



QUEBEC HOME & SCHOOL NEWS

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Quebec Federation's 162 Associations Observe

HOME & SCHOOL WEEK • SEPT. 24-30

Something new comes to Quebec this year with the celebration of "Home & School Week to tee-up this year's activities of local H & S Associations across the province.

An idea developed at last June's meeting of presidents of local associations affiliated with Quebec Federation, H & S Week provides the occasion for the year's first meeting, and the canvassing for membership that takes place early in the school year.

The accent in on boosted membership this year. The educational picture is changing fast in Quebec. Parents of children in Protestant schools have a voice in shaping the new look in education, through Quebec Federation nominees in the various government bodies — but

that voice will be only as loud as the volume of membership as a proportion of all Protestant parents.

Membership in H & S not only provides a voice for the parent in education — it provides an opportunity for him to learn what is happening, and how parents can

help their children to make the most of today's new opportunities.

Some H & S Associations include over 90% of the families of the school's students. Quebec Federation suggests that this is a target for every local association in this year's membership campaign.

Home - and - Schoolers may be modest or diffident in boasting about the importance of the H & S role in society. For them, here are the views of some outsiders.

Providing Objective Information

The beginning of a new school year provides an opportunity for me to extend good wishes for the realization of the objectives of your Federation.

The development of recent years have emphasized the important part parents can and should play in the formal education of their children. The Home and School Associations constitute a logical avenue for this participation. Your Federation can perform an effective role in providing objective information for the member associations.

*Yours sincerely,
C. W. Dickson,
Associate Deputy Minister,
Department of Education.*

Machinery for Local Collaboration

The Quebec Association of Protestant School Administrators heartily supports the drive for increased membership in local home associations and in the Quebec Federation. Having a direct stake in everything taught in the schools, parents are keenly interested in working with teachers and administrators to improve school programmes.

Local Home and School Associations provide the machinery for local collaboration, while the Quebec Federation is the medium through which the combined voice of parents and educators can be heard.

With the former powers of control no longer vested in the Protestant Committee, it is particularly important that there be a strong voice capable of speaking on behalf of all persons concerned with the Protestant School System.

*Yours truly,
Norman W. Wood,
President,
QUEBEC ASSOCIATION OF PROTESTANT
SCHOOL ADMINISTRATORS.*

Great Contribution to Education

On behalf of the Provincial Association of Protestant Teachers, I take this opportunity to send you our greetings and sincere best wishes.

Our Association has long admired and appreciated the great contribution your Federation makes to education in this province. For this reason we trust that your current drive to increase your membership will be most successful. You can count on our full support.

*Yours sincerely,
K. Ian Trasler,
President,
Provincial Association of Protestant Teachers.*

Recognized Voice of Parents

I have just learned, with a great deal of interest, some of your plans for Federation activities during the coming year and I feel a letter conveying our congratulations and good wishes is in order.

It is already apparent that the demands upon the Federation during the coming year will be quite heavy and will require active participation by all concerned. Several major problems are coming up for discussion and solution and the Federation, as the recognized voice of Protestant parents, will be expected to shoulder its share of the responsibility. In view of this your stated objective of broadening the base of your membership by means of encouraging eligible associations to join with the Federation is most essential. Only in this way can you achieve a strong representative position and be assured you have at your disposal the best of all available talent in dealing with these problems.

I would like to assure you once again of the friendly cooperation of this Board on matters of mutual concern. In the meantime we extend our congratulations on your program and our best wishes for the year ahead.

*Yours sincerely,
Peter Millar,
Chairman,
Protestant School Board of Greater Montreal.*

AN OPEN LETTER TO ALL QUEBEC PARENTS OF CHILDREN IN PROTESTANT SCHOOLS

DEAR PARENT:

School has begun and your children are back being educated. Do you heave a sigh of relief — or do you wonder what the children are going to learn this year?

Are you interested in all the new trends that are taking place? Do you sometimes stop as your Johnny or Mary is entering kindergarten and ask yourself "What kind of education does my child need to be able to take part in the world of 1986?" Or are you parents who just send your children to school, satisfied that you have done your duty?

I would ask all of you, every parent who receives this paper, and is therefore a member of Quebec Federation of Protestant Home and School Associations, to read the six articles entitled "English Education in Quebec" which appeared in *The Gazette* from August 28th through September 2nd, and the letter to the Editor of September 7th, written by Peter White and Brian Stewart. You may or may not agree with all that is written but it will make you think, and we need parents who will be willing to study and discuss and arrive at conclusions. You and I have a huge stake in our children's future and we must become informed and objective people in order to let our opinions be known.

Your Federation Executive needs the support of everyone of you. In numbers we have strength. After reading this Open Letter please pass it on to a family who are not members of your local Home and School. If "each one reaches one" we will then be much stronger — and with this stronger voice able to join the teachers, principals and school boards to see that our children are getting the kind of education they need for tomorrow's world.

I wish you all a very interesting and exciting 1967-68, and hope that sometime during the year I will be able to meet you personally.

DOROTHY FRANKEL,
President,
Quebec Federation of Protestant
Home and School Associations.

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THIS IS YOUR VOICE IN EDUCATION

In the phenomenal changes taking place in Quebec education, the authorities are turning more and more to Parents of school children — and their means of obtaining Parent representation on government committees is through recognized Parent organizations. To be specific, these are:

QUEBEC FEDERATION OF PROTESTANT HOME & SCHOOL ASSOCIATIONS.

FEDERATION OF CATHOLIC PARENT-TEACHER ASSOCIATIONS OF QUEBEC.

FEDERATION DES ASSOCIATIONS DE PARENTS D'ETUDIANTS DES COLLEGES CLASSIQUES DU QUEBEC.

FEDERATION DES ASSOCIATIONS PARENTS-MAITRES DU QUEBEC.

FEDERATION DES UNIONS DES FAMILLES.

FEDERATION DES ASSOCIATIONS DE PARENTS D'ELEVES DES ECOLES PROTESTANTES DE LANGUE FRANCAISE DE LA PROVINCE DE QUEBEC.

To put it another way, a local Home & School Association, or local school, can no longer be an island unto itself.

It should be stressed that you now are represented by Quebec Federation of Protestant Home and School Associations, at the request of the Government of Quebec and School Boards throughout the province. Quebec Federation is the only body that can speak on behalf of parents in the Protestant educational system without being open to the charge of being a vested interest.

Here are some organizations, government and otherwise, on which Quebec Federation represents Protestant-school parents today.

THE COUNCIL OF SIX — the six provincial parent federations named above — meets regularly to discuss matters of common concern, and is formally recognized by the government.

THE QUEBEC EDUCATORS' COUNCIL, represented by the presidents of Quebec Federation, the Quebec Association of Protestant School Boards, the Quebec Association of Protestant School Administrators and the Provincial Association of Protestant Teachers, meets regularly to exchange views and seek to work in harmony with each other.

THE PROTESTANT COMMITTEE OF THE SUPERIOR COUNCIL OF EDUCATION includes two members of Federation, Mrs. Buch and Mr. Hasley, who work tirelessly in helping formulate government policy on the moral and religious side of education and attempt to keep the views of the public clearly before this official body.

QUEBEC FEDERATION'S NOMINEE, Mr. Percy Radley, together with Mme. Landry, represent Quebec parents on the **ADVISORY COMMITTEE** set up to influence development of government policy under Bill 25.

QUEBEC FEDERATION is represented on the Provincial and Montreal Regional Planning Committees for the new **ENGLISH LANGUAGE COLLEGES** to be set up under Bill 21.

QUEBEC FEDERATION is consulted for nominations to the **SUPERIOR COUNCIL OF EDUCATION** and its various **COMMISSIONS** concerned with **ELEMENTARY, SECONDARY, HIGHER, TECHNICAL AND VOCATIONAL** education.

QUEBEC FEDERATION is represented on the Department of Education's **REGIONAL MISSIONS** both in the Montreal area and throughout the province.



LEADERSHIP TRAINING WORKSHOPS or Seminars sponsored by Quebec Federation bring together the executive members of local Associations in the area to learn more about Home & School and discuss ways of making their organizations more effective. Federation's executive hopes for a Workshop in every area this year. This committee organized a very successful Leadership Training night at Beaconsfield High School in early summer. From left to right: Area Director Mrs. Gladys Wilkinson; Bill Stevenson of Federation's executive; Bob Birnie of the executive; and Area Director Anne McDonald.

School Days for These H & S Executives

Involving members in Home and School work should be the goal of every executive it was learned at the Leadership Training Seminar held jointly by Lachine, Dorval, LaSalle, West Island, and Macdonald-Hudson Home and School Associations.

The chairman, William Stevenson, in his opening remarks stated that the coming year will be of great importance as far as education is concerned, and Home and Schoolers must keep abreast of the changes taking place.

A film on parliamentary procedure was shown indicating that leaders and members should understand the fundamental rules and learn the customary technique of conducting a meeting. This knowledge is necessary to

The formidable term "Leadership Training" is used to describe periodic gatherings of local H & S Association executives organized by Area Directors in co-operation with the Federation executive.

Called Workshops or Seminars, these meetings provide an opportunity for the local executive member to learn more about the broad H & S picture, to ask

insure order, and to prevent waste of time and effort during the business period.

For discussion purposes members were divided into groups. Robert Birnie presided over the president's and vice-president's role. The members felt that a president should motivate his

questions, to discuss organizational procedures and, in fact, clarify anything about H & S affairs that may seem a problem.

A typical seminar was one held on May 31 at Beaconsfield High School by some areas west of Montreal. This report, by Area Director Anne McDonald, gives some idea of the ground covered by the evening's program.

executive to do the work they are assigned to it. It is essential that he prepare an agenda; keep discussion to the point and impartial; and not do all the talking. In other words it should be shared leadership. Vice-presidents should have responsibility for committees, and one could serve as program chairman.

J. G. Campbell chaired discussion of the treasurer's duties and Mrs. Margaret Henderson the secretary's. It is essential that the secretary keep a copy of the Constitution in the minute book and has both on hand at every meeting. The Constitution itself should be studied by the secretary in case a question pertaining thereto arises.

The elementary program was in charge of Mrs. Viola Brown, and the secondary program led by Gordon Robertson. As many

DRIVER EDUCATION has become an elective subject in secondary schools largely through the determined work of Mrs. Ruth Cohen of Quebec Federation, who has been named to the government advisory committee guiding the introduction of this training.

QUEBEC FEDERATION has proved an excellent training ground for prospective **SCHOOL BOARD** members — many directors and local presidents have been elected to their boards in recent years.

A Home & School Association can no longer remain a small committee concerned only with the problems of its local school. If this should happen at your school — CHANGE IN QUEBEC WILL HAVE PASSED YOU BY.

* * *

These comments, based on a summary by ex-president Jack Chivers, give powerful reasons why Home & School deserves the support of all the parents of children in Protestant schools — and indeed, by anyone interested in better education.

There is one more powerful reason. **THE COST IS SO SMALL.** The price of how many cigarettes, cigars? What fraction of the cost of a visit to the hairdresser?

Is there anything you can buy for your child of such great benefit at such small cost as your membership Home & School?

Readers not connected with an active H & S group can secure one year's individual associate membership, including Home & School News, by sending \$2 to Quebec Federation of Protestant Home and School Associations, 4795 St. Catherine St. W., Montreal 6.

(See LEADERSHIP, Page 6)

**Deadline For
Next Issue:
October 13**

"Busiest Year Ever" Reports Retiring President

Most Important H&S Year Demonstrated Vital Need For Collective Action

REPORT OF PRESIDENT JOHN H. PURKIS

Quebec Federation Annual Meeting, May 12, 1967

As your retiring President, I have absolutely no hesitation in pointing with pride to the successful achievements nor in admiring the extremely capable manner in which the Executive and the entire Board of Directors have dealt with the numerous and ticklish problems that have arisen during the past year. Today we can hold our heads high and say "Quebec Federation has truly reached maturity in its 23rd year of existence".

Never has there been a busier or more important year for Home and School in Quebec. Parents through their associations, locally and provincially, have been called upon to participate in educational studies, to rise up in protest against Bill 25, and now to examine thoughtfully their support for teachers.

The year was important because it demonstrated the need for a parent organization and also the necessity of a strong dynamic collective body. Consequently, Federation has begun to study our policy and decision making procedures and to review the flexibility of our constitution in serving the need of the member associations. The year was equally noteworthy because out of the disturbance of Bill 25, after the smoke had cleared away has come a solidarity of parent organizations with English and French, Protestant and Catholic groups uniting in one Provincial council.

This year was busy, for scarcely had last year's annual meeting delegates departed, when your newly elected Executive was busy preparing guidelines for study of the last two volumes of the Parent Report. This latter move proved most useful when in August the Superior Council solicited briefs on several phases of the Parent Report which were to involve much effort and study of all associations for submission of your views before the special commission hearing in November. I look back now with amazement at the effort and time which was expended by the local association members and the officers of Federation in preparing study outlines, reviewing and summarizing local association briefs, and in preparing the final submission. The quality of the final brief and the interest exhibited by the Commissioners speaks well for the efforts put forth by everyone.

It probably goes almost without saying that the increased tempo of activity during the year was stimulated at every level of our organization in the study, explanation, concern and finally protest over the Government's controversial legislation — Bill 25. I have lost count of the number of public meetings attended, the hours spent in con-

sultation with other educational groups, the numerous association meetings held, but I can assure you that the Government and the public now knows that Home & School exist in a way that has never been so apparent before.

At the outset of this report let me first go back to the three objectives for 1966-67 that I set before you at the last annual meeting:

- (1) Increased membership, in order that Quebec Federation might become more representative of Quebec's Protestant parents.
- (2) Extension of co-operation with the three other Federations representing French Catholic, French Protestant and English Catholic Parents with the objective of forming a Provincial council to act in areas of common concern.
- (3) A study of Home & School organization in Quebec around a changing school pattern in the province brought about through regional and joint schools.

As already noted, our achievement in setting up the "Provincial Council of Federations of Parent Associations" (now officially so-named) was completed during the controversy over the Government's Bill 25. The council now consists of six provincial parent federations — the three named above with ourselves and the Federation des Parents des eleves des colleges classiques du Quebec and the Union de Famille making up the "big six" to which the press frequently refers. Parents, with this move, have cut across religious and ethnic lines to demonstrate a common concern for the education of Quebec's children. This co-ordinating council will act as a medium of dialogue and information to press for the best possible educational system for all.

It has already been apparent that a common understanding in all matters among the six federations will not be obtained overnight, but at least we have demonstrated a willingness at the provincial level to work for a common purpose so that each child may be offered an education according to his own ability and desires regardless of tongue or creed. A similar co-ordination of parent associations is commencing now among local associations, but much remains to be done to set the pattern of co-operative parent action at the regional and local levels of Home & School activity. There is an equally urgent need to develop the same co-ordination of parent groups at the national level and I have recommended that this aim be accepted as a challenge to future National as well as Provincial executives.

Many will find such co-oper-

ative action difficult to understand, but in Quebec there is developing a generation that has no time for the differences that separated our fathers. If schools across Canada can foster such growth in understanding, intra-provincial and interprovincial co-operation may develop a new nation of Canadians who produce the answer to the "Two Solitudes" at their own doorstep.

Our record, therefore, in satisfying this objective is good, but how have we done with membership?

Although the number of associations has increased slightly, from 146 to 156, 6 of which are new associations and will commence paying dues in the Fall, membership is the same as last year at 16,168 as of 30 April 1967, and we hope this year to reach the figure of 16,800 as we did at 31 August 1966. There is, however, a strong interest developing throughout the Province for new associations and several are in the process of forming. Consequently, we expect that this year's added efforts directed towards increasing membership, particularly in the rural areas, will pay off next year.

There are, however, two factors that may affect this increase — firstly, the necessity to raise affiliation fees in order to meet higher costs and compensate for lower revenue may result in a drop in memberships, and secondly, the Government has entered the field of parent organization, encouraging formation of parent study groups (called Educational Workshops), and in some cases school committees under the sponsorship of a new Department of Parent Services setting up regional missions throughout the Province. It is too early to predict whether such action will enhance or detract from Quebec Federation's effectiveness, but every effort will have to be made to be certain that the aims of Home & School as a community group are not lost in the Government's desire to activate parent participation in the Quebec school programme.

The third objective, namely Home & School organization and policy, is under active consideration now and a resolution presented at this annual meeting requires the completion of this study with specific reference to the constitution. In fact solutions must be found quickly to admit associations being formed in the combined Catholic-Protestant schools this Fall into either the Catholic or Protestant Provincial Federation, or alternatively to suggest a merger of activities at the Provincial level. Similarly, if Non-Confessional schools are formed, as now seems likely, the Provincial affiliation for such associations will be questioned at the Provincial and National level. We must be more and more concerned with Quebec's representation to National coming solely from the Protestant Federation in this Province and the annual meeting of National later this month must consider ways and means of admitting to affiliation either the newly formed Quebec Provincial Council or the other five federations joining with us

in the Council of Six.

There is one area of activity during the year which deserves mention in this report. Our relationships with other educational bodies — namely, the PAPT, QAPSB and QAPSA — have grown in value and frequency. Regular monthly meetings of the four presidents inaugurated this year have opened lines of communication and co-operation enabling each of us to obtain a better understanding of the respective roles of teachers, school boards, administrators and parents represented by each provincial body. This growth of unity between the Protestant educators is a goal Dr. Howard Billings has sought to achieve for many years. It is significant indeed that in his year of retirement, in the face of many disturbances in the educational field, he was to witness the co-operative efforts of the four groups.

Our active year ends, therefore, with several unanswered questions and I terminate my term of office as President with many concerns about the future of Home & School. I sincerely believe that we must study our own activities much more closely and redefine the objectives of parent representation. Are we enough of a parent organization — or do we sit midway between the teachers and the parents, not really knowing in which direction to turn when thorny problems on collective bargaining, unionization of teachers, salaries, arise and strikes occur as they have during the past year in Quebec?

Are we as parents really keeping up with the changes in education and do our associations satisfy the needs of the whole community in which they function? I question whether the general type of H & S meeting will satisfy today's requirements. Instead we must consider new divisions of parents along grade or subject lines in programming smaller home-type meetings not

merely by school location, but by combining areas and different levels of the community when necessary. This would leave the Home & School organization as a latent structured organization to be called to action to deal with emergencies when they arise. The need to come together quickly under pressure was experienced in Quebec this past year and I am certain that many more persons would willingly join an association that serves such a purpose and be prepared to update themselves on educational matters through our publications.

Finally, I question whether Home & School and Parent-Teacher activities provincially or nationally will ever be more effective than they are today without the services of a full-time paid executive officer. It is too much to expect voluntary part-time executive officers to carry the necessary responsibilities and interest to fully develop the tremendous potential for action that rests among parents. If we fail to capture this power, someone else will, and its exploitation and its loss to us will remove from society a very fundamental and democratic voice for action in the guidance and training of our children through the genuine and sincere voluntary participation of both educators — parents and teachers alike.

At this point I would be remiss if I did not acknowledge publicly my genuine appreciation of the co-operation and assistance given during my two terms of office by all of the executive officers, our executive secretary, the committee chairmen and your representatives on the Board of Directors. All of these people have worked diligently and for long hours, giving freely of their leisure, so that the Federation team which I have had the privilege to coach has been able to present a valuable consolidation of parent-teacher co-operation.

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Ontario Foreshadows Quebec College Development

Seventeen Area Colleges Offer Wide Curriculum In Second Year of Plan

Federation Vice-President Dennis Booth is busy these days as a member of the Planning Commission of the Department of Education charged with establishing the first English-language college in the new post-secondary school system, scheduled to open in September, 1968. Six French-language institutions of this type are getting under way right now.

One of many revolutionary developments stemming from the Parent Commission's deliberations, this type of school has been variously identified as "institution", "general and vocational college" and, more recently, just as "college" in the French-language sector. In English they may be called "junior colleges", as they are elsewhere on the continent, to distinguish them from degree-granting colleges near university status such as Loyola College.

Comparable developments in Ontario, directed primarily toward vocational training, are two years ahead of Quebec, and if English-language education here is to be up to the North American standards (as it must) they may be considered a reasonable forecast of things to come in this province. If so, tomorrow's student in Quebec who wishes to attend university will be able to attend a junior college near his doorstep. On the other hand, he may have to go out of town to receive technical or vocational instruction in the subject of his choice.

Some of Ontario's problems and solutions in getting its Community College program under way, and the curriculum available in the second year of operations, were reviewed by Warren Gerard in the August 26 issue of the Toronto Globe and Mail. Extracts from his article are reproduced here.

Ontario's community college system gets its second start in the fall.

This year Ontario will have 17 community colleges. Ryerson Polytechnical Institute will be the flagship of the system with special status. Conestoga College in Waterloo will not be ready.

Most colleges are in temporary quarters. Some are in old public and high schools. Others are using portables and one will make use of an old mill.

The department has estimated that by 1970 there will be 50,000 students enrolled in community colleges and by 1975 there probably will be a need for six more.

The colleges opening this fall will be lacking in many things. But a start has to be made. Facilities obviously are a problem. And the need for courses has not been fully researched because there has not been time. In fact, it will be about five years before the colleges shift into high gear.

Some Grade 12 graduates did not attend college last year because of the limited course offering. Some students will not be able to get into the courses they want to this year.

Centennial College in Scarborough reports that it has more applications than it can handle in some business courses, the communications course and a new course in recreation leadership.

The problem for other colleges is finding enough students to fill the courses. At Confederation College in Fort William a course in hotel, restaurant and resort administration has received little interest and the college has been unable to find an instructor to teach it.

More than 20,000 students will enroll in the system this fall. This is 8,000 more than were enrolled last year in two community colleges, several trades institutes and Ryerson, which have all

become part of the community college system.

The cost of the colleges will be enormous. Department of Education officials are reluctant to estimate how much but they will be in the hundreds of millions of dollars.

The legislation creating the colleges was passed in 1965. At that time, spokesmen in the department were thinking in terms of a September, 1967, opening date.

But the department got itself into a time tangle with the establishment in 1962 of a new secondary school curriculum which divided students into two streams — a five-year program leading to university and a four-year program leading to business and industry.

This concept soon became outdated by trends in business and technology and it became evident that graduates of the four-year program required post-secondary education. A promise was made that they would have the opportunity to receive it.

The first graduating class — 22,252 students — received diplomas last year and it was for these students that the promise was kept.

The colleges have created a large market for teachers. More than 1,000 teachers will staff the colleges this year. Some are former high school and university teachers and many have been recruited from business, industry and the professions.

Community colleges will offer a wide range of courses, but the concentration mainly will be on technology, business and general and applied arts.

Through one-two- and three-year programs, students can train for careers in marketing, public relations, drafting, data processing, newspapers, radio, social work, forestry, surveying,



ORGANIZING NEW H & S ORGANIZATIONS is one of the happier tasks of Quebec Federation's executive members, in co-operation with Area Directors and interested local parents. This platform group addressed a gathering of about 150 at Cowansville earlier this year to encourage the formation of new Associations in the Bedford district. From left to right: the then President John Purkis; Assistant to the President Mary Buch; Programming Chairman and former Area Director Mildred Clark of Farnham; Director-General J. Lloyd MacKeen of the Regional School Board; and Federation's current President Dorothy Frankel.

municipal administration, police work, electronics, and many other fields.

Many courses will be common to all colleges. English will be taken by all students. A large number of business courses, such as economics and marketing, will be the same. All community colleges have not established a general education course, but they will in the future, and those courses, such as sociology, psychology, history and literature, will be common to all colleges.

Following are some features of the new colleges:

Algonquin College, in Ottawa, will absorb a provincial Institute of technology and a technical, and will take over a high school building for business courses. About 2,600 full-time and 3,000 extension students will be enrolled. Many courses will be offered in French and English. Among the courses offered are biochemical technology, cartography, refrigeration and air conditioning.

St. Lawrence College, in Kingston, will instruct about 450 on two campuses at Kingston and Cornwall in applied arts, business, and nursery school teacher training.

Sir Sandford Fleming-Loyalist College, in Peterborough will serve about 350 full-time and 700 extension students in an old mill which was renovated at a cost of \$250,000. A forestry technicians' course will be offered for about 150 students in Lindsay. About 200 students will be at the Loyalist campus in Belleville.

Durham College, in Oshawa, will serve about 200 students in applied arts, business and technology in portables.

Centennial College in Scarborough, Ontario's first community college, is located in a former federal building. About 1,100 first and second-year students will enrol. Unique courses are journalism and recreation leadership.

Humber College will serve about 500 students in the former public school in Long Branch. It will offer a general arts and science course.

Seneca College will serve North York. About 740 full-time and

1,000 extension students will take classes in a former industrial building. Unique courses will be Municipal Administration and Principles of Law Enforcement and Crime Detection. The college also will offer a broad general education base.

Sheridan College, in Brampton, will serve about 400 students in a leased high school. A spokesman predicted that Sheridan would be the largest of Ontario's community art courses and will establish Ontario's first School of Crafts and Design, which will provide creative designers needed for the Canadian craft industry.

Mohawk College, in Hamilton, was formerly the Hamilton Institute of Technology and an Ontario Vocational Centre, Mohawk is building a \$17-million campus on a 66-acre site. About 1,200 students will be in classes this fall. In addition to many technical courses, Mohawk will offer early childhood education and community planning.

Niagara College, in Welland, will serve about 350 students in temporary buildings while work is in progress on permanent buildings. A full program is not yet available. Welfare courses will be offered.

Fanshawe College, in London, inherited a \$3-million building from the Ontario Vocational Centre. About 1,100 full-time and the same number of extension students will enrol. The college will offer mostly business and technical courses, and a course in agriculture at Woodstock. A course also will be offered for radiological technicians who will spend most of their time studying in hospitals. No general education courses will be offered.

St. Clair College, in Windsor, will serve about 1,000 students. The college will concentrate on providing skilled technicians for the automotive industry.

Lambton College, in Sarnia, which opened last year, will serve about 200 students in a former school. Concentration is on liberal arts. The college will move to a 100-acre campus by 1971.

Georgian College, in Barrie,

will serve more than 80 students in a shopping centre. Business and engineering courses will be offered.

Cambrian College, with campuses in Sault Ste. Marie, Sudbury and North Bay, will serve about 1,200 students. Courses will be offered for geological and mining technicians as well as other technical and business courses.

Northern College, with campuses in Timmins, Kirkland Lake, Porcupine and Haileybury, will serve about 900 students in mining, surveying, drafting, and general business.

Confederation College, in Fort William, expects about 160 students and will offer courses in business, hotel, restaurant and resort administration and courses in early childhood studies and welfare. It will also offer general education courses.

Conestoga College, in Waterloo, will not open this year.

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Chief Role of Principal Discussed At School Administrators' Meeting

The role of the school principal in today's educational machinery was the subject of some remarks as a panellist by Assistant to the President Mary Buch at the joint meeting of the Quebec Association of Protestant School Boards and Administrators during April.

She suggests that the true role of the principal should be as leader of the school's pedagogical team rather than the administrator of day-to-day routines; that a good teacher is beyond price and should not waste his time on duties that can be delegated to non-teachers.

As our society has developed, it has seemed wise for us parents to delegate, for increasingly long periods of time, much of the education of our children to those of you who — by virtue of your special gifts, aptitudes and training — are better equipped than we to prepare our children for the future.

To do this, we elect school boards whom we believe represent the views of the community on educational matters. They have a duty to find and appoint a professional educator to take responsibility for the educational programme of the district. He must then surround himself with a group of teachers, one or more of whom will be Principals, and with administrative staff — the number dependent on the size of the district. To the extent that there is a synthesis between what the community wants in the way of education and what the educational team sees as desirable, to that extent I believe we get an excellent educational system.

I would therefore suggest that part of the task of Principals is to work at the job of creating public opinion favourable to change.

One of the concerns of parents is that we observe someone whom we believe to be a good classroom teacher, and before we know it he is whisked away to an alleged "promotion" to the office of Principal. We parents have no sophisticated techniques for assessing the qualities of a good

teacher, but we see his reflection daily on the faces of our children.

Once the promotion has taken place, we regret that so much of the Principal's time seems to have to be spent on administrative detail — counting milk-money, ringing bells, placating the janitor, and filling out endless forms, — when we think his true role is that of head of the pedagogical team of his school. We do not like to think of the Principal primarily as an administrative arm of either the Department of Education or of the School Board, even though we recognize that his function must include responsibility to both.

We think the success of the ungraded elementary school, subject promotion in high schools, the new techniques such as Audio-Visual teaching and many other changes will be dependent on the quality of the pedagogical leadership provided by the Principal. We would therefore submit that we believe a Principal ought to be involved continually in some classroom teaching, part of every week. Otherwise, we think there may be a risk that he may forget what teaching is really like. We think he may also forget what child behaviour is really like. We also suggest that there may be positive advantages in his continuing to teach even one subject, since this will help him to remain conversant with the practicalities of changes in curriculum and texts.

I think of a boy who, last year, was taught Arithmetic in Grade Six by his Principal. A fond uncle gave the boy a slide-rule, which he took to school. The Principal invited the boy to the office after classes, and — between answering the 'phone and filling out forms — showed him some of the magic of slide-rules. That boy thinks of his Principal, not as the man who makes regulations and who keeps a strap in the office. He thinks of him as the person who knows about slide-rules, and who takes time to share this knowledge.

It is trite to say that education has changed in recent years. I submit that administration has hardly changed at all. I think that all of you — Princi-

pals, teachers, administrators and school board members — are going to have to sit down together and discuss ways of changing the role of the Principal swiftly and dramatically. As Principals, I think you are going to have to release some of your present duties to people who will be employed to administer, who are not teachers.

We parents think a teacher ought to become a Principal on the basis NOT of the number of courses he has taken, nor on seniority, nor on technical qualifications, but on the basis of his ability to improve teaching and

learning. Housekeeping and book-keeping chores ought to be delegated.

As Principals, there are some questions which I think you might ask yourselves. "If, I the Principal, were to be absent from my school for a prolonged period of time, would I be missed, and if so, by whom, and why?" Would the pupils miss you because you are the man who makes the regulations, — or because they see you as a person who "knows about slide-rules"? Would the teachers miss you because you keep the parents at arm's length — or because, as captain of the pedagogical team, you are giving the kind of educational leadership the teachers are looking for? Would your senior administrators miss you because you're a whizz at filling out forms — or for some other reason? Would it make a differ-

ence to parents if you weren't there?

Lastly, parents sometimes wonder what happens to suggestions, ideas — and, yes, criticisms — offered in good faith to the Principal. Do these ever reach the top level, or get to the School Board? In large systems, at least, these can effectively be stopped by those higher up the ladder, if they choose. Frank MacKinnon, in "The Politics of Education", refers to an educational law of gravity which says that forces must act downward, not upward. We wonder whether a Principal can be held responsible for decision-making, if he is protected when things go wrong. "It's the policy of the Board..." stops most of us short, since we are unwilling to press a matter which — for all we know — may affect only our own individual child. Quebec Federation of Protestant

Provincial Educational Co-operation

Proposed Council a Promising Solution

(The field of education is, by law, a matter of provincial responsibility. To fill the obvious and growing need for liaison among the provinces, and with the federal government, the Canadian Educational Association has come into being, largely supported by the provinces.)

(At last autumn's annual meeting of the provincial Ministers of Education it was proposed that they should create an official, continuing body. Since that time the idea has been formalized into a specific proposal for establishment of the Canadian Council of Ministers of Education.)

(This subject, and some of its ramifications, are discussed in the following editorial from the June 23 issue of the Montreal Star.)

The proposed Canadian Council of Ministers of Education could be this country's answer to a constitutionally-prohibited Federal ministry of education. It comes into being at a time of increased communication among the several provincial departments of education on matters of common concern; it can benefit all of them.

The absence of a Federal office and the inability of existing national bodies to cope with all of the mounting demands and problems in education have long pointed out the need for a permanent co-ordinated structure that would permit the provinces to retain their sovereign rights in education while sharing information with each other.

Although its specific functions have yet to be spelled out, the proposed secretariat could supply a needed effective research arm, it could serve as a clearing house for such matters as curriculum development, it could encourage interprovincial teacher exchanges, it could assist school districts to better integrate pupils moving from one province to another, it could foster increased efforts in continuing education, technical training and job re-training, and it could set up in both major languages effective educational television programming that might be shared by the provinces.

The respective roles of the council and the Canadian Education Association have yet to be worked out. Certainly there is a need for the CEA to continue and to increase its role as a national

professional organization, a function the ministers' council should not be expected to serve. Without a duplication of effort, there could be a sharing of certain functions by the two. But the CEA must have greater independence and not be tied to the apron-strings of the minister, as it has often appeared to be in recent years.

The relationship of the ministers and the CEA has been rather peculiar. In a sense, the national education group is an offspring of the provincial departments of education which supply 80 per cent of its budget. Its board of directors is made up largely of deputy ministers of education. Yet the standing committee of ministers of education has been a subdivision of the CEA, and the lines of command have often been cloudy.

There are some groups — such as the Canadian Teachers' Federation — which fear that unilateral decisions taken by an inter-provincial council might supersede already established mechanisms in the individual provinces that permit consultation by the departments of education with organizations representing parents, teachers, school administrators and trustees. Such consultation and involvement must now be opened at the national level if the proposed council is to have the co-operation of all members of the education community.

There seems little doubt that the provincial governments will ratify the new council which was unanimously agreed to by their respective ministers earlier this week. But what might seem like an ideal solution to a long-standing need will not be without its problems in view of the autonomy of each province in the field of education.

In addition, it remains to be seen how effectively the council can work with the Federal gov-

ernment on such matters of mutual concern as broadcasting, manpower, Indian and Eskimo affairs, university grants and other financing arrangements; and whether some of the council's possible services, such as research, would attempt to usurp the functions of existing Federal agencies, such as the Dominion Bureau of Statistics.

Nonetheless, the recommendation of a permanent inter-provincial secretariat is a most promising development in the attempt to co-ordinate this country's needs and services in education.

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Experiment in the Saguenay

Quebec Pioneers in Adult Educational TV

Quebecers in the Saguenay-Lake St. John area will be encouraged to take part in an experiment in televised vocational training for adults using procedures never before attempted.

The two-year project, estimated to cost about \$3,000,000, was publicly announced August 21 by Education Minister Jean-Jacques Bertrand, although initial details had been circulated earlier in the June 16 issue of the government bulletin Education Weekly.

Preliminary steps are just now getting under way, and the educational TV programs will be launched in January using existing commercial TV stations. The Saguenay area was selected, the government says, because "this region has experienced a marked degree of unemployment owing to a lack of specialized labour. These televised courses will draw the population's attention to the problems particular to the region."

Following a briefing of reporters by Mr. Bertrand, the project was described by Brian Upton of the Montreal Star's Quebec Bureau in the following terms.

The education department this week began recruiting group stimulators — one for each area — and 100 house "visitors", persons to be drawn from the area, who will follow-up the progress of each of the hoped-for 20,000 pupils.

Education Minister Jean-Jacques Bertrand conceded that at first glance the project might appear to be "reckless if not useless."

"But according to education specialists, it is time adult education is taken beyond the narrow framework of strictly academic scholarship to an experience that opens out on socio-economic problems to enable the individual to fit himself into today's world and take over his own development and that of his milieu."

Mr. Bertrand said there would be no attempt to ram grammar and arithmetic down the throats of TV pupils. Such subjects would come only when the viewers themselves felt the need of them to understand better the socio-economic problems they themselves undertook to analyze.

Experts at work

A group of researchers is now working out the "socio-economic themes" for discussion and study which could range from developing greater production in the famous Lake St. John blue-berry

patches, to woodlot inventories and co-op management.

It is hoped that these work-a-day, livelihood questions will lead the viewers, like the horse being led to water, to tackling the more lonely and individual concentration on math, grammar and English.

Even the latter will be tied as much as possible by examples to current economic problems in the vast Saguenay-Lake St. John region.

First phase of the project beginning in October will be a series of TV explanatory broadcasts which will be discussed by the population and especially by 74 all-important local committees.

From there it will move on to thematic daily broadcasts of two hours each which are to be repeated at least twice, early in the morning or late at night to reach shift-workers.

This latter part of the program begins in January and is aimed at enabling participants to qualify for the equivalent of a seventh grade diploma.

Final phase in the two-year program will begin in the fall of 1968 and will be aimed at ninth grade diplomas.

Use of the "teleclub" is one aspect of the program borrowed from the Ottawa-Quebec area program in Gaspé and the Lower St. Lawrence which was a significant success in group study and planning.

A tele-club is a group of five to 12 persons who watch an educational program together and discuss it afterwards with the help of a guide if they choose.

Discussion results are mailed to a centre which publishes the findings of all clubs.

The results enable all participants to compare notes to better understand a given problem but perhaps most important of all generate the self-motivation and team spirit of community participation that is essential to any success in such a program.

As an education department official put it:

"The semi-illiterate needs to feel worthwhile in his own eyes and in the eyes of those near him. In the tele-club, as a result of common discussion of a televised theme, he is in a position to say and do things, perhaps for the first time in his life, on an equal footing with others."

After the initial explanatory TV broadcasts, pupils will be registered. Each will be supplied with brochures with detachable questionnaires to be filled out after each program and mailed to a secretariat.

The pupil will correct his own answers with guidance from the next broadcast while meetings with the "home visitors" and a slate of designated teachers at a central school for lander problems are among follow-up procedures to keep tabs on the progress of each.

The program is aimed at overcoming the innate fear of the adult semi-illiterate at being found studying primary school problems, although statistics show that anywhere between lation (depending on whether the area is rural or urban) have only this level of education or less in

the Saguenay-Lake St. John region.

"Television is the dream weapon against this," said one official, "because it enables the adult to cast off his ignorance without having to expose himself before everyone."

The region was picked because of the high unemployment rate averaging as high as 12 per cent — up to 20 per cent at peaks — and the low education level from age 32 up.

Leadership

(Continued from Page 2)

people as possible should be involved in the planning of a program. Everyone should cooperate closely in order to make it a success. The program should reflect different interests as the child grows and must meet the needs of the parents of the different age groups around which the program is planned.

Discussion leaders for membership were Mrs. Jean MacLean and Mrs. Gladys Wilkinson. It was agreed by representatives that membership should be increased in order that Home and School have a stronger voice in education. The greater the membership the greater their influence. It was suggested that parents be contacted during registration for kindergarten, and those with new children in the school. The secretary of the school should be contacted each month for new registrations.

Mrs. Anne McDonald headed the discussion group on public relations which was divided into various sections. The best planned program is of no avail if people don't know about it, so it's up to the publicity chairman to keep the membership and community informed regarding Home and School work through press releases, radio announcements, monthly bulletins, display of notices and posters placed in the school or other public places, and by personal contact.

Key persons to good public relations in Home and School are the parent or room representatives. They establish a friendly relationship with each parent by personally contacting and informing them about meetings. Frequently teachers are only too glad to have their assistance during Open House or Meet the Teacher Night.

Hospitality was the final subject under discussion in this group.

Moving ?

Don't lose the balance of your subscription to Quebec Home & School News — notify us of your change of address before you move.

It at all possible, send along a copy of your old address label as the coding helps to locate your mailing plate. Alternatively, state the Home and School Association to which you belong.

Changes of address should be sent to the News at 4795 St. Catherine Street West, Montreal 6.

News from the Superior Council

Munroe Meyer, Re-Appointed

Re-appointment of Prof. David Munroe and Prof. Perry Meyer to the Superior Council of Education was announced early in September. Messrs. Munroe and Meyer were nominated by Quebec Federation, and no doubt by other educational bodies, when their earlier terms of office were ending this summer. They are considered to represent the English Protestant sector on the Superior Council.

Other re-appointments were Miss Thérèse Baron of Montreal, since elevated to become the province's first feminine Associate Deputy Minister of Education, thereby creating another vacancy on the French Catholic side, Réal Charbonneau and Father Gilles Boulet. New appointments were Gérard Letendre and Fernand Daoust.

At its regular August meeting, W. H. Bradley, Q.C., was reelected Chairman of the Protestant Committee for a one-year term. By virtue of Bill 60 he remains a member of the Superior Council of Education.

The Protestant Committee has recommended to the Minister of Education the appointment of Donald J. M. Hughes as Chief of

Religious Services (Protestant). Mr. Hughes, a graduate of McGill University, and of the Diocesan Theological College, was, up to recently, a senior teacher of English and History at Aylmer High School, and has had extensive teaching experience in Montreal, on the Lakeshore and at Rosemere. His responsibilities will include the coordination of programs of moral and religious education in the Protestant schools of the Province, as well as the planning of proposed new courses at the elementary and secondary levels.

The Protestant Committee approved for experimental use over a one-year period a course of study in Moral and Religious Education for Regional School in the Chateauguay area. The Grade VIII course deals primarily with the Family and the Community and the Grade IX course with World Religions. This course is intended to begin with a discussion of primitive religions, to move on to Hinduism, Buddhism, and in the second term to have sections on Judaism, Islam and finally, Christianity. The Grade X and XI courses will deal with what may be entitled "Moral Questions and Modern Culture".

STUDENT ACCIDENT INSURANCE

The enrolment in the Voluntary Accident group plan sponsored by Quebec Federation of Protestant Home & School Associations is now being conducted. Parents have the choice of three options —

1. Full 24 hour coverage including summer vacations,
2. Full 24 hour coverage excluding summer vacations,
3. School activities coverage only which includes travel to or from school.

The Student Accident Plan is one of the broadest comprehensive coverage available at such low cost due to the group purchasing power and the mass enrolment being done through the schools. Complete details about the plan are outlined in the enrolment application-brochure form handed out to students at the school or given the Parents at Home & School meetings. Enroll your children right now for immediate protection.

For additional information about the plan, contact your Home & School Insurance Convener or phone:

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Study Guidelines on School Financing

A recent addition to the growing list of guidelines prepared by executive members of Quebec Federation to help in consideration of the Parent Report by H&S study groups follows. It deals with Volume 5 of the report, specifically those parts relating to financing the costs of education. Text of the guidelines follows.

The following questions should be answered based on your views. Reference should be made to Volume 5 of the Parent Report, (available from the Queen's Printer, Parliament Buildings, Quebec City, price \$2.00), the Federation Brief to the Quebec Royal Commission on Taxation (published in full in the Quebec Home & School News, October 1964) and such other sources as you deem to be of value. Questions XI and XII are not to be reported to Federation, but are included for your benefit.

If you are unsure of the meaning of a question, state the meaning that you consider to be appropriate and your answer.

I. In view of the fact that education is considered to be under Provincial jurisdiction, what should be the role of the Federation Government in financing education in these categories:—

- A) 1. Grants to Provinces to equalize educational standards across Canada
2. Grants to institutions, groups or individuals
3. Charges to the Provinces, or to companies and residents in the Province, to pay for Federal efforts
4. Other suggestions?

- B) 1. Below high school level
2. At high school level
3. At university level
4. At technical school level
5. In relation to adult education

6. In relation to the retaining of workers for new jobs
7. In relation to exceptional students
8. In relation to educational T.V.
9. Other suggestions?

References: Federation Brief Sections III B; Parent Report Sections: 378, 379, 380, 382, 383, 393, 394, 621 & 661.

II. Within the Province of Quebec, what should the role of each of the following be in raising money for educational needs:—

- A) The Province
B) The Regional School Board
C) The Local School Board
D) The Municipality
E) Other suggestions?
References: Federation Brief Sections II A, IIE, II G, III B; Parent Report Sections 384 & 385.

III. Within the Province of Quebec, what means should be used to raise money for educational needs:—

- A) **Property Taxes**
1. Entirely, partly or not at all?
2. Should there be separate recognition of:
(a) Residential property for single families
(b) Commercial property occupied by more than one family, such as apartment houses
(c) Industrial property
(d) Church and similar properties

- (e) Other suggestions?
3. How should valuation be determined and is there an alternative to valuation?
4. Should such taxes be:—
(a) Local
(b) Regional
(c) Provincial
(d) Other suggestions?
5. Should such taxes exempt:—
(a) People without children in school?
(b) People over a certain age?
(c) People with children in private schools?
(d) Other suggestions?
6. Should such taxes be based on the number of children in school?
7. Other suggestions?

- B) **Income taxes**
1. Entirely, partly or not at all?
2. Should such taxes —
(a) Increase as income increases?
(b) Be the same amount for all taxpayers?
(c) Exempt people without children in school?
(d) Exempt people over a certain age?
(e) Exempt people with children in private schools?
(f) Be based on the number of children in school?
(g) Other suggestions?
C) **Sales taxes**
1. Entirely, partly or not at all?
2. What should be exempt?
3. Other suggestions?

References: Federation Brief Sections II D, II F, II H, IV; Parent Report Sections 386, 387, 395, 396, and 473 to 529.

IV. Within the Province of Quebec, should the system used to raise monies for educational needs recognize differences in the religion of the person, company or group paying the taxes?
Reference: Federation Brief Sections III B, and III C.

V. Within the Province of Quebec, what role should each of the following have in determining how monies will be spent for educational needs:—

- A) The Province
B) The Regional School Board
C) The Local School Board
D) The Municipality
E) Other suggestions?
Reference: Federation Brief Sections III C and IV.

VI. Within the Province of Quebec, what recognition should be given to the following in determining how monies will be spent for educational needs:—

- A) The existing separate religious school system
B) Those not inclined to use the present religious school systems



FEDERATION'S STANDING COMMITTEES provide a vital liaison with and among local Associations on continuing functions of common Home & School interest. Here two delegates examine the Library Committee display at the Annual Meeting in May. On the left, Mrs. Mildred Cohen and Chairman Hanna Lambe of the Library Committee.

C) Differences in the number of students in a geographical area such as large population centers in comparison with rural areas

D) Differences in the present stage of development of various schools as to —

- Buildings and facilities now available
 - Number of students per teacher, at present
 - Optional programs now available
 - Ability to attract teaching staff due to disadvantages in an areas such as distance, etc.
 - Amount of operating expenses, at present, excluding that paid as salaries to teaching staff. Teaching staff is defined as those who spend no time in administrative positions
 - Amount of present expense for interest charges on debt
 - Other suggestions?
- E) Other suggestions?

VII. Within the Province of Quebec, what should be the basis used in determining the monies to be spent for:—

- A) **All needs —**
1. Below high school level
2. At high school level
3. At university level
4. At technical school level
5. In relation to adult education
6. In relation to retraining workers for new jobs
7. In relation to exceptional students
8. In relation to educational T.V.
9. In the administration of the educational system
10. Other suggestions?

- B) **The need of the specific individual, school, institution, group, or region —**
1. Below High school level
2. At high school level
3. At university level

- At technical school level
- In relation to adult education
- In relation to retraining workers for new jobs
- In relation to exceptional students
- In relation to educational T.V.
- In the administration of the educational system
- In scholarships
- Other suggestions?

References: Federation Brief Sections III A, III C, IV; Parent Report Sections 388, 389, 390, 391, 392, 393, 394, 412 to 462, 463 to 472, 530 to 597, and 598 to 668.

VIII. Within the Province of Quebec, what expenditures are being made by the educational systems which might cease to be included?
Reference: Federation Brief Section III C.

IX. Within the Province of Quebec, should educational pro-

erties be utilized to bring in additional revenues —

- A) Evenings
B) Weekends
C) During vacations
D) How might these properties be used to bring in such additional revenues?
E) Other suggestions?

X. Within the Province of Quebec, should educational properties be utilized at no charge for other purposes such as playgrounds, inside recreation areas, etc.

- A) Evenings
B) Weekends
C) During vacations
D) For what type of activities
E) Other suggestions?

XI. Where does your school stand in the matter of receiving funds?

XII. What organized procedure, such as a budget, does your school have to ensure that monies will be spent based on a plan?

What Is Quebec Home & School All About ?

Here Are Some of the Answers From New Federation Leaflet

THE HOME — THE SCHOOL — AND YOU

Why Home and School?

The reasons are many. Here are a few:

1. To seek the best education for each child according to his or her physical, mental and social needs.
2. To promote and secure legislation for the betterment of education by becoming part of a large and effective group that can influence public opinion and government.
3. To help parents and teachers in the common enterprise of education in preparing children for tomorrow's world.
4. To inform parents of the changing school methods and why they are necessary.
5. To allow parents to get together to study important current educational problems and to present their views to the Quebec Federation of Protestant Home and School Associations as a basis for policy formation.

Why Belong?

1. ASSOCIATION

You will be a member of the only public body in Quebec which actively represents YOU in education.

2. REPRESENTATION

You will have a voice in representation to government and educational bodies.

3. PARTICIPATION

You will have the opportunity to meet the teachers and other parents in your school and to exchange ideas and participate in groups studying education and child development.

4. INFORMATION

You will receive a subscription to QUEBEC HOME AND SCHOOL NEWS that will keep you informed on major events and changes in Quebec education affecting your children.

What is Quebec Federation?

Quebec Federation is the voice of non-Catholic parent-teacher groups and is recognized by Government, Teachers, Principals, and School Boards.

MAJOR ACCOMPLISHMENTS

1. Nominees of Quebec Federation have served and are serving on the following Government bodies:
 - a) The Protestant Committee of the Superior Council of Education
 - b) The Advisory Committee appointed by the Government under Bill 25
 - c) The Montreal Regional Planning Committee for the new general and vocational colleges.
 - d) The Department of Education Regional Missions throughout the Province
 - e) Planning Committees for Comprehensive Regional High Schools.
2. Quebec Federation has presented Briefs to the Government on many subjects including:
 - a) Guidance Counselling
 - b) Grade Twelve
 - c) Supplementary examinations
 - d) Subject Promotion
 - e) Junior Colleges
 - f) Technical & Vocational Training
 - g) Improved Teacher Training
 - h) Social Service Needs in Quebec
 - i) Unmet needs of children
 - j) Financing of Education
 - k) Driver Education
 - l) Volumes 4 & 5 of the Parent Report
 - m) Bilingualism and Biculturalism

What is

Quebec Federation Planning To Do?

Quebec Federation's plans for the coming year require keeping in close touch with the changing patterns in education in Quebec. Of particular importance will be active and intensive studies of REGULATION ONE (The Ungraded Elementary School) and the Comprehensive High School.

Quebec Federation will also be working with the Planning Committee to implement Bill 21 — (the establishment of English and French Junior Colleges). Quebec Federation will also continue to aid and assist local Home and School Associations in every way possible with the view to promoting a strong and active organization in Quebec, and to be available to help through information, study groups, speakers, and audio-visual programmes.

* * *

The May 16th, 1967 NEWSLETTER of the Quebec Association of Protestant School Administrators, which is the body representing school principals, said this about Quebec Federation:—

"With a Protestant Committee whose powers are greatly curtailed, the Quebec Federation of Protestant Home and School Associations is the only body that can speak on behalf of the Protestant Educational System in time of need without being open to the charge of being a vested interest. It is in your interest and in the interest of Protestant education to have a strong Home and School. Give it your solid support."

WHERE ARE WE GOING ?

First of a series of articles on Regulation 1

BY DOREEN RICHTER

Fred and Steve have played together since they were two. On Sept. 8th, 1968 Fred starts to school. Steve, whose birthday is October 10th will have to wait another year.

In 1972 we find Fred and Steve in the same groups for Mathematics, Reading, Literature and Composition. But Fred is in a different group for French, which he finds difficult, and still other groups for Social Studies, Science and Physical Education.

Steve, who displays a bright and inquisitive mind, finds himself with groups of children similar to himself in their desire to enquire and learn, and indeed, his courses range over more territory than most of the students who started school with him.

In 1974 Fred and Steve both graduate to the Secondary School. Fred will concentrate on technical courses, particularly in the fields of mechanical drawing and electricity, where his interests lie. Steve will further his studies with a view to entering University and a career in one of the sciences.

An ideal situation? Does it all come out that simply and easily under a new system of "continuous progress" and "individualized education"? Or have the guidance teacher and staff been misled by Steve's entrance to

school nearly a year older than Fred and therefore ready and able to go through the elementary courses with greater ease and confidence?

And what of the future? Is Steve interested in a professional career? Should Fred be allowed to concentrate so soon on the industrial arts, or will he prove to be happier in accountancy, statistics, or one of the many branches of engineering?

Certainly our present system of education does not offer answers to these questions, but does Regulation 1 offer any better solution, or is it change for the sake of change?

A series of articles on the new approaches (note the plural) to education envisioned in Regulation 1 will follow in succeeding issues of the News. These will be based on a study of Regulation 1 and of research results printed in articles on "continuous progress", "subject promotion", the "comprehensive high school", junior colleges, and other pertinent material.

Questions pertaining to these articles will be welcomed and your committee on Regulation 1 at Federation level will try to find the answers. For our part we will also ask questions which we would like you to answer from your local situation, so that we

may obtain some impression as to how Regulation 1 is being put into effect throughout the province.

Through this exchange of information we hope to obtain for the students of Quebec the advantages that this opportunity for new approaches to education can bring, and an active and informed parent group can play an essential part in achieving the best results.

Montreal Board Names PR Officer

J. J. Keith, former director of communications for the Provincial Association of Protestant Teachers, has been appointed information officer for the Protestant School Board of Greater Montreal, a newly created position.

A graduate in arts from Bishop's University and in teaching from Macdonald College, Mr. Keith has taught in Montreal public schools and in Lower Canada College.

In the new position he will have charge of improving the board's communication with the public and its relations with its staff.

What Is Regulation 1 ?

"In one way or another the whole population of Quebec will be affected by the implementation of Regulation 1" — Jean-Jacques Bertrand, Minister of Education in the Foreword to Document 2 on Regulation 1.

As of September, 1968 no child under the age of six after October 1st of the school year will be admitted into the first year of an elementary school in the Province of Quebec. The elementary course shall extend over six years.

Promotion to the secondary course becomes obligatory after seven years. Under exceptional circumstances a student may enter the secondary course after five years.

English and French will be the courses in which a student will be examined at the end of the school year. Mathematics will be included for pupils who are completing the elementary course.

Pupils in the elementary school will be classified by age, but divided into groups for teaching purposes, according to criteria determined jointly by the members of the academic staff of the elementary course in the school.

So read the first four sections of Regulation 1. The first section regarding the age of entrance does so with the expressed desire that kindergartens for the 5 year old pre-school child will become part of the school system throughout the province.

The succeeding clauses envisage a six-year elementary "course of study" individualized for each student. This course of study would be arranged in such a way that the essential unity of the subject will be maintained and the continuous progress of the child ensured. Since each child will be following his own course of study, flexibility becomes a vital factor.

The new objectives of the elementary school, which are based on the assumption that the elementary school today serves only to prepare children for secondary education, are towards a fundamental education rather than an encyclopedic education, towards formation rather than information.

"The freedom which Regulation 1 grants teachers, with regard to "external" controls, is associated with a new and serious responsibility: that of setting up a system of control which will enable all those concerned to know as exactly as possible the major landmarks in each pupil's individual progress. Parents and teachers will need to engage in an open dialogue on this problem, a particularly crucial one for families." — Document 2.