

QUEBEC HOME & SCHOOL NEWS

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April, 1968

Annual Meeting Date Set: May 10-11

Delays in bargaining talks threaten future breakdown

Collective bargaining talks between Quebec teachers and school boards have gone beyond the March 31 deadline envisaged in Bill 25 with only 20 clauses agreed out of some 700 in the proposed contract.

Negotiations will continue indefinitely, to the dismay of the Protestant teachers, who ordinarily have their contract affairs ironed out by March 31. Representatives of the three teaching groups, PAPT, PACT and CEQ, have said that if no agreement is reached by June 1, the situation will become "critical".

The teachers' negotiators have been increasingly critical of the slow progress. A press conference at Quebec City on March 8 voiced concern about many points that were still uncertain in the basics of negotiation. Again on March 18 the negotiating team, this time at Montreal, issued a press statement protesting delays and suggesting that the chief negotiator for the employers does not have sufficient powers — that he is governed by committees.

With the end of the legal negotiating period on April 1, the teaching groups held another press conference at Quebec, when the presidents of the three groups issued a "situation report". Meanwhile Judge Jean-

Charles Simard was named by the government, as required by the terms of Bill 25, to study the areas of disagreement between the two sides and report to the cabinet before June 1.

Officials of the Montreal Teachers' Association joined their confreres in viewing with alarm the slowness of collective bargaining negotiations at a press conference on March 21.

President Donald Peacock of the MTA was extensively quoted by press and TV as protesting "the elephantine pace set by our employers in these negotiations". He suggested that many points could be approved by the provincial bargainers for settlement at the local level, in order to speed deliberations.

Federation joins teachers in protesting talk delays

Quebec Federation expressed its concern at the slowness of negotiations between teachers and the team representing Quebec government and the school boards with a telegram to Minister of Education Jean-Guy Cardinal on March 25.

In the past, teachers employed in the Protestant school system have always managed to sign their collective agreements by March 31st. It has been by that date that individual teachers have been required to inform the School Boards by whom they are employed, whether or not they wish to renew their contracts for a further year. This has been so that School Boards would have reasonable time to assess what replacements they would need for the coming year, and to enable them to complete their budgets for approval by the Department of Education.

In the Catholic system this deadline situation has not applied, and it was the continued delays in contract negotiations through many months which sparked the strike of the teachers in the Catholic system last Fe-

bruary, and resulted in Bill 25, which got these teachers back into their classrooms and took away their right to strike.

The telegram read:
A meeting on Saturday, March 23 of the Board of Directors of Quebec Federation of Protestant Home and School Associations, representing 32,000 English-speaking parents, has decided unanimously to appeal to you to exert immediate pressure on the negotiating parties in the current collective bargaining of teachers' salaries and working conditions to bring negotiations to a speedy and successful conclusion in order that our teachers may continue their teaching in security and dignity and our children be guaranteed continuity in their education.

Mrs. J. D. Frankel, President, Quebec Federation of Protestant Home and School Associations.

All H&S associations were advised of the telegram and many — upward of 20 by an early count — sent similar messages on behalf of their local members.



STANLEY M. COHEN

Associate editor of The Montreal Star and a consultant on Quebec Federation's executive body, who has master-minded the planning of this year's annual meeting and convention of Quebec's 160-plus Home & School Associations.

Assisting him is Mrs. Pearl Dawe, Federation's recording secretary, who is looking after the general arrangements for this year's event.

Also assisting in many ways are a host of others, but especially Executive Vice-president Roy Buttery, Executive Secretary Pam Reddall and West Island District Council's Mrs. Mary Kyles who has organized the Friday evening workshops.

Propose changes in constitution

One important item of business at this year's annual meeting will be revision of the constitution to smooth out various wrinkles and up-date it in miscellaneous ways. Copies have been circulated to all local associations, and it is expected that the proposed revisions will be acceptable to everyone.

The committee of revision was set up following last year's annual meeting when a resolution called for "a special committee to review the Constitution of Quebec Federation in order to arrive at any recommendations necessary to improve the structure and working of the Federation."

Accordingly, a committee was formed under the chairmanship of a past-president, Wolfe Rosenbaum. Members of the committee were Mrs. Ruth Skelton, vice-president; John Purkis, immediate past-president; and B. Joss, president of the Edinburgh Home & School Association. Bill Asherman, who has considerable knowledge of the changes made in the Constitution over the years, and E. Michael Berger, Q.C., a former vice-president, acted as consultants.

The recommendations of the Special Committee were placed before the Executive early in March, and before the Board of Directors on March 23.

Key Issues in P.Q. Education theme as 160 parent groups hold yearly convention

Months of planning by General Chairman Stanley Cohen and his committee will culminate in the two-day 24th Annual Meeting of Quebec Federation on May 10-11 at Montreal's Sir George Williams University.

This year's program breaks into four broad divisions.

The afternoon of Friday, May 10 will be devoted to a business meeting which is intended to be the only business session of the entire event.

Friday evening brings five concurrent workshops on leading problem-areas for local H&S Associations.

Saturday morning, May 11, will feature the keynote speaker, Principal Eric King of Beaconsfield High, followed by three concurrent panel sessions on major areas of change in the educational field—religion, ungraded schools and Gate colleges.

Saturday afternoon brings another plenary session with a distinguished panel discussing the broad future of English-language education in Quebec.

The general theme for the gathering is "Key Issues in Quebec Education."

Social highlights will include informal supper in the university cafeteria on the Friday evening, luncheon on Saturday with Associate Deputy Minister of Education C.W. Dickson as speaker, and the President's Reception following adjournment.

All local H&S Associations have full details of the arrangements; major features of the program are given below and on page 3.

All H&S members are welcome to attend sessions. Except for official delegates there is no registration fee.

Annual Meeting in Brief

Friday, May 10

1:45 p.m. BUSINESS MEETING

7:45 p.m. FIVE CONCURRENT LEADERSHIP WORKSHOPS

Saturday, May 11

9:45 a.m. KEYNOTE SPEAKER — ERIC KING, Principal, Beaconsfield High School

10:40 a.m. THREE CONCURRENT SESSIONS
RELIGION AND EDUCATION
NEW LOOK IN ELEMENTARY EDUCATION — REGULATION 1
COLLEGES OF GENERAL AND TECHNICAL EDUCATION (CEGEPS)

12:30 BUFFET LUNCHEON
Guest speaker — C.W. DICKSON, Associate Deputy Minister of Education

2:15 p.m. PLENARY SESSION
THE FUTURE OF ENGLISH-LANGUAGE EDUCATION IN QUEBEC
Panel Discussion

4:45 p.m. PRESIDENT'S RECEPTION

QUEBEC HOME & SCHOOL NEWS

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A critical year in education

The 24th annual convention of Quebec Federation of Home & School Associations, to be held at Montreal May 10-11, acts as a reminder of the manifold activities of H&S people in this province at a time that may reasonably be described as the most critical in our educational history. Some of the most important work of Quebec Federation executives receives little publicity because it is behind-the-scenes collaboration with representatives of other groups in long-term planning — and these days there is a lot more planning than action in many aspects of the educational revolution.

By way of example, some activities that keep H&S leaders hopping from one month's end to the other, and are sure to have significant effect on the educational future of our children, are these:

GATE colleges to provide General and Technical Education beyond high school can not be denied to the English-language sector indefinitely, especially when the comparable French-language CEGEP institutions swell over the 20 mark this autumn. An article in this issue gives a hint of the long, hard work of many people in trying to establish GATE colleges across the province.

Quebec Educators' Council of the four Protestant school organizations representing boards, administrators, teachers and parents is working steadily toward joint representations to the government proposing an educational system for Quebec built along language, rather than religious, lines.

Regional Missions laying the groundwork for the introduction of ungraded schools based upon activist teaching methods — the curriculum of the future — have been working hard and steadily with Quebec Federation people (as always) in the thick of things.

The Council of Six, providing a common front for Quebec parent federations of all languages and creeds, meets regularly but has not had much cause for spectacular action. Its potentiality may be dormant, but will come to life if the present morass in government-teacher relationships continues, and leads to a repetition of the Bill 25 that brought the parent federations together in the first place.

Collective bargaining on teachers' salaries and working conditions, while not a direct day-to-day responsibility of Quebec Federation, is a matter of first-class concern. Members of Federation, through their officials, were prominent in voicing public opinion during last year's Bill 25 hassle, and will be again if the need should arise. In the meantime, as noted elsewhere in this issue, Protestant-school parents through Home & School have urged the government to speed the current negotiations.

These, then, are a few of the educational areas that constantly exercise Quebec Federation officials — and that will provide much of the substance of a very meaty convention early in May.

All readers, we might add, are welcome to attend, without charge. There is no doubt that Quebec's educational problems are bigger, if not better, than ever. Perhaps this will help the 24th annual convention of Home & School to be both Bigger and Better than ever.

Protestant Committee visits Ormstown

An evaluation of the experimental course in Moral and Social Development being offered to Protestant secondary students in the Chateauguy area was the principal reason underlying a recent visit of the Protestant Committee of the Superior Council of Education to Ormstown Regional High School.

Members of the Committee were welcomed by the principal, Earl Templeton, and permitted to observe a number of lessons in this subject area at all levels in the high school program. Informal discussions were held with the teachers directly involved in the course, members of the administration, and the Protestant and Roman Catholic chaplains. The Committee was joined by an interested observer, Pierre Duguay, the assistant-chief of Catholic Religious Services in the Department of Education, and reported enthusiasm on the part of the local English-speaking population for the new biconfessional regional high school.

Members of the Protestant Committee report they were impressed not only with favourable teacher reaction to the course, but with the degree of participation, interest and personal involvement on the part of the students. The flexibility of the course, its adaptability to a wide variety of teaching situations and the obvious enthusiasm of the teachers involved are largely responsible for its wide acceptance by most high school students.

Parent Participation in the Educational Workshop

BY MRS. ESTHER MARKS

Member, Montreal Regional Mission

Society is changing rapidly in this age of technological advance. No longer can we expect to depend on a fixed body of knowledge to carry us through a lifetime. Facts change as new discoveries are made and tested. Society needs people who are oriented towards change. Perhaps the kind of education that will stand the test of time is one which develops an inquiring mind. Children have to learn how to look for information, how to evaluate situations, how to inquire into facts, and how to solve problems. If our schools can prepare our children with this kind of basic education, then this may be the most we can expect in this era of change.

Perhaps I have simplified this question too much, since I have not touched on moral or social values at all. However, the point I want to make is that the school has so many demands thrust upon it, that it must look to the community and its resources to fulfill some of these demands. This is why education has become everybody's business. This is why the activist school, or the co-operative school has come into existence.

The Cooperative School.

One of the most exciting aspects of the activist or cooperative school (also called the non-graded school) is that it takes into account the nature of individual differences. The school is cented on the individual child and his own particular rate of development. In this world, where the individual is so often lost in the mass of people, where conformity is more popular than individuality, the value of the individual is often forgotten. How important, therefore, is it for the school to give to each child this firm foundation on which to build his future. Bright children need not be inhibited, but can move ahead more rapidly. Children who learn more slowly need not be discouraged, but can move at their own pace. Under these conditions, children develop a real zest for learning, since the responsibility to learn becomes theirs, and the barriers to learning are broken down. Within the resources available, courses of study can be made to suit the individual child and his needs.

In this province some aspects of the continuous progress school have been introduced, and are being encouraged further by Regulation 1. In order to bring to the community an understanding of the implications of Regulation 1, and also to involve the community in the movement for educational reform, the Department of Education has devised the Educational Workshop. The Educational Workshop opens the way for dialogue and discussion between the professional educators and the parents.

The Educational Workshop.

The Educational Workshop has been described in detail in Document No. 5 issued by the Dept. of Education last February. It is interesting to note that the term "educator" as it is used in this document in a free translation from the French, refers both to the professional or academic educator, as well as to the parent. While the professional educator

is intimately involved in all aspects of education on a day to day basis, the parent is also an educator in the sense that he or she is primarily responsible for the rearing and upbringing of children. Who then, if not the parents, can be expected to take an interest in education? It is this same idea which has been expressed in the Parent Report.

The Regional Planning Committees have already illustrated the value of the participation of people from the community, who by joining their specific skills and experience with those of the professional educators are planning comprehensive high schools and CEGEPS.

Structure of the Workshop.

Now the Educational Workshop presents the same kind of opportunity for fruitful collaboration on the level of each individual school. Ideally the whole parent population and teaching staff of a school make up the *general assembly*. A *directing committee* is formed consisting of the principal, and five teachers (or a similar number which is considered workable) and five parents. It should be noted that both *parent and teacher representatives should be elected* from their respective numbers. Further *working committees* can be initiated as the need arises to work on specific problems.

The directing committee is the co-ordinating body of the Educational Workshop. It also has the responsibility of reporting regularly to the general assembly on its progress. This is a very important task. For while the teachers are directly involved in the school, the parents are not and must therefore be kept *au courant* of the new projects that are being planned. For only in this way can they understand what is going on in the school, the changes taking place in subject matter, method, grouping of students, reporting, etc. By keeping touch with the new developments, parents can understand what Johnny is talking about when he comes home from school. The term, "activist" or "co-operative" school takes on real meaning with the co-operation of all those connected with the school — the principal, the teacher, the pupil, and the parent.

Operation of the Workshop.

The goal of the Educational Workshop is clearly defined in Document No. 5. It is the task of the Educational Workshop to see just how certain aspects of the continuous progress system can be introduced in its particular school.

It is the school boards and the principals who must be the leaders and the prime movers. It is they who are responsible for the first stage which consists of sketching a project for an educational workshop for the benefit of the educators in each school. (p. 20, Document No. 5.) The role of the teachers is very great indeed. It is their experience which shapes the plan, and it is they who are entrusted with putting the plan into action.

The Role of Parents.

The involvement of parents can add a new dimension to education. It can bring the school back to the community because the parents are an integral part

of the community which the school serves. The parents can provide information about the composition of community and about its needs. By so doing they can help educators plan the type of curriculum which will best fit the students for living and working. In addition the skills and experience of many of the parents can be of assistance in carrying out the plans for renewal in the school.

Parents can be expected to take an active role in the dialogue and planning of the Educational Workshop. Initially parents will have to undergo a period of learning. They will have to learn more about their school, the subjects that are taught, the facilities that it has. Principals will no doubt be able to find ways in which parents can come into the school, become better acquainted with it, and serve a useful purpose at the same time.

The parents will have to spend time on study and research. They will certainly want to know more about Regulation 1 and the non-graded school. They will want to know why there is a need for change from the traditional to the cooperative school. The teachers, principals, and school boards will be able to answer some of these questions and indicate where material for study can be found. While this process of learning on the part of parents may take time, it will pay dividends. As parents become more knowledgeable, they will then be able to make a meaningful contribution, and become partners in education.

Only then can they evaluate critically a project under study. And this is the point of development that an Educational Workshop is expected to reach. A specific project must be developed which can be applied in that particular school (see pp. 24, 25 Document No. 5). The project, after being approved by the Educational Workshop, must be submitted to the school board and then to the Dept. of Education.

The Challenge.

I have explained in detail the operation of the Educational Workshop, not because it must necessarily be followed like a blueprint, but rather to indicate the serious nature of the work it is intended to accomplish, and the goals it is designed to achieve. While the Educational Workshop will not be the only tool used to implement Regulation 1, it does define very clearly the nature of the participation of the school boards, principals, teachers and parents. It also makes very clear the principle of parent involvement, which has been enunciated by the Dept. of Education.

It is the principle of co-operation between all those interested in improving our educational system, and the possibilities for dialogue between the various partners, that give the Educational Workshop its dynamic quality. It presents a challenge to school boards, principals, teachers and parents. With so much to gain where the education of the individual child is concerned, who can resist the challenge?

Quebec Federation of Home & School 24th Annual Meeting

Sir George Williams University, 1455 Maisonneuve Blvd. W. Montreal

THEME: KEY ISSUES IN QUEBEC EDUCATION

Friday, May 10

1.45 p.m. ANNUAL MEETING

Chairman — Mrs. Dorothy Frankel, President.
President's Report
Recommendations from reports — Report of Nominating Committee — J. Purkis
Financial Report — B. Boardman
Disposition of 1967 Resolutions
Resolutions 1968 — Mrs. M. Abbott — Chairman

5.45-6.45 p.m. SUPPER IN UNIVERSITY CAFETERIA — 7th floor

7.45 p.m. FIVE CONCURRENT LEADERSHIP WORKSHOPS — 6th floor Conference Rooms

— To guide you in making your Home & School Association a more dynamic and effective organization.

1. Membership & Publicity — to help you get members and keep them from year to year.
2. Programme — are we reaching parents and teachers with what they want and need in our programming?
3. A community problem — can we help to bridge the gap between our 'rebellious teen-agers' and the school and the home?
4. Multi-lingual Schools — some ways in which Home and School can assist in keeping the communication channels open between the home and the school.
5. Parent Involvement Projects — how talented, willing parents are helping to enrich our children's school life, e.g., through libraries, art projects, French conversation groups etc.

Saturday, May 11

9.45 a.m. Auditorium H. 937 — Plenary Session

Chairman Mrs. Dorothy Frankel, President

KEYNOTE SPEAKER — MR. ERIC KING, Principal, Beaconsfield High School
"THE PACE OF CHANGE IN EDUCATION"

10.40 a.m. THREE CONCURRENT SESSIONS

RELIGION AND EDUCATION

Chairman — Mrs. Bernice Gold

Moderator: Mr. John Purkis, Past President, Quebec Federation

Panellists: Dr. Sheila McDonough, Professor of Religion, Sir George Williams University.

Mr. John Killingbeck, Principal, Sunnyside Park School, Dollard des Ormeaux

Reverend Mr. Allen Goodings, Rector, Church of the Ascension, Park Avenue, Montreal

Miss A. MacLeish, Past President, Provincial Association of Protestant Teachers

NEW LOOK IN ELEMENTARY EDUCATION — REGULATION I

Chairman — Mrs. Doreen Richter

Moderator: Mr. Robert Leicester, principal, St. George's School, Montreal

Panellists: Dr. Lorne Hamilton, superintendent of curriculum, the Protestant School Board of Greater Montreal

Mr. Percy Lane, Principal, Greendale School, Pierrefonds

Mr. R. Jones, Principal, Beechwood School, Pierrefonds

Mrs. A. Johnston, Principal, Crestview School, Chomedey and a member of the Montreal Regional Mission

COLLEGES OF GENERAL AND TECHNICAL EDUCATION

Chairman — Mr. Dennis Booth

Moderator: Mr. Malcolm Stanley, Principal, Riverdale High School, Pierrefonds and a member of P.A.P.T.'s special Committee on CEGEPS.

Panellists: Professor James Whitelaw, Chairman, Dept. of French, Sir George Williams University, Technical Advisor on CEGEP Planning, Dept. of Education

Mr. Lou Sontra, Chairman, Department of Physics, Montreal Institute of Technology

M. Jean-Paul Lefèbvre, MPP, Ahuntsic, former assistant director of education, Confederation of National Trade Unions

Professor Walter Hirschfeld, Vice-Dean, Physical Sciences Division, Faculty of Arts & Science, McGill University.

12.30 p.m. Buffet Luncheon — Restaurant 7th floor.

Guest speaker — Mr. C.W. DICKSON, Associate Deputy Minister of Education

2.15 p.m. Auditorium H. 937 — Plenary Session

Chairman — Mrs. Dorothy Frankel

Installation of Officers.

Panel Discussion:

THE FUTURE OF ENGLISH-LANGUAGE EDUCATION IN QUEBEC

Panellists: Mr. Peter Millar, Chairman, The Protestant School Board of Greater Montreal

M. André Gagnon, President, Montreal Catholic School Commission

Mr. Paul Gallagher, Director-General, Pointe Claire & Beaconsfield Catholic School Commission

Dr. Myer Horowitz, Assistant Dean, Faculty of Education, McGill University

4.45 p.m. President's Reception — Faculty Lounge, 7th floor (cash bar — everybody welcome)

Delays hamper GATE college program

Problems connected with the establishment of English language junior colleges are epitomized, perhaps, by the frustration of the organizing committee which has been yearning to take concrete steps toward setting up "Dawson College" in Montreal, but can not do so without authorization of the government.

At what might be termed a "meeting of desperation" at Loyola College on March 29, the organizing committee authorized a telegram to Education Minister Jean-Guy Cardinal asking him "concerning further information he requires before granting a charter", and "to express the urgency of empowering an administrative group to begin preparations", and "to state that such a college cannot be operating in 1969 unless the charter be granted before June 1968."

Mr. Cardinal's reply was short and to the point, its meaning unclouded by politesse. An aide wired that "The Hon. Jean-Guy Cardinal has asked me to inform you that the information he needs will be transmitted to him by other authorities besides your committee."

The extensive work going on in planning junior colleges through the province is illustrated by the following parts of a report to Federation's Directors by Mrs. Mildred Clark and, on the facing page, an outline of the status quo by Prof. James Whitelaw.

This second report to the Board of Directors of Quebec Federation of Protestant Home & School Associations is to bring the members up-to-date on what the Ad Hoc Committee has accomplished and to bring an awareness to the Board of the special problems envisioned by the Ad Hoc Committee in the establishment of English Language Colleges.

Report of February 16

Since the Ad Hoc Committee had met now for several months it was felt that a discussion should take place on the attitudes of the English Speaking population to the Collegial Program.

The following were some of the views expressed by various members of the Committee:

(1) When the Parent Report first appeared there seemed to be a reluctance to change the educational system in the English sector, especially as college level was uncommon in North America. This attitude was now changing possibly for two reasons: (a) materialistic (no tuition fees), (b) growing interest in technical education.

(2) The English sector was annoyed and concerned at lack of concrete information about the colleges.

(3) The difficulty to get a concrete view of English reaction as people knew so little.

(4) The people who knew the collegial programme did not in fact welcome the change, as they found the present university education adequate and in keeping with English tradition on this continent.

(5) The trends apparent in academic structure of colleges appear to be antithetical to many of the best current trends in North America and English Canadian higher education.

(6) Improvements in technical education and widening opportunities would be welcomed but maintain present structure for those students moving to universities.

(7) Students who could afford it would go to Universities in Toronto, the Maritimes and the United States, where they could receive degrees one year sooner than in Quebec.

(8) That the programme of CEGEP would penalize the most able students as the plan appeared to be a hodge-podge and offer few advantages to English.

(9) That people in the English sector wanted information to check rumours and would not accept the new system until it was proven to be superior.

(10) That interest in technological education did not indicate it had gained in respectability but that parents were seeking an alternative to a university education for children who did not have University requirements.

(11) At present requirements for entrance to Technical Institutes were essentially the same as those of University.

(12) One quarter of students in technical schools were people who had left universities feeling degrees would not provide them with good vocational opportunities.

(13) The importance of developing academic programmes in colleges that would be appropriate to two linguistic communities rather than providing a single programme for all.

(14) That 10 - 15 years might be needed to find a qualified staff to properly implement the whole programme in the English sector

(15) The last meeting of the Association of Universities and Colleges of Canada urged the member universities to help prevent the student from a programme of too-intense or too-early specialization before a first degree. New programmes in some Universities in Canada stressed a common intellectual experience and broad understanding of principles rather than the following of specific fact-filled and specialized courses. The so-called MacPherson Report on the University of Toronto, indicated that some of the criticisms would apply equally to the programme and academic structure of the CEGEP.

(16) The collegial programmes should be flexible enough to allow for some rather wide differences in programmes for the English and French sectors, since the universities in each sector followed different academic traditions.

(17) Where the principle of polyvalence was recognized in high schools it would be easier to recognize in the colleges.

(18) One committee member reported that in his area there seemed to be a small group that felt in contemporary Quebec, English students would be better served by attending French language colleges than those that taught in their mother tongue.

(19) Information available quickly became out of date.

(20) Many in English sector would prefer English colleges than to simply being absorbed into the French system.

(21) Concern expressed as to whether graduates from the col-



THINK SESSION: President Ian Trasler of the PAPT scans draft of a wire to Education Minister J.-G. Cardinal prepared by Margaret Westley and Hanna Lambek, urging a speed-up in provincial bargaining with Quebec teachers. Stairway provided the best available discussion space near the March 23 meeting of Quebec Federation's Board of Directors, which unanimously approved sending the telegam.

leges would be accepted in universities outside of Quebec and for the 50% who would not go to college.

(22) That the colleges would not be fully accepted until all high schools were comprehensive with technical options available.

(23) Decisions about English colleges were being taken by people who did not understand the English milieu nor the English needs and wants.

The Chairman, Professor Whitelaw, said he was often surprised at how little people seemed to learn from what was published in the papers and disappointed that there had been so little feedback.

Sherbrooke Committee
Dean Campbell said he hoped that an organizing committee would be at work before the next meeting and possibly would have further to report then.

Quebec City Committee
Mr. Lennon reported that a meeting was held at the Chateau Bonne Entente, Ste Foy on the afternoon of Friday February 2 at 2 p.m. to which had been invited representatives of industry, school authorities and parent-teacher groups.

The following motion was passed — "That an approach be made to the Board of Governors of St. Lawrence College, Ste Foy with a view to establishing their readiness to set up an organizing committee to produce the necessary submission seeking authority to convert to an English-language, residential College of General and Vocational Education".

The Very Rev. R.S. Miffen has since written to Mr. Lennon, Chairman of the Bonne Entente meeting that the Board of Governors of St. Lawrence College has established a committee to study the feasibility of St. Lawrence College requesting it be established as an English-speaking CEGEP for this area of Quebec.

South Shore Committee

(1) A report with its recommendations was submitted signed by Mr. R. Belle-Isle, Director General, Commission Scolaire Regionale de Chambly; Mr. J. Rowley, Director-General, South Shore Protestant Regional School Board; Mr. L.F. Sontra, Montreal Institute of Technology.

(2) The report was accepted by the Ad Hoc Committee.

(3) The formation of a local committee to undertake the work of preparing a brief to the Mission is to begin.

Other Montreal Areas

On the basis of a report presented by Mr. Sontra and Mr. Cuddihy on the NORTH SHORE the area warrants further study.

Mr. Sontra reported on conversations with representatives of the LAKESHORE area, that indicated a general interest in founding a college.

Hull area

Mr. Graham had held conversations with people in this area and found them to be in general agreement with the population figures used by the Ad Hoc Committee. There appeared to be no future for students in this area according to Mr. Graham, unless there was a college. There was an English college potential of about 750 students. A local committee would examine the problems of this area further.

Bilingual Colleges

Since English Language Colleges might not be functioning for some time, comment was asked for on whether it was possible to absorb English students in functioning CEGEP as in the Montreal Institute of Technology, where certain classes were given in English although there is no English member on the Administration.

Opinions expressed were:

— That if the above policy were accepted there should be an English person on the administration, or at least a person officially designated as a spokesman for English language interests and that such a person should have direct access to the senior administration. The same principle should apply in cases where the English formed the majority.

— Bill 21 provided for only one person in each key administrative post, which would not provide realistic means of representing English tradition in such colleges.

— Bilingual colleges might be a solution in the Hull area.

— A building might be shared by two language groups but should be two corporations. Such systems had worked well where English had enjoyed a measure of operating autonomy.

The consensus seemed to be that wherever possible there should be unilingual colleges but that when one language formed a substantial part of the student body, that the first opinion mentioned above should be accepted.

Future of the Committee

The Comité Mixte had asked the Ad Hoc Committee to carry out two studies:

(1) A scientific examination of the English population of Quebec and its distribution to suggest the optimum number of English colleges and their locations.

(2) A study of the rhythm at which colleges should be opened.

A committee was formed to carry out the above projects.

College Teaching Staff

Concern was expressed that little seems to have been done to search for sources of technical teachers and to prepare academic teachers for the colleges. It was agreed that the Chairman would write to the Principals of the universities asking what steps their universities planned to take to prepare teachers. It was also agreed that he should write to Ontario for information as to how they prepared and recruited technical teachers.

Special Meeting March 12

Members of the Superior Council had become interested in the work of the Ad Hoc Committee and this meeting had been called so that its members could express to the Superior Council work accomplished to date and the special problems encountered during the course of investigations into the establishment of English-speaking colleges.

M. Martin, of the Superior Council acted as Chairman of this meeting. Besides members of the Ad Hoc Committee there were present Dr. David Munroe, Mr. J. Perrie and Mr. A. McArthur.

M. Martin invited Professor Whitelaw to review the work of the Ad Hoc Committee and then M. Martin asked each person present to give the views of the organization he or she represented and also their own personal views re the English CEGEP.

Your representative on behalf of Quebec Federation expressed Federation's concern that the brief for the first English-Language College in Montreal had not yet received approval, that we lacked concrete information to pass along to parents such as entrance requirements. We approved in principle the need for post-secondary education.

Of particular interest to Quebec Federation was the point that these colleges seem to be leading in an academic and technical direction which essentially require university entrance and this will still not provide for the great number of students who are not headed in this direction. What happens to these students? Also parents are being asked for form opinions on these colleges without sufficient information.

All of the views expressed in the February Ad Hoc Committee meeting were again expressed before the Superior Council members.

M. Martin was asked if it would be in order for the Ad Hoc Committee to present in a brief form, to the Superior Council, the special problems mentioned during the course of the meeting, such as staffing, programming course content etc.

M. Martin gave his approval to this idea, and thanked the members of the Committee who had attended and said that the Superior Council members present had learned a great deal from the morning's discussions and were much better informed as to what was taking place and as to the fears and views of the English speaking population. There follows Professor Whitelaw's summary of work accomplished and the special problems being experienced. (See next page.)

Suggest re-definition of "Protestant"

The Provincial Association of Protestant Teachers has suggested positive steps toward seeking a broader interpretation of the word "Protestant" in Quebec's school system.

The Protestant Committee of the Superior Council of Education will be asked to declare that in the educational system, the term Protestant in actual fact "includes all non-Roman Catholic denominations and other beliefs." The Committee will be asked to adopt this definition, and to re-structure itself in such a way as to be representative of the community it serves.

In addition, two resolutions were passed calling for specific changes in the formal Regulations of the Protestant Commit-

tee. The first, dealing with 10-section Regulation 2 regarding religious and moral instruction, proposes that it should read:

Whereas the Protestant Committee recognizes the great variety of religious faiths of students attending Protestant Schools in Quebec.

1) The Protestant Committee recognizes that courses in Religion and/or Social and Moral Development may be given in the Protestant schools at the option of the parents.

2) No teaching of a specifically denominational character shall be included.

3) The Protestant Committee recognizes that attendance in any such courses should be on an elective basis.

4) The Protestant Committee may, if requested, make recommendations regarding such courses.

5) Teachers shall not be required to teach courses in religion or moral instruction unless they freely agree to do so.

A second motion passed by the executive concerns Regulation 3 governing the religion and morals of teachers. Section 2 of the Regulation specifies that the teacher shall conform to Judaeo-Christian ethics and morals, and Section 3 states that he shall profess to be either a Protestant or a Jew. Says the PAPT:

Whereas it is our belief that entrance into the teaching profession should be permitted solely on the basis of professional and academic qualifications without regard to the faith or persuasion of the teacher.

Whereas we believe that to require teachers in Protestant institutions to profess the Protestant or Jewish faith is prejudicial to those non-Roman Catholics who are not in fact either professing Protestants or Jews.

Be it therefore resolved that the Protestant Committee RESCIND Regulation No 3, Sections 2 and 3, and amend Regulation 3, Section 4, to read:

"The religious profession of a teacher is not to be a criterion for his or her engagement in institutions recognized as Protestant by the Committee."

SCHOOL OF NATIONS: An annual feature of Logan Home & School Association's is a very successful fund-raising dance with the accent on entertainment by various groups in the 19 nationalities counted among the school population.

We have an article on Logan's outstanding program ideas which can not be used in this issue; but in the meantime these photos give an idea of the Home & School's work to unite parents of many nationalities (and their children) in a worthwhile community effort.

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James H. Whitelaw.

SITUATION REPORT ON GATE COLLEGES

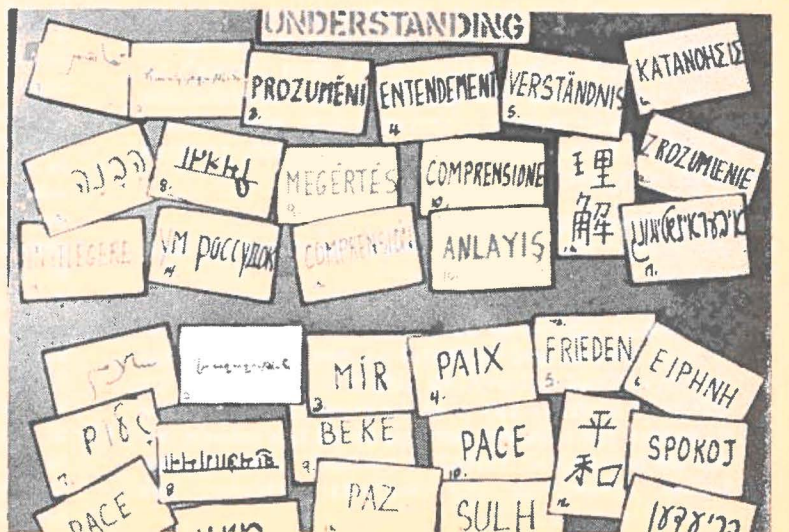
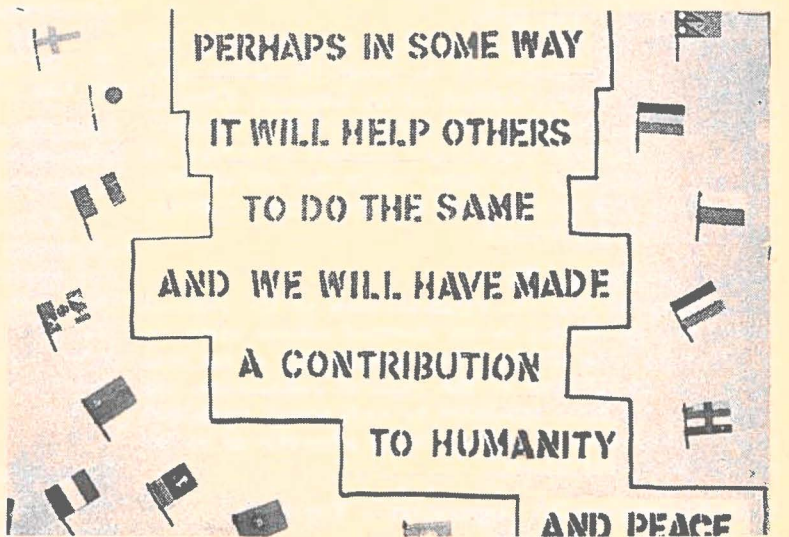
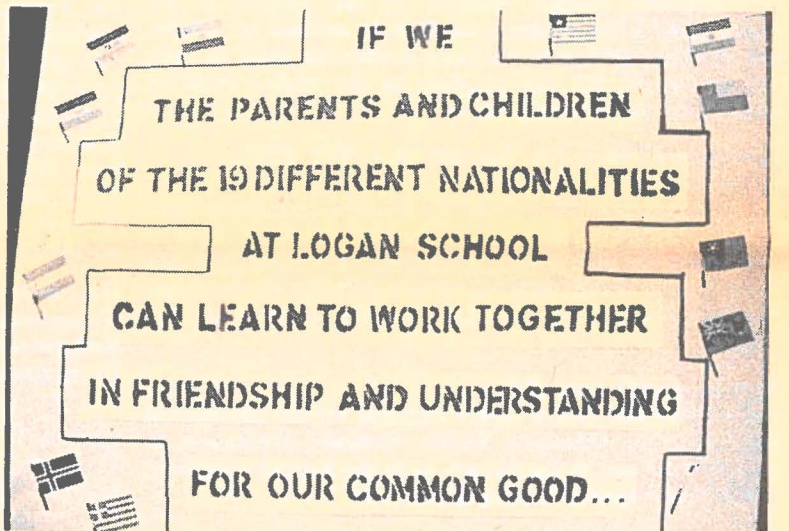
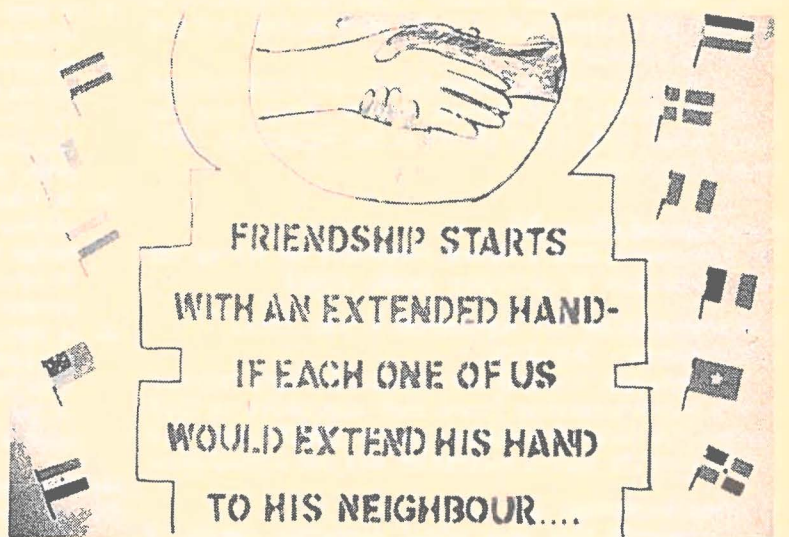
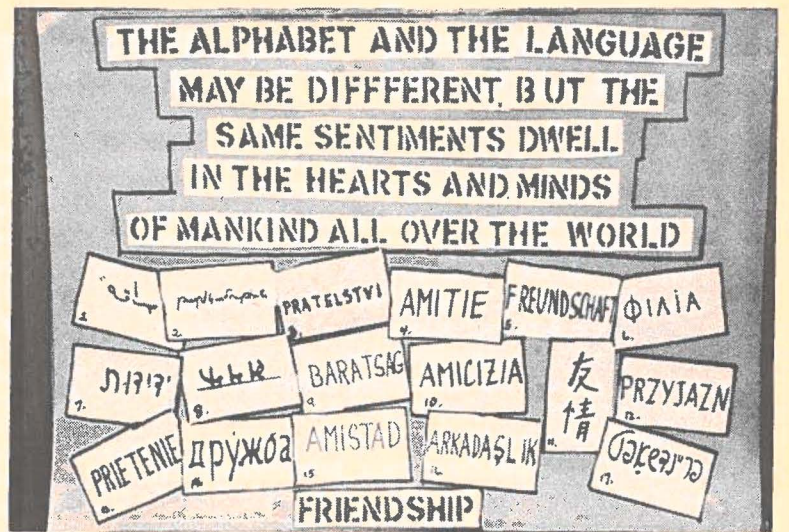
A. PLANNING

1. The College Organizing Committee for the Metropolitan Montreal has submitted a request for a charter, and is awaiting the Minister's approval for the creation of a Corporation.
2. The Ad Hoc Committee on English-language colleges has:
 - a) Made a population survey, based on the projections of the Planning Directorate of the Department.
 - b) Approved the creation of organizing committees in the Quebec and Sherbrooke areas.
 - c) Set in motion regional planning in the South Shore area, centred on St. Lambert.
 - d) Expressed interest in exploring the North Island area, in collaboration with the School Boards of that area.
 - e) Contacted interested elements in the Montreal Lakeshore area.
 - f) Discussed the conditions under which various forms of bilingual operations might be launched.
 - g) Discussed the question of staffing, with the intention of taking this matter up in detail at the next meeting, to be held in late March.
 - h) Supplied members, at the request of the Joint Committee of the six Quebec Universities and the Department of Education, for a special sub-committee to study enrollment projections for the English-language population and to endeavour to reconcile the different sets of statistics currently in existence.

B. SPECIAL PROBLEMS

1. The absence of institutions which can be converted into Colleges.
2. College-level instruction in the English language sector is currently an integral part of university programmes, involving many senior and high qualified staff.
3. There does not exist a readily identifiable pool of potential teachers. The high school system can ill afford to lose those teachers who are qualified to teach at the College level, while only a very small number of university teaching personnel operates exclusively at this level. Universities are being asked to prepare College teachers through special graduate programmes, and business and industry will be approached with a view to their providing instructors in technological subjects.
4. The English-language community, while increasingly concerned about the lack of facilities for technological education, was not unduly dissatisfied with the existing system, and many elements still have to be won over to the new system. In particular, they must be persuaded that the addition of one year between high school graduation and the first university degree is justifiable.
5. There is real concern over entrance requirements. The majority of French-language students are currently entering the CEGEP after a Grade XII of sorts. On paper, the entrance requirements are, if anything, more stringent than those required at present for entry to English-language universities. This means that the opening of Colleges will do nothing for those currently unable to get into university.
6. It is felt that since no specific provision has been made for acceleration, good students will tend to leave the Province to save a year — a possibility which applies to students of both language groups.
7. There is a feeling that undue haste is being applied. The CEGEP's have yet to prove themselves, and there is perhaps understandable reluctance on the part of the community to buy a pig in a poke. University-level institutions are naturally reluctant to abandon anything until they are quite sure what replaces it will be in no way inferior. This does not mean that the universities have any intention of remaining in the College level on anything other than a short-term transitional basis.
8. There has been considerable lack of information, and the English-language group is only now having the opportunity to examine the implications of reform at the College level.

March 6, 1968.



Montreal re-structuring opinions tabulated

A major Quebec Federation effort back in January and February was a thorough canvass of all local Home & School units on the Island of Montreal to secure grass-roots opinions about proposed re-structuring of education in the Montreal area.

At the request of the Council for School Reorganization, Federation secured answers to a questionnaire based upon specific recommendations of the Royal Commission of Inquiry on Education, better known as the Parent Commission. The results have now been tabulated and forwarded to the Council.

Federation feels that the results, presented below, give a valid summary of opinions. Locals in all parts of the island took part, representing all socio-economic levels, and the results should reflect the views of a representative cross-section of the membership, not just executive members.

The numbered recommendations are from Volume 4 of the Royal Commission report. They may be found in full (all 141 of them) in the September, 1966 issue of the News.

Recommendation 32

We recommend that a school committee be set up for each elementary or secondary public school.

Recommendation 32: Agreement - Yes 75%.

Disagreement - No 25%.

Comments: The minority group who were opposed to this recommendation based their opposition on their concern for local detrimental parent interference, and not because the school committee was not a good idea.

Recommendation 33

We recommend that each school committee consist of five members, elected annually by the parents of the pupils and by the students enrolled in courses for adults, and that, in addition to all those having the right to vote, any person of full age resident in the region shall be eligible for membership on it.

Recommendation 33: Agreement - Yes 67%.

Disagreement - No 33%.

Comments: The minority opinion expressed here would in large measure be changed to agreement if the terms of office were staggered to two, three and even 5-year terms, and many felt that the whole community should elect — not just the parents of the school.

Recommendation 37

We recommend that a single regional school commission administer all education, Roman Catholic, Protestant or non-confessional, in the French or in the English language, within the boundaries of a given area.

Recommendation 37: Agreement - No 40%.

Disagreement - Yes 60%.

Comments: the real consensus everywhere in the answers was the desire not to retain the status quo, but to accept reorganization along language lines so that the English language and culture could be retained. Those in agreement consistently stressed protection of minority language rights either within the school commissions or with two separate regional school commissions, English and French.

Recommendation 38

We recommend that the commissioners of the regional commission be elected by an electoral college made up of delegates from all the school committees of the area under the jurisdiction of the regional commission, the number of delegates appointed by each school committee to sit in the electoral college being proportional to the enrolment in that school.

Recommendation 38: Agreement - Yes 67%.

Disagreement - No 33%.

Comments: The sizeable minority opinion of 33% who disagreed suggested that regional commissions be subject to community election rather than through an electoral college, and that provision for appointments be made to insure minority representation, when minority is 10% or better. Disagreement on linguistic grounds was also very evident.

Recommendation 42

We recommend that the law entrust the following functions to the regional commission:

- to organize and administer kindergarten classes, elementary education, composite secondary education — i.e., general and technical — and special classes for exceptional children, on behalf of all the children within its territory and of adults requesting education;
- to ensure the required services in all the schools under its jurisdiction, including medical, social, psychological, educational and vocational guidance, and pastoral services;

- to select and engage the teaching and administrative personnel of the schools under its jurisdiction, determine the posts they are to occupy and ensure inspection of the schools;

- to present to the Department of Education, whenever possible through the agency of the council of school development, and in cooperation with the other regional commissions associated with that council, recommendations for determining or amending standards for services and expenditures to be applied in the schools;

- to prepare and submit to the Department of Education, whenever possible through the good offices of the council of school development, the budget needed for the effective operation and progress of its schools;

- to levy the real estate tax on its territory and to receive grants from the Department of Education;

- to execute necessary school construction projects after approval by the Department or, as the case may be, by the council of school development, to ensure building maintenance, to purchase any required supplies, to arrange for the transportation of pupils;

- to take an annual school census of all children and adolescents to the age of eighteen inclusive and to assign the needed schools and classrooms to the types of education provided in response to the desires of parents expressed therein;

- to appoint a director general, as well as a director for each of the types of education to be organized in accordance with the cultural and religious diversity of the community, thus providing for the proper administration of each

Recommendation 42a: Agreement 55%.

Disagreement 45%.

Comments: Those who disagree want guarantees for linguistic rights and representation on regional commissions. All through these questionnaires the desire seems to be that the minority voice have a legally guaranteed right to be represented. With guarantees for linguistic rights and representation on regional commissions, it is possible that the results would have been more like 80% to 20% in favour.

Even those in agreement made consistent note that they do so on the basic premise that the regional commission is on linguistic lines.

Recommendation 42b: Agreement - no comments.

Recommendation 42c: Agreement - no comments.

Recommendation 42d: Agreement - no comments.

Recommendation 42e: Agreement.

Comments: A large minority felt that the Council of School Development should act as an arm of the Dept. of Education and with authority to pass on budgets etc. but not act as a further level, otherwise excessive delays could be experienced.

Recommendation 42f: Disagreement.

Comments: While only a few schools spoke on this question, the tenor was that taxation would be the role of the Council of School Development.

Recommendation 42g: Agreement - no comments.

Recommendation 42h: Agreement - no comments.

Recommendation 42i: Agreement.

Comments: Here again the basic premise for agreement is on the establishment of separate English and French language regional commissions each with their own Directors-General. Comments were made that if only a single regional board were approved, there should be two Directors-General, one French and one English where the minority language exceeded 10%.

Recommendation 46

We recommend that the law entrust the following functions to the council of school development:

- to define, jointly with the regional school commissions, the basic standards for services and expenditures throughout its territory and to have them accepted by the Department of Education, thus establishing the development plan for the school system of the entire area;

- to negotiate, after consultation with the regional commissions, the salary and wage scales and the working conditions for all the teaching and non-teaching personnel in its territory, or, as the case may be, to participate in provincial negotiations with the Department of Education;

- to study the budgets which the regional school commissions must submit for its approval and to present these budgets as a whole, as well as its own budget, to the Department of Education;

- to share in the determination of uniform tax rates to be levied by all the regional commissions in its territory; prior to the equalization of real estate assessments by the central authority, to take steps to

equalize assessments within its own territory; to authorize, when necessary, the levying of a supplemental tax by individual regional commissions;

- to coordinate the school development of its territory by exercising all necessary supervision over land purchases and building projects of the regional commissions;

- to operate for the benefit of the regional school commissions in its area those services which can more economically or more effectively be organized in common such as: legal service, architectural and engineering bureau, statistical and forecasting service, transportation service, and provide for the organization of certain joint educational services for some categories of exceptional children;

- to appoint, for all these purposes, a director general, and as many assistant directors general as may be needed to coordinate the development of each of the different forms of education to be found in the regional commissions, and to assure proper management of the finance and school equipment services.

Recommendation 46a: Agreement 45%. Disagreement 55%.

Comments: We refer back to recommendation 42 (e) and repeat that it is felt that the Council of School Development should be an arm of the Dept. of Education, not a separate entity which could duplicate to a large extent, the work of the Dept. of Education thereby adding to expense and causing delay.

Recommendation 46b: Disagreement.

Comments: Disagreement was very strong here. The suggestion is made that the Council of School Development, in consultation with its Regional School Commissions would set the overall hiring, salary and wage scales and working conditions of the teachers, and there would be no Provincial negotiations with the Dept. of Education — in other words without Bill 25.

Recommendation 46c: Disagreement.

Comments: Disagreement only because the role of the Council of School Development is disagreed with — not the idea of the budgets.

Recommendation 46d: Agreement.

Comments: Surprisingly enough, many who disagreed with the Council of School Development in principle qualified it with acceptance of this sort of function for it: General impression seemed to be that equalization of monetary distribution was fair and acceptable.

Recommendation 46e: Agreement - no comment.

Recommendation 46f: Disagreement.

Comments: There seems some confusion about this — a number omitted replying to this question, but those who did, wished for a clear-cut distribution giving administrative powers only to the Council of School Development.

Recommendation 46g: Disagreement.

Comments: Here again the linguistic division shows up very clearly. Two Directors-General are recommended, one French and one English, with required staff under each.

Recommendation 56

We recommend that all the present school commissions on the Island of Montreal be replaced by seven regional commissions, each having jurisdiction over all pre-school, elementary and secondary public education given within their territories, whether confessional or non-confessional French or English.

Recommendation 56: Agreement 33%. Disagreement 67%.

Comments: In view of the basic premise of division on linguistic lines, the division into seven areas as at present suggested is impractical. The boundaries at present recommended would create very real problems for the English-speaking school population, and are not representative of this group. With linguistic divisions within commissions and other firm guarantees of minority language rights, the percentage would probably swing in favour.

Recommendation 57

We recommend that a council of school development be created immediately for the Island of Montreal and that, in addition to the powers with which we have already recommended that such bodies be vested, this council be empowered to receive the proceeds of the real estate tax levied throughout the island, as well as the government grants to which each of the school commissions is entitled, to pay the wages and salaries of the teaching and non-teaching personnel of all the school commissions in its territory, to arrange for the transportation of pupils when

(Continued opposite)

Things are different on Magdalen Islands

English schools not far beyond days of "little red schoolhouse"

BY LORNA KEATING

Until recent years, very little was known about the Magdalen Islands by the outside world; and even less was known about our English Protestant School here at Grosse Isle.

This is not surprising since we are a rather geographically obscure part of this Province.

Our school, however, is the largest of the three English schools on these Islands; and to illustrate the transformation that has taken place over the past few years one must turn back the pages and make some comparisons regarding school buildings, conditions under which teachers have worked, student enrolment, and the percentage of students who have gone out to further their education.

The school building which we have today is certainly an outstanding improvement over the old two-roomed school which was in operation until 12 years ago. Prior to that time, our school was devoid of plumbing and electricity, and was heated by coal heaters. However, with the changing years our financial situation improved somewhat; and 12 years ago we moved to a new three-roomed school equipped with electricity, plumbing and a coal furnace.

This school, with three classrooms, functioned for seven years, until an increase in the student population made it necessary to construct an annex. The annex is comprised of two more classrooms, a small library, a basement play area, and a five-room teacherage.

The heating system was changed to modern oil heating. Thus, this L-shaped building provides our present school building.

Four of the classrooms are in use with grades one to 10 inclusive.

With these changes in school buildings, one can easily appreciate the improvements of condi-

tions under which teachers have taught; but the most significant improvement for teachers has been in providing necessary supplies that a teacher must have in order to make teaching more meaningful.

Until this past decade, all textbooks were kept to a minimum, workbooks and teachers' manuals were unheard of, and any other supplies that were not absolutely necessary could not be had because our School Board could not afford them.

Within the past few years, this school has received some very helpful aids.

Recently, we have been the recipients of such gifts as a movie projector, tape recorder, gym equipment and many more valuable items.

However, teachers here have problems that are not as prevalent with teachers on the Mainland. Primarily, the isolation from other teachers is a hindrance. Our teachers do not have the opportunity to attend teachers' meetings, conferences, or teachers' work shops that are available for teachers elsewhere.

Teachers' salaries here, however, are within the brackets of salaries paid in this Province.

Conditions, too, have become brighter for our students. When there were sometimes seven grades in a room, the teacher had to stress the three R's and there was no time for frills. Since we now have more teachers there is more stress given to the social aspects of education. This is a very good thing and, as a result, our students are becoming more independent, more broad-minded, and better adjusted socially. There is yet very little in the way of organized sports in our school, mainly because we have had no one to teach them. Many of our students are interested in hockey and this can be confirmed when one observes them rooting



DR. MYER HOROWITZ



ANDRE GAGNON



PETER MILLAR

One highlight of next month's Home & Schoolconvention will be a panel discussion on the future of English-language education in Quebec. Authorities on the panel include Dr. Myer Horowitz, Assistant Dean of McGill's Faculty of Education, President Adré Gagnon of the Montreal Catholic School Commission and Chairman Peter Millar of the Protestant School Board of Greater Montreal.

for the team of their choice when the NHL games appear on television. Through TV and the occasional trip to the Mainland, our young people try gamely to keep up with current fads, an impossible task when one fully understands the nature of this communication-deprived region.

It has been the primary concern of our newly-formed Home and School Association to provide some form of recreation for our students. In the future, we hope to develop a keener interest in sports; and facilities whereby such interest might be fully exercised.

Like most schools during the past decade, the enrolment in the Grosse Isle School has increased considerably. The present enrolment is 102. The grades are classified in this manner: grades one, two and three have 33 pupils; grades four and five have 24; grades six and seven have 21; and grades eight, nine and 10 have an enrolment of 24. The average enrolment in our two-room school was approximately 60 students during the 1948-1958 decade; but in the past 10 years it has "soared" to approximately 100. Why such an increase?

First, we have transported all students from East Cape over a period of 10 years and High School students from Old Harry for seven years. These are two nearby settlements within the municipality of Grosse Isle.

Secondly, we now have four teachers where formerly we had only two; hence we are able to teach higher grades.

Thirdly, because the financial status of many families has increased, there are fewer students

dropping out of school to become wage earners.

One would think that over a period of 10 years a school, with 10 grades and an average enrolment of 60, would have approximately 60 pupils to go on to a higher education. This has not been the case in our school. During the period 1948-1958 we had 10 students only who went on to a higher education. One of these students received a Bachelor degree in Economics; another has completed sufficient credits — through night classes in Montreal — to get a BA. Two received teachers' licences from Macdonald College. Four more returned to teach on permit.

The percentage of students who went out during this period was very small, less than 20 per cent, but it must be noted that these students had a least two more years to complete high school; and when one measures in dollars and cents the cost of board, tuition fees, books, clothing and so forth, it meant that the parents of these students had to sacrifice a great deal.

Consequently, it was not the lack of brains but a deficiency in finances that caused this low percentage of students going out.

However, time have changed and our students have had more access to student grants; also family finances have improved and, as a result, we have had 30 students go out in the past 10 years. Ten of these students are still continuing their studies, all but one in various parts of the Maritimes. Three of them are in universities, and the remaining are in high schools. Of the other 20 who have gone out in the past decade, one chose the teaching profession, two have returned to teach on permit, four have taken vocational training, and the remainder of these students went to various types of employment after completing high school. We have now observed that the number of students who went out in this past decade trebled the number of the decade preceding it.

This has been most encouraging, but we must not be content with only 30 per cent of our

young people going on to a higher education.

Although there has been much progress and advancement in our school in recent years, there are still many imperative items lacking. Among these items are some of the following: a teacher to teach grade one, alone; a teacher to teach the new reading program which has already been introduced in most schools elsewhere in this Province; a school bus within the community to carry children who are still walking over a mile to school; and above all, some system whereby these students might be able to take grade 11 without the financial burden of former years—possibly by being admitted to the Roman Catholic Regional High School here on the Magdalens.

None of our students have attended this French school because of the language barrier, but if they could receive instruction in English, this might solve our problem of having to send students out for grade 11.

It is difficult to predict what the future holds for the students of Grosse Isle School. At any rate, whatever Providence holds for them, it is hoped that they might receive equal recognition with their fellow-students elsewhere.

Even though we are a tiny dot on the map of Canada.

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ever necessary, to provide the auxiliary services essentials to proper administration of the school commissions: statistical services, legal service, an architectural bureau, etc.

Recommendation 57: Agreement 45%. Disagreement 55%.

Comments: Those in agreement qualified their agreement on linguistic conditions already referred to, and limiting of powers to taxation and administration. Those disagreeing based their views on need for linguistic right guarantees, and if these were confirmed, would probably change to 'yes'. Others disagreeing added that they see the Council of School Development as a duplication of the Dept. of Education and feared further delays, and still others felt the Council should be responsible only for the collection and distribution of tax monies.

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Announce new B. Ed. entrance standards

The Faculty of Education of Macdonald College has called attention to new admission requirements for the Bachelor of Education courses. The change will apply to all Grade XI students starting this year.

The average of 65% (with Latin) or 70% (without Latin) still applies. However, of the ten High School Leaving papers required, each applicant will be expected to have the following seven: 2 in English, 2 in French, 1 in Mathematics, 1 in Science or Geography, and 1 in History.

It is also noted that the Admissions Committee places considerable stress on the College Entrance Examination Board Scores and the recommendations by school principals, teachers, and guidance counsellors.

Students intending to pursue first year university courses in the following fields should be advised to take similar courses in Grade X and/or Grade XI: Bio-

Add to Entrance Requirements, February issue

Montreal General Hospital

At least 17½ years old.

Minimum aver. of 65% Jr. Matric. Exams — no mark below 50%; 10 papers required. Subjects: Eng. (2), Maths., Hist., Science, Chem. or Biol. preferred, both are desirable. Home Economics and either Art or Music may be included in the ten subjects.

Application Date — Prior to June 1

logy, chemistry, geography, music, art and Latin.

Students intending to enter Bachelor of Education (Physical Education) should be advised to include biology in their high school programs. It is highly recommended that they have courses in chemistry and physics also.

Students intending to enter the first year of Bachelor of Education (Home Economics) should be advised to take high school courses in biology and chemistry, and, where possible, a course in physics should be included.

Grade XII students may be admitted to the second year of a Bachelor of Education program provided the applicant has a minimum of 65% in both the Grade XI and Grade XII High School Leaving examinations.

Better luck? this time

The last issue of the News, through conditions beyond our control, was delayed in production to the point where its two Education Week stories can be classified as the earliest advance publicity for next year's observance of this annual event.

So, if you thought your issue was late — it was. We're sorry. And if this issue doesn't get distributed well in advance of Quebec Federation's annual convention, we'll start to lose our deeply-implanted faith in the sanctity of printers' promises.



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Spring's on the way, and throughout Simpson's you'll find a blithe choice of fashion-right clothes for all your family. Plan now for a fresh new look to your home, too. We have all the makings: Paint and fascinating wall papers, new drapes for this room, a new rug for that, and quality furniture in a wide price range. Start Spring at Simpson's now!



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Second Junior Camp — ages 8 to 11 — July 13 to July 27
Junior camps are mixed camps for boys and girls.
Girl's Camp — ages 11 to 16 — July 27 to August 10
Boy's Camp — ages 11 to 16 — August 10 to August 24
Youth Camp ages 16 and up. August 24 to September 2

FEES AND REGISTRATION

The cost is \$50.00 for a two week period. Plus a \$5.00 registration fee (not refundable), which must accompany application. Make all cheques payable to Frontier Lodge.
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Audited Financial Report

QUEBEC FEDERATION OF PROTESTANT
HOME AND SCHOOL ASSOCIATIONS
YEAR ENDED AUGUST 31, 1967

REVENUE

Membership fees	16,578	
Grant from Province of Quebec	2,400	
Annual conference — net	402	
Bank interest	87	
Miscellaneous income	492	19,959

EXPENDITURE

Publications — net	19	
Affiliation fees	3,131	
Secretarial salaries	3,645	
Board and executive meetings	719	
Rent, light and heat	1,071	
Printing, stationery and office supplies	1,240	
Telephone, telegrams and postage	1,309	
Office equipment	108	
Other administrative expenses	439	
Communication and public relations — net (including Home and School News)	8,600	
Committee	207	
National meeting	100	
Travel	487	21,075

EXCESS OF EXPENDITURE OVER REVENUE
FOR THE YEAR

\$ 1,116

BALANCE SHEET AS AT AUGUST 31, 1967

ASSETS

Cash	1,108
Accounts receivable	420
Prepaid expenses	110
	<u>\$1,638</u>

LIABILITIES

Accounts payable	238
Funds held in trust	156
Advance receipts — Centennial Projects	120
Membership fees	262
Surplus account — Balance — August 31, 1966	1,978
Excess of expenditure over revenue for the year	1,116
	<u>\$1,638</u>

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