
Quebec Home & School NEWS



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EDITORIAL

During the following weeks Quebec Federation will be called upon to discuss with the staff of the Education Department the regulations concerning School Committees. These are of vital concern to parents as it is through these committees that parents will have an official role to play within the education structures. All Associations should examine the relationship of the School Committee to the local School and to the Home and School association. The following article points out some of the issues involved.

A study of three school committees on the Island of Montreal illustrates that at least from the Home & School point of view school committees can be an asset or a hindrance. In one, a good working relationship and definition of roles seems to be emerging, in another, the school committee appears to be duplicating the role of Home and School at the school authority level without relating to the Home & School or the population at large. The third committee, faced with a strong Home & School Association were frustrated in attempts to define their role.

Defining the Role:

Home & School Associations have traditionally played an increasingly consultative role with the local school, the school boards, the department of education and teacher organizations. The School Committees as proposed under Bill 27 would appear to be usurping this role. To prevent this, the work of the school committee must be clearly defined. The School Committee must not become the tool of the administration to shut the door on parents. Nor must it take over the present work of Home & School Associations. As a small group representing administration, staff and parents it should be a forum for bringing together these three elements of education.

Responsibility of School Committee:

The Committee must be responsible to the people it represents. The teachers and administrator must inform the staff of decisions taken by the Committee and obtain reactions to proposals of the Committee, whether these proposals originate from staff, students or parents. Similarly the parent representatives must report back regularly to the school community and provide the means by which this community can make its wishes known to the administration.

Goals for the Local School:

Every School Committee goes through a learning process. This process involves a study of how the education system works, and what freedom exists at the local level to ensure that the school meets the needs of the community. Within this framework it should then define the goals of its school program — in administration, staff needs, curriculum and social aspects. To do this democratically it must call on the parents' association.

For example: If the School Committee feels that it is desirable to have more field trips than the budget permits (on the recommendation of the staff), then it should call on the Home & School association to help in developing the means to provide these. On the other hand, if Home & School feels that family life education or some other aspect of curriculum should be offered on the school program, then this should be brought to the School Committee to discuss the ways and means to implement the program.

Space does not permit an exhaustive study here, but the problem exists and the necessity for division of responsibility is clear. One of the greatest pitfalls in parent participation is apathy. This no parent can afford in to-day's education. Form a committee to study this, use the recommendations Federation has already made on school committee regulations (see last issue of the News p. 19), and send your recommendations to the Federation office.

**UNIVERSITY
ENTRANCE**

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*Greetings & very best wishes to you all
for a very happy, healthy holiday Season*

Denise Arrey, President.

**BILL 28
BRIEF**

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FROM THE LOCALS

While all locals on the Island of Montreal have been busy with meetings on Bill 28, we have been receiving a fine selection of information sheets and programs which the locals have sent out to their members.

GARDENVIEW'S notices are always a joy to behold. Elegantly designed and real eye-catchers, prepared by Mrs. C. Brull, wife of Gardenview's president; - and a special get-well to Al Brull who has been under the weather for some months.

SEIGNIORY has construction work going on behind their school creating hazardous situations for the children and making constant vigilance a 'must' for parents.

LOGAN's annual bulletin 1971-72 is informative and stresses the participation by the many ethnic groups in that association. This association has done a lot of commendable work on environmental education, and in another part of this issue there is information about new courses being offered by the Department of Education.

ELIZABETH BALLANTYNE is sponsoring french conversation for students in the lunch hour. The response has been so overwhelming that an additional teacher has had to be hired.

JOHN RENNIE undoubtedly gets more information for its parents on two pieces of paper than any other local in Federation. The support and participation of the parents and of students in this associations is outstanding.

ST LAMBERT's bulletin is also comprehensive - the association covers 3 elementary and one high school.

THORNDALE and LAKESIDE HEIGHTS have tried a different approach to the "Meet the Teacher Night" this year, and we are indebted to the Lakeshore Regional School Board (Mr. Jim Heywood in particular) for the following:—

ANOTHER APPROACH TO MEET THE TEACHER NIGHT

Thorndale and Lakeside Heights tried another different approach to "Meet the Teacher Night" this year. Many schools and Home & School Associations are attempting to ease the formality of the occasion, and both these schools came up with a novel programme last month.

They went to the heart of the problem Why is the event so formal? They reasoned that this is the first time a large

group of total strangers meets the individual stranger who is to direct some of their child's educational endeavours for the year. But the child brings them together and the child is not present at the meeting. So why not add him or her? Problem solved!

Once you've gone this far - add a little more spice. Invite all the family - father, mother, school kids, pre-schoolers, teens, grandfathers and grandmothers. Have a Family Night! How can a father be formal when his daughter is introducing her teacher and he is trying to keep the baby quiet at the same time as he watches his toddler in the back of the classroom?

Fruitful side effects

A valuable learning experience for the children was provided ready-made. They had to introduce family to teacher. Theory was given during the afternoon before the meeting. It was put into practice in the evening. In addition all the pupils were given a chance to act as guides, showing their families classrooms, materials, library, offices, etc. as well as really important items to the children - the washrooms and the door they enter each morning. Pride in school and family interest and concern was also obviously engendered.

Problems

All those who took part in these "Family Nights", including staff and Home and School seemed to enjoy the experience. Major difficulties occurred when closing time arrived and grandmothers had to be torn away from the story books and fathers pulled off the basketball court.

In spite of this it sounds very much as if at least these two schools have established an institution for themselves - "A Family Night Open House" to begin each year with a roaring start.

J. Heywood
Lakeshore Regional School Board

It is hoped that the general membership will carefully consider a draft which has been sent to all local presidents on Regulation 6. This resulted from a resolution at the 1971 Annual Meeting, and the final destination of the Brief is the Department of Education.

National President, Vic Dotten and Mrs. Dotten were in Montreal late in September for the meeting of the Canadian Education Association. They were tended by a small reception by Federation's officers, and life members Dorothy Frankel and Bill Asherman. As might be expected it proved an excellent opportunity to discuss Home & School affairs across Canada.

TONY CORNFORD's Federation Drug Abuse Committee Chairman held a successful information workshop on October 15th for all local associations. The participation of representatives of the National Council of Jewish Women, OPTAT and the Federation of Catholic Parent-Teacher Associations was much appreciated and it is to be hoped that the work of this Committee will proceed with more emphasis on community participation. Mrs. Diane LeGresley from New Carlisle also attended and has taken back to her area information which can be used in the Gaspé area.

Quebec Federation extends its sincere thanks to Ruth Cohen for her many years of work as Federation's Driver Education Committee. This committee is being discontinued as it is realized that the proposed re-organization of the educational system in this Province will require an entirely new approach for driver education.

The Better French Committee is now a resource and advisory group. It's chairman JEAN PYCOCK will be glad to give guidance on ways Home & Schoolers can promote ways to help the students improve their french.

"Place a book in the hands of your child" - the ideal Christmas present and one that lasts. If you have a child in the French immersion courses, why not a book in French? Mrs. Pycok can give you selections of suitable French literature.

Throughout the deliberations on Bill 28, President DENISE ARREY has been in direct consultation with the French and English parent groups.

Amongst the many local meetings on Bill 28, the one at Outremont must certainly have been one of the most interesting, it turned out to be three-way trilogue, in English, French and Greek!

If you have moved and are sending us notice of change of address, PLEASE BE SURE TO NAME THE HOME & SCHOOL ASSOCIATION AT WHICH YOU TOOK OUT YOUR MEMBERSHIP. If you don't it is very difficult to trace your address plate.

In recent bulletin the P.S.B.G.M. reiterated its policy of refusing to permit in its schools any activity which would involve the participation of students in the sale of lottery or raffle tickets.

The P.S.B.G.M. has also approved a subsidy to assist in the operation by the Laurentian Regional School Board of the Arundel Natural Science School. (See resolution 4 of Federation's A.M. 1971).

Report from the Joliette Home and School Association

Joliette Home and School commenced doing its "thing" on Wednesday, September 29th, when parents and teachers gathered to discuss the forthcoming agenda for this year. Discussion centered around the Association's projects including; the annual Halloween Party for the children held at the school (where UNICEF donations are collected and prizes are awarded to the various age categories for originality and beauty in costume), and the necessary funds to continue the adequate functioning of extra activities for all the students. It was also decided that the annual Card Party (a fund raising project) would be scheduled for the month of November.

The conclusion of the meeting was capably handled by the school's Principal, Mr. Gordon Matthews, who introduced the former and newly acquired teachers, explained the methods being implemented within the school this year, and touched lightly on the topic of Bill 28 for the benefit of the parents.

It would be à propos now to note that this year's Home and School is urging for greater participation by all and in particular by its French members due to increase in the enrollment of French children at the school.

By: J. Clark-B. Hennessey
(See p. 16 for other Joliette News)

* COUNCIL SUPPER AT BEDFORD

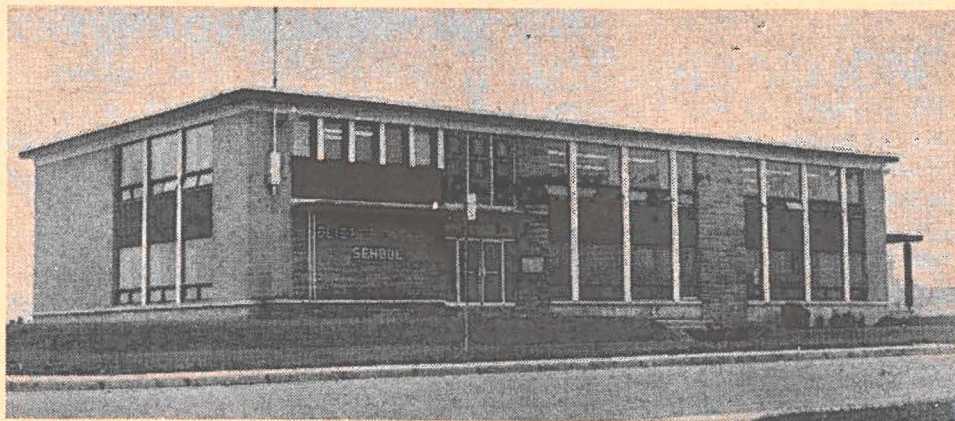
The Quebec Federation of Home and Schools associations in conjunction with its affiliate.

The District of Bedford Council of Home and School associations had a very important meeting at the Massey-Vanier High School beautiful Auditorium in October.

A supper was served in the school cafeteria by the continuing Education Class in commercial cooking under the direction of Mr. Gerry Roy.

The main purpose was to unite the South Shore group and give pertinent information concerning Champlain College which the Quebec Department of Education opened in September, another Campus is in the process of being made ready for 1972 at St-Lambert near the metro station.

Mr. Hauser, Federation Vice-President, introduced Mrs. Denise Arrey, President of the Quebec Federation of Home and Schools which are affiliated with 140 Home and Schools through the Province.



Mrs. Arrey spoke briefly on Bill 28, and announced a more recent poll has just been conducted and our general membership supports the Pagé recommendations for re-organization on the basis of linguistic boards by a 77% majority. Bill 28 is not being supported as presently written.

Mr. Martin Bolton V.Pres. introduced Mr. Adrean Groenberg, Director of Student services, Champlain Regional College, representing Mr. Fred Turley Director General, Champlain College, who was unable to attend.

Mr. Wills spoke briefly on buildings and equipment available but could not indicate which buildings would be purchased for the St-Lambert Campus.

Father Clinton also introduced Mr. Kaye Vaughan, Director of student services, Massey-Vanier High School and Mr. John MacAshill who spoke on burseries and government loans, Mr. William Quigley Guidance counsellor, senior House, Massey-Vanier High School.

Other speakers on Quebec Federation of Home and School associations were Mrs. Denise Arrey, Pres. Mr. Robert Laker, acting V.Pres.

Mr. Bonar Lindsay spoke on Bill 27 and its effect on present day education Mr. Martin Bolton also spoke on Bill 27.

Mr. Maurice Hauser President, District Bedford Home & School and Mr. Richard Staples, Principal Junior House, Massey-Vanier High School spoke briefly on the District of Bedford Home and School associations.

The Coat checking and ticket booth was ably handled by the "Key Club" Vanier, Vanier High School.



IN MEMORIAM

Dr. S.R. Laycock honorary President Canadian Federation of Home & School Association's died Sept. 5. 1971.

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ADMISSIONS TO UNIVERSITY

The confusion that has arisen concerning the admission of students from the CEGEP program in Quebec to universities in New Brunswick and Ontario is in large part due to the "wait and see" aspect that surrounds innovations in education. Correspondence with the universities has provided us with the following information that we are pleased to pass along to you in answer to the questions that you have asked:

UNIVERSITY OF NEW BRUNSWICK:

It is possible for a student to enter the University of New Brunswick first year of a four-year program (or a five-year program in Engineering and Forestry) from grade 11, provided that the student has an average of 70% for Engineering, Forestry, Science, or 65% for Arts and related programs, with no mark below 50% in required subjects.

If a student wishes to come to us directly from grade 11, he can complete his degree in four years.

Should a student choose to attend CEGEP, we will give credit only if the CEGEP two-year program is successfully completed, and we will then admit the student, provided that he has taken suitable subjects, to the second year of our four-year degree program.

We do not allow any credit to a student who has completed one year of CEGEP, regardless of the subjects taken. We should also wish to see the transcript of any student who had attended a CEGEP, whether for one or two years, and reserve the right to refuse admission, should his record at CEGEP not be satisfactory, even though he previously met our entrance requirements.

The maximum number of credits which can be allowed to a student entering this University after completion of CEGEP is five.

ACADIA UNIVERSITY

The two year programme in CEGEP is equivalent to Nova Scotia Senior Matriculation for purposes of University entrance.

Nova Scotia Senior Matriculation is a Grade XII matriculation degree and the degree of Bachelor of Arts, Bachelor of Science and other general degrees are obtained in a three-year period with this entrance qualification. Applicants must also submit the results of the tests of the College Entrance Examination Board showing a combined score of at least 2500 in two Scholastic Aptitude and

three Achievement Tests and a recommendation by the school principal or guidance officer. ("From the Acadia University Admittance Calendar").

UNIVERSITY OF WESTERN ONTARIO

Applicants from the Province of Quebec who are enrolled in a C.E.G.E.P. program are considered for admission and placement on an individual basis by the University Admissions Committee.

The admission requirements for students from Quebec is scheduled for review early next year, after which we would be pleased to give you a more specific reply.

CARLETON UNIVERSITY

Admission Requirements for Students Applying from the Quebec C.E.G.E.P. System

- I. Students successfully completing the first year of the "General" C.E.G.E.P. Programme or the equivalent (5 or 6 courses) with overall Second Class Honours Standing will be considered for admission to the first year. (Pass or Honours).

The following patterns must be presented:

- a) Architecture: Mathematics
Physics
3 or 4 options*
- b) Arts: English
A language other than English
3 or 4 options
- c) Commerce: English
A language other than English
Mathematics
2 or 3 options
- d) Engineering: Mathematics
(Analytic Geometry, Algebra)
Chemistry
Physics
2 or 3 options*
- e) Journalism: English
A language other than English
3 or 4 options
- f) Music: English
A language other than English
3 or 4 options

- g) Science: Mathematics
Two of: Physics, Chemistry, Biology, Geology
2 or 3 options*

- * Must include an additional mathematics course (Trigonometry) if this discipline was not taken in high school.
- II. Students successfully completing two years of the "General" C.E.G.E.P. Programme or the equivalent with overall Second Class Honours Standing, will be considered for admission to a Pass or Honours degree program and may receive advance standing at the First Year level to a maximum of three courses.
 - III. Students successfully completing two years of the "General" C.E.G.E.P. Programme or the equivalent with overall Second Class Honours Standing, will be considered for admission to a Pass or Honours degree program and may receive advance standing at the First Year level to a maximum of three courses.
 - IV. Once a student has enrolled in the second year of the C.E.G.E.P. Programme, he must meet the published standards for that level and cannot then be considered for admission solely on the basis of his first year's work.
 - V. Students who have enrolled in the "General" C.E.G.E.P. Programme or the equivalent but who have not successfully completed the first year OR who have successfully completed the first year but with an incorrect course pattern, will not be considered for admission.
NOTE: Students applying upon successful completion of the second year and expecting advance standing, must submit detailed course descriptions.

MCGILL

Mr. Rowan Coleman, Director of Admissions at McGill University, explains the routes to a university education at present available in the Province.

"Until 1968, an Anglophone student in the Province of Québec proceeded directly from high school to university on completion of Grade XI, and could expect to earn his first degree in four years. The collegiate program, recently

introduced by the Provincial Department of Education, now provides a new level of education following high school. Independent colleges, popularly known as CEGEPs from the initials of the French name, Collège d'Enseignement Général et Professionnel, separate from school boards and universities, offer instruction for students preparing for university entrance (a two-year program) and also for those taking technological courses in preparation for careers in industry (two- and three-year programs). For Québec students, graduation from a CEGEP is to be the only avenue of entry to university studies in this province, and most first degree university programs require three years to complete.

"The plan has been implemented extensively in the French sector, but came into force in the English sector only in 1969, with the opening of the first English-language CEGEP, Dawson College in Montréal. Therefore, the only English-speaking CEGEP graduates entering university courses in September 1971 have been those who have graduated from Dawson in the spring of 1971. However Vanier College, opened in September 1970, will graduate its first class in September 1972. John Abbott (situated on the campus of Macdonald College in Ste. Anne de Bellevue) and Champlain College on the campus of Bishop's University in Lennoxville started their first two-year courses last September. Since these colleges cannot as yet accommodate all high school graduates who wish to prepare for university entrance, the English-language universities and colleges in Québec have replaced their traditional first and second-year courses with programs equivalent to those offered in the CEGEPs. These equivalent courses will be continued until the network of English CEGEPs has been established and it is expected that the last opportunity to enter McGill University at the college level will be in 1972. Thereafter, a CEGEP will be the only route open to a Québec university.

"Each university has designed its own courses and therefore these differ in details between universities as well as distinct from those offered in the CEGEPs. Nevertheless, it is intended that these programs shall be equivalent to the academic program of a CEGEP so that students who complete two college-equivalent years at McGill, for example, will be at essentially the same stage in their education as those completing the academic program at one of the anglophone CEGEPs.

"Upon completion of the two-year collegial program, the student receives a Diploma of Collegial Studies (DCS) or Diplôme d'Etudes Collégiales (DEC)

which entitles him, provided he has the proper pre-requisites, to enter a specialized university program. At McGill University, the appropriate DCS or DEC will ensure acceptance into a three-year program leading to one of several degrees, namely: Bachelor of Arts; Bachelor of Science; Bachelor of Commerce; Bachelor of Science (Physical Therapy); Bachelor of Science (Occupational Therapy); Bachelor of Science in Nursing; Bachelor of Science in Agriculture; Bachelor of Science in Food Science; Bachelor of Education; Bachelor of Music; Bachelor of Civil Law; Bachelor of Laws; Bachelor of Theology; Bachelor of Social Work; or to a three or four-year program leading to the degree of Bachelor of Engineering, Bachelor of Science (Architecture), and thence to Bachelor of Architecture."

It should be noted that whereas a DCS or DCE is all that is required for entry into the first year of a Québec university, Québec students wishing to apply to other universities are likely to face other conditions of acceptance. On the other hand, the introduction of credit schemes together with summer sessions for credit may well enable a suitably motivated student to obtain a McGill degree in two years and a half.

DALHOUSIE UNIVERSITY

Ed.'s Note: Despite letters and a telegram, we can get no information from Dalhousie University.

Confusion still remains, however, as is seen from the following letter from Mrs. Prescott of Noranda:

"We are given to understand that after the present school year, all Quebec students will be obliged to enter University by way of two years in CEGEP. We understand that no University in Canada will accept Quebec students except through CEGEP. We have a girl just starting in Grade X and are very concerned if this rumour is true.

Would the 2-year CEGEP course only replace Grade XII (which we no longer have here) or would it replace a qualifying University year as well?

The Quebec official Publisher has moved to 301 St. Catherine St. W., Montreal. (East of Bleury, next to the Alouette cinema)
Phone 873-6101

If, we, at our own expense, removed our daughter to a boarding school in Ontario for Grade XI, would that overcome the CEGEP problem?

Here in Rouyn-Noranda we have a CEGEP which only offers courses in the French language therefore 2 years under the CEGEP system means 2 years in Montreal for our children.

We hear that this year the Regional du Cuivre are giving financial assistance to Catholic children who have to leave Noranda to do Grade 12. We also hear that Protestants do not qualify for financial aid, because "we are under a different school board".

Can you tell us which of these rumours are true? We are able to afford to spend some money on our daughter's education, but at the same time we would like to know what our position really is and what help we can expect. I should also point out that so far she has always been an average student and if the 2 year CEGEP course only replaces an original one year Grade XII it may prove somewhat long for her.

My older daughter was accepted straight from Grade XI into University. Will this be impossible in the future."

In reply to your question re the rumour that no University will accept Quebec students except through the CEGEP program, we understand this to apply only to those universities which do not have the equivalent of university entrance year (equivalent to Grade XII or Senior Matriculation). At the present time, for example, students from Quebec wishing to enter the University of Toronto, must have CEGEP standing, or must attend Grade XIII in Ontario prior to entering that University. Where the university accepts Junior matriculation standing, as the University of New Brunswick, students may enter from Grade XI in Quebec, provided they have an over 70% average.

CEGEP replaces Grade XII. The two-year program is designed to permit students a wider selection of courses, so that they may have a better background for selecting their university program. It is a more extensive program than that offered to Grade XII students permitting the university-bound student to add some technical or trade courses to his educational program. While many look on this as just adding an additional year to the students education, the students in the CEGEP program have so far expressed (at least the greater numbers of them have) satisfaction with the program, and have appreciated having the extra year before making their final decision

concerning the selection of a college career. Sending your child to boarding school in Ontario would not cut down that extra year, inasmuch as college entrance in Ontario is from Grade XIII, not Grade XII, thus, the number of years is the same as the CEGEP program.

Financial Aid from the Department of Education for students who have to leave home for education in CEGEP's or High School is available to all students (it comes from the Department of Education NOT from the School Board). Application is made direct to the Department of Education. See the last issue of the NEWS. The address is:— Students Loans & Bursaries Service, Department of Education, Quebec 4, Que.

The occasional student, who has already decided on his career and knows exactly what he wants and where he wants to go, may find that the extra year is a hindrance. I understand from the conversations with Directors in the CEGEPs, that some discussions have been taking place to consider offering a one-year course for such students.

More on CEGEPs in our next issue.

And from "The Sentinel" official publication of the P.A.P.T. we quote:—

"The Provincial Association of Protestant Teachers believes that children on Montreal Island, French or English speaking would be guaranteed a better educational system if the school boards were divided along linguistic lines. The unification principle could still be maintained at the Island Council level with school taxes collected by this body and apportioned to the school boards on a per capita basis, bearing in mind local needs and the type of educational program. We welcome the role of the parent's committee at the school and the school board levels. Although this is not clearly defined at this time, we are confident that educators and parents will continue to co-operate for the mutual benefit of the child."

GOT A YOUNGSTER GOING TO CEGEP OR UNIVERSITY WHO NEEDS A LOAN OR BURSARY?

Write the Students Loans and Bursaries Service, Quebec Department of Education, Quebec 4 for their "LOANS AND BURSARIES" pamphlet which will give you all the information on how to apply.

REPORT FROM THE DEPT. OF EDUCATION IN THE SOCIAL SCIENCES

Following a resolution at the Annual Meeting in May 1971 for information on their courses on "Environmental Science 2" Quebec Federation took the matter up with McGill University:

Concerning your request for information on courses offered by our Faculty and related to the subject of your Federation's resolutions of last May, I am enclosing two reports which outline our contribution in this sector of public education.

We welcome such initiatives as yours in the continuing development of our courses and assure you of our readiness to do all we can to maintain programmes which remain relevant to the needs of the community we serve.

John Hilton, Associate Dean, Faculty of Education.

McGILL UNIVERSITY

1. OUR PRESENT COURSES:

- a) Science for Elementary Teachers
- b) Elementary School Methods
- c) Secondary Science Methods (especially Biology and general Science Methods)

All of these courses include the teaching of Ecology, Conservation, Pollution, etc. but such topics would only be a fraction of such courses.

2. OUR IMMEDIATE PLAN:

"To offer a course on 'Environmental Science'."

- a) As a part of our three-year Bachelor of Education programme;
- b) We also intend to recommend that this 'Environmental Science' course be made available to teachers as a credit course through Continuing Education.

In either case, our course would have no prerequisites and, thus, we can encourage many students and teachers to take it.

3. EXPLANATORY NOTE TO ABOVE

1 a) and 1 b) are electives but are taken by at least half of our students.

1 c) is taken only by those intending to teach science at the High School level.

2 a) and 2 b) are expected to be offered next year for the first time and we have no way of knowing how many will elect it as their option. However, because of the present interest in the subject the course should attract a fair number of students and teachers.

(con't page 15)



President Denise Arrey, of Quebec Federation, and President John Macdonald of English Catholic Parent-Teacher Associations (PACE) ponder Bill 28.

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SCHOOL(S) ATTENDED BY CHILD(REN)

.....

Brief on Bill 28.

The Quebec Federation of Home & School Associations, in presenting this Brief on behalf of its 85 associations on the Island of Montreal, stipulates that consultation on Bill 28 has been limited to its members on the Island and does not presume to represent the view of the 49 off-island associations. These 85 on-island associations represent 26,400 people.

You are well aware of the great concern which has been expressed by the English community with regard to the proposed changes in school organization under Bill 28. The response we received from our local associations was not only evidence of this, but the comments and detailed analyses which were presented, indicated to us that many of these returns were based on a close study of the various Bill and reports which lead to this proposed legislation.

The evolution of our school programme towards the education of the individual, which would permit each student to select a schedule most suited to his needs, demands a change in the rigidity of our present administrative structures. The limitations of the present taxation structures for education which has restricted the freedom of the parent to place his child in the school of his choice without financial penalties has often placed parents in an impossible position.

We therefore support the proposition of the Minister that changes are needed to offset these limitations, and also to provide more equalized opportunity for quality education throughout the Island of Montreal. Our prime concerns are that in the search for equality, the aspect of quality may be lost, and that the proposed structures may prove to be more restrictive than those we already have.

A third and immediate concern is that any changes in education should evolve constructively from the present structures and ensure that the process of education of the children presently attending schools will not be disrupted in any abrupt manner.

Within the Protestant system the demand for proficiency in teaching has always been a top priority. The qualifications of our teaching staff at all levels and in all areas can be matched with any on the continent. Much of the initiative in our educational progress has come from this concentration of quality personnel. Our teachers have the support of our school boards and of the parents in their pedagogical recommendations.

It is with the background of these remarks that we present to you some proposals that have come from the "grass-roots" of our organization.

It is our desire to encourage the establishment in the Province of Quebec of a system of education that all provide for all children of this province the necessary tools and philosophical background to enable them to compete successfully with other citizens of our country, our continent, and our world, and to participate as knowledgeable and responsible citizens of the twentieth century.

The philosophy of "student-centred" education which was proclaimed by the Parent Report and which is presently evolving in the schools of this province has our complete endorsement. Because this particular type of education involves close co-operation between parent, teacher, administrator and child, it is necessary that the educational structures of administration provide the most flexible atmosphere possible at the local school level.

It is the contention of this body that Bill 28 fails to provide this. While it has taken the outward form of the recommendations of the Parent Report in providing for an Island Council, Unified School Boards and School Committees, the responsibilities given to these bodies are altered.

Our basic principle is that re-organization of the school administration on the Island of Montreal should begin at the level of the school.

1. Because the school itself has the most direct effect upon the child, parent, teacher and administrator at this level must become the focal point of administration, and all other administrative functions should grow from this basic unit.

WE WOULD RECOMMEND THAT A PRINCIPAL, TEACHERS, AND STUDENTS FOLLOWING AN ELEMENTARY OR SECONDARY SERIES OF COURSES OF A NEUTRAL OR A PARTICULAR CONFESSIONAL AND LINGUISTIC CURRICULUM BE DESIGNATED AS A "SCHOOL", WITH THE APPROPRIATE SCHOOL COMMITTEE.

2. Because we feel that religion is primarily the responsibility of the parent as concerns his children -

WE RECOMMEND THAT CONFESSIONAL RESPONSIBILITY BE ADDED TO THE FUNCTIONS OF THE SCHOOL COMMITTEE.

3. **WE RECOMMEND THAT THE SCHOOL BOARDS BE DIVIDED ON A LINGUISTIC BASIS, RECOMMENDED IN THE PAGE REPORT (Recommendation 10, Page Report, page 113 English version).**

This recommendation is made "because we believe that this corresponds to the concrete sociological reality in Montreal" (Page Report, page 57, English version).

This cultural duality has been elaborated upon in the Page Report, (page 23, et. seq. and Page 44 et. seq., and Page 57) and in the Bilingualism and Biculturalism Report (Volumes 1 and 2) and in the submission of the Montreal Catholic School Commission to the Page Commission and therefore need not be dwelt upon in this Brief. Nowhere is it more obvious than on the Island of Montreal.

We would add to the above an expression of opinion from our own membership which feels that such a division is necessary -

a) For control of English-language education by English-language educators.

b) To enable parents, teachers and administrators to communicate more effectively to ensure the participation of English-language parents in the education of their children, and similarly French-language parents in the education of their children.

c) Because many of the present administrative functions of the school boards will be taken over by the Island Council and it would appear that there would be an economic advantage to having four English School Boards and nine French School Boards on the Island. These school boards would require a total of thirteen pedagogical administrative personnel units.

d) As a basis for improved relationships between French and English educators, the geographical overlapping of French and English Boards provided in the Page Report would offer more opportunities for co-operation and collaboration between the two communities than exist at present. **Such co-operation**

could lead to an evolution of unified boards that could come about harmoniously and naturally. (Page 57 of the Pagé Report). Further co-operative efforts are introduced at the Island Council level in the Pagé recommendations (see Page 97 of the Pagé Report) through the two permanent pedagogical services.

While recognizing that many persons of both French and English background would like to see an end to the "two solitudes" in Quebec, and feel that unified boards might be one step towards this, we can only submit that, at the present moment in the history of this province, the majority of the English community cannot support such a decision because they feel that it will place in jeopardy the education of the children in the English language. This is particularly noticeable when one considers that even those who accept the principal of unification qualify their acceptance by insisting that such unification must spell out clearly in the Education Act that there will be a Director of English Language Education within each school board, that it must be written into the Act that school boards must be held responsible for providing such education.

4. We recognize that acceptance of linguistic boards means that the Constitution of Canada would have to be changed.

WE THEREFORE RECOMMEND THAT THE QUEBEC GOVERNMENT, ON BEHALF OF THE PEOPLE OF QUEBEC, UTILIZE ALL ITS INFLUENCE TO HAVE THE CONSTITUTION OF CANADA AMENDED TO PROVIDE EVERY PARENT IN CANADA WITH THE RIGHT TO CHOOSE FOR HIS CHILDREN AN EDUCATION IN EITHER OF THE OFFICIAL LANGUAGES OF CANADA. IT SHALL THEN BE AN OBLIGATION FOR ALL PROVINCES TO PROVIDE SUCH OPPORTUNITY TO ALL ITS CITIZENS, REGARDLESS OF THEIR LANGUAGE OF ORIGIN.

WE FURTHER RECOMMEND THAT, WHERE SUCH DEMAND FOR EDUCATION IN FRENCH OR IN ENGLISH IS BELOW THE NORMS SET BY THE PROVINCE IN TERMS OF ECONOMIC REALITY, THE CANADIAN GOVERNMENT BE OBLIGED TO FUND SUCH EDUCATION.

5. WE RECOMMEND THAT SCHOOL BOARDS RETAIN THE OWNERSHIP OF BUILDINGS, THE RECEIVING OF GOVERNMENT

GRANTS, AND ALL PEDAGOGICAL POWERS THAT THEY ENJOY AT PRESENT.

6. WE RECOMMEND THAT THE ISLAND OF MONTREAL BE DIVIDED INTO REGIONS GENERALLY AS OUTLINED IN THE PAGE REPORT.

Whoever divided the Island of Montreal into the proposed eleven regions of Bill 28 does not seem to have been aware of the existing school facilities on the Island. Many of the present large high schools have been cut off from their feeder schools by arbitrary demarcation. We suggest that the proposed divisions of the Island similar to those as drawn up in the Pagé Report be substituted. These were drawn up not only with the highway and railway systems of the Island in mind, but also upon the recommendations of the major school boards, who took cognizance of the locale of schools and school populations, and also with the advice of the Montreal Planning Committee, who projected future population growth.

7. WE RECOMMEND THAT ALL SCHOOLS AT PRESENT UNDER THE LAKESHORE REGIONAL SCHOOL BOARD BE INCLUDED IN ANY NEW MONTREAL ISLAND ORGANIZATION.

8. The powerful body presented under Bill 28 as an Island Council lends itself to the status of a "Super School Board" through its powers. Such a body would be too remote to respond to initiative and needs at the local school level, when its concerns would have to cover the population of the Island of Montreal, a population larger than that of five of the provinces of Canada.

Let us make it clear that it is the imposition of the Island Council upon the School Boards and the School Committees with which we take issue.

WE RECOMMEND THAT THE ISLAND COUNCIL BE A DULY ELECTED BODY, ELECTED BY AND FROM THE SCHOOL BOARDS; AND THAT THE CHAIRMAN AND VICE-CHAIRMAN BE ELECTED BY AND FROM THE MEMBERS OF THE COUNCIL. THE FUNCTION OF THE COUNCIL SHALL BE LIMITED TO ASSESSMENT AND COLLECTION OF TAXES, APPROVAL OF SCHOOL BOARD BUDGETS, PLANNING, AND CERTAIN SERVICES AS OUTLINED IN THE

PAGE REPORT (page 111 Recommendation 20 of the Pagé Report) and that:—

a) Each School Board shall receive as a fundamental right a minimum fiscal allotment for its operating (i.e. non-capital) expenditures which shall be based on budget norms (determined by averaging the previous years actual expenditures per student for all Island Schools in each budget norm category) as applied to its total school population. Each Board shall have the right to distribute this allotment of funds to its individual schools in any manner which, in its sole discretion, best represents the needs of its schools, without prior approval either by the Island Council or the Department of Education. Requests for additional special funds, beyond this basic allotment, shall be supported by a budget which will go to the Island Council for approval, such approval requiring a simple majority vote.

b) Requests for capital funds for new buildings or additions or alterations to existing buildings shall be supported by a capital appropriation request which will go to the Island Council for approval with a simple majority vote being required.

c) All budgets for special funds and appropriation requests amounting to more than \$50,000.00 and which have been approved by the Island Council shall go to the Department of Education for final approval.

9. This Island Council is to have direct control of the levying and spending of public monies and as such should be elected by those persons whose monies are involved. Because all residents are involved in the payment of school taxes.

WE RECOMMEND THAT THE CITIZENSHIP REQUIREMENT BE REMOVED FROM THE RIGHT TO VOTE FOR SCHOOL COMMISSIONERS SUBSTITUTING INSTEAD RESIDENTIAL (one-year) STATUS. (This is the requirement for civic elections).

10. Our primary recommendation is that the Island of Montreal should be re-organized as proposed in the Pagé Report. It appears to be both the most practical and the least disruptive way to implement the stated aim of the Minister of Education.

WE RECOMMEND THAT ANY RE-ORGANIZATION OF EDUCATIONAL STRUCTURES ON

**THE ISLAND OF MONTREAL
START AT THE LEVEL OF THE
SCHOOL, AND BE ADDED TO IN A
DEMOCRATIC MANNER.**

We would therefore request that the election of School Committees, (see Bill 27, where these committees are to be formed in 1973) be set up on the Island of Montreal in 1972.

The functions of these committees should be those which we have previously submitted to the Minister (See Appendix).

In addition to the above recommendations, the members of Quebec Federation of Home & School Associations wish to make known to you, Mr. Minister, and to the members of the Education Committee, the high regard in which we hold the teachers working in the Protestant School system. We are in deep sympathy with their request to continue their right to negotiate through their present syndicale united.

In conclusion, Mr. Minister, the members of the Education Committee, the Quebec Federation of Home & School Associations, on behalf of its Island Associations, would like to assure you of our continued co-operation with the Department of Education in its every effort to improve the educational opportunities for the children of this province. We have presented you with a proposal which we feel is reasonable and acceptable, and which we feel is more economical than that of Bill 28. This proposal will allow for a change from present structures with the minimum disruption to the children now attending schools. We sincerely hope that these recommendations can be accepted so that we may work together to a bright future in education in Quebec. We thank you.

RECOMMENDATIONS FOR TRANSITION

1. It is the opinion of this Federation that the provisional Island Council should represent as closely as possible the population distribution of the Island of Montreal. We therefore recommend the following persons serve on the Provisional Council duly elected by the School Boards from which they are selected:

(a) 5 members from the Montreal Catholic School Commission, one of whom shall represent the English-Catholic community.

(b) 3 members from the Protestant School Board of Greater Montreal,

one of whom shall represent the Jewish community, and one of whom shall represent the French-Protestant community.

(c) 2 members from the Catholic School Boards on the Island of Montreal other than the Montreal Catholic School Commission, one of whom shall represent the English-Catholic sector.

(d) 1 member from the Lakeshore Regional School Board.

(e) 2 members from the Department of Education.

(f) 1 member ex-officio from the Montreal Urban Community Planning Department.

2. The function of this body shall be:—

(a) to set up an independent committee to establish the boundaries and wards of the 13 new school boards, taking cognizance of municipal boundaries, highways and railway barriers, school populations, present school facilities, and other relative factors. This committee should hold public hearings at predetermined times and places before the boundaries are made final. The establishment boundaries and wards should be completed before June 1973.

(b) to call for the election of the 13 new school boards for June 1973.

(c) to prepare a preliminary tax assessment and tax rate, which would be the basis of the Permanent Council's final decision on tax matters.

3. The present school boards on the Island of Montreal will remain in authority until June 30, 1974. No decision on the Provisional Council shall be binding on the education decisions of these boards during this period.

4. The first elections of school commissioners to the new school boards shall be held in June 1973. These newly elected school boards shall:

(a) make an inventory of the assets and liabilities of each existing school board and prepare a plan for the apportionment of such assets and liabilities between themselves and the new school boards.

(b) prepare, in collaboration with the existing school boards, a plan for

integrating their staffs into the permanent Council and into the new school boards, and hold the appropriate consultations.

(c) prepare, in collaboration with the existing school boards, the budgets of the new school boards for the school year 1974-1975 and submit them for the approval of the Minister of Education before the date fixed by him.

APPENDIX SCHOOL COMMITTEES

Recommendations of Brief presented by La Fédération des Unions de Familles, La Fédération des Associations Parents-Maîtres, and the Federation of Parent-Teacher Associations of Quebec, and the Quebec Federation of Home & School Associations.

1. That the school committee be given specific duties and powers and not only the functions stipulated in Bill 27.

2. That the school committee meet for the following goals:

a) to define criteria for the engagement of the principal and teachers of the school and the choice of didactic materials

b) to delegate a parent from the school to serve on the various committees of the school board concerned with that school.

c) to assure the participation of the community, through the utilization of the natural and economic resources of the environment, and through the utilization of the human resources within the home and the intermediary organizations and others.

d) to bring about the development of pedagogical steps appropriate to the community and the school.

e) to study the political aspects of the civil service directives and others which have repercussions on the administration of the school budget.

f) to discuss all other questions of interest to the parents of the school population.

3. That the teacher representatives to the school committee be increased to 1, 2 or 3 depending on the number of school pupils and that they have the right to vote

- for the selection of school principal
 - for the selection of teachers
 - for the election of school board members.
4. That student representatives, at the secondary level, be part of the school committee, at a number of 1, 2, or 3 depending on the number of students in the given school.
 5. That regulations provide for provisional school committees to be set up during the year preceeding the coming into force of Bill 27.
 6. That the provisional school committees set up their own electoral regulations under the following stipulations:
 - i) the school committee procure an official list of parents of the children who attend its school, send a copy of said list to all persons therein listed, and a notice of the date, hour and place of nominations for office.
 - ii) the school committee will call an election before October 15th
 - iii) the school committee will call a meeting of parents for the holding of the election by means of a notice which will be delivered not less than 5 clear days before the election.
 7. That for the start of the school committees a corps of animators be available for the development of this parent committee.
 8. That a representative of each of our Federations participate in the committee which will formulate the regulations concerning school committees.

Mrs. Denise Arrey, President of Quebec Federation followed up the above presentation with the following recommendations after consultation with the Federation Executive and previous Federation studies on school committees. These were sent to the Minister of Education on July 14th, 1971.

"We would like the following to be considered for Regulations for the School Committees under Bill 27.

1. Parent should be elected chairman by the School Committee.
2. Teacher and principal to vote with the School Committee.
3. The School Committee should report to parent population of a school at least twice a year, at a general meeting.

4. Where voluntary parent organizations exist, or come into being, such organizations should be represented on the School Committee, as observers.
5. Where such committee represents a minority language school, (French or English) within a school board, it shall be consulted directly on curriculum for its school.
6. The religious designation of a school and the courses in religion offered within that school should be determined by the School Committee after consultation with the parent community. The School Board shall have power to veto if it can show cause of violation of the minority's wishes in respect to religion, or if financial or building facility shortage require multi-confessional use of such facilities.
7. Curriculum and time allotment for the teaching of the second language should come under the direct supervision of the School Committee, in collaboration with the principal and staff of the school.
8. The School Committee shall establish priorities in curriculum in consultation with the principal and teachers and these should be undertaken by the principal and staff within the norms set up by the Province and School Board.
9. The School Committee shall work with the other parent organizations and the general community organizations to integrate the school into the community and to promote the use of the total community resources by the school.

MINORITY REPORT

While the majority of our Associations voted in favour of the Brief as presented, there was a minority who did not accept Bill 28, BUT accepted the principle of unification.

We are presenting the following on their behalf as a minority report. Local associations supporting this MINORITY REPORT number 16.

MAISONNEUVE	VERDUN HIGH
DUNRAE GARDENS	ROSLYN
CRAWFORD PARK	WESTMOUNT PARK
RIVERVIEW	WESTMOUNT HIGH
WILLINGDON	WESTMINISTER
WESTHILL	GARDENVIEW
MERTON	THORNDALE
WAGER	SUNNYDALE PARK

It is our sincere hope that the unification of school boards on the Island will produce a realistic, workable, economical, and mutually satisfactory system of education. If this goal is to be accomplished it will be done only by all parties concerned working together to establish the new system. It is for this reason that sixteen of the Home & School Associations on the Island have reconsidered our position with regard to the linguistic boards, and are now presenting what we consider to be a reasonable "unified system".

The primary concern of our Federation has always been the education and welfare of the children of the province. Bill 28, unlike its predecessor Bill 62, follows the enlightened thinking that produced the "Parent Report". It is in the educational terms of the Parent Report then, that we now lend our support to the principle of unified school boards.

Parents in our associations, are, we believe justly proud of the education that has been provided for the children under the Protestant School Boards in the past. As members of Home & School we have worked continuously for over thirty years to contribute to this education, both literally and politically. We mention this only in order that you may understand the concern which our parents feel as they move from the known to the unknown.

Despite all the merits of the Protestant system, there are irregularities that need correction. Our inner city schools need more assistance, we need more Francophone teaching staff if we are to develop the teaching of the second language to the extent where all our graduates will be adequately bilingual to work in a French-speaking milieu, and, no matter how well-represented people may be by appointees, we feel that school board members should be elected, with the exception as stipulated in the Bill in Article 583, to remove the present disenfranchisement that exists for many persons whose children attend school under Protestant School Boards.

The problems we have mentioned above are closely allied to similar problems under the Catholic School Commissions. It seems reasonable that we should try to solve them together.

Such a change in the structures of education on the Island cannot be effected without considerable disruption to the educational process itself unless it is done carefully and with consideration at all times for the people involved, particularly the students and teachers at present in the schools. Fear predominates

in both the Anglophone and Francophone communities. The threat of eventual Anglophone predominance on the Island has brought forth a reaction from certain members of the French-speaking community for unilingual-French education. This, in turn has raised a fear in the Anglophone community that the right to English-language education in the Province of Quebec will be withdrawn by some future Government. To allay the fears of both groups it would seem that the rights of all should be embedded in the Constitution of Canada in such a way that no population distribution could ever destroy the right of any parent in Canada to choose for his children an education in either the French or English language.

RECOMMENDATION 1.

We therefore recommend that the Quebec Government, on behalf of the people of Quebec, utilize all its influence to have the constitution of Canada amended to provide every parent in Canada with the right to choose for his children an education in either of the official languages of Canada. It shall then be an obligation for all provinces to provide such opportunity to all its citizens, regardless of their language or origin.

We further recommend that, where such demand for education in French or in English is below the norms set by the Province in terms of economic reality, the Canadian Government be obliged to fund such education.

This recommendation is made on the assumption that one Canadian citizen must have the same rights as twenty, or a hundred, or any other set number. Quebec has throughout its history gone further than any other province to provide such education for its minority, and has earned the appreciation and respect of its English community as a result. The fact that the other provinces have only recently awakened to their responsibilities to the Francophone minority in their provinces has been detrimental to our nation as a whole.

It is our opinion that the Provisional Island Council should represent as closely as possible the population distribution of the Island of Montreal. We therefore recommend the following persons serve on the Provisional Council duly elected by the School Boards from which they are selected.

RECOMMENDATION 1:

That the Provisional Island Council be composed of the following:

a) 5 members from the Montreal Catholic School Commission, one of whom shall represent the English-Catholic community.

b) 3 members from the Protestant School Board of Greater Montreal, one of whom shall represent the Jewish community, and one of whom shall represent the French-Protestant community.

c) 2 members from the Catholic School Boards on the Island of Montreal other than the Montreal Catholic School Commission, one of whom shall represent the English-Catholic sector.

d) 1 member from the Lakeshore Regional School Board.

e) 2 members from the Department of Education.

f) 1 member ex-officio from the Montreal Urban Community Planning Department.

RECOMMENDATION 2:

That the function of this body shall be to set up an independent committee to establish the boundaries and wards of the new unified school boards, taking cognizance of municipal boundaries, highways and railway barriers, school populations, present school facilities, and other relative factors. This committee should hold public hearings at predetermined times and places before the boundaries are made final. The establishment of boundaries and wards should be completed before June 30, 1972.

The second function of the Provisional Council would be to call for the election of the new unified school boards for June 1973.

The third function of the Provisional Council would be to prepare a preliminary tax assessment and tax rate, which would be the basis of the Permanent Council's final decision on tax matters.

RECOMMENDATION 3:

The present School Boards on the Island of Montreal will remain in authority until June 30th, 1974. No decision of the Provisional Council shall be binding on the educational decisions of these Boards during this period.

RECOMMENDATION 4:

Concurrent with the setting up of the Provisional Council, the election of School Committees (see Bill 27, where these committees are to be formed in 1973). We would request that they be set up on the Island of Montreal in 1972.

The functions of these committees should be those which we have previously submitted to the Minister. (See attached Appendix)

RECOMMENDATION 5:

We would recommend also that a change be made to Section 99 under Bill 27 as it pertains to the Island of Montreal with reference to those having the right to vote for School Commissioners. The first qualification should read: "To be at least 18 years of age and of resident (one-year) status in the ward in which he is eligible to elect."

RECOMMENDATION 6:

We would further add to the functions of the School Committee the role of ombudsman so that parents, students and teachers, who are unable to resolve problems with the school authorities will be able to appeal at the local level.

RECOMMENDATION 7:

The newly elected unified school boards (June 1973) shall serve two years prior to the drawing of lots. In June 1974, these school boards shall elect an Island Council to replace the Provisional Island Council.

RECOMMENDATION 8:

The permanent Island Council shall be composed of:

a) One representative from each board elected by and from the Regional Board.

b) Two appointments from the Department of Education, selected on the basis of their qualifications and experience in education.

RECOMMENDATION 9:

The functions of the Island Council shall be:

a) To establish an equalized tax assessment on the Island of Montreal.

b) To set the tax rate for the Island of Montreal sufficient to cover the needs of the School Boards as indicated in their budgetary estimates.

c) The establishment of two pedagogical councils for the Island of Montreal, one for French-language education and one for English-language education. These Councils will develop research and experimental programs, provide in-service training for teachers, and all other pedagogical services required by the Regional School Boards. Through these Councils educational facilities could be set up by agreement with the school boards to provide for special education for minority groups with

particular educational problems. These Councils would also establish a resource centre for the use of all School Boards and teachers on the Island of Montreal.

It is the opinion of our associations' members that such pedagogical councils (one for English-language education, and one for French-language education) are an absolute necessity if education is to continue to develop and flourish in this province. These councils would not only serve regional needs but would also supply the Department of Education with a continuum of educational initiative. The Island Council and the School Boards should provide the necessary initiatives for teachers of both languages to make use of the services of both Councils. Such Councils would also provide a substantial saving to school boards, as it would save duplicating many of these services for each school board.

All other powers and responsibilities should be assigned to the Council by the new Regional School Boards on the Island to meet the needs of these school boards, and shall be based on a two-thirds majority vote by the school boards.

Our reasons for proposing the above transition:

1. With the immediate formation of School Committees, the new Regional Boards will have a direct contact with each school under their jurisdiction to work through the problems of re-organization. Such direct contacts can eliminate many of the unnecessary problems that arise when controlling body is too far removed from the people who will feel the effect of changes. Decisions taken on the basis of statistics rarely reflect the human concerns, which must be tackled on a person to person basis.
2. Many presumptions of 'discrimination' will be avoided if the community has worked together to solve a problem. A person will give more consideration to the welfare of his neighbor's children, will be more concerned and understanding than he will be to unknown 'numbers' of children.
3. If unification is to work, as the Minister himself said "there must be a basis of trust and understanding". We feel this basic trust is more readily obtained and developed at the community level, between the Regional Board and the community it serves, than between a local and a distant Island Council.
4. The Regional Boards, being elected and operational before the election of

a permanent Island Council, will have had an opportunity to work out which matters are best handled locally, and which are more effectively handled on an Island-wide basis. They will also have an opportunity to work out the necessary agreements for pooling of services and resources prior to taking control, so that there will be a minimum of disruption in the educational process at the school level.

Dear Mrs. Reddall:

Much has been made of the statement that Bill 28 will reduce some 40 Boards to 11. The implication is that there will be economy and efficiency as a result.

The facts are that the 33 Boards extant are operative under two Protestant Boards and 18 Catholic Boards.

Thus the reduction is really from 20 to 11 and any advantages to be gained apply to the Catholic side rather than the Protestant.

Furthermore a careful reading of the Bill in terms of its effects will show that the proposed structure will actually be more expensive due to the fact that there will be as a result at least 11 minority groups and 11 majority groups. The costs of providing necessary services for these 22 groups will far outweigh any possible economies.

If the reply is given that adjoining Boards can work together then we are back to the present plus a complicated, cumbersome system of duplicate administration.

Our Plan which we submitted to the Minister last February proposed 8 linguistic Boards - 5 for Francophones, 3 for Anglophones - each large enough to provide the necessary services economically. This is real economy and good administration, and would result in good education.

*L.P. Patterson
Vice-Chairman
Protestant School
Board of Greater Montreal*

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Today's bicyclists are tomorrow's drivers! If your community hasn't had a safe bicycling course recently, Home & School Associations can get the general information pamphlets from Federation Office. This a good early spring project for Home & School Associations.

ATTENTION SKIERS

Three years ago two high school students eyed an advertised ski school not as a potential member but as a possible competitor. They saw in that school and others many points that they felt could be corrected and improved upon.

Today Brian Retter, Brahm Wenger and their associate David Levine run one of Montreal's largest and most reputable ski schools. The International Ski School has become a pace setter, setting the standards of many of the area's existing ski schools, and serving over 1,000 students, a far cry from the 100 members the school boasted about three years ago.

The ISS offers a complete ski package of eight supervised weekend trips to the finest mountains in the Laurentians and Eastern Townships, lift ticket and top instruction by fully certified ISS instructors. All its instructors are certified by the ISS in a pre season extensive four day instructors course of lectures on safety, equipment and technique. This year the ISS says it will pick from over 250 aspiring instructors who have applied for the over 100 positions.

The ISS teaches exclusively what it calls its "direct parallel approach". What this is explains director Dave Levine, is dropping the instruction of snowplow and stem and replacing it with far more effective parallel exercises. We have had so much success with this method, explains Levine, that we have prepared our own manual. We have proven DP to be faster and safer in fact boasts the director in over 5,000 skier visits last year, we had seven injuries, all of a minor nature.

The ISS also offers low cost family ski tours in Europe during the winter. And now the ISS has signed all the contracts for a supervised summer french camp in Switzerland and France. The ISS Summer French Camp will offer french conversation, excursions and summer sports activities jointly organized by the French Tourist Office and its own management.

Congratulations to Dr. A. Reid-Smith recently appointed a member of the Protestant Committee of the Superior Council of Education, for a 3-year term, replacing Mrs. J.R. Smith. Also appointed were Mr. A. Walker Jones of Lennoxville and Mr. Wm. Munroe, of Granby, replacing Messrs. C. Wayne Hall, and Mr. Keil H. Oxley.



Lakeshore area representatives Gordon Robertson and John Goodchild chat with President Denise Arrey. (And in the background, look who was a graduate of Westmount High in 1947 - the now associate deputy Minister of Education John H. Dinsmore.

ON ACCREDITATION

The Superior Council of Education has made a strong recommendation to the Department of Education for the acceptance of a system of accreditation applied to graduation from the Secondary School and Collegial levels in Quebec education.

Their statement points out that the present examination system limits the breadth of study given in both the polyvalent secondary schools and the CEGEPs, because the teacher teaches for examinations, rather than for the enlargement of interest in the subject. It looks on this method of assessment as not only limiting but inhuman.

In conclusion, the Superior Council states that accreditation is incontestably the better method of control which should be utilized by the Minister of Education. In particular, for the highest benefit for both the collegial and secondary programs, it is urgent that there be instituted a viable system of accreditation. To accomplish this, an independent committee or a committee under the Superior Council of Education or the Minister of Education should be formed, such committee to be formed from relevant and diverse authorities.

It is interesting to note that the Protestant School Board of Greater Montreal proposed accreditation for High Schools four years ago. Two years ago the Provincial Association of Protestant Teachers also forwarded a Brief favouring accreditation, the result of the work of a Curriculum Committee which includes teachers from English Catholic and Protestant organizations, and a representative of Quebec Federation. Quebec Federation has supported this proposition for some time and re-iterated its position as recently as July of this year.

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INFORMAL DINING, THEATRES & HOTELS:

Gourmet, Peel Street; Miss Montreal; King of the Pizza (3 locations); A. & W. Coffee Shops; Harvey's; Seaway Hotel, Alpine Inn, Laurentiens; La Poudriere; Centaur Theatre; Revue Theatre, Saidye Bronfman Centre Theatre, and many others.

ENTERTAINMENT: Planetarium Dow, Aquarium, Gray Line Montreal Tour, Gray Line Quebec Tour; Seaway Health Centre; Nun's Island Golf Club, CFCF Radio 600; Shelburne Museum, and many others.

HELP Quebec Federation raise funds to extend its services. Further details from Federation Office.

Enclosed is a cheque/money order payable to Quebec Federation of Home & School Associations in the amount of \$ for the purchase of Premiere Passbooks at \$7.50 each.

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4795 St. Catherine W., Montreal 215.

BABY-SITTERS

Almost all families employ high-school student baby sitters from time to time, but just how competent are these young people in an emergency.

The Canada Safety Council has prepared a training course which should be of particular interest to high school student councils. A leaflet outlining this course is being sent to each High School Home & School Association president and it is hoped that these associations will support and encourage the students to take the course.

REPORT OF ANNUAL CONFERENCE of the QUEBEC ASSOCIATION OF PROTESTANT SCHOOL BOARDS, Ste Adele, October 1971.

Much of the meeting of the QAPSB at Ste Adele in October was taken up with the discussion of the recent legislation on education - Bill 27 and the proposed Bill 28. The School Boards have decided to contest Bill 63, Sections 2 and 3 and Regulation 6, Section 4 on the basis that they are unconstitutional, insofar as they remove from the School Boards certain areas of jurisdiction which they consider were guaranteed to them by the British North America Act. The total budget of the organization is \$187,102.00. The income of the QAPSB is derived from a charge to the member boards of \$1.25 per pupil, except for the P.S.B.G.M. which is charged only 65 cents per pupil, in lieu of the fact that office services for the QAPSB are given by the P.S.B.G.M.

The newly elected executive of the QAPSB includes Mr. B.F. Coolon, as president, Mr. J.D. Agnew, as first vice-president, and Mr. K.D. Sheldrick as second vice-president. New members to the committee include Mr. R. Walker, Mr. Van B. Wight, and Mr. D. Eve, from the South Shore Regional Board, the PSBGM and the North Island Regional Board respectively. A life membership was presented to Mr. A.E. Smith of Magog.

Teacher negotiations are proceeding slowly, according to a report from the negotiating committee, and the Boards are about a year ahead of schedule in terms of preparation of their position as compared with the last negotiations. One of the areas that was felt to be of prime concern to the boards was that of the teachers' right to strike at both the level of the provincial contract and at the level of local negotiations. The Boards feel that such right should be granted at one level, either provincial or local, but not both.

A panel on "Problems of Control in the Secondary School - Fact or Fancy" was led off by Mr. E. Bonar Lindsay, whose conclusions appeared to be that the Secondary School was in reality controlled by the Department of Education. The two other speakers, Mr. R.C. Saul, Principal of Centennial High School in Greenfield Park, and Mr. S.B. Montin, Co-ordinator of Guidance Services of the PSBGM offered more insight into the actual problems of administration at the school level. The school as the certifier of right and wrong

is under fire, said Mr. Saul. Society today is being pushed by a philosophy that says when rules are wrong people have a right to get them changed by any means. The demands being made for participation in the decisions of the school regarding social codes, athletic participation, regulations and curriculum are increasing. At the same time the large high school brings many problems. The very noise and bustle of the school is a disrupting force. There are too few administrators and the present teacher ententes limit teacher participation in control supervision.

Mr. Saul spoke positively of ways to improve the situation - courses in conflict management for school administrators, adjustments in teacher-pupil ratios, community involvement, the need for parents to accept their responsibility, the use of para-professionals and parents on crisis groups and of non-academic staff and paid aides. "People who help make the rules tend to obey them", he said. On this basis he welcomed student and parent participation with the Board and staff in developing the controls of the High School.

Mr. Montin covered a large area of concern, that of the special problems, drugs, alcohol and the children needing special education. He outlined the role of the guidance teachers in our schools, which is the almost impossible dual task of providing curriculum co-ordination and guidance and serving a supportive function for individual students. He expressed concern that more attention is not paid to the reason behind drug abuse, rather than the drugs themselves. His estimate of habitual drug usage in the schools runs about 2% at the most.

"There is no where the child can go" Mr. Montin said, explaining that expulsion is not the answer to 'problem children'. He feels that positive influences can help, and that by sending the child away from the positive influence of his peers who have not resorted to drugs, does more harm than good. Countering the reaction of these children influence others to follow their ways, Mr. Montin pointed out that there is no way today that you can protect children from evil. Drugs are freely available. The positive influences must join together and help. Advocating a more open attitude on the part of the school system, Mr. Montin said that the results of guidance tests should be made known to students and parents, with responsible interpretation of them. The institute perpetuates itself, he said, and the structure takes so much time that the student is lost. The Student Council has to be exposed to the consultation process for real participation. Mr. Montin ended on the very positive note that parents and

teachers must state their standards and hold the line. We must conform with common sense - for example, student dances for grades 8 and 9 should not go on till 1 a.m.

On the Saturday morning, October 16, Vice-President Rev. W. Clinton attended a panel discussion on Bill 27 in which Deputy Minister Ives Martin, Dr. Kathleen Francoeur-Hendriks Director-General of Elementary & Secondary Education and Mr. S.F. White Director of Finance participated. Rev. de Witt Clinton's reports:-

QUESTION AND ANSWER SESSION

Co-Chairman: Mrs. Mary Schultz, Mr. Agnew

Panelists: Deputy Minister Ives Martin
Dr. Kathleen Francoeur-Hendriks Director-General of Elementary and Secondary Education
Mr. S.F. White, Director-General of Finances

Much of the discussion centred about sections 98 and 102 from the Transitional Provisions of the Act respecting the regrouping and management of School Boards (Bill 27).

School Board speeches emphasized and questioned and undemocratic method whereby provisional councils were to be set up - in some regions, an imbalance of rural over urban representation was apparent; in others, owing to prior regroupings, all commissioners of one or more boards would be members of the provisional council of the regrouped region, while only single representation from other boards would be members - even where pupil numbers would not warrant it.

For example, the provisional council of the school municipality of Cowansville will consist of:

7 members from Knowlton, a regrouped board with 2 schools and a total of 600 students - paragraphs 1 and 2.

1 only from each of:

Cowansville with 500 students
Granby with 250 students
Waterloo with 300 students
Bedford and Clarenceville with 300 students - paragraph 4

1 only elected from the existing boards of Sutton, Farnham and Stanbridge East - paragraph 5

The unfairness of the section (98) is obvious in the above case as in a great many others.

Criticisms on this and other matters submitted by the QAPSB and others contained in briefs submitted between readings of the Bill apparently had been ignored.

Admittedly a letter from the Minister, and read at the meeting suggested that adhoc arrangements would be acceptable (but legally untenable, if contested!)

No real answer could be given - since the Act was passed - and no amendment could be considered.

With reference to section 102, some discussion on the inventory of assets and liabilities of existing school boards; this inventory need not include pedagogical materials - only property, immoveables and such items as would be normally included in annual inventories prepared by local boards. The sole purpose of the article is to present a consolidation of assets and liabilities for the new provisional councils.

The boards have been informed that if the estimated budgets of the provisional councils are submitted by November 15, 1971, then they will be approved by the end of the month. It is recognized that budget requirements will be higher for the provisional councils than for the original local boards because of regrouping and other transitional matters. The Civil Servants present stated that guides and manuals were being prepared so that existing boards could proceed without delay to the constituting of provisional councils and other business required as an outcome of the passage of the Act.

Some questions were asked about the centralized structure of the new boards' administrative system - section 44 of the Act - calling for a Director-General, an assistant director-general, and a secretary-general: it was questioned how in smaller units, the personnel for the first two may be selected from among the "principals" of the schools within the region; it was further questioned on how the functions of the secretary-treasurer of an existing board could be held by the Director-General.

The feeling was sensed that the new administrative set up was too rigid and perhaps not at all sound.

It was also felt - and this was expressed - that the professed objectives of the Act in **democratization** and **decentralization** as well as quality education for all were simply political double talk:

that parents and school committees could only "advise"

- that meetings of councils over larger areas could not be attended by the "population" concerned from distant points - especially, in poor weather

- that councillors from distant points could not attend meetings with reasonable frequency

- and, in any case, councils would not have the substance of power over policy - the free collection and disbursement of tax moneys.

It was further remarked that administrators of small schools having both elementary and secondary levels would find themselves in a peculiar position of being subject to two regional boards - one for elementary education and one for secondary education.

One final set of comments was on the use of French only in documents and forms from Quebec. The Ministry of Education was criticized for sending French only materials to English Boards and Schools. The Civil Servants answered rather sheepishly that:

a) in order to let Boards and Schools on to "first drafts" of documents, they were sent out untranslated

b) Education Quebec and other "unofficial" documents are in French only

1. because there are insufficient French-English translators,
2. for reasons of economy,
3. because articles are written in French by French writers.

c) all official documents - in final form are produced in both languages.

There was no answer on why forms from the Government are now French only.

NOTES:

1. In answer to the question on why the 26 recommendations of QAPSB had been ignored, Mrs. Francoeur-Hendriks said that not very much interest was shown in such recommendations since members of QAPSB had indicated that the Ministry might be sued by member boards which were being dissolved under the Act. The attitude of the Ministry at all levels towards any criticism seemed to be quite unaccommodating.
2. The secretary-general seemed to be excluded by omission from the senior administrative level according to the act; it was pointed out that the by-laws of the new boards could place him at any level, and also regulate the specific duties of all senior administrative staff.

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(con't from page 6)

REPORT FROM THE DEPT. OF EDUCATION IN MATH & SCIENCES

The Department of Education in the Social Sciences is directly or indirectly contributing to the environmental education of school children in the following ways:

1. As a result of a decision by the Department of Education to re-orient the teaching of history and geography in Quebec elementary schools so that these subjects now form a single study of social sciences based largely upon environmental studies, our department is initiating a proposal within the Faculty of Education for the introduction of Social Science Curriculum and Instruction. This new course will use, as a vehicle, methods by which young people can study the urban environment at first hand, and it will include the study of major urban problems.
2. Two members of our department have written textbooks on urban studies for the senior high school level that deal very largely with environmental concepts. The books are as follows:

Eric Winter:
Urban Landscapes,
Toronto,
Bellhaven, 1969.

Eric Winter:
Urban Areas,
Toronto,
Bellhaven, 1971.

David Smith:
Changing Values:
The human impact of urbanization,
Toronto,
Bellhaven, 1971.

3. For the Faculty of Education, Summer Session 1972, the Department is planning to offer a course in Social Science Curriculum and Instruction for practising teachers, as a means of helping them to understand the content and methods appropriate to the new environmental studies programme in the elementary school. Part of this in-service course will be devoted to field studies in the urban milieu.
4. The Department has no official contacts with anti-pollution organizations and has not assisted in the establishment of anti-pollution clubs in schools.

RENTAL OF SCHOOL PREMISES

Home & School Associations under the Protestant School Board of Greater Montreal will be pleased to receive the news that charges for the use of school buildings by Home & School Associations for activities held in those buildings Monday through Friday have been removed. The following is an Extract from the Minutes of a meeting of the P.S.B.G.M. on 27th September 1971.

"It was moved, seconded and unanimously resolved that the charges for use of school facilities by the Federation of Quebec Home & School Associations be revised again by providing that —

1. No charge be levied for General and Executive Meetings of Home & School Associations.
2. No charge be made for all afternoon and evening children's activities run by the Home & School Association on Monday to Friday when schools are in session.
3. All other regulations and procedures governing the use of schools by Home & School Associations remain in force."

CERTIFIED that the foregoing is a true and correct Extract from the Minutes of a Meeting of the Protestant School Board of Greater Montreal held on September 27th, 1971.

John Perrie
Secretary-Treasurer
The Protestant School Board of
Greater Montreal

Small; Varied; Yet United

One would have to sit back and marvel that so many different ethnical backgrounds including English, French, Polish, Belgian, Greek, and Italian could function peacefully under one roof. Such is the case at the Joliette English School which boasts an enrollment of one hundred eighty students.

Prior to 1969, the mother tongue of the majority of the children was English. Then, the enrollment was less and classroom space was adequate. But since the passing of Bill 63 allowing French children to attend an English school, the enrollment has increased greatly and more Greek, French, and Italian speaking children have begun their instruction in English.

The language barrier does at first mar the child's natural progress. But, after at least two years of effective teaching, an average child will join the regular stream.

Some minor problems arise as a result of this infiltration. Many children have by nature an innate fear to communicate in another language and until this fear is overcome a child will fail to advance normally. Also, the child's peers must be willing to converse only in English so that an increased vocabulary may be acquired in play as well as in work.

Before either of the aforementioned can be accomplished, the newcomer, whether he be French, Greek, or Italian, must make an effort to overcome his shyness or his feeling of rejection. These generally accompany a child when he enters a completely alien environment. Thus, he must make an extra effort to participate with the other children in sports and in discussions. Once this is accomplished the child finds, in an English child, a true friend. He acquires someone who respects his efforts, admires his stamina, and even encourages him to develop to his fullest mental and physical potential. After this, the child will be successful.

Also, because of the increase in the number of new students, two classes originally combined were forced to separate. Thus, two smaller Primary classes combined under two teachers to implement a Team Teaching style of Education.

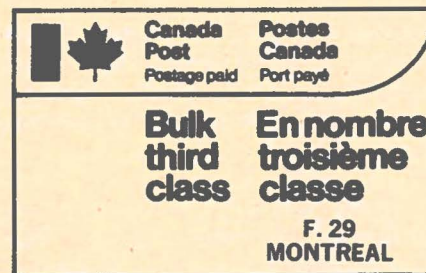
The integration of the French at this school has not affected noticeably the progress of the English children. On the other hand, it has induced better relations particularly among the younger set, "the people of tomorrow".

In structure and in numbers, the Joliette English School is small but in spirit and congeniality it flourishes.

by: J. Clark-B. Hennessey

"RESOLUTION"

It is not too early for local associations to start thinking about resolutions they would like to be considered for presentation to the 1972 Annual Meeting, May 12-13. Formal notices will be going out to presidents of locals in the next 6 - 8 weeks.



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