

PLAN BRIEF TO GENDRON COMMISSION

Associations canvassed second time to ensure balanced presentation



INAUGURATION DAY for Quebec Federation's new President Doreen Richter included time out for a couple of interviews, with CFCF-TV and the Star, when she was able to preach the gospel for Home & School's increasing interest and importance in the educational scene. Here she talks with Channel 12.

From the President

Communicate— from your end, too

As we end a year that was largely disrupted by constant worry over the stalemated teacher negotiations, and enter one that promises to be more fruitful in terms of enlarging parental interest in educational concerns, it seems appropriate to offer a few comments.

Those of you who were unable to join us at the Annual Meeting will, I know, want to join with me in thanking Mrs. Dorothy Frankel for the splendid leadership she provided for the past two years under such trying conditions. She has left the Associations with a larger membership and an interested Executive. It is to be hoped that we can continue to justify our *raison d'être* and so prove to her and to all of you that your confidence in this executive is merited.

Communications is a key word these days, and we would therefore invite all our local associations to assist us in establishing better communications in our organization. Make use of your Federation officers and office. Make use of the Home & School News to let other associations know what you are doing. It is impossible for one small group of persons, no matter how well-informed they try to be, to keep their finger on the pulse of all 153 local associations. We are setting up a system where every area will have one Vice-President concerned particularly with the problems of that area. Get to know him or her, and, even more important, make sure that he or she knows you.

Federation is your provincial voice, but it is more than that. It is your source of information about what other Home & Schools are doing. Appoint or elect your area representative, so that your voice will be present at Board meetings where Federation policy is decided.

And remember, Federation is not a group of highly paid executives running the show - Federation is you!

DOREEN RICHTER
PRESIDENT

An ad-hoc committee of Federation includes about 25 members from 12 H & S Associations who have been working on a brief for several months. The theme, which is in line with accepted Federation policy, is that steps should be taken to improve the standards of French education in English-language schools.

Copies of a draft brief were circulated in April to presidents of all H & S locals and many have replied. It was decided at the June 2 meeting of Federation's executive to write again to all Associations that had not replied in order to get the maximum number of reactions, giving a basis on which the brief could correctly be stated to represent Quebec Federation opinion as a whole.

The basic tenets of the committee are summarized in its draft, headed "On Improving French-Language Education for Non-French Speaking Children." The introductory paragraphs read:

It is our purpose in this brief to show that, while all people in Quebec should learn to speak French well, there are difficulties which prevent them from doing so.

Present teaching methods and the numbers of French-speaking teachers in the English schools are inadequate. Many parents in Quebec are denied the right to choose French schools for their children — thus the surest path to good French is closed to them. At the same time, there exists among English-speaking people, anxiety regarding their linguistic rights in the province. This hampers the expansion of the French language outside the French community.

We shall make suggestions to:

- Guarantee all Quebec parents the right to schools in the official language of their choice.
- Guarantee that all school in Quebec will graduate

students with a working knowledge of French.

-Make available intensive French instruction within English schools so that students may become fluently bilingual.

-Increase the number of French-speaking teachers in the English schools.

-Provide contact between French-speaking and English-speaking children.

We, as parents responsible for our children's education, firmly believe that a knowledge of French and English is a great asset. In the past, both French and English children have been restricted in their opportunities to obtain a bilingual education. Extremists, on both sides, are attempting to maintain the linguistic isolation of the two communities. We wish to ensure that our children will not suffer from the prejudices and mistakes of the past.

We are not unaware of the many factors in the home and in the community which can help English-speaking children to learn French; however, we propose in this brief, to deal with formal schooling only.

To achieve the goals outlined, the brief proposes the following types of instruction:

- (i) *English schools* (primarily for English-speaking children but open to all) offering a choice of the following streams:
 - (a) *Instruction in English with basic French presented as a second language* (designed to provide students with at least a working knowledge of French).
 - (b) *Instruction in English with enriched French* (e.g., 50% of teaching in French).
 - (c) *Instruction in French with basic English* (such as is now operating in St. Lambert).
- (ii) *French schools* (primarily for French-speaking children but open to all).

QUEBEC HOME & SCHOOL NEWS

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On liberal attitudes

A matter of major concern in many areas of our province is the fundamental plan being set up or contemplated for the uniting of all English-language students under one regional school roof. There are already 28 such arrangements being tried throughout the province, and some of the deficiencies of the agreements are becoming evident.

Elsewhere on this page you will find the recommendations of the Catholic and Protestant Committees for some general principles that should be used as guidelines in drawing up the agreements between boards. At first glance they seem very reasonable and acceptable to all concerned, but their implications should be carefully studied by all groups concerned. Only understanding the positions of both the Catholic and the non-Catholic philosophies can we hope to arrive at satisfactory working relationships.

Too often members of the Protestant sector feel that "opening" our schools to English children of the Catholic faith is evidence of a liberal attitude. However, while statements and promises are made concerning the right of Catholic children to a Catholic education, nothing in the agreements that are made or in the working arrangements of the schools themselves does much to protect this right. It is time we realized that neutral schools and non-Catholic schools that "accept" Catholic children are denying the freedom of religious choice that we would insist upon for ourselves. To deny the Catholic child the educational program laid down by the Catholic Committee, in the interests of more simple administration, is just as wrong as to insist that all non-Catholic children attend Catholic classes in catechism.

It is time we examined closely what we mean by a liberal attitude, and realize that a truly liberal approach to these agreements includes a respect for the wishes of the Catholic community with regard to the courses and teachers they desire for the education of their children.

It is not enough to open our doors to our Catholic neighbors, we must open our minds and our understanding and not deny them that freedom of religious choice which is so precious to us.

Good Luck, Mr. Millar

It is with regret that we learned of the resignation of Mr. Peter Millar from the Protestant School Board.

While such an expression of regret may come as a surprise to Mr. Millar, who has spent much of his long term of service on the Board listening to complaints from the parent's associations under his jurisdiction, it is fitting at this time that we pay tribute to his many contributions to the welfare and quality of education under the P. S.B.G.M.

The fact that parents felt free to complain to Mr. Millar is itself indicative of the confidence he has held, and our sole regret can probably best be summed up by the words of one parent who said, "I know Mr. Millar is a good man in the job. I would like to have had the opportunity to elect him myself!"

Quebec Federation would like to publicly thank Mr. Millar for the contribution he has made to education in Montreal, and indirectly throughout the province, and to wish him God speed and many happy years of retirement.



THE REGISTRATION DESK at Federation's 25th Annual Meeting and Conference was staffed by many at different times, including these stalwarts: Betty Lang, Pearl Dawe, Gwen Ogden and Pam Reddall. Mrs. Dawe was General Arrangements Chairman for the Conference and Mrs. Reddall, Federation's Executive Secretary, was in the thick of everything as always.



FEDERATION'S ANNUAL CONFERENCES are not all talk — exhibits always provide a supplementary source of basic information. Here Mrs. Elizabeth Futer rise, herd on samples of Home & School publications. Macdonald College Extension Department's large display included information about the film library. Other exhibits were sponsored by the Family Life Committee, Foster Home Recruiting Centre and the Quebec Association for Children with Learning Disabilities.

Principles adopted for operation of bi-confessional schools

The following general principles dealing with the question of confessionality have been drafted jointly by the Catholic and Protestant Committees of the Superior Council of Education and are to be respected in sharing agreements contracted between school corporations or between teaching institutions falling within the public sector for purposes of integrating Catholic and Protestant students on the same campus or teaching establishment in Québec.

WHEREAS it may be necessary or advantageous from time to time, in order to effect a better type of school organization, pedagogically, administratively and economically, to group on the same campus or teaching establishment students at the same grade level and of the same language but having different religious affiliation, the Catholic and Protestant Committees of the Superior Council of Education of the Province of Québec are of the opinion that, in the interest of Catholic and Protestant students, sharing agreements may, in accordance with the established procedures, be concluded between contracting school boards or between public schools on the condition however that the conscience and religious susceptibility of the students be respected. Towards this end, the following basic principles mentioned hereafter will be followed in every agreement which is concluded for the said purpose:

- a- that, in all such schools, the administration and teaching staff agree to and in fact respect the religious belief of both groups while under instruction as well as in the general life of the school;
- b- that, in the appointment of administrative and teaching personnel, the principle of equitable representation for each of the participating religious group be insisted upon;
- c- that Protestant and Catholic students attending the same school receive Moral and Religious Instruction within the regular timetable in conformity with the course of study and textbooks approved by the Confessional Committees of the Superior Council of Education Act;
- d- that the carrying out and free exercise of pastoral services be provided for in each institution;
- e- that the rights accorded to the religious minority of any school be not prejudicial to the rights of the religious majority with respect to the exercise of their faith and teaching.



GRAND FINALE for the conference sessions at last month's 25th Annual Meeting was a panel on the role of parents in the schools, with Stanley Cohen pinch-sitting as Moderator for fellow Star-man Boyce Richardson, who was out of town on assignment. From left to right; Prof. David C. Munroe, vice-chairman of the Superior Council of Education; Mrs. Joan Doherty, school commissioner in the Town of Mount Royal; Stanley Cohen; John Perrie, deputy director of education for the Montreal board; Mrs. Ann Wright of Crestview school in Chomedey; and Richard McGrail, vice-president of Beaconsfield High School. Below, left: Keynote speaker Lloyd A. Dennis, co-author of Ontario's Hall-Dennis report on the aims and objectives of the school system; and right, luncheon speaker Dr. John Unwin, of the Allan Memorial Institute and McGill.

Federation's 1969-70 Executive

As predicted in the last H & S News, there were some additional nominations for the office of vice-president on the executive committee of Quebec Federation. These were voted upon at the Annual Meeting, with the result that the Executive roster for 1969-70 is as follows.

President:	Mrs. Doreen Richter, Dorval
Vice-Presidents	Mrs. Mildred Clark, Farnham
	Mr. Phil Errington, Pierrefonds
	Mrs. Collie Haden, Pointe Claire
	Mr. Roy Hedges, St. John
	Mrs. Conti Hewitson, Beaconsfield
	Mr. Bert Joss, Cote St-Luc
	Mrs. Esther Marks, Montreal
	Mr. Daniel Morris, Montreal
	Mr. Ronald Wilson, Lachine
Treasurer	Mr. H. Gilmour, Montreal
Recording Secretary	Mrs. Denise Arrey, Montreal
Honourary President	Mr. Leslie Buzzell, Montreal
Past President	Mrs. Dorothy Frankel, Montreal
Executive Secretary	Mrs. Pamela Reddall, Westmount

PACE supports

Pagé plans

The Parents Associations for Catholic Education (PACE) has voted to support "in principle" the recommendations of the Pagé Report on educational reorganization in Montreal at its annual meeting late in May.

Full acceptance of the report will depend on regional units across the province, who have until Aug. 15 to express their opinions.

Education Minister Jean-Guy Cardinal recently told a PACE study committee his department favors the report and that its implementation in Montreal could lead to its becoming a working document for changes in other parts of the province.

PACE also decided to send a brief on language rights to the Gendron Commission, which is investigating linguistic rights in Quebec.

The association rejected any form of unilingualism "which is contrary to partnership in confederation and against the basic democratic rights of parents to select the language of religious and educational instruction".

RESOLUTIONS ADOPTED

Resolutions planned for presentation at the annual meeting were published almost in full in the last H&S News. They were subject to a good deal of discussion and amendment in detail under the chairmanship of Mrs. Marnie Abbott before being adopted as follows.

For resolutions published previously, the "Whereas" supporting arguments are omitted here and only the text of the main resolution quoted.

1. **RESOLVED**, That the Quebec Federation of Home and School Associations initiate an educational campaign to create and encourage positive parental and community attitudes towards the use of the French language in an endeavour to ensure a positive response by the child to the instruction in French offered by the educational authorities; and **RESOLVED**, That the Quebec Federation of Home and School Associations set up a Standing Study Committee on French Education in English, Protestant schools and that the said Federation encourage its local associations to establish similar committees within their associations which could act in harmony with and make recommendations to the said Federation.
2. **RESOLVED**, That the Quebec Federation of Protestant Home and School Associations reaffirm its belief in the right of parents to choose either English or French as the language of instruction for their children, and



RESOLVED that the Quebec Federation of Protestant Home & School Associations request the appropriate authorities to provide facilities for instruction in both English and French, where the numbers of children warrant, so that parents may exercise their right to choose for their children.

Destination: The Minister of Education.

3. **RESOLVED**, That the Quebec Federation of Home and School Associations request the Canadian Home and School & Parent Teacher Federation to ask all its provincial associations to press their respective governments for legislation which will make available education in both English and French, where numbers permit, so that the parents may choose the language of instruction for their children.

Destination: Canadian Home & School & Parent Teacher Federation.

4. **RESOLVED**, That the Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation to press the Federal Government to include in any revision of the Constitution of Canada a guarantee to all residents of Canada of French and English language rights.

Destination: Canadian Home & School & Parent Teacher Federation.

5. The following Resolution was tabled, with direction to the Board of Directors to poll local associations by mail on the question.

RESOLVED, That the Quebec Federation of Home and School Associations schedule the Annual Meeting of the Federation for the Saturday morning session of the Conference.

6. **RESOLVED**, That the Quebec Federation of Home and School Associations should conduct as soon as possible after the Annual Meeting a training and information session for all area representatives in order to instruct them concerning their responsibilities with respect both to the local associations in their areas and to Federation.

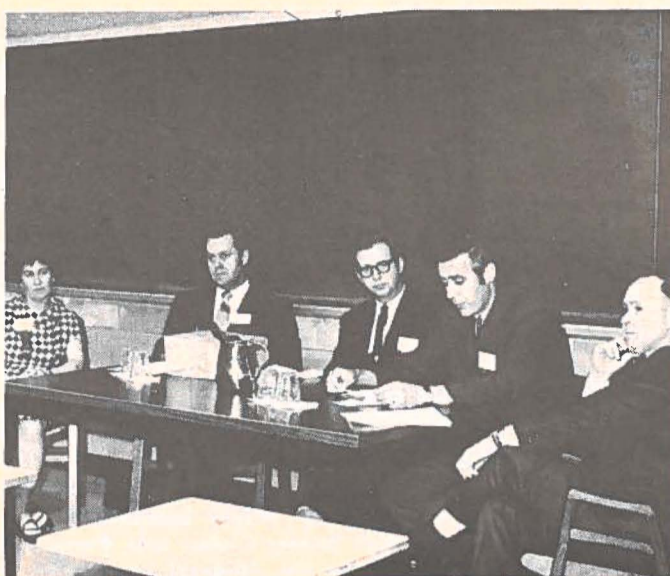
Destination: the Board of Directors.

7. **RESOLVED**, That the Quebec Federation of Home and School Associations request the Quebec Association of Protestant School Boards to ask its member boards to make provision for the educational needs of children absent from the classroom for

(continued on page 6)



CONFERENCE WORKSHOPS
discussed French...



and future High Schools...



and learning disabilities...

Quebec education still has growing pains

Progress in vital five years

reviewed by Prof. D.C. Munroe

Professor David C. Munroe, a most distinguished educator, marked the Fifth Anniversary of the establishment of Québec's Department of Education with an article for *The Montreal Star* that is "required reading" for anyone trying to understand the Quebec educational scene.

Speaking as the vice-chariman of the Parent Commission which laid the groundwork for the Education Ministry, and currently vice-chairman of the Superior Council of Education, Professor Munroe sees doubts and uncertainty on the educational horizon. "We are not yet ready to let reason shape reality" in education, he concludes.

Major excerpts from his article follow.

The adoption of Bill 60 — an Act to Establish a Ministry of Education — in April, 1964, was a landmark in the history of Québec. Until then our governments had avoided rather than accepted responsibility for education in the best tradition of "laissez-faire".

Initiative was left to voluntary agencies which, over a century, had built up a network of private institutions — schools, colleges, universities — or to local school boards which, with the support of property taxes, developed the basic services of elementary and secondary education.

Government policy was to supplement and encourage these private and local efforts and to intervene only when

these agencies were unable, or unwilling, to undertake the task.

The Parent Report, the first volume of which was published in 1963, challenged this venerable tradition, declaring that in modern societies education must be provided for all, that it must be adapted to individual needs and interests so that each citizen could take his place in the community and that it should continue through life.

The old system had tolerated inequalities and injustices. It left most of the population with less than an elementary education and if failed to equip the labor force with sufficient skill to operate an industrial economy.

Consequently, the Parent Commission recommended the

appointment of a minister of education, supported by a ministry as his executive arm and a consultative body, the Superior Council of Education.

The reason for this proposal was clear. Once it was admitted that education must be "inclusive" rather than "exclusive" and that it is the concern of the society as well as of the individual, educational policies were focused on new objectives which, as the report pointed out, went far beyond the aims or the resources of private agencies. Only a government, acting as the responsible authority for the whole community, could undertake a task of these dimensions and of such vital importance. This was the purpose of Bill 60.

Planning future

The act provided for the appointment of a minister responsible "for promoting education and assisting the youth in the preparation and planning of their future, and for ensuring the progress of educational institutions." The first minister was sworn in immediately and the new ministry was established five years ago, on May 13, 1964.

Within a month, a White Paper was submitted to the government on regional school buildings and equipment — and this served as the basis for Operation 55. This master plan was intended to raise the standards of secondary education by co-ordinating local school authorities, building comprehensive schools and spreading educational services more evenly and widely.

By the end of the first year, most of the 55 regional boards were in operation, as well as several new Protestant groupings, and the building program was well under way.

Extensive reforms

Meanwhile, the second section of the Parent Report had been published in the autumn of 1964. It recommended extensive institutional and pedagogic reforms and, as a result, the ministry adopted a list of four priority items:

- 1—Reduction of the elementary course to six years.
- 2—An elective system in the secondary course.

- 3—Organization of pre-university and vocational institutes.

- 4—The training and inservice training of teachers.

These became the focus for immediate action and a procedure was adopted which began with the appointment of planning committees, with a wide representation from interested bodies. After a period of discussion, regulations were prepared for submission to the Superior Council of Education and approval by the cabinet. Related as they are, directly to these priority items, the series of regulations give form and substance to the new educational structure.

Doors have been opened wide at all levels of the system.

Barely 25,000 children attended kindergarten in 1964-65; nearly 100,000 are enrolled today. There has been a slight decrease in elementary registration because the structure has been altered from seven grades to six, but the secondary school population has risen sharply.

The total school population has increased by almost a year or 2,000 new classes, for whom new teachers must be recruited.

This growth is reflected, of course, in post-secondary institutions, which enrolled 82,000 students five years ago. Next year, there will probably be 52,000 students in the colleges and another 62,000 in the universities. To this must be added the large numbers attending part time courses and in adult education.

Complex aspects

One of the most complex aspects of the reform was to provide the first level of post-secondary education in the institutes proposed by the Parent Commission, which were renamed "colleges of general and vocational education."

In the following months an act was adopted by the Legislature (Bill 21) to establish college corporation and a "mission", or task force, toured the province, selecting sites where existing institutions — colleges, normal and technical schools — could be grouped within a single administrative structure. Twelve colleges were opened in 1967, another 11 in

1968, and the total enrolment has reached 35,000.

Higher education which, according to the new pattern, begins after 13 years of school and college, had been offered in six universities, whose status as private institutions altered considerably when they made strong claims for government support more than a decade ago.

The Parent Report referred to them as "semi-public" institutions and urged that a distinction be drawn between those permitted to offer all levels of graduate and professional work and those specializing in undergraduate teaching.

In recent months a public University — l'Université du Québec — has been founded and this completes the framework of public institutions providing accessibility at all levels for Quebec citizens, whatever their abilities and interests.

Another dimension of education has been explored by the division of adult education which was organized in March, 1966.

It was found necessary to make a concerted attack on several problems at once: Instruction for adults who had not completed school; cultural and recreational activities for lei-

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sured groups; retraining facilities for workers; co-ordination in the efforts of many existing agencies, improvement and expansion of library services.

There have, of course, been disappointments and difficulties.

Grave financial problems have also arisen. In the decade before the establishment of the ministry, expenditures on education in Quebec rose from \$194,000,000 to \$720,000,000. They have continued to climb and for several years have been in excess of \$1,000,000,000.

The Parent Commission identified three serious defects in the old system of administration: Fragmentation of the school system, division of government authority among several ministries and difficulty in recruiting personnel.

The first two of these weaknesses were corrected to an appreciable degree by creating a unified ministry.

The third, however, presented greater difficulties because it meant the reclassification of more than 5,000 civil servants already in the ministry of youth and the old department of public instruction. This has taken time and the structure of the ministry has been modified several times to increase its efficiency and make better use of personnel.

Moreover the are two points in the structure at which problems of co-ordination have become particularly acute.

Whereas the Parent Commission had recommended that there be a deputy minister and one associate, the act provided for a deputy and two associates. Subsequently provision was made for the appointment of assistant deputies and there are now actually five persons with the rank of deputy minister.

Duplication danger

Obviously there is danger of duplication and conflict if the tasks of each are not clearly defined and fully co-ordinated.

Another complexity has arisen in the gradual emergence of the "cabinet du ministre". In the first year, a minister of state was appointed to share the minister's heavy responsibilities both in and out of the National Assembly. Somewhat later, special assistants were engaged,

covering such areas as law, finance, buildings, student affairs.

These now constitute an unofficial body whose role in determining policy is not very clear. Nor is its relationship with the deputy minister and his senior colleagues. This may create serious problems in the operation of the ministry, because close and continuous co-ordination is essential if the political and educational officials are to speak and act in harmony.

Critics do not always distinguish between the role of the technocrat, which is to apply the accelerator, and that of the bureaucrat, which is to apply the brakes. Nor have they realized that there are too few technocrats and that they have been much too busy with all sorts of administrative tasks to the detriment of their active leadership.

The importance of their potential contribution was recognized by Premier Bertrand when he was still minister of education. Speaking in June, 1967, he said:

"In a society that is in an early stage of technical evolution, the technocrats are necessary. To refuse to incorporate them into the government services would be to condemn the public service and, by that, our society to fatal stagnation".

Need experts

Year by year we will need better qualified experts to serve as technocrats and we will certainly need more, rather than fewer, of them. To profit by their leadership, however, we must be sure that they are supported by a strong administrative staff, effectively organized and decentralized so as to provide efficient educational services.

The purpose of government in our democracies is to bring reality under the control of reason, as has been clearly explained by Robert S. McNamara, former secretary of defence in the United States and now president of the World Bank, who said recently:

"Some critics today worry that our democratic, free societies are becoming overmanaged. I would argue that the opposite is true. As paradoxical as it may sound, the real threat comes not from overmanagement but from undermanagement. To undermanage reality

Roslyn French immersion successful, technique to get wider use

This year's experimental French-instruction program at Montreal's Roslyn School is considered an unqualified success by the Protestant School Board of Greater Montreal, and the "total immersion" idea will be used more widely next year.

"Children learn French far more quickly and effectively where French is the language of instruction than when taught formally as a second language", Curriculum Superintendent L.D. Hamilton has reported to the Board. He noted, however, that effects of all-French instruction are limited by the children's use of English at home and during other out-of-classroom hours. Supporting the claim that all-French instruction is the speedy way to teach the language, Dr. Hamilton noted that where the Board has doubled the amount of time devoted to French in the normal English program, no significant change has been seen in the children's

ability to use the language.

Begun last September, the main thrust of the "total immersion" program has been at the Kindergarten and Grade I levels.

The entire Kindergarten year, involving about 110 pupils, has been conducted in French. The extent to which the children have understood their new language varies. Some seem to have responded to almost everything that was said. Others had some difficulty in the classroom. A few seemed to experience considerable difficulty and this influenced their ability to participate.

At the Grade I level each of the three classes operated on a different basis:

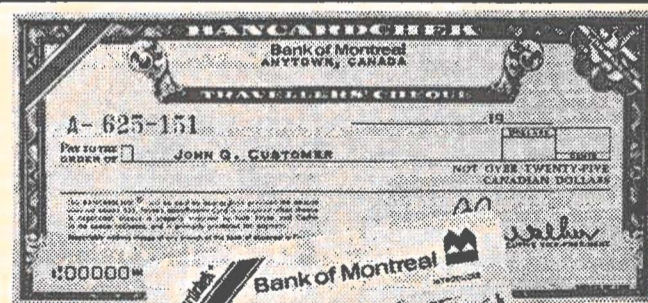
- One had all its instruction in French.
- A second class spent half its school day with instruction in French.
- The third group had 30 minutes of instruction in French daily.

The results of this experiment at Roslyn indicate that children learn French more quickly and effectively when it is the language of instruction than they do when French is taught formally as a second language in designated periods during the day.

The remainder of Roslyn pupils (Grades II - VI) have had an hour of French daily using a variety of courses based on audio-visual principles of instruction. This doubling the amount of time devoted to French has not, to date, produced significant changes in the ability of the children to speak the language.

Next year, at least one Grade II class will become "immersed" in French in addition to the Kindergarten and Grade I classes.

Says Dr. L. Hamilton, "The Roslyn School experiment cannot be thoroughly evaluated after less than a year, but for many pupils a 'total immersion' programme in French seems to hold promise".



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is not to keep it free. It is simply to let some force other than reason shape reality. That force may be unbridled emotion; it may be greed; it may be aggressiveness; it may be hatred; it may be ignorance; it may be inertia; it may be anything other than reason. But whatever it is, if it is not reason that rules man, then man falls short of his potential".

Nowhere is it more important to bring reality under the control of reason than in Québec education.

During the past decade we may have become accustomed to, even if we have not altogether accepted, the ideas of education for all and government responsibility for providing it to all. But it is clear that we are not yet ready to let reason shape reality in determining most aspects of educational policy.

If the ministry, by its leadership, has done something to bring reason to bear on our decisions and, if the forces of ignorance, emotion, prejudice, greed and inertia have been even partially checked, it has accomplished an important part of its task.

CONFERENCE PANEL SESSIONS



Youth looks at its schools



Pre-school education



Machines in the classroom

Parent support provides foundation for Learning Disabilities project

Studies by Home & School in the Town of Mount Royal dating back to 1967 have borne results in today's twice-weekly gatherings of a group of children with learning disabilities sponsored by the Mount Royal Learning Project.

Joan Doherty, the Project's chairman, reports growing interest among both professionals and laymen, and plans for expanded activities next year. The Learning Project provides individualized assistance for the children in collaboration with the local schools.

The Project was launched a year ago through co-operation of both Protestant and Catholic parent groups in the Town after studies showed that help could be given to many children who have difficulty in learning. Proof of its success is the "graduation" of two of its first group of students, who are now considered capable of taking a reasonably active part in classroom life.

The children concerned may have an extraordinarily high IQ, but through unhappiness and frustration develop attitudes or habits that prevent them from doing things as well as other children their age. In the T.M.R. Project, for children from kindergarten to Grade 2, the corrective sessions embrace physical activities and games individually designed to meet the needs of each child.

To the average person, this type of learning problem is relatively unknown. The child concerned is most often termed lazy, obstreperous or unmotivated.

Mount Royal schools are providing more help to children in this group as teachers become more aware of the problem, and as psychological testing services become more available.

Still, there are many cases where children with learning difficulties are not recognized, and their frustration may lead to rebellious behaviour or lack

of interest at school.

Despite sound intelligence, some children have great difficulty in learning to read, some in writing well, others with attending normal classroom teaching simply because they cannot concentrate for long periods.

Some are not able to grasp abstract arithmetic concepts, while others are incapable of understanding the rules which govern language.

Professionals have given a variety of labels to these youngsters: learning disability, dyslexia, under-achiever, perceptual-motor problem, or specific language disorder. Regardless of their diagnostic label, they can usually be helped.

In most cases, one or more channels by which the child gets information about the world (hearing, seeing, feeling) doesn't function properly, though the child may test as normal on standard vision and hearing tests.

RESOLUTIONS — from page 3

a protracted period of time by reason of accident or illness, such provision to permit the use at the discretion of the school authorities of tutorial services or any other such pertinent facilities as they deem necessary.

Destination: Quebec Association of Protestant School Boards and its member boards.

8. Resolution 8 as originally circulated was defeated and the following substitute Resolution was adopted.

WHEREAS, The parents of children attending schools under compulsory school attendance legislation have a vested interest in the schools which their children attend; and

WHEREAS, Certain categories of parents are barred from voting for and holding office as members of the school commission or school board having jurisdiction over the schools which their children attend; therefore

RESOLVED, That the Quebec Federation of Home & School Associations request the National Assembly of Quebec to enact legislation at this time permitting parents whose children attend elementary and secondary schools to vote for and to hold office as members of the school commission or school board having jurisdiction over the schools which their children attend.

Destination: National Assembly of Quebec.

9. **RESOLVED,** That the Quebec Federation of Home and School Associations petition the National Assembly at Quebec to enact legislation to permit non-Catholic, non-Protestant property owners to vote for and hold office in those areas where they pay school taxes.

Destination: National Assembly of Quebec.

10. **RESOLVED,** That the Quebec Federation of Home and School Associations request its local associations to request their school principals to set up Educational Workshops as prescribed by Educational Guidebook No. 5 page 20, Process of Establishing the Educational Workshop, Section 1.

Destination: Local Associations.

11. **RESOLVED,** That the Quebec Federation of Home and School Associations request the Department of Education to allow each elementary school specialist teachers, who would not be included in computing the number of teachers allowed under the pupil-teacher ratio of 27-1.

Destination: Department of Education.

12. Resolution 12 as originally circulated was withdrawn because it was not applicable to the present situation in the teacher contract negotiations. A substitute Resolution was introduced and adopted as follows:

WHEREAS, An impasse has been reached in teacher negotiations at the Government level; and

WHEREAS, The teachers have been without contracts for over two years; and

WHEREAS, Parents would lament the loss of any more good teachers, either to other provinces or to other kinds of work within Quebec; and

WHEREAS, Many school boards and their teachers are ready to reach agreements on contracts; therefore

RESOLVED, That the Quebec Federation of Home and School Associations send a telegram from this Annual Meeting re-affirming earlier submissions which requested that, as an interim step, regional differences within one major provincial contract be accepted with a view to achieving one overall contract at a later date.

Destination: The Government of Quebec.

13. Resolution 13 - "Resolved That the Quebec Federation of Home and School Associations request the Minister of Education to abrogate the Regulation which allows corporal punishment as a method of securing discipline in a public school" was defeated by 104 to 93.



SOME CONFERENCE HIGHLIGHTS: Scrutineers for the election of officers, left, were Legal Counsel Michael Berger, Past President Mrs. Margaret Keeler of the Ontario H&S Federation, and Federation's Executive Secretary Pam Reddall. Centre, Resolutions Chairman Marnie Abbott conducted the heavy session of discussion of resolutions during

the annual meeting. Right: Conference Chairman Stanley Cohen reports to the plenary session. Seated are Mary Buch, about to receive the Buzzell Award, and its donor, Leslie Buzzell, who presented it.

President Frankel reviews busy Federation year

Liaison with other bodies major, growing activity

It does not seem that two years have passed since I stood before the 1967 Annual Meeting of this organization and pledged that our first priority would be to work towards better communication with our membership. How effective we have been is a moot question. One thing we know for certain, we now have a much more active membership in comparison with the passive participation of a few years ago. I must admit, however, that with all the problems facing our educational system today, what really surprises me is that we do not have even more active parents.

To say that this has been an easy two years would certainly not be true. We seem to go from one crisis to another which has left us very little time to conduct ordinary business. During the past two years I have tried to visit as many local associations as possible, especially those a long distance from Montreal. Our aim is to make you - our far away associations (no matter how large or small) - feel as though you really are part of a Provincial body and that your Federation officers are as concerned about what you are doing and what you are thinking as they are about those in and around Montreal, and want you to participate fully in Federation.

During the past year, under the Membership Chairman, Mrs. Norma Graydon, we have tried to increase our membership, and at the same time find out what you, our associations feel can be done to help communication. Our membership has increased as you will note from Mrs. Graydon's report.

Your Executive has been very active on several crucial committees in the past year, such as the Pagé Committee which met week after week for 13 months. As you know, this committee dealt with the Reorganization of the School System of the Island of Montreal. We were also involved with the Dual Language Committee who submitted a Brief last October to the Premier of Quebec.

Because of the anxiety and perseverance of some parents from the Lachine-Dorval-Lasalle

area, with regard to teacher contract negotiations, an Action Committee was formed during last summer to try to give parents more information about the problems between the school boards, government, and the teachers of Quebec. A television program was arranged which appeared on "Hour Glass". 300 parents attended this telecast and questioned both the teachers and school board and government representatives. Many area and local meetings were held on this subject.

The Executive then felt that in order to be more effective our Federation could not "go it alone" any longer and that we must enlist help from others. We therefore brought this problem to the Council of Six - the organization that represents 3 French Catholic parent associations, 1 French Protestant parent association 1 English Catholic parent association and ourselves. As a united group we felt we could be much more effective. The Council asked the Government and School Boards and teachers to get down to serious discussion as we were all getting tired of this very unsatisfactory situation. The unrest was reaching out to the children. The result of this was an agreement for mediation with Judge Rene Lippé appointed as mediator. This as you know also broke down.

Our Federation has supported the idea of regional contracts such as that reached by the Provincial Association of Protestant Teachers and the Quebec Association of Protestant School Boards. When conditions started to deteriorate your Federation wired Mr. Marcel Masse asking him to accept these regional contracts under an umbrella-type Provincial agreement. We held a press conference in order to let everyone know how we felt and that we were determined to get these deteriorating conditions stopped so that the education of the children of Quebec could continue without all the tensions of the past year.

On the brighter side, we have finally seen the Charter given



RETIRING PRESIDENT Dorothy Frankel as she received the President's Award from Past President Jack Chivers.

to Dawson College. That College will open this September. Your organization took part in formulating the Brief which was presented to Quebec for this college, and also was one of the most persistent groups to keep after the Government to grant this charter. We look forward with great interest to the opening and wish Charles Southmayd, his Board of Directors, and Paul Gallagher, the Director General our best wishes and continued support of this very difficult undertaking.

We also made contact with the Student Councils of our Universities to find out what they are thinking and to discuss with them the problems in education as they see it. These discussions, I feel, are important and should be continued. We have also been represented on the sub-committee of the Curriculum Committee of the Provincial Association of Protestant Teachers, exploring high school accreditation. Federation representatives have also served on the Inner Schools Committee and the French Committee of the Protestant School Board of Greater Montreal.

On the National level we have taken part in a Drug and Alcohol Survey. The results of this will be made known by the Chairman of the Committee conducting the survey, Mrs. Mary Kucharsky, at the National Annual Meeting in July. We have also participated in the No Smoking Campaign for school children. For your information, this campaign was endorsed by the Department of National Health and Welfare to the extent of \$4,000 given to our National organiza-

Gerin-Lajoie for language rights

The Big Daddy of Quebec educational reform, who sponsored the Parent Commission and became Quebec's first Minister of Education, supports the Pagé Commission's proposals for educational systems based on language, he told Hudson High H & S Association on May 26.

Paul Gérin-Lajoie Liberal member at Quebec for the Hudson area, said "I am definitely of the opinion that we should drop (denominational schools). We should reorganize the school system on the basis of language".

His timetable, as reported by Steve Hendler in the Montreal Star, would start with the current sitting of the legislature.

"I believe that the government should decide immediately - that is during the current session of the Legislature - on the scholastic restructuring of Montreal Island on a linguistic basis".

The Quebec City area should also be immediately reorganized into English and French lin-

guistic boards, but the remainder of the province should be converted at a slower pace.

Reorganization was particularly urgent in Quebec City and Montreal, because the central school boards in both areas were appointed. As part of the proposed reform, the reorganized boards would become democratically elected bodies.

"I'm in favor of leaving the choice of language to the parents," he said, dismissing the separatist-nationalist insistence that the children of future immigrants whose mother tongue is not English be forced to attend French-language public schools.

However, he would be prepared to consider other methods of insuring that all immigrants to the province acquired a working knowledge of French.

"Within the school system itself, education depends upon communication ... and communication means mainly language," he said.

tion for this work.

As this is the last time I will report to you as your President, I am going to deviate from the usual form and express to you some of my thoughts and hopes for the future.

We, as parents, are interested in the welfare and education of our children and all children of this country. We have been given a great responsibility when we were made part of the educational team in this province on the recommendations of the Parent Report. It is up to us to accept this responsibility.

We must work tirelessly to see that the children of this province do get the best education possible, and we must work tirelessly to make our French-speaking confreres realize that we want their children to have this best education as well. We must work tirelessly to see that the children of this province have a working knowledge of a second language, be it French or English. We must work tirelessly to have the children of this country understand the differences in the two cultures. This is what makes this country unique.

Now more than ever we must work to make our children proud of this country of ours. We can do it. As parents across this country we have no vested interests - we are not politicians - only average people all interested in seeing that our children grow up with a feeling of pride, security and understanding that a good liberal education can give our future citizens. We can only do this if we forget individual differences, petty grievances and work together towards a goal that will give our children - that is all children - a chance to grow up in a united country that they can all be proud of.

To the members of the Executive and Board of Directors - thank you for your help and devotion to Federation. To Pam Reddall, our Executive Secretary - my grateful thanks for the many hours of work under great pressure. To the incoming President and Executive, my best wishes for the future and my promise to help in any way I can.

DOROTHY FRANKEL
President 1967-1969.



Press conference seeks end to stalemate

A major effort of Quebec Federation in attempts to end the teachers' bargaining deadlock was a press conference on April 23.

Speaking for Protestant parents, Federation urged the government to permit local variations in contracts where teachers and school boards could agree, and forget the universal province-wide agreement until the next round of bargaining.

Above, the press conference table with, left to right, Federation's current president Doreen Richter, President Dorothy Frankel, Mary Buch and President Winton Roberts of the School Administrators.

To the right, above, Dorothy Frankel chats with CBC interviewer Doreen Kayes as the TV camera-man takes a light reading. Right: Mary Buch carried the ball on the French-language side of things, and here is being interviewed for the CBC-French TV news.



End of St. Leonard problem in sight

(Since the story below was written, it appears that the solution most favoured is to remove the English-speaking Catholic elementary students of St. Leonard from the jurisdiction of their local board and place their education in the hands of the Le Royer Regional School Board.

(The Le Royer Board voted on June 4 to work out a plan to this end, and submit it to Education Minister Jean-Guy Cardinal within three weeks. The board now is responsible for Catholic high schools, both English and French, in St. Leonard and various nearby communities.

(Chairman André St. Onge of the LeRoy board has had a number of meetings with Mr. Cardinal attempting to reach a satisfactory conclusion. Mr. St. Onge chairs a special six-man committee named to deal with the problem.)

Regardless whether it was an act of enlightened administration or build-up for an early election, English-language Quebecers were pretty well united in welcoming the news on May 21 that the year-old hassle over education in St. Leonard is virtually ended.

Education Minister Jean-Guy Cardinal proposed three alternatives to English-Catholic parents of St. Leonard who have been educating their children in private basement classrooms in order to give them education in their own language. They were accompanied by their (Liberal) member Dr. Victor Goldbloom at a meeting sought by the parents since last autumn.

No one was talking about the three alternatives, which all were described as "acceptable" by Jim McPeak, president of the Parents' Association for Catholic Education, but they were generally believed to involve provision for transportation to Montreal schools, full finan-

cial backing for private classes, or an agreement with a neighboring school board.

Mr. McPeak said that the meeting was "very satisfactory. We expect there will be a workable solution in effect by September."

Mr. Cardinal said that any solution implement next term would probably stand only for two years, until the entire school system on Montreal Island has been re-organized.

He said that the government could not make retroactive payments to parents who used their own funds to establish private schools this year, but added his department will "try to find a way to help."

However, the pleasure was not universal in St. Leonard. Raymond Lemieux says there is no question of yielding to English-language parents' demands in St. Leonard. Mr. Lemieux is president of the Ligue pour l'Intégration Scolaire.

"In the electoral campaign

Committee Chairmen Appointed

The first regular meeting of Federation's new Executive Committee on June 2 saw the appointment of chairmen for a number of special and standing committees, with a few remaining to be determined. Appointees included:

Resolutions: Vice-president Daniel Morris.

Membership: Vice-president Conti Hewitson.

Local Constitutions, and Historian: William Asherman.

Educational Workshops: Vice-president Esther Marks.

Driver Education: Ruth Cohen.

Libraries: Mrs. R.W. Williamson.

Liaison, PSBGM Committees: Mary Kucharsky, Ruth Skelton, Dorothy Frankel.

Liaison, PACE: President Doreen Richter, Vice-president Conti Hewitson.

Liaison, Council of 6: Bill Asherman, Recording Secretary Denise Arrey, Vice-president Esther Marks.

Liaison, Assn. for Reform in Education (successor the the Dual Language Committee): President Doreen Richter, Past President Dorothy Frankel, Recording Secretary Denise Arrey.

last year, citizens elected people to the school board in favor of integration of the schools", Lemieux said. "They cannot act against their mandate".

Mr. Lemieux stated that the Montreal Catholic school Commission is partly to blame for the situation at St. Leonard and elsewhere, because they did not act to integrate immigrants into the French-language stream.

The LIS president also accused the provincial government of being "powerless", "incapable," in relation to the St. Leonard affair. Mr. Cardinal is now ready for a compromise in St. Leonard that he was not ready for a few months ago, commented Mr. Lemieux.

Federation conference sets records - again!

Quebec Federation set itself another new record at this year's Annual Meeting and Conference on May 9-10. When Conference Chairman Stanley Cohen reported to the plenary session on Saturday afternoon, he was able to announce registration of 485 delegates and visitors representing 105 associations.

Total membership of 17,130 families was reported to the Annual Meeting on Friday afternoon, which was the only business session. Major items on the agenda included consideration and adoption of resolutions and election of officers.

Friday evening brought a demonstration of a prototype elementary school library in action, with the collaboration of Iona School, and six concurrent seminars that were all well attended and brought thought-provoking discussion from both panellists and audience.

Immediately after lunch on Saturday, a pause in the succession of speakers and panel sessions saw presentation of the Buzzell Award to Mary Buch, the President's Award to Dorothy Frankel, installation of officers and the first official acts of newly-elected President Doreen Richter.



THE LIVING LIBRARY, with the co-operation of lively kids from Iona School, was a special feature of this year's Home & School Conference. This group of children is relaxed and enjoying it.

*Students who know what's happening today
make better citizens tomorrow.*

The Montreal Star

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Youth Camp ages 16 and up. August 23 to September 1

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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