please keep in mind that our questions are mere guides for your work.

I. The teacher's calling

a) "Every teacher, whatever his specialty, is, first and foremost, a teacher of humanity". Comment.

b) Please comment on the Teacher's function as "complement of the parents" and the demands that he be a model citizen at all times — as compared to — the requirement that a Teacher while engaged in duties in or about the school be required by regulation to conduct himself in a manner that sets a worthy example for his pupils.

II. The teaching profession

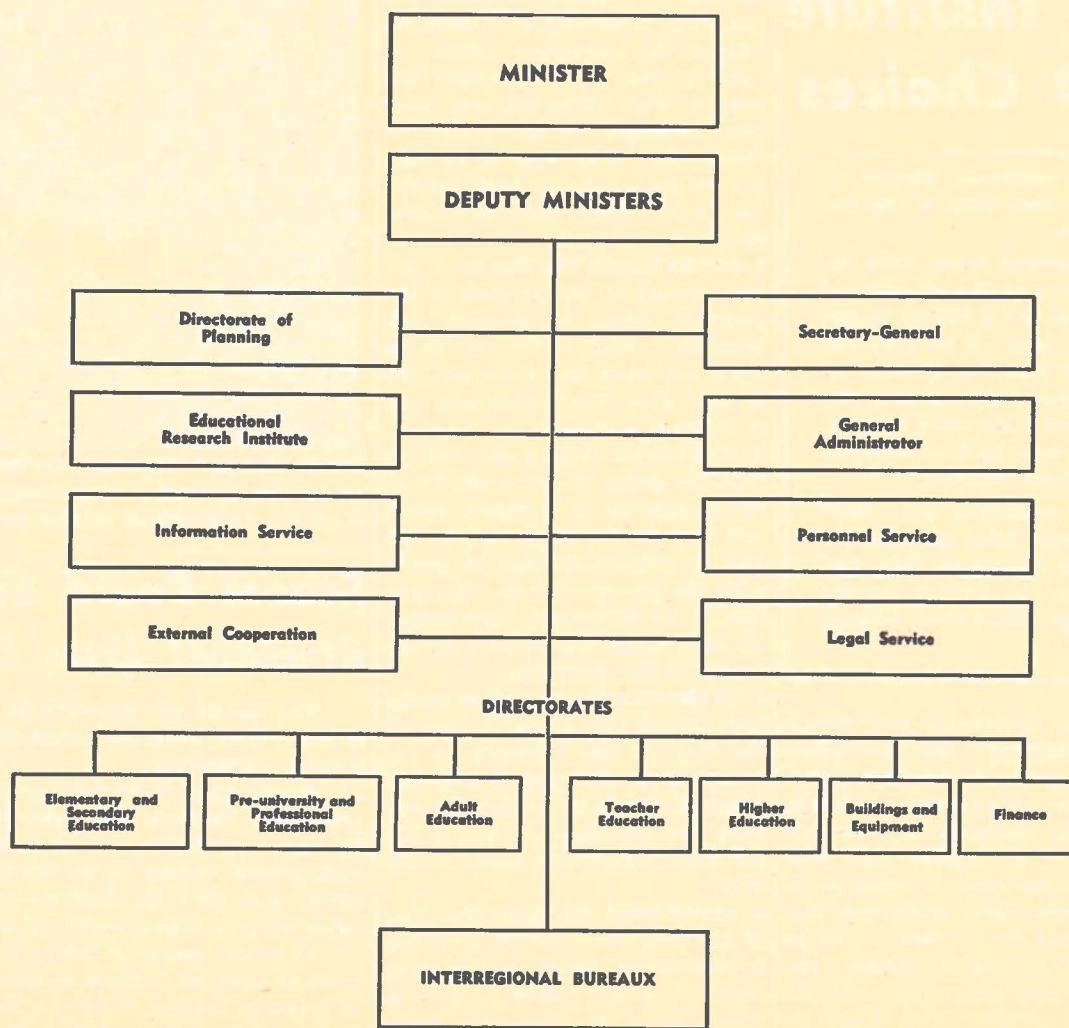
c) If we are to attract and hold better qualified and more capable teachers, it is necessary but not sufficient that teachers' salaries be comparable to those obtainable by like people in other professions and in business. Comment.

d) It is desirable to increase all financial aids (with respect to numbers and size) to teachers who wish to improve their academic qualifications, beyond the one per cent recommended by the Parent Report. Comment.

e) The dignity of a Teacher is often at stake when compared to the "producing professions" such as engineering or sales, and the semi-hostile taxpayer-versus-teacher relationships seems unreasonably outdated, since subsidies and taxes are now accepted by all citizens. Comment.

f) At the present time, the cream of the academic crop is being channeled into the professions other than teaching. Degree

NEW STRUCTURE FOR DEPARTMENT OF EDUCATION



REVISED ORGANIZATION CHART for Quebec Department of Education shows a number of changes from the pattern of responsibilities charted in our September issue. Not shown here is the advisory Superior Council of Education, with its Protestant and Catholic committees, which reports directly to the Minister of Education.

courses in teacher training require 70% entrance, but the diploma courses only require 60%. While those with diplomas can work towards a degree after they have started to teach, should all candidates for teacher-training, degree and diploma, prove their basic ability by having a 70% or over average before being allowed to enter training?

III. The development of the teaching profession in Quebec

g) We would encourage the teachers' organizations to establish a close working relationship with university teachers and Admissions offices, to ensure continuity in our children's schooling from pre-school to university. Comment.

h) The trend that Teachers be invited to participate in curriculum innovations and development must be encouraged. Study groups consisting of parents and educators should be the natural tools in curriculum development. Comment.

IV. The teacher's right

i) The right of secure employment with regular payment of salary as due, and the right to professional representation in case of threat of dismissal, are the prerogative of every teacher in the Province. Comment.

j) The right to strike seems to be every man's property today but in order to establish or maintain teaching as a profession such drastic measures could well be minimized if a closer relationship between parents and teachers existed. Before antagonistic statements are published by the news me-

dia from teachers and school boards, formal or informal meetings ought to be attempted in which the parents are actively engaged. Comment.

V. Duties of teachers

k) Teachers should be aware that professional growth is expected of them, and refresher courses in subject areas as well as in pedagogy may be considered compulsory. Comment.

l) It seems reasonable that in addition to regular classroom duties each teacher be required to be available for duty in some extra-curricular activity for a period of two to three hours per week. (e.g. Extra Math, French, or Physics classes, or Clubs). Comment.

m) We would appreciate and encourage the improvement of the working relationship between parents and teachers and also cooperative arrangements between home and school in cases where the parental influence is inadequate. Comment.

VOLUME 4, CHAPTER 4
Indian and Eskimo Education. Pages 117-131; Paragraph 199-227. Recommendations Nos. 20-29

The Parent Report makes a number of specific recommendations on Indian Education.

Before doing anything in this matter, have you tried to find out whether the Indians are satisfied with these recommendations and whether they accept the support of non-Indians?

Have you tried to contact the Band Council or Indian Chiefs in your area to invite them to a meeting and to discuss the recommendations with them?

In your opinion, would it be useful to seek the advice of regional

officers for Indian schools? (Lists of band councils, chiefs and Indian education officers are contained in the Centennial Tillicum Kit already distributed by Federation).

If yours is an integrated school, is attendance by Indian children satisfactory?

Do they and the non-Indian children get along well?

Are Indian parents invited to participate in Home & School activities and do they follow these invitations?

Do you have Indians on your executive?

Have you noticed whether unfavourable remarks about Indians in History textbooks influence school attendance by Indian children, particularly in secondary schools? (Parent Report, para. 210, page 123, Vol. 4). (Quebec Federation is on record about amending history textbooks in this regard, through a resolution adopted

at the Annual Meeting of 1961).

Are there exceptional children amongst Indians in your area, i.e., very bright ones as well as handicapped and retarded ones? Are they taken care of and, if not, what steps would you suggest to improve educational facilities for them?

Have Indians in your area, children and adults, any kind of library service?

If there is a need for books, which types of books are required?

In your opinion, what could be done to encourage more Indian students to attend teacher-training institutions so that they could themselves further Indian Education?

If there are Indian Day Schools in your area, have you considered offering them assistance to form Home & School Associations of their own, using perhaps the Band Council and/or Chief as intermediary, and the regional Indian education officer as consultant?

Is there an Indian on the Regional Planning Committee in your area? (Parent Report, para. 211, page 124, Vol. 4).

Would you consider it feasible to make Indians candidates for School Board elections, which would be a preparation for their participation in School Committees and Regional School Commissions envisaged by the Parent Commission?

Have you investigated literacy amongst Indian adults in your area?

Could your association be instrumental in arranging Adult Education language classes?

As to Eskimo Education, apart from the fact that the above questions are also applicable, at least to some extent; have you read the article in the November 1966 issue of the Home and School NEWS and do you agree with Bishop Marsh?

Do you agree with the recommendation of the Parent Commission that Eskimo Education continue to be dependent on the Bureau for New Quebec in the Department of Natural Resources?



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Educational Films A-plenty Available to Home and School Groups

Macdonald Film Files Backed by Can. Institute Give Over 7,000 Choices

A gold mine for the H & S committee chairman, teacher or anyone else in search of documentary 16 mm. films is the Extension Department of Macdonald College.

There, a collection of about 900 non-theatrical sound films includes just about every subject of interest to the educational world. It is not just a collection, of course, but a library in the fullest sense of the word — a source of films on loan backed by the experienced advice and services of Mrs. Iris Robbins as film librarian who can, when the occasion requires, help the seeker to find what he wants in a further 7,000 titles held by other film libraries in Canada. The article here, by Mrs. Robbins, originally appeared in the Macdonald Farm Journal.

Copies of the Macdonald College film catalogue have been distributed to all local H & S associations. They may be obtained through Federation's Audio-Visual Chairman, Mrs. Doreen Richter (370 Caledonia, Dorval) or by writing to the Extension Department, Macdonald College, Macdonald College P.O., Quebec.

In these days of increasing competition for time, attention and energy, of tremendous expansion of the body of available knowledge, of immense broadening of horizons, the right film is a most valuable asset for use in programming of almost any type. The accent here is on "right" — careful selection and proper use for the specific purpose will provide an experience of interest and value.

One of the sources of films and film information in the Province of Quebec is the Extension Film Library at Macdonald College — one of the services of the Extension Department of the College which combines to carry the University beyond the campus. The Extension Film Library, maintained as an educational service, is a joint project of McGill University and the National Film Board. It grew originally out of the wartime film circuits maintained by the N.F.B. and adult educators. When this circulation of film blocks throughout the province was discontinued in 1948, the film library was established to serve the whole of Quebec. It is still doing this, lending films to organizations and individuals anywhere in the province for non-commercial purposes at a nominal rate for specific showing dates. Shipping charges both ways are paid by the borrower. In some cases films are shipped right across Canada.

In the library at present are about 900 non-theatrical sound films (16mm.) on a wide variety of topics — vivid, thoughtful, entertaining. Whether one wishes

to see in time-lapse and colour microphotography the emergence of a dragonfly or the birth of a caterpillar — to have re-created the great moments of Canada's history — to explore this vast country from coast to coast — to meet artists and craftsmen and learn about their work — to be informed on world affairs, the sciences, the realm of work or health or religion — or simply to be enchanted or amused — the Library can supply films for these purposes and any others. Certain films are prepared especially for discussion, and discussion guides can be provided for interested groups.

To make available to its borrowers a further film stock of more than 7000 titles in 30 special collections, the Extension Film Library is a member of the Canadian Film Institute in Ottawa — Canada's National Film Library. C.F.I. is an independent, voluntary, non-profit organization that functions as a co-ordinator and national distributor of non-theatrical films in Canada. In addition, the Canadian Film Institute maintains a comprehensive library and information service concerning films for the use of its members. Through the Institute's co-operation, a request to the film library at Macdonald can open the doors to film use or film information to satisfy every need.

Films are an effective medium of communication, not only because their combination of picture and sound presents information with attention-getting impact but because they can be made to ser-

ve many different needs. Depending on the particular purpose of your program, films can be used to convey information about a subject, to stimulate interest in a new idea, to develop or change attitudes, to encourage action, to teach a skill, or to stimulate discussion. Most films are not, however, intended to do a job by themselves; their role is to help you to do a job. For best results, the five steps outlined below should be followed.

1. SELECTION: The film most closely related to the purpose of the program should be selected. Ask yourself: 'What is the job to be done, and what do I want the film to do?' Film descriptions will help in making a choice.

2. PREVIEW: Having selected the film, the group leader or chairman should preview it to make sure it will help do the required job, and also to prepare himself to use it with the group. If more than one film is to be shown, they should all have some relationship to the theme of the program.

3. INTRODUCTION: The introduction should relate the subject of the film to the interests of the group or to the purpose of the program. Keep it brief, but prepare the audience to watch for the most significant parts of the film.

4. SHOWING: To make the most of the film the audience must not be distracted. Good showmanship requires proper seating, smooth projection of the films, clear focus and sound, and a room well-darkened but comfortably ventilated. All of this is best arranged before the meeting begins.

5. FOLLOW-UP: This can be the most important part of the program, since this is where the job is actually done and the results appear. The follow-up can take many forms. It can be a group or panel discussion, a question-and-answer period, a demonstration, a practice session, or (if time is limited) a comprehensive summary by the leader.



FILM TREASURE: Mrs. Iris Robbins, who administers the film library in the Extension Department of Macdonald College, selects one from the hundreds of motion pictures on the department's racks.

School Board Elections June 12 Electoral Lists Due by April 3

The accent on education in recent months is causing Quebecers to take more than the usual interest in election of school commissioners and trustees.

Apart from Montreal and Quebec, where the school boards are appointed, elections will take place on June 12. Nominations must be made on Monday, June 5, from 12-2 p.m. The electoral list in each school district is to be deposited at the secretary-treasurer's office by April 3, the first week-day in April, and public notice given. After that, 15 days are allowed for revisions.

It is the policy of Home & School everywhere to encourage parents to take an interest in school elections, which are not restricted to property owners. It is not proper for H&S Associations to endorse particular candidates, but it is constructive for them to encourage candidates to run for office, and to hold meetings that will provide a forum for all candidates to meet and address the electorate.

Here are some extracts from the Education Act dealing with the election of school commissioners and trustees.

Section 122. Every person who has been domiciled in the municipality for at least the last twelve months, able to read and write, qualified to vote under paragraphs 1, 2 and 3 of section 125 and who has paid all his school taxes before the 1st of June, and every Roman Catholic cure and every minister of any other religious faith ministering in the school municipality, shall be eligible as school commissioner or trustee.

Section 123. In any municipality in which there are school trustees, no person may be a school commissioner if he forms part of the dissentient minority, and no person may be a school trustee if he forms part of the majority.

Section 124a. None of the following persons may be nominated for office as school commissioners or trustees, or elected to such office:

1. Keepers of inns, hotels, taverns, restaurants, cabarets or cafes, holding or having held, within the preceding twelve months, a permit for the sale of alcoholic liquor in the municipality;

2. Any person who has been convicted of any criminal offense punishable by imprisonment for at least two years. Such disqualification shall continue for five years after the term of imprisonment fixed by the sentence. However, if the term of imprisonment to which such person is liable is less than two years, or if only a fine was imposed, such disqualification shall continue for two years after the term of imprisonment fixed by the sentence, or, from the date when the fine was imposed, or, if sentence is suspended, from the date when the sentence was suspended.

Section 125. To have a right to vote at any election of school commissioners or trustees, it shall be necessary:

1. To be of the age of majority and a Canadian citizen;

2. To be entered on the electoral list; and

3. To be the owner of real estate or of a building, be entered as such on the valuation roll or to be the spouse of such owners and have been domiciled in the municipality for the last six months; or

4. To be the father, mother or tutor of a child who was less than eighteen years old on the preceding thirtieth of June and have been domiciled in the municipality for the last six months.

Section 125a. In any municipality in which there are school trustees, no dissentient may vote at the election of school commissioners and only dissentients may vote at the election of school trustees.

Section 126. Any person who votes without having the qualification of an elector shall incur a penalty of twenty dollars.

Section 129. Before the 1st of April in each year, the secretary treasurer shall prepare, for the municipality or for each ward where an election is to be held, as the case may be, a list of the persons qualified as electors.

Section 130. Such list shall be prepared by taking from the valuation roll and census book or, if need be, the census for municipal purposes, the names of the persons qualified as electors under section 125.

Section 131. The electoral list shall be deposited on the first judicial day of April at the office of



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Book Fair Constructive Source of Home & School Funds

Children, Library Both Can Benefit From Book Sale

By Hanna Lambek

Running a book fair is fun and the work is not too hard if you are well organized and have enough people cooperating. You can run a new book sale or a used book sale or, best, a combination of the two. Here are some hints collected from several associations that have run successful book fairs, notably from my association in St. Lambert.

For a Used Book Fair:

1) Organize a committee under a good leader with plenty of congenial people who like to work. Arrange with the school board to get the gym free of charge on the desired day. Best is Saturday all day, but some fairs are held on a weekday after school for the children and the same evening for the adults. Enlist cooperation of teachers.

2) Publicity is most important. Have the art classes make posters to be displayed in windows of cooperating merchants, on notice boards and wherever in your town there is a good display space. Mimeograph notices for all children to bring home. Write an article for the local paper, or if that is not possible, take out a paid advertisement. Try for the cooperation of the radio stations. In all these notes, ask people to donate used books. Give names and addresses of at least four people living in different parts of town where the books can be left, as well as names and phone numbers of committee members willing to pick up books.

3) One committee member will have to lend unused space at home (perhaps a basement) where the books can be collected and sorted. Figure about 10 days for this. Should your school have extra spa-



NO AGE BARRIERS: Parents and children alike were interested patrons at Seignior School's book fair last month. The happy group at the left includes Nancy, Karen and (almost hidden) Jackie Rae,



Mrs. J. K. Jobling and Mrs. J. McLellan of the Fair committee, and Wendy MacLean. Right Mrs. Jobling makes a sale to Mr. and Mrs. Ross Blakeley.

ce, it could be done there, saving last day transportation. Check the books, discard trash, sort them for age levels and subject matter and price them. Paperbacks can go at a standard price (usually a dime) and need not be individually priced. Invite the school librarian to look the books over and take her choice. Then pack them in boxes according to age and subject matter.

4) Second publicity: About a week before the sale, it should be advertised, giving date, time and place of the sale.

5) Friday night before the sale enlist husbands to transport boxes of books to the gym and to set up long tables forming U's from the walls around the gym (so that each saleslady is within reach of all the books of one age group). Display books and signs identifying the tables. The division might be: Preschool books; Early Grades; Grades V, VI and VII; High School; Adult Fiction; Non-fiction.

6) Saturday: Have enough volunteers to sell so that all tables can be manned without interruption all day. Treasurer should circulate with change when needed, and to relieve the salespeople periodically of the money taken in.

7) Hints: Science fiction paperbacks sell like hotcakes. So do comics, but tie about five comic

One recent example of the Book Fair in action was at Seignior School, February 1-2, when 247 books were added to the school library.

A new elementary school in Montreal's lake-shore area, Seignior had a nice library room but not enough books. President Mrs. D. C. MacLean of the Seignior H & S enlisted the aid of Mrs. J. K. Jobling to head up the Book Fair project — and Mrs. Jobling, in turn, got help from many other mothers in unpacking books,

typing, cataloguing and staffing the exhibits. Books on display, all suitable for addition to the permanent library collection, ranged in price from \$1 to \$5. Parents bought books of interest to their own children at wholesale cost, and took them home temporarily.

Within a month, after they have been perused by their first owners, the books are to be added to the school library, with the name of the child-donor duly inscribed.

books of a kind together to be sold at a nickel, so that they don't get handled individually and torn by too-eager children. Unsold books can be donated to a hospital or charity.

New Book Fair:

Lists of desirable books can be obtained from this committee, from your school librarian, or can be left to the discretion of the cooperating store. The Montreal Book Room, 2050 Crescent Street, Montreal, has cooperated in several book fairs.

Have store pack books in boxes according to age levels and type of book and deliver to school. Check books against accompanying inventory sheets. Follow items 4, 5 and 6 above. Selling is a little more difficult here, as each book sold has to be checked off against the list and the price checked. After the sale, the list is checked against the left-over books, which are returned to the store.

There are two ways of handling a new book fair. Either the parents and children buy books for themselves, and the library benefits by receiving the discount the store grants from the regular retail price. Or the parents buy books directly for the library at the discount price. In that case, a card identifying the child as the donor is pasted on the inside cover of the book, and the child has the right to be the first to borrow that book.

CENTENNIAL DONORS

Contributions of \$19.67 to the Home & School centennial projects fund have been received from the following since preparation of the list published in our January issue. Baron Byng H&S Association. John Grant H&S Association. Joliette H&S Association. Tetraultville H&S Association. Valleyfield H&S Association. Montreal East H&S Association. Matapedia H&S Association.

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the secretary-treasurer who shall forthwith give public notice of such deposit.

Section 153. Within fifteen days after the notice of deposit of the list, any person who believes that his name or that of another person has been wrongfully omitted from or entered on the list, may file in the office of the secretary-treasurer a written application to have such name entered on or struck from the list.

Section 151. Except in the case provided for in the second paragraph of Section 79 (refers to new municipalities) the election of school commissioners and trustees shall be held on the second Monday in June in each year, or, if that day is a holiday on the following juridical day.

Section 151a. In municipalities where the election of school commissioners or trustees is not held on the prescribed date, the Lieutenant-Governor in Council, on the recommendation of the Superintendent, may appoint the neces-

sary school commissioners or trustees.

Section 151B The nomination of candidates for office as school commissioners or trustees shall be held on the first Monday in June, each year, from noon to two o'clock in the afternoon. If that day is a holiday, it shall be held at the same hours on the next juridical day.

The returning officer shall announce the date, time and place of the nomination of candidates by public notice given at least seven clear days beforehand.

Section 151C Two electors may nominate, by a writing delivered to the returning officer on the day and at the place and time fixed, any eligible person as a candidate for the office of commissioner or trustee to be filled.

The writing must state the name in full and occupation of the candidate and the number of the seat or ward, if any, and be signed by the electors making the nomination.

Section 151D If at the expiration of the delay fixed for the nomination of candidates there are not more candidates than offices to be filled, the returning officer shall proclaim them elected.

Similarly he shall proclaim elected any person who is the only candidate for a seat or ward.

In every other case he shall order a poll to be held.

Section 151E Any candidate may withdraw at any time before the closing of the poll, by sending to the returning officer a written declaration to that effect, signed

by him. All votes cast in favour of such candidate shall then be null.

Section 152 The voting, when it is necessary for the election of school commissioners or trustees, shall be by secret ballot.

Section 153 Voting shall take place on the day fixed for the election from nine o'clock in the morning to seven o'clock in the evening. The school board, however, may fix by resolution the opening of the poll at eight o'clock in the morning and the closing at eight o'clock in the evening.

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Announce New M. Ed. Degrees and Evening Certificate Courses

McGill and Macdonald Offer New, Expanded Opportunities to the Teaching Profession

Graduate studies leading to the degree of Master of Education in teaching subjects will be offered to the teaching profession, starting in September, by McGill University's Faculty of Education at Macdonald College.

The new post-graduate program will substantially expand the opportunities for high school teachers who wish to improve their professional qualifications.

Introduction of Master of Education degrees in teaching subjects follows quick acceptance by teachers of the Macdonald College course leading to Master of Education (Guidance and Counselling), in which 100 qualified teachers currently are enrolled. Of these, 95 are full-time teachers pursuing their studies evenings, Saturdays and during the summer. The first M. Ed. degrees in Guidance and Counselling will be awarded at this year's graduation ceremonies.

The newly-announced Master of Education courses will enable a high-school teacher with practical experience to up-grade his qualifications in subjects which particularly interest him, and in which he would like to specialize. This will be accomplished by a combination of undergraduate and graduate-level courses together with studies of research and teaching methods in the particular subject concerned.

Completion of the program will require a minimum of two years. The first year at least must be

EVENING COURSES FOR DEGREE HOLDERS

The Faculty of Education of McGill University and the Protestant Central Board of Examiners of the Department of Education have agreed to offer, to both men and women, teacher training on a part-time basis through evening course work on the McGill Campus, starting Tuesday, September 12. Details of the program are:

Three year cycle of evening courses. — Two 2-hour sessions each week for thirty weeks in the year. Sessions to be held on Tuesday and Thursday from 7:00 to 9:00 p.m. at McGill University.

Course. — Lectures or seminar work in Curriculum and Instruction, Educational Psychology, and History and Philosophy of Education. In addition, the students must be available for guided observation or student teaching in the high schools for a period equivalent to two weeks in each of the three years.

Eligibility. — Candidates must be Canadian citizens or citizens of a Commonwealth country, or they must have taken out citizenship papers; must submit a medical report; must be at least 27 years of age; must hold an undergraduate degree from a recognized university with either a major in a high school teaching subject, or continuations of at least three years in two teaching subjects; and should be prepared to teach immediately on completion of the three year cycle. If they do not teach soon after completing the course their Interim Certificates will lapse.

Application. Interested candidates should obtain application forms from Mr. G. A. Rockwell, Associate Director of Teacher Certification, Department of Education, Quebec, P.Q.

Applications must be completed before May 31st, 1967. Unless a minimum of 30 candidates have been accepted by that date the course will not be offered.

Fees. \$200 a year payable in advance.

Refresher courses. Present holders of the High School Teaching Diploma who wish to up-date themselves in teaching methods may be considered for admission in the second year of the 3-year cycle.

full-time academic work. Following this, it will be possible for candidates to complete the requirements through part-time or summer studies.

A candidate for the M. Ed. degree in a teaching subject must submit a record of his undergraduate studies and evidence of suc-

cessful work in education, including a statement from the school where he is currently employed. A pattern of course work will be designed for each individual, based on a review of his undergraduate record by the Faculty of Education and the Arts or Science department in which he hopes to work.

Interested teachers have been invited to secure details from the Faculty of Education at Macdonald College.

BOOK REVIEWS

By DR. S. R. LAYCOCK

Telling a Child About Death
By Edgar N. Jackson. New York, Channel Press, 1965. Obtainable for \$3.75, from General Pub. Co., 30 Lesmill Rd., Don Mills, Ontario.

One of the great challenges to parents in that of helping their children to face the facts of death and bereavement. Not only must parents answer honestly and wisely the questions of their children when they first encounter the loss of a loved one but parents must also help their youngsters to accept the fact of death long before a crisis occurs in the family.

Some parents endeavour to keep their children from knowing about death as long as possible. This is unwise: rather children should be helped quite early to face the facts of death as they encounter them through the death of a pet, a neighbor or through news and television.

When a death occurs in the family, children should be allowed to share in the grief of the adult members. Youngsters being human, fear the unknown more than the known.

The author discusses the ways in which different children at different ages react to death and makes suggestions as to how parents can best be of help.

STUDENT LOANS AND SCHOLARSHIPS

Digest of Newest Quebec Regulations

By William Asherman

Bill No. 2 became law on December 9th, 1966 and repeals the previous Students Scholarships and Loans Act (Revised Statutes 1964), except for one section applicable to loans granted under the old bill.

On comparing the titles of the old and the new bills it will be seen that the latter is, to some extent, an implementation of recommendations made by the Parent Commission in Volume V, Chapter XI (recommendations 117, 118 and 127, also paragraphs 654, 655, 656). Before, the bursary (which in fact was a partial loan, as 40% had to be repaid) had priority over the loan. A student could apply for a loan, maximum \$500, only if he or she had been granted a bursary which was found insufficient. Under the new system a loan has to be obtained first and, if insufficient, a scholarship, as it is called in the bill, could be applied for, which by its nature is gratuitous.

The principal clauses of Bill no. 2 are:

The Minister of Education by means of a certificate may authorize a student to contract a loan from a credit institution (bank, credit union or any other corporation recognized as such by the Minister), if the student or his parents have not the necessary means to enable him to undertake or to continue his studies.

To any credit institution, which has given a loan approved by such certificate, the government pays interest while the student is in school and for six months after he starts working. The government guarantees reimbursement of losses in principal and interest resulting from approved loans, and also allowed expenses incurred by trying to obtain repayment.

If a student has obtained a loan in the maximum amount provided for in regulations and it proves to be insufficient to meet his needs, he may be granted a scholarship by the Minister.

A time limit of ten years is set from the date when a student received an approved loan (or a first approved loan if he got more than one), after which time limit no loan certificate shall be issued to him, no scholarship granted and no interest paid by the government in his behalf, except in some specific cases for which regulations are to be issued.

False declarations in applications for loans and scholarships are considered offences under the Summary Convictions Act, and punished accordingly. Amounts paid based on false declarations are to be repaid and the student concerned forfeits the right to a loan certificate or a scholarship for 2 years after such false declaration.

Under the bill the Cabinet can, on recommendation of the Minister of Education, set regulations to cover such items as interest rates, maximum amounts, standards and student qualification.

Following passage of the bill an Order in Council (No. 2388) was issued on December 12, 1966, setting such regulations some of which are:

Loans run from \$500 to \$800, scholarships from \$1,000 to \$1,200. (maximum amounts per academic year) varying with the student's rank. The lower sums are for undergraduates while the highest amounts go to post-graduate students.

Analysis of applications for loans and scholarships is to be based on criteria taking into account, on the one hand, the student's and his parents' resources and, on the other hand, tuition fees, living expenses, transportation costs and other personal expenses, including in particular medical care, clothing and recreation.

Students may apply for loans and scholarships if they attend an educational institution located in Quebec and recognized by the Minister; or a classical college recognized by the Minister; or a university located in New Brunswick, Nova Scotia or P.E.I.; or either the University of Ottawa, Carleton University (Ottawa), Laurentian University (Sudbury) or the Department of Business Administration of University of Western Ontario (London).

Quebec students attending an educational institution recognized by the Minister that is located outside Quebec and not mentioned above, shall be eligible for a loan of not more than one thousand dollars for any academic year but shall not be eligible for a scholarship. It is advisable to obtain information from the Department of Education on whether a specific institution outside Quebec is being recognized for loans under the act.

The rate of interest payable by the government is fixed in the Order in Council at 5½%. Upon expiry of the exemption, the borrower himself has to pay 5%.

Repayment of a loan shall as a rule be made in consecutive and approximately equal monthly amounts over a period not exceeding 10 years from the date when the borrower starts to pay interest himself. Repayment arrangements can be made by mutual agreement between the borrower and credit institution. The Order-in-Council includes a table of suggested repayments, together with provisions for default, transfer of loans from one credit institution to another, etc.

Application forms for loans and scholarships can be obtained from the Student Aid Service of the Department of Education in Quebec or from the educational institution the student attends or from student associations.

Any question regarding this bill may be directed to the writer through the Federation office.



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