



QUEBEC HOME & SCHOOL NEWS

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ACCENT ON FRENCH: Accelerating needs for qualified French specialists in elementary schools led to a special course this summer sponsored by the Protestant School Board of Greater Montreal. Among the 35 Montreal teachers who attended were Mrs. Sandra Dorfman of Morison Public School, Graham Cooke, Riverview Public School, Arlene Nathans, Strathcona Public School, Elaine

Edgett, Herbert Purcell Public School, Instructor David Aman of Mount Royal High School and Margie Parhou, Alfred Joyce Public School. So successful was last summer's experiment that on October 26 the PSBGM decided to initiate a program of crash-training elementary school teachers in similar concentrated three-week French teaching courses.

Urge Fullest Consideration Of Education Television

A brief submitted to the Board of Broadcast Governors at public hearings on October 25 demands adequate provision for educational needs as a first consideration in allocating television channels. It was presented by Clifford E. Edwards, chairman of the Audio-Visual Education Committee of the Canadian Home and School and Parent-Teacher Federation.

Pointing to the Federation's representations on the educational use of TV dating back to 1951, when visual broadcasting first appeared in Canada, the brief urged "safeguards in order to ensure the use of Canada's air waves in such a way (as to) contribute always to the wholesome development of our children, to the cultural and economic growth of our country, and indeed to the unity of Canada". To this end it recommended:

1. That in the development of television facilities in Canada, priority be given to education at all levels — pre-school, primary, elementary, secondary, university, and adult.

2. That regardless of cost to the country, provision be made to ensure the future expansion of educational television will not be curtailed or inhibited because of the unavailability of a sufficient number of channels to meet Canada's rapidly increasing educational television needs.

3. That broadcast authorities reserve a sufficient number of UHF channels exclusively for educational use to provide complete coverage in all parts of Canada both now and in the future.

4. That the facilities of the entire broadcasting system be placed to the greatest practical extent at the disposal of provincial educational authorities.

5. That private television stations be required to carry classroom and educational telecasts at the hours requested by provincial educational authorities.

6. That a federal-provincial survey of the over-all educational broadcasting needs be made by educational authorities prior to the re-allocation of existing VHF channels and the allocation of UHF channels which should be made available in the immediate future.

Hanna Lambek Heads Library Committee

Quebec Federation's Library Committee, shown as temporarily inactive in the September issue's list of standing committees, has been restored to the "active" list with the appointment of Mrs. Hanna Lambek of St. Lambert (371 River St., phone 672-3148) as chairman.

"We are now collecting material on libraries and lists of desirable books from both Canadian and American sources, and will be in touch with local library chairmen as soon as we have enough material", says Mrs. Lambek. "We plan to review good children's books regularly for the News, and offer features designed to help encourage children to read."

Key to Future Education?

Continuous Learning Principal Essential

The profession of teaching will become the most significant in our society, says Dr. J. Roby Kidd, head of the department of adult education at the Ontario Institute for Studies in Education.

"This has been true of certain societies in the past — in India and China for example," Dr. Kidd stated, "and today it is becoming generally understood that education is the key to economic and social progress. However, it is true that the teacher has often been undervalued."

Part of the explanation for the comparatively low status enjoyed by teachers in some countries has been "fragmentation and isolation of various organizations of teach-

ers." Dr. Kidd said. "Moreover, too little attention has yet been paid to the scores and hundreds of part-time teachers of adults. Since these are often leaders in corporations, government, professions, trade unions and women's groups, their engagement as teachers will itself make a difference in the way that the function of teaching is regarded in society."

Dr. Kidd said that "continuous learning" was a concept essential to educational planning.

"The most galling burden that comes with education conceived as preparation for life is the necessity to teach everything," he continued. "For years teachers and administrators and school board officials have been perspiring under the

Quebec Federation Brief Summarizes H&S Opinions On New Parent Proposals

The executive of Quebec Federation is delighted with the fast and comprehensive response of local Home & School Associations to its S.O.S. for views to be incorporated in a brief to the Superior Council of Education about the latest recommendations of the Parent Commission.

Complete text of the brief will be found on pages 3 and 4.

Hull Meetings Discuss Joint High Schools

The third of a series of Home and School meetings was held in Hull recently to discuss Protestant parents' attitudes to the idea of having English Catholic and Protestant students share a high school. Other meetings had taken place previously in Chelsea and South Hull.

Members of the Panel at the Hull meeting were Mrs. Sanford Hart, representing the chairman of the Ottawa Valley Regional Board; David Geidart, Area Director of H. & S. for Western Quebec; Mrs. Mary Buch, member of Federation's Executive and of the Protestant Committee; and J.C. Curry, representing local parents. Moderator was Michael Butler of Chelsea.

A submission at a later date by members of Home & School to the Ottawa Valley Regional School Board will be based on opinions gathered from these meetings. English Catholic Parent-Teacher groups also are exploiting the subject.

Anyone who is interested and willing to help on committee library and reading projects is asked to get in touch with Mrs. Lambek.

First word of the Superior Council's public hearings, to be held between now and the end of the year, was received in late August. Original date for filing of written briefs was October 15 — and as some time is required to collate the opinions expressed by the member associations, to write the brief and have it printed, the practical deadline for gathering material was about the third week in September, a scant month after the first announcement.

Subsequently a three-week delay was announced, which allowed the executive to incorporate ideas received up to mid-October. The job of sifting and collating the hundreds of views expressed, and turning them into a finished summary, has been a hectic day-and-evening operation involving consultation among many executive members.

Thanks to the quick co-operation of Home & School people throughout the province, the brief is believed to be quite representative of the views of English-speaking Protestant parents, to the extent that they have had an opportunity to reach opinions on the Royal Commission Report — which was not completely available in English until mid-September.

The executive of Quebec Federation feels particularly indebted to the following 52 Associations which held study sessions among their members and submitted conclusions incorporated in the final brief.

MONTREAL AREA

Algonquin, Allancroft, Bronx Park, Carlyle, Cedar Park, Central Area, Central Park, Christmas Park, Connaught, Crawford Park, Dunrae Gardens, East Area, Elizabeth Ballhantyne, Hampstead, John Grant, Lakeside Heights, Lachine Rapids, Lindsay Place, High Macdonald High, Mountrose, Mount Royal High, Northview, Parkdale, Riverview, Rosedale, Roslyn, Russell, Somerled, Summerlea, Valois Park, Verdun High, Westmont High, Willingdon.

OFF-ISLAND

Arvida, Asbestos, Chateauguay High, Edgewater, Julius Richardson, Lachute, Magog, Maple, Mary Gardner, New Carlisle, Ormstown, Preville, Shawinigan, Sherbrooke, Shigawake-Port Daniel, Ste. Foy, St. John's, Thetford Mines, Valleyfield.

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Editor, C. R. ELLIS

4795 St. Catherine Street West, Montreal 6 — Telephone 933-8244

Keep Up the Good Work

Congratulations are in order all round for the effective way the Protestant Home & School organization leaped into the breach during a two-month period to gather and collate views of its far-flung membership and prepare the brief to the Superior Council published in this issue.

It should be noted, however, that this brief is not the end, but rather a beginning of representations to the province about Volumes 4 and 5 of the Parent Commission Report on behalf of English-speaking non-Catholic taxpayers.

Members of the governmental team, from Premier Daniel Johnson down, have repeatedly stressed that the educational revolution sponsored by the Liberals and crystallized in the Parent Report will be continued by the Union National government.

Some of the framework outlining the future educational organization has been set in place already, and more may be added as a result of the current public hearings, but the process of change will be going on for years. It is important that during this lengthy period, Quebec Federation should be in a position to reflect the views of Protestants on all matters affecting education.

That is why all Home & School Associations are urged to continue to study Volumes 4 and 5 of the Royal Commission Report, just recently made public, and arrive at a consensus of Protestant views.

Will You Lend a Hand?

From time to time it is pointed out with pride that Home & School is a big and growing facet of Canadian life. As a matter of fact, with 275,000 member-families in over 3,600 local units across Canada, it is by far the biggest public-service organization in the nation.

A big factor in the successful on-going of a grass-roots movement like this is to find people of goodwill and energy who will freely offer some of their time for service as committee or executive members of their local H & S groups, and then to make the best use of their efforts.

To help in this work, Quebec Federation organizes Leadership Training Workshops in various parts of the province, and all Area Directors have just recently been reminded of their duty to plan for this type of activity in their territories.

We might add just one thought on this broad subject of work in Home & School activities. If you are willing to take part — aware that it will involve the sacrifice of some evenings away from the comforts of home and the television set — don't wait to be asked. Volunteer.

Ask someone on the executive of your Association if there is something you can do to help. The Home & School movement is looking for people like you.

Are You Represented?

A full-dress meeting of the Board of Directors of Quebec Federation is held at Montreal four times a year, providing an opportunity for thorough consideration of anything and everything affecting Home & School Associations throughout the province.

Some area directors, unfortunately, have not yet been appointed and accordingly their local associations were not represented at this year's first Board meeting early in September. At this writing, areas not represented include North-East Montreal, Notre Dame de Grace Area 2, and St. Urbain on Montreal Island, as well as Ormstown, Drummond, Laurentide East, Richeleu, Sherbrooke, and Stanstead district.

Does this include you? If it does, prod the president of your Association to get together with other regional Association representatives and elect an Area Director right away. Be sure your Association is represented in all Federation activities.

Centennial Projects to the Fore

By WILLIAM ASHERMAN
Vice President, Quebec Federation

Centennial Year being only a few months away, it should be remembered again that everybody in Canada, individuals and groups alike, should participate in its celebration in one or another manner.

Home and School in Quebec, as in most other provinces of this country, has decided, based on a vote taken amongst local associations, on two principal projects as its part of Centennial celebration. They are: (1) the Children's Reading and Library Project and (2) the Tillicum (Friendship) Project, designed to assist the Indian population in the solution of their educational and other problems.

The main thought behind these projects is to do something which will be of value to education of youth and adults and will have a lasting and unifying effect, and which will help to strengthen Confederation in future.

Associations are again asked to consider these suggestions:

If not already done so, to join the Children's Reading and Library Project, for which pamphlets and posters are available, free of charge, or the Tillicum Project, for which a very good kit can be had.

Should it be felt that neither of these projects is acceptable by the association concerned, any other worthwhile project can be adopted, in which case Federation asks to be informed of the nature of the project. High school associations for example, may wish to have as a Centennial project the setting up of a study group for better methods of teaching history.

This is also a reminder that Home and School has a Centennial Projects Fund, to which 48 associations in this province have contributed to date. As explained previously, money is needed to defray costs of the projects. Even some groups outside Home and School have contributed to the fund in recognition of the importance and worthiness of the pro-

jects, which have been lauded across Canada. That is why Home and School associations, which have not contributed as yet, should do their share and carefully consider once again a minimum contribution to the Centennial Fund of \$19.67.

Home and School is the largest voluntary organization in Canada and everything should be done to make its participation in the celebration of Canada's Centennial an outstanding one.

Film on Venereal Disease

The increasing incidence of venereal disease among young people, while most other diseases are being kept to minimums, has led Quebec's health department to launch a campaign directed toward teen-agers.

A bilingual pamphlet explaining the diseases and their cures in everyday terms is teamed up with a film entitled "Venereal Disease? See Your Doctor". The program is available to schools and parent-teacher groups through provincial and municipal health offices.

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.

Calls Attention to Guidance and Language Problems

Dear Sir:—

I have before me the July copy of your paper containing the Federation Brief On Guidance in the Schools. May I suggest you take a hard look at guidance counselling, as it is now practised in the schools.

I had heard vague complaints from friends who tried to make appointments with guidance counsellors, to discuss their children's problems, but without success.

I saw another aspect of this after the first term reports were issued this past year. I heard my daughter telling a friend how to arrange an appointment. Two things occurred to me:

1. Though both girls have been students at Westmount High School for three years, and had had the same counsellor in that time, neither girl expected the teacher to know her.

2. Both girls realized that it would take several weeks to get an appointment, and would involve returning to the counsellor's office, time and time again, to remind her of the request.

Shortly after this, a Westmount Home and School meeting was held, to give parents a chance to ask questions about various matters. I naturally asked about guidance counselling. We were informed:

1. Westmount High School, student population over 1200, has five part time guidance counsellors — part time because guidelines from Quebec stipulate X pupils per teacher, therefore counsellors must also carry a teaching load.

2. The Principal and two Vice-Principals can help, if necessary.

3. Much of the counsellors' time is taken by "Hard-Core" cases.

We are rapidly reaching a stage where schools are getting bigger if not better. If the present government follows through with the proposed Institutes, the student bodies will be greater still. We will have the problem of poorly advised and bewildered

adolescents going on to higher centres of learning, to be bogged down, once again.

May I make the following suggestions:—

1. That one or more high schools be chosen as pilot projects in guidance counselling.

2. That some retired teachers and older men and women with personnel experience, be approached and offered part-time positions as counsellors at grade 7, 8, 9 levels. In this way, time could be arranged in morning or afternoon periods, convenient to them.

3. That refresher courses in counselling be given if necessary.

4. That counsellors on the school staff be responsible for the overall program, and for the so-called "hard-core" cases.

5. That the expense of such a pilot program be borne by the Federation of Quebec Home and Schools.

I think it would be found that the demands of the majority of children will be simple and straightforward. A few may need an older person to talk to, and to listen to them. I feel that such a program would help to eliminate the hard-core cases in the upper grades and also prevent school dropouts. It would also present to the government concrete evidence of the value of guidance counselling.

There is another problem linked to dropouts, and hard-core cases. It was brought to my attention by a friend, a teacher at Northmount High. Apparently, many of the children entered elementary schools knowing little or no English, and were now in High School with little or no preparation. Other children, whose mother tongue was English, as well as these, were what we have come to call "culturally deprived", and had no desire or incentive to learn.

I remembered that another friend had borrowed a modern Greek-English phrase book, in order to make contact with children in her grade 5 class at Van

Horne School.

I am well aware that for years, schools across Canada have been teaching foreign-born children. I have seen it happen at Roslyn School in the past few years. In each case one child was helped by the class and teacher. This is not the case in schools such as Van Horne and Coronation, where the non-English speaking student body is so great.

Toronto has tackled the problem by having a separate school. May I suggest that The Federation of Home and School sponsor a project — possibly as a Centennial Year Project.

1. I suggest to the Protestant School Board of Greater Montreal, that children who know no English on entering kindergarten or Grade 1, be grouped together in special classes, and be given special instruction to help them bridge the language and cultural gap. This could be tried out by combining children who would attend Van Horne and Coronation schools. It is possible that they would enter the normal Grade 2 or 3.

2. With regard to older children, may I suggest, again, enlisting the aid of older teachers or volunteers to help them bridge the gap. This could be done either in school hours, or after school.

Here again, extra cost may be borne by the Quebec Home and School. I realize this will cost money. I would prefer giving money to such a cause, rather than have it wasted on badly fitting band jackets even though — or because — I have two children in the band.

Mrs. Estelle Ruth Aspler
Westmount, P.Q.

Mrs. Aspler contributes some stimulating ideas — but we should point out, on behalf of the Federation, that it simply does not have the funds required for this type of educational experiment. We hope this letter will receive full consideration by Montreal school authorities — Editor.

Full Text Of Brief To Superior Council

Consensus Of Protestant H&S Opinions Agrees With Parent Commission Aims But Urges Go-Slow On Some Changes

The Quebec Federation of Protestant Home and School Associations (hereinafter referred to as "Quebec Federation") is pleased to accept the invitation of the Superior Council of Education to express the views of its membership on three of the subjects dealt with in the Report of the Royal Commission on Education Volumes 4 and 5.

Our membership is composed of 17,000 families, both teachers and parents, in approximately 150 local associations in English Protestant schools across the Province.

PROCEDURE

The following background details are furnished in order to make clear the fact that when Quebec Federation speaks, it can do so only after consulting its membership.

Business is conducted at the Annual General Meeting by the delegates from each school, who comprise the governing body of the organization. Each geographical area of the Province elects an Area Director to represent the schools of that region on the Board of Directors, to conduct such business as may be delegated to the Board by the Annual General Meeting. The Provincial Executive, elected by the Annual General Meeting, exists solely to administer the affairs of the organization as directed by the local members through their delegates and Directors.¹

(1. Contraction of extracts from Constitution of Quebec Federation.)

For the purpose of submitting this Brief, the opinions of every affiliated association in the Province were solicited. It is worth mentioning that in the submissions made by local associations, references to teacher-participation occur frequently. A list of the regions of the Province from which opinions came is attached.

Local groups making submissions referred to three major difficulties affecting the task:

1. Not many parents or teachers can be reached during the latter half of August, due to vacation, and it is not usual for Home and School Associations to get under way in September, the month of school-opening.

2. The short amount of time (two months) between receipt of the Superior Council's invitation and its original deadline was insufficient for the kind of assessment our members would have liked to make, bearing in mind the preceding paragraph. Our request, on behalf of our membership, for an extension of the final date was turned down. A month later we were notified by telegram of a three-week extension which, had it come earlier, would have served our members better, since in preparing the final Brief, time was required for the collating of the material received.² To expect in a few weeks to assess the implications of a work which it

took the best brains nearly five years to produce, and which is magnificent in its breadth and scope, is virtually to ask the impossible.

(2. "Our work is not done in the full spread of waking hours, but by night light, in those hours free from the usual labours and from attendance upon the needs of our children". Submission from Mount Royal High School, Home and School Association.)

3. English-speaking Quebecers have laboured under a particular handicap. We refer to the fact that Volume 5 in English made its debut in mid-September only, and that Volume 4 in English trickled out from the Office of the Queen's Printer with unexplained unreliability.

Despite the foregoing difficulties, many study-groups were set up at the local level. In June, in anticipation of studies to be undertaken during the coming months, Quebec Federation had already issued a press release and had supplied some suggestions to guide local groups in their work. Upon receipt of the Superior Council's invitation in Mid-August, the references to Chapters and paragraphs which had been supplied by the Council were despatched, as well as some detailed and specific guidelines, in the hope that these might assist local associations in their studies. (Reference was also made to the fact that, in the Council's Document 3, mention of Chapter 3, Volume 4, seemed to have been inadvertently omitted from the list.) Quebec Federation's guidelines were also used by other groups such as the Federation of Catholic Parent-Teacher Associations of Quebec, Inc.

We proceed now to the burden of our Brief, respectfully requesting that it be accepted without prejudice to future representations which we may make on the same subjects, and when our membership delves more deeply into the topics and makes further submissions to us for forwarding.³

(3. "... all agreed that they would like to continue to discuss these questions during the coming year..." Submission from Elizabeth Ballantyne Home and School Association, Montreal West.)

CONFESSIONALITY AND NON-CONFESSIONALITY

Quebec Federation is already on record as holding strongly to the view that every child, regardless of race, language or religion, should by right have the opportunity for a good education to the limit of his abilities and desires. This view is admirably expressed by the Parent Commissioners in Volume 4, Chapter 1, Paragraph 5, of their Report, in which they define the triple goals of education.

It is our view that these aims can be truly met in our Province only by a readiness to take into account, in an atmosphere of tolerance and understanding, the religious diversity present.

The strict division of education on confessional lines, with very limited dialogue between the two systems, has led to a loss to both sectors in educational matters, by failure to share each other's experience.

Many of our members have long expressed concern that our children are brought up from the age of 5 or 6 to separate themselves during the learning process from those of their friends who are of a different faith.

Concern has also been expressed constantly that the present educational system has provoked a great deal of frustration and dissatisfaction among the non-Roman Catholic-non-Protestant section of our population. There has been a tendency to treat them, because of the confessional system, almost as second-class citizens, while they have been paying substantial amounts of tax to support that system. The Protestant system has embraced almost all of these people, and the view has been expressed that it might not be difficult to convert the present Protestant sector into the Public sector of education in this Province.

It is owing to this concern about religious diversity that Quebec Federation has previously gone on record as being in favour of non-confessional schools.⁴

(4a. Brief submitted by Quebec Federation to the Royal Commission on Bilingualism and Biculturalism, 1965.)

When Volume 4 of the Royal Commission's Report was published, and we started our study of the sections on Confessionality and this chance to take a deeper and a bolder look at the whole question. Our membership is overwhelmingly in agreement with the philosophy expressed by the Commissioners, and heartily endorses their views that religious conscience ought in all cases to be respected, and that a citizen indeed has a right to have any or no religious views at all without being any the less a full citizen.

With regard to the four possible educational systems discussed by the Report (Volume 4, Paragraphs 101-111) the consensus is that part 2 of the second solution offered — that of a public school system with varied religious instruction offered on an optional basis — is the ultimate ideal for which to strive. Nevertheless, our membership is willing, for the present, to accept the fourth solution put forward, that of both confessional and non-confessional education. It is recognized that this solution would have the undesirable effect of further fragmenting the system; however, we also realize that the population as a whole is not yet ready to give up confessional schools and that this appears to be the most democratic manner in which to proceed at this time, since it does offer a choice of both

The Brief In Brief

Our members, while accepting the principle of unification of the educational system as a long-term goal, do not believe that Quebec is ready for a major overthrow of all the existing structures.

We see the cultural diversity of Quebec as one of its great strengths. It is our opinion that the two main cultures and also the many immigrant cultures have much to learn from one another, and that all can contribute to a better mutual understanding. We are in agreement that unification of the educational system is desirable for the enrichment of all, but we consider it a long-term goal to be worked at, not an immediate regulation to be imposed.

We ask:

- that unification be on a gradual basis, by experimentation, and not imposed by law, and
- that the first major step be removal of divisions along confessional lines while retaining divisions along language lines, and
- that representation of minority groups be guaranteed in the administrative structure at all levels, and
- that voluntary co-operative ventures be encouraged in every possible way, in order that the citizens of Quebec may actively engage in learning to work together to put into practice the ideals described by the Royal Commissioners.

A single public school system with religious instruction on an optional basis would be the choice of our members. Realizing, however, that the Quebec population is not ready to give up confessional schools, we accept for the present the idea of offering instead confessional and non-confessional educational where administratively feasible.

We believe that the quality of education ought to have priority over confessional considerations in cases where pupils of a particular group are too few in number to make it administratively feasible to provide for their special religious needs.

The desire to encourage parents to take a direct interest in the affairs of the school their children attend is applauded, along with the increase in opportunities for parent-teacher discussions and exchanges which would follow.

confessional and non-confessional schooling, wherever feasible.

Our members strongly expressed the view that the recommendations regarding freedom of conscience for minority-group students are of the utmost importance; and that the rights of such students to be excused from religious instruction and exercises, should the parents so desire, ought to be upheld by law. We interpret Recommendation 8 to mean that in a confessional school the conscience of pupils of other faiths will be respected — not that a confessional school will be required to discard all of its confessional aspects to suit a minority.

It is noted that plans for bi-confessional schools have been going forward in several parts of the Province, and Quebec Federation sees in these a welcome sign of progress in mutual understanding, and is of the opinion that all such joint efforts should be strongly encouraged at all levels. (Reference will be made later in this Brief to our own experiences in co-operation at both the local and the Provincial level).

We agree that the law ought to recognize no confessional character in Institute Corporations. We believe that this ought to apply also to School Commissions but only at such time in the future as this can be reasonably implemented with the co-operation of the public. Our opinions on the applicator of confessionality to the proposed three-fold structure will appear in a later section on School Administration.

We are in total agreement that parents ought to have the opportunity to choose the type of education they wish for their children, both from the aspect of confessionality and that of language; we also believe that parents ought to be closely associated with the concrete applications of confessionality and non-confessionality in the schools their children attend.

CULTURAL DIVERSITY

The two educational systems in this Province, although officially divided on confessional lines, are also for the most part divided along language lines. We deplore the lack of communication bet-

ween the two systems and the isolationist vertical development of each. It is our opinion that the two main cultures and also the many immigrant cultures have much to learn from one another, and that all can contribute to a better mutual understanding.

We are sure, however, that enforcement by law of unification of the two systems at all levels would create distress, difficulty and problems which might set back rather than encourage future co-operation and rapport. We are in agreement with the Royal Commission that unification is desirable for the enrichment of all, but we consider it a long-term goal to be worked toward, not an immediate regulation to be imposed.

Our recommendation is that the pace be gradual and unforced, and marked by experiment and co-operation. Our views on the practical application of this principle at various levels will be found in the section which follows, on School Administration.

Strong opinion was voiced by many of our associations regarding the need for improvement of the quality of written and spoken French taught in the schools of the English-speaking in this Province. It was said repeatedly that our schools ought to produce graduates fluent in both languages.

Many suggestions were made for the improvement of French instruction, including such methods as the more widespread practice of teaching certain subjects in French, or of teaching some subjects in French for entire days each week. These ideas presuppose teachers highly competent to teach in the second language, and here is another area of concern. If the Province is to work toward eventual unification of education, it will require a great effort on the part of everyone to improve the quality of spoken and written French used by those for whom it is not the mother tongue. This is especially true for those who may at some future time be participating in the unified educational system. A cadre of fluently bilingual personnel will need to be built up, and time must be allowed for this.

The Commissioners' recommendation regarding the encouraging of New Canadians in the Province to associate themselves with French culture was read with understanding, but with a strong proviso that it be understood that these are new members of the nation of Canada as a whole, who will have to be at home on a predominantly English-speaking continent. ^{4b}

(4b. "...immigrants would prefer to become citizens of Canada rather than narrowly associated with Quebec only." Submission from Asbestos Home and School Association.)

ADMINISTRATIVE STRUCTURES

General Comments:

Our members have, it is apparent, been giving thought to what may be described as a "bi-focal" view of the recommended changes in administrative structures. We describe it as bi-focal because we see a serious attempt on the part of our membership to consider the long-range needs of education for Quebec without losing sight of the immediate problems which it is necessary to work out.

In the section of our Brief immediately preceding this one, when speaking of Cultural Diversity, we accepted the principle of unification as a long-term goal. Our members have told us that Quebec is not ready yet for a major overthrow of all the existing structures. Typical of the comments we have received is this:

"An administrative system which has been developed throughout the full history of a state, as is the case with education in Quebec, should only be overturned after careful and thorough — and therefore probably lengthy — consideration. We recommend that the period of many changes of recent years now be followed by a period and sober consideration." ⁵

(5. Submission from Mount Royal High School Home and School Association.)

We have already made allusion to the difficulties which have beset English-speaking citizens in their efforts to procure the translations of Volumes 4 and 5 of the Parent Report. In a unified system, it is to be expected that the major dialogue, debate and decision making will take place in the language of the majority. As the English-speaking become more fluent in the other language, and as the machinery for translation becomes more effective, much of the frustration of the English-speaking minority will, it is hoped, be alleviated. But none of us can hope for too much too soon. In the meantime, for example, our members in Chateauguay offer evidence that the Chateauguay Catholic School Commission (responsible for 2171 French and 1260 English students) releases its reports to local newspapers in French only. Even now, there is not one English-speaking member of the Catholic School Commission in Chateauguay, nor one English-speaking employee in the offices of that Commission. It appears possible that the English non-Catholics might find themselves in the same relative position as the English Roman Catholics are now, vis-a-vis the overall system". ⁶ This would tend, it is widely thought, to negate the continuing contribution which the Royal Commission repeatedly refers to, to be made by the English Protestants to the total picture of education in the Province.

(6. Submission from Chateauguay Area — 1 schools.)

Observations of the difficulty at the present time of obtaining English-speaking people to work in the unified Ministry of Education (convinced though we are that they are wanted) suggests that if unification were to be imposed very quickly at the other levels, it might discourage the participation and interest of the English-speaking minority at these levels, and this we neither consider desirable nor believe that the Ministry would wish for.

On the other hand, we are impressed by the progress already made in the form of co-operative agreements between existing Regional Commissions for the joint education of Protestant and Roman Catholic children. We applaud these courageous break-throughs. We ask the Minister of Education and the Superior Council to con-

tinue to encourage by all possible means experiments in co-operation at all levels of administration.

We think that the Council will be interested in learning of experiments in our own organization which we feel are significant in bringing together members of the two cultures:

1. In the last four years there has been an increase in the number of our associations which have been conducting joint meetings with their English Catholic and French Catholic counterparts, or which have been working with reciprocity. We cite as an example the Home and School Association of New Carlisle, on the Gaspé Peninsula. The spirit of mutuality which exists between this group and its bilingual Catholic counterpart is worthy of emulation by other Parent-Teacher Associations, we feel.

2. In the Spring of 1965, Quebec Federation was instrumental in bringing together the Presidents of the four Provincial Parent-Teacher groups, English and French, Protestant and Roman Catholic, for the first of a series of meetings. The object is to set up a Council of Parent-Teacher groups which can speak with one voice on matters of common concern. Progress may appear to be slow, but we are confident that in the course of time a structure will be built on the sure foundations of good will and understanding.

We will comment in succeeding sections on the three levels of administration treated in the Report of the Royal Commission. Our comments will be based on the following statement:

While accepting the principle of unification of the educational system at all levels, we ask:

- that its implementation be on a gradual basis, by experimentation, and not imposed by law, and
- that the first step be removal of divisions along confessional lines while retaining divisions along language lines, and
- that representation of minority groups be guaranteed in the administrative structure at all levels, and
- that voluntary co-operative ventures be encouraged in every possible way in order that we may actively engage in learning to work together to put into practice the ideals so expertly described by the Royal Commissioners in their Report.

COUNCILS OF SCHOOL DEVELOPMENT

We believe that the addition of this level of administration might do much to expedite some of the necessary decision-making which now rests with the Ministry of Education, and that it could improve communications between Regional Commissions and the Ministry. It would also make more uniform the assessment and taxation rates within its territories. At the same time, it would help to achieve the decentralization recommended by the Royal Commission on Education.

However, the English translation of Recommendations 46 (Vol. 4) speaks of "entrusting" certain

"functions" to the Councils of School Development. If these Councils are not to become one more means of delaying decisions, we believe they ought to have "imposed" on them the "obligation to perform" the functions suggested by the Royal Commissioners.

Care ought to be taken to ensure adequate representation of minorities wherever these exist in an economic region.

We suggest that one or two Councils of School Development be set up in the Province on an experimental basis, wherever the need appears greatest, and that a date be set by the Minister for assessing, in conjunction with the Regional Commissions affected, the usefulness of the Councils. At that time they might either be accepted, or modified, according to proven need, or dispensed with if they are not effective.

The complexities of representation on the Council are not fully understood by our membership. The questions arise whether there would be adequate representation of minorities at the level of the Council. ^{7a}

(7a. "We concluded that there would likely be very poor representation generally of English minorities on the Councils, although we were unable to gain a clear understanding of the mechanism of representation because of the complicated voting and appointment structure in its formation" ... Submission from Ste. Foy Home and School Association, Quebec City.)

We intend to study the subject of Councils of School Development more thoroughly, in order to make further comments at a later date.

REGIONAL SCHOOL COMMISSIONS

While our members subscribe to the idea of local School Commissions participating in the Regional Commissions organized for their areas, it ought to be made clear that as long as the confessional systems continue to exist, a local School Commission would participate in the Regional Commission of its confession.

We also believe that as long as local School Commissions are to continue to exist, they ought to retain some specific functions. Buildings and the construction of new schools (pre-school and elementary) might be among these.

We believe that the first major step toward unification of Regional Commissions ought to be to remove divisions of confessionalism while retaining a division along language lines, and that Regional Commissions ought to be encouraged to study jointly the prospects for this kind of unification. It follows that the first new school map ought to be drawn up with language lines, not total unification, in mind.

Some of our members expressed the view that all taxpayers ought to have the right to vote in the election of Regional School Commissioners. Some others suggested that at least half of the number of Commissioners ought to be elected by the electoral college, but that the rest ought to be elected by the community. This latter solution might be cumbersome, and either one might also, while seeming democratic, imperil the representation of minorities.

Our members are most emphatic that there must be safeguards for the representation, at the level of the Regional Commissions, of minorities which may exist in any Region, regardless of how the Commissioners are elected.

Recommendation 42 (Vol. 4) speaks of "entrusting" certain "functions" to the Regional Commissions. We feel that the "obligation" to carry out "these functions" ought to be "imposed" by law. ^{7b}

(7b. Submission from Allancroft Home and School Association, Beauport.)

While we are in accord with the idea of an annual school census, we foresee the possibility of this presenting administrative difficulties, and we suggest that a census taken once a year may be too frequent to be practical.

SCHOOL COMMITTEES

The proposed School Committees have attracted great attention on the part of Home and School members.

The desire to encourage parents to take a direct interest in the affairs of the school their children attend is applauded, along with the increase in opportunities for parent-teacher discussions and exchanges which would follow. Many questions arise, however — not all of which can be answered until School Committees have been tried.

The tradition of parent-teacher relationships on the English Protestant side is a long one. It could probably be traced back to the first English-speaking Protestant teacher who no doubt "boarded around", a month at a time, in the homes of his pupils' parents. As schools became larger and more numerous, consultation by committee was added to the other ways in which parents and teachers could keep in touch, and out of this arose the first Home and School Associations.

Bill 60, made law in 1964, established opportunity for parent-teacher representation at the Provincial level, on the Superior Council and the Confessional Commissions, after consultation with the representative parent groups. In preparing for Operation 55, every Protestant Regional Planning Committee had a Home and School member on it. So the precedent for parent-participation at the Provincial and Regional levels already exists. It is now a matter of extending it to the grass-roots level.

Whether or not local School Commissions are to disappear in the future, our members believe the idea of School Committees worth considering. Nor is it necessary that unification of the educational system or lack of it affect our desire to see School Committees in operation. However, we think some experiments are necessary, and we hope that the Principals and parents of some schools will make the effort, on a trial basis, in the near future.

We believe that teachers and the public both will need to study and give continuous consideration to their respective roles in the

education of the child. We think it idle to engage in making generalities about either parents or teachers. It is well-known that "parents have sometimes had the impression that they were none too welcome in the school..."⁸ It is equally well-known that some parents harass the educators. Both situations are to be deplored. But deploring our weakness is not enough. Those teachers who hitherto have avoided contact with parents through misplaced fear will need to learn what can be gained by teacher-parent co-operation. The community, on the other hand, must understand that it cannot leave its ultimate concerns about education to a handful of parents just because those parents are noisy and vocal.

(8. Vol. V, para. 711. Report of the Royal Commission of Inquiry on Education.)

The efficiency of School Committees will depend on two major factors, the weakness of either of which will seriously jeopardize the functioning of the Committees: one is the need for parents who are not only well-informed but who are objective in outlook; the other is the requirement that the Ministry of Education as well as the administrators, accept the responsibility mentioned in para. 726 to keep not only the School Committees, but the public up-to-date on all matters with which they ought to be conversant.

Concern has been expressed by some of our members that it might be difficult in some communities to find parents of the appropriate calibre to work on School Committees. In these areas it might well be that the teaching staff would need to play a special part in explaining to the parents their role in the education of their children, and we think this ought to be kept in mind.

It is our view that School Committees are not in conflict with the aims of Home and School. Quite the contrary. We see the Committees as the logical outcome of the success of the best Home and School Associations — not as an apology for the worst. We believe that local Associations ought now to expand their operations to support the formation of School Committees. We do not think that in the course of time it will be found that there is room for both a Home and School Association and a School Committee, and so we foresee replacement, ultimately, of Home and School by School Committees elected by the parents and with teacher-representation. These Committees will have legal justification for their existence, with — it is expected — the support of the school staff and the group of parents whose children attend a particular school.

We also foresee the need for a Provincial body representing the School Committees, just as, at the present time, such bodies as the Quebec Association of Protestant School Boards and Quebec Federation represent their members. A budget for the Provincial group will be required, and it will presumably be obtained from affiliation fees from the member-Committees, whose operations will be

financed from the Regional budgets.

Quebec Federation is a member of the Canadian Home and School and Parent-Teacher Federation. The link between the Provincial groups which is provided by the National group is one which we believe well worth retaining. We do indeed feel a part of the solidarity of Quebec referred to in Volume 5, paragraph 731. But Quebec children are also Canadians, and our members value opportunities to be informed of the position of education outside Quebec, as well as within the Province. The increasing mobility of Canadian citizens makes co-ordination of educational policies more necessary than ever. We think that this concept is in accord with the philosophy embodied in the suggested permanent Inter-Provincial Secretariat of Education, an idea which Quebec's present and previous Ministers of Education have supported in principle. Not only would we not want Quebec to become introverted in educational matters, but as well, we anticipate that the contribution of Quebec to Canadian education will become increasingly important, both qualitatively and quantitatively. For all these reasons, we think that a Provincial Association of School Committees, when one is set up, ought to continue this connection with parent-teacher groups in the rest of Canada. In the meantime, Quebec Federation is hopeful of gaining the participation at the National level of our colleagues in the younger but emerging parent-teacher groups of both French and English Roman Catholics, by means of the joint Parent-Teacher Council already mentioned on page 8 of this Brief.

We think it preferable, although not mandatory, for each school in a Region to have its own School Committee, rather than to have a single Committee for the Regional High School and its feeder schools. This would, it is hoped, attract parents to identify themselves with education in the school their children attend.

With regard to the election of School Committees, we would suggest that the initial members be elected for one, two and three years, with opportunity for reelection. This would allow for continuity, and would avoid the possibility of the election of a wholly new Committee each year.

Our members are substantially in accord that the privilege of voting in the election of School Committees ought to be confined to the parents of the pupils of a particular school and to students enrolled in courses for adults in that school.

We agree that the Principal and a member of the teaching staff ought to be associated with the School Committee as consultants.

Recommendation 35, which defines the functions of the School Committee, requires, in our view, some modification of phrasing. To the statement that School Committees ought to be required by law "to watch over the quality of education given in the school and

the welfare of pupils and teachers" we would add "without infringing on the prerogatives of the professional educators". We quote the following from a speech by Dr. Elwyn Owen: "If, as parents and members of the public, you are to play your proper part in the formulation of educational policies, it is the ultimate aims of education which must be your major concern, not the methods and expedients and instructional devices which are but the means to achieve those aims".⁹

(9. Address by Dr. E. Owen, former Director of Curriculum for Protestant Schools in Quebec, subsequently Assistant Director-General of Curriculum and Examinations, Ministry of Education, to a Home and School group, Montreal, April 1964.)

Similarly, our members have pointed out that there could be more than one interpretation of the duty of School Committees to "express opinions on the selection of teachers, on modifications in the curriculum and on the choice of text-books and teaching material". We see this as an opportunity, not to express opinions on individual teachers' qualifications, but to make comments on the general standards for teacher-selection for the school or district. These comments would refer particularly to confessionality and cultural considerations, although they might not necessarily be limited to these. A similar principle ought to apply to opinions on curriculum, texts and teaching materials.

We believe that pupils ought to receive religious or moral instruction corresponding to their parents' wishes, but would qualify this by adding the phrase "where it is

administratively feasible". The quality of education ought to have priority over confessionality considerations in cases where pupils of a particular group are too few in number to make it administratively feasible to provide for their special religious needs.

The authority of the School Committee "to accept or reject any regulation proposed... affecting the specific applications of confessionality or non-confessionality in the school" is regarded as a basic safeguard for minorities. It has been strongly supported by teachers and parents comprising our membership.

THE ROLE OF PARENTS AND TEACHERS

In view of the preceding comments on the subject of parent-teacher participation in the School Committees, we consider that what remains to be said can be put in capsule form in the following way:

Our membership recognizes the following responsibilities as being among those of parents and teachers:

Parents:

1. To see that those elected committees and commissions at every level of the administrative structure of education are representative of the groups who elect them.

2. To support the members of the teaching profession in their endeavours to provide the best education for every child, according to his abilities and desires.

3. To assist the public to understand what is implied in "The best possible education for all" (Vol. 4, para. 5).

4. To participate, themselves, in continuing education as a means of becoming more knowledgeable and better informed citizens in order to fulfil their civic duties.

5. To provide the kind of homes whose climate will be conducive to the best development of children, mentally, morally and physically.

Teachers:

1. To make continuous efforts to find and use opportunities for discussion and consultation with parents and the public on all matters related to the goals of education.

2. To recognize that parents bear, legally as well as morally, the ultimate responsibility for the child until he is adult, and that the school is an extension of the home, not an arm of the state, in the education of the child.¹⁰

(10. "The teachers share in the duties of the parent toward the child", Vol. 5, para. 671. Report of the Royal Commission on Education.)

3. To respect cultural and religious differences in the home backgrounds of children.

4. In anything pertaining to teacher-parent relationships, to maintain a high standard of professional ethics.¹¹

(11. "Relations between parents and teachers are an important factor in the proper operation of a school", Vol. 5, para. 724. Report of the Royal Commission on Education.)

Respectfully submitted,
JOHN H. PURKIS
President
MARY BUCH
Assistant to the President

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After Hours

... with the editor

One of the sad things about editing a paper of this type is the amount of news and comment that is "left on the cutting room floor", to borrow a phrase from the movie-makers.

While H & S News has all the external attributes of a newspaper, it can not offer much in the way of "hot" news. A rare exception is the text of the Quebec Federation brief to the Superior Council in this issue — and that is only because our November number has been timed to appear when the brief is presented and accordingly becomes public.

The role of this paper might be likened to that of a news-magazine in its own field. It must try to report everything of significance in the educational field that affects its readers, who are the body of non-Catholic Quebec citizens who have children in the public school system. At the same time, it must try to be interpretive — to provide articles for the thinking man or woman about the ever-changing educational scene.

Each issue has a rather precise viewpoint in its choice of the news to be featured, and that is whatever seems to be news at the time of going to press. So much is happening in education these days, however, that many things — yesterday's news that nevertheless is noteworthy — are likely to be omitted. Unless there is a column such as this.

So that's why "After Hours" has been invented. After the bigger items in the paper have been sent to the typesetter there remains a pile of clippings, scrawled notes and other memoranda that seem headed for the waste paper basket. Some people will say that is where they belong — but instead, we propose to use them as fodder for this column.

Everything there but the lines

Readers who were a little puzzled by that chart in the last issue showing the organization of the upper echelon of the Department of Education can put their minds at ease. These people do not operate in unrelated and un-coordinated bliss as the chart suggests.

It just happens that the printer's rules showing their relationship were omitted in error. Their relative positions are clear in most cases, except for the Superior Council of Education and its satellite R.C. and Protestant Committees. This part of the organization reports directly to the Minister.

Short Takes from the recent news

Quebec Federation has had to accept with regret the resignation of J. Lloyd MacKee as vice-president because of his heavy duties as Director General for the Bedford District Protestant Regional School Board, a district that is in the news these days because of its joint Protestant-Catholic High School project at Cowansville.

Evidence that he will not be lost to Home & School, however, is his appearance as guest speaker at the Willington (Montreal) Home & School meeting on November 15 to discuss future developments stemming from the Parent Report. Co-starring on the guest panel was Federation Vice-President Conti (Mrs. J.W.) Hewitson.

Protestant-Catholic co-operation was a feature of the November 14 meeting of Macdonald Home & School Association, Ste. Anne de Bellevue, which discussed the

impact of Parent Commission recommendations on English-language education.

Guest speaker was Dr. John T. McIlhorne, Director of English Schools for the Montreal Catholic School Commission, who was one of the distinguished members of the "Parent" Royal Commission of Inquiry on Education. Dr. McIlhorne's career as an educationalist has including experience as a teacher and school officer.

Invitations to the meeting were extended specifically to members of the local Catholic Parent-Teacher Association, as well as the Protestant public.

It was inevitable that sooner or later a hall of learning would be named after Dr. Howard S. Billings, Associate Deputy Minister of the Department of Education. Congratulations on their initiative, therefore, go to the



LUNCHEON HUDDLE: Deep in conversation at luncheon during the Board meeting of Quebec Federation on September 10 at Montreal are Area Director Mrs. Joan Dougherty representing Town of Mount Royal, Prof. David Munroe, vice-chairman of the Superior Council of Education who addressed the meeting, Executive Secretary Mrs. Pam Reddall and Jack Chivers, chairman of the Insurance Committee.

folks in Chateauguay, whose new regional comprehensive "Howard S. Billings High School" will offer secondary education for both English-Protestant and English-Catholic students.

Known widely as "Mr. Protestant Education", Dr. Billings has been an educator since 1927. A former teacher, headmaster and school inspector, he joined the provincial Department of Education in 1932 and became special officer and subsequently assistant head of the department. In 1962 he was named deputy minister and secretary of the department, director of Protestant education and English secretary of the Council of Education.

* * *

A joint meeting of all Home & School Associations in the Lachine-Dorval-LaSalle area west of Montreal on November 22 boasted a blue-ribbon cast of well-informed experts to explain and discuss current educational developments.

Panel members of the evening included Clifford McCulloch, a assistant director of projects and studies for the Department of Education; Gordon Fraser, district superintendent for the Protestant School Board of Greater Montreal; Raymond Bolla, executive director of the Provincial Association of Protestant Teachers; Mrs. Mary Buch, assistant to the president of Quebec Federation and member of the Protestant Committee of the Superior Council of Education; and Chairman K. D. Sheldrick of the Lachine Protestant School Board who acted as moderator.

Annual Report of Superior Council

Greater Public Participation Wanted

The first annual report of the Superior Council of Education, a 24-member advisory group of Catholics, Protestants and others appointed to provide liaison between the Provincial Department of Education and the public at large, was made public by Education Minister J. J. Bertrand on October 18. The 250 page document currently is available only in French but will be shortly issued also in English.

The report regrets the lack of interest in educational reforms by many of the province's special-interest groups, but suggests that there is good hope for greater collaboration in the future. Continuing dialogue with groups representing different sectors of the population is considered essential to good educational planning.

"In the daily round of activities, the way that participation is exercised runs into many obstacles and difficulties," says the report, because "our society is still at the apprenticeship stage in this field".

One area of weakness outlined in the report is that few special interest groups aside from the teachers and school administrators have demonstrated enough interest in the strictly pedagogic aspects of school reform.

Another is that contacts between the department and the public bodies too often have been simply collisions between two points of view rather than a constructive dialogue.

The report quotes many of the criticisms that have been made of the department's dealings with the special interest groups, but suggests that the special interest groups themselves are not all up to the task of taking a real part in the development of policy for school reform.

Reaction to the Parent Commission's second and third volumes, for example, revealed that

many were more interested in their own particular stakes than in the broad principles set out.

Exceptions cited by the council were the Confederation of National Trade Unions and McGill University.

About one Quebecker in three will be at school this winter, the Provincial Education Department has reported. An estimated 1,911,000 students will be enrolled in public and private institutions.

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Eskimo Education, Training Is Long-Term Project

Only Practical Source Of Effective Teachers Is Eskimos Themselves

By the Right Reverend DONALD B. MARSH, D.D.

Bishop of the Arctic
Anglican Church of Canada

It is perhaps necessary to preface anything that is written by saying that the Indians and Eskimos will have to become a part of Canadian life if they are to be true citizens of Canada. This implies that they must also be full citizens and not second-rate.

The Eskimos in particular are more than capable of being first-class citizens, provided that we are big enough to accept the fact that they have ideas and an outlook which differs from ours and is possibly even better and more well thought out than our point of view. Such an acceptance calls for us of the white race to relegate to the garbage can the idea that races other than those who speak in English or French, are not capable and able.

It is a true and accepted fact that no-one understands a person of another race unless he can speak and think in that other person's language. Therefore it would appear obvious that only the opinions of those persons who speak Eskimo fluently should be taken as any guide to the education and schooling of the Eskimo people. (This calls for at least five years of living in the Arctic). But even so, the opinion of such persons should be secondary to the wishes and feelings of the Eskimo people, whose outlook will of course be coloured by their background and environment. Of the willingness of the Eskimos to cooperate (if given time to consider before answering), there is no doubt.

This race of hardy people, whose forefathers wrested a living from the barren Arctic, are no fools and their education (education in early days was within the true meaning of the word, a preparation for life), did prepare them for life. Automatically the hardness of Eskimo life weeded out the mentally, spiritually and physically unfit; leaving those with brains beyond average to continue their fight for life. We must both acknowledge this fact, and include it in any preparation for the future.

One cannot honestly feel that the present schooling now being given in Federal Day Schools is preparation for life in the area in which they are now living. This is especially true because one cannot see in the near future any job opportunities available through which they may earn a living.

It is only fair to correct the wrong impression given on Page 128 of Vol. 4 of the Parent Report. The Eskimos have been gathered into settlements purely for educational purposes. Children could not go to school if they and their parents were settled along the coastline many miles apart, hence the collection of the people into settlements. Family Allowances were given to those attending school and acted as an inducement

to move into groups near a school. As a result, hunting and trapping had to be given up.

Large groups of people could never survive on the limited wild life in the Arctic, and the Eskimo has always been concerned with the survival of the race, with emphasis on the future of the children, and the latter has always been of paramount importance. Thus, if an Eskimo stayed out of the settlement to hunt and trap, there was no schooling for his children. The giving up of the old hunting way of life became acceptable to the Eskimo when he was told that the future of his children depended upon their ability in school. Thus you can see that the Eskimos in settlements cannot hunt and trap, for there is a scarcity of fresh food, so that dogs starve to death and the hunter cannot travel to areas of abundance. He is then forced on to relief while his children go to school. We may well ask: "Education for what?"

When considering the future of the Eskimo people it is important that this factor is recognized and understood because it makes clear the attitude of the Eskimo towards education, and shows how much he is and has been willing to give up, so that his children may have it.

It is certainly not at present true to say — Page 128, Vol. 4: "For its part, the Quebec Government has entrusted to the Bureau for New Quebec in the Department of Natural Resources, the continued organization of this educational system. In view of the fact that this Bureau possesses a personnel thoroughly familiar with the problems of the Far North and of the Eskimo people — since it is concerned with all the administrative aspects of this territory — it would be needlessly burdensome and certainly less effective to set up a specialized service for Eskimo education in the Department of Education."

Attempts have been made to set up such a body of personnel familiar with the problems of the Far North, but the results have not yet been successful to any extent. To therefore recommend that this Bureau take upon itself the responsibility of the education of the Eskimos, does not answer the question nor the need. It does however pose a question: Why are the Eskimo people to be segregated in educational treatment for the people of the rest of the Province?

The present educational facilities for the Eskimos organized by the Province are really nil, since education is in the hands of the Federal Government. Thus the programme of the Provincial Government has not been extensive enough nor successful enough to draw any conclusion at such an early date as the present.

The question of specialized staff brings forth the need of staff who can understand the Eskimo language. Such a staff will take some years to form (if it is possible at all), for the programme must perforce be a slow and gradual one.

Judging from the complete lack of employment opportunities at the present time in New Quebec, there is no pressing vital need of learning immediately, but rather there is a need to take time to lay firm foundations for a possible future.

It should be noted that at Fort George (where there are only one or two families of Eskimos) and at Great Whale River, the Department of Northern Affairs and National Resources is responsible for the education of the entire population (Indians as well as Eskimos).

Next to the Hudson's Bay Company, the organization with the longest history and greatest knowledge of the Canadian Arctic is the Anglican Church of Canada, which numbers most Eskimos among its adherents.

For this reason, the views of Bishop Marsh are of particular interest. They were prepared originally for a government committee and have been revised slightly by the Bishop for publication in H & S News.

It is my understanding that the Provincial authorities have started at least Kindergarten classes in addition to the educational system set up by the Department of Northern Affairs, and one wonders why. Of course in the light of the recommendations in this Report, such classes may be dropped at any time.

It should be quite clearly understood that the old Eskimo way of life has gone, and gone forever. Few if any of the Eskimos remain in igloos, very few own dog teams and most (with few exceptions) have been gathered into settlements. No longer can the Eskimo be regarded as a hunter — relief is almost the whole pattern of life by which he lives, and there can be little or no immediate change.

Today carvings bring in more income than does hunting and trapping, and although co-ops do not pay their way and often have to be subsidized by Government, in a measure they do produce a living for the people who belong to them.

A course of Religious Education in schools is laid down for the whole Province, but does not seem to apply to New Quebec and one wonders why.

It is interesting that the Report states: "For their part, the Anglican Missionaries should respect the preference of their parishioners for French, and find means to assure them religious instruction in school, either in Eskimo or in French."

It is noted that nothing is said about the Roman Catholic missionaries respecting the wishes of the Eskimos in regard to their preference in English. One wonders if this is deliberately ignored!!!

If we face the problems of advanced Eskimo and Indian education in high school and university, we have to admit that the difference between the two races in this problem is more imaginary than actual. Both live in isolated communities — the Indians often in the bush. The Eskimos now almost all live in settlements, and schooling is thus really easier for

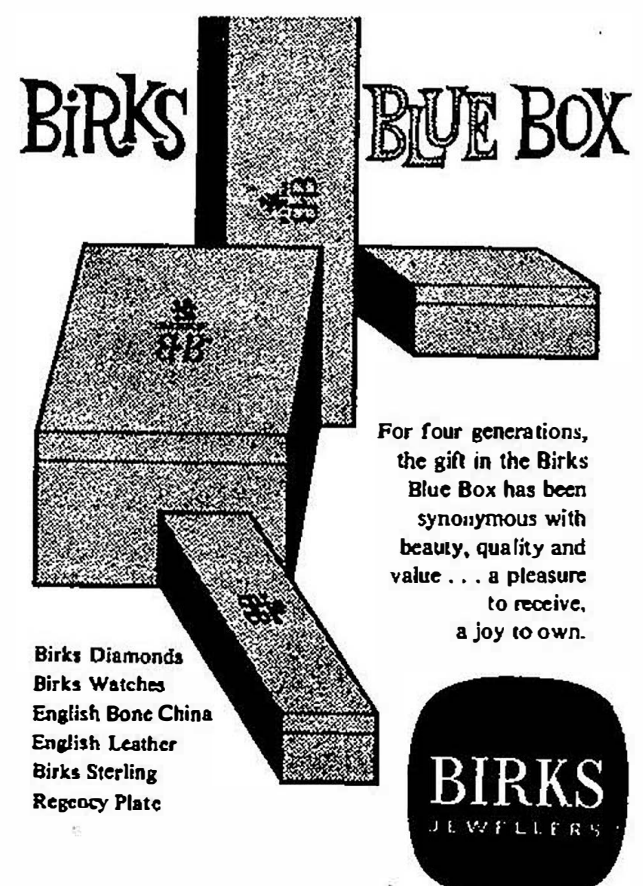
the Eskimos in that the children can be moved into centres for schooling when they have passed certain grades in the local school.

I find the Report rather contradictory. It speaks of the need of the Eskimos to learn to speak French so that they may take advantage of job opportunities, but it then says that a specialized education of the Eskimo children is necessary. Necessary for what??? We need to keep on an even keel if we are to answer the problems of the Eskimo properly, and wishful or fanciful thinking about them does not and will not help their future.

If it is decided that they are going to work on the same basis as white people in future, obviously they must be taught and prepared to compete with them.

It is obvious to anyone who knows the Arctic at all well, that the answer to recruitment of teachers and their training will have to be with the Eskimos themselves. This means that their co-operation is needed. It should be noted that Government personnel stay in the North on an average of less than two years, and by the time most leave they have not even a rudimentary knowledge of Eskimo life, psychology or language. (This is true just as much with those in the employ of the Federal Government as in the Provincial). Little or nothing is said in the Report of the need of the Eskimos to take part in decisions, of asking them to help to make their own assessments and to say what they feel they need. In such participation will lie the secret of a programme's success or otherwise.

The section on Adult Education sounds excellent, but one wonders just where, when and how it is being put into effect. Certainly such a programme is desperately needed, but here again the greatest factor that can affect this programme is self-help by the Eskimo people, and this has been ignored or forgotten. Paternalism is very much present both with the Federal and Provincial Governments, and can only be ignored as they both let the Eskimos assess and accept responsibility in many ways. The future of the Eskimo depends upon the participation of the Eskimo people in all facets of life (educationally or otherwise). Wise planning now will ensure a great future for these oldest Canadians in New Quebec. There is a great deal being done by the Province, but some questions remain to be answered and these need examining closely, that we may welcome these people into the economic, social and spiritual life of Quebec and Canada.



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