

Quebec Home & School

NEWS

MAY 1972

ISSUE 4 VOL. 9



JOINT ANNUAL CONFERENCE

May 12 - 13, 1972

EDUCATION AT THE GRASSROOTS, the theme of this year's Annual Conference, is designed to bring the local issues facing our schools into focus. The changes that have taken place in education within the province and throughout the country, have made their mark on the school itself.

How these changes in teaching practices, in administrative structures, and in the school buildings themselves are affecting the educational process, will be examined and questioned at the Conference. Team teaching, the place of the "special child", comprehensiveness, the new post-secondary education, the role of the parent in local decision-making, will all be discussed.

For the second time in our history parents from the two major English-language Federations will learn and work together. Comments from those who participated in last year's Conference

expressed the value of the joint conference which enabled them to learn more about the total education picture in Quebec. The pooling of the resources of both Federations provided an enriched perspective.

Leaders in education offer their time and knowledge freely at this Conference, knowing that the total education picture is improved when parents are aware and behind educational change for their child's benefit. The Conference is open to all members of Home & School and the Federation of Catholic Parent-Teacher Associations, and to the principals and teachers and student council presidents of your schools. Bring them along, and bring your own questions and comments.

ANNUAL MEETING

Anyone who thinks annual meetings are dull affairs hasn't been to a Federation annual meeting recently. Discussion of resolutions is usually the scene for some hot and heavy examination of our basic

policies in Home and School, while reports from committees often result in some thorough examination of what we really want to happen in education.

As a bastion of democracy, Quebec Federation has always done everything possible to ensure that decisions reached at the Annual Meeting are truly representative of the broadest spectrum of our membership. Each association is permitted three delegates to the Annual Meeting, providing them with three votes. Associations from over 150 miles away may delegate all three votes to one or two delegates as it is obviously more expensive for them to send three delegates to the meeting. *Your association gets no vote, and has no say in the policies that are made at the Annual Meeting if you do not have a delegate there to represent you!* Democracy only works if the citizens make use of their right to vote. Make sure your vote is counted. Send your delegates!

PARTICIPATE.....

SEE YOUR ASSOCIATION USES ITS VOTES

FROM THE LOCALS

Unless Quebec Federation has an unknown fairy godmother or godfather with about \$2000 to give away, this will be the last issue of the NEWS until September.

The Editorial Board would like to take this opportunity to thank the many people who have contributed material. Today we have so much that each of the four issues this season has had to have additional pages added to what had been projected, because we hate using a "blue pencil".

The Managing Editor looks forward to meeting many of her correspondents personally at the Conference May 12-13.

GO MAC GO — in March students, teachers, administrators and parents of MACDONALD joined together for an extremely successful social evening. Several different presentations were offered in continuous and concurrent operation. More than a thousand people attended, many in family groups, and it was felt that the concept of Student Life in Regulation 7, the school as the focal point of the community, and the objective of cooperation in the school committees was realized.

ST LAMBERT H. & S. is always a busy group, and the immediate concern in the area is the location of the new CHAMPLAIN CEGEP.

ST. BRUNO had a well-attended meeting in February on "French Teaching Progress and Grade 7 Immersion", and they plan a meeting late in April at which time the former Minister of Education, the Honourable Guy Saint-Pierre will take "A retrospective view of Education".

WESTMINSTER H. & S. makes extensive use of parents on a regular volunteer basis to assist in the Junior and Senior Resource Centre program.

Bilingual mothers aid the French specialists by giving extra help and attention to children individually or in small groups. Others give instructions to students in the creative arts so that many children have learned new skills such as rughooking, enamelware, crocheting, knitting, painting, etc. Other mothers accompany teachers and classes on field trips. Parents participate in school planning and discussion in the school committee, which previously functioned as an Educational Workshop.

This year, the H. & S. Association initiated and financed a program designed to help children in the primary grades who have learning disabilities. Eleven mothers were trained as teachers to help children on an individual basis during school hours. Under the supervision of a Specialist, they have undertaken a

program to help these children, who function in the regular classrooms. Indications are that the program is successful, and it is hoped it will continue.

CONSULTATION: DOCUMENT NUMBER VI A

Some time ago every local association president was sent a copy of the Department of Education's Consultation Document regarding School Committees and Parents' Committees, with the request that they study the document and send Federation their views which would be condensed into a single document to be presented to "Mission 27", the section of the Department of Education's Elementary & Secondary Branch, who would prepare the final regulations and guidelines.

The following is the text of Federation's presentation, and it is now being studied at the Departmental level, together with all other submissions received from interested organizations and groups. Federation has asked for a public hearing, and has been advised that this will be arranged.

Proposed Guide on School Committees and Parents Committees. (pages 10-21)

Comments: The document is written positively and is a good guide for parents who have never participated in schools until now, and there are many.

Only one comment has been brought to our attention:—

Page 13, Section 3a. Add to the second paragraph —

"Parents should receive information from the Department of Education as well as information provided by school management and school boards."

Draft of Regulations for School Committees and Parent Committees. (pages 22-28)

Page 24: Section 2: Setting up of a school committee: Change a), b), c), to the following:—

2. a). Between the 15th of April and the 15th of October the school principal, according to Section 300 and the following of the Education Act, summon a general meeting of all the parents to elect a school committee.
- b). i) Notice of meeting to be sent to all parents one month prior to its date including a request for nominations to the school committee.
- ii) All parents should be informed in writing of all nominations at least FIVE days prior to the scheduled meeting.

- iii) Any nominations from the floor must have the nominee present and agreeable to standing for election, or prior consent received in writing by nominator.
- iv) For the first year, half of the members should be elected for two years, the other half for one year — this to be determined by lots. Thereafter, the school committee shall hold annual elections with no committee member serving more than three consecutive years.
- v) Should resignations occur replacements will be appointed until the next election by the Chairman on a two-thirds majority vote of the committee.
- c). Should there be more candidates nominated than positions vacant on the school committee, the general meeting will vote by one secret ballot only, for all positions vacant.

Section 2 (h) delete — already included in Section iv) above. Include —

"After the first school committee has been established at the first general meeting called by the principal, all future meetings and elections should be handled by the school committee.

COMMENTS on Section 2. We recommend this method of election because we believe it can run smoothly and be uniform throughout the province.

Re: 2a). Many of our associations suggest the election be held in April or May so that the Committee is ready to start operating at the beginning of the school year. However, we realize that others may only be able to have elections in October. This is why we suggest between April 15 and October 15 there should be elections.

Re: 2. b) iv). We suggest that half the members be elected for two years for the first committee to allow for continuity. By suggesting that no committee member serves for more than three consecutive years we do not wish to imply that this person is no longer required but would rather see this person returned after a year's absence, should the electors so decide.

Re: 2. b) v) With the mobile society we have today we believe there should be a section included for resignations.

Re: 2 (h) new: We believe school principals have sufficient responsibilities and that parents can relieve principals by taking on the responsibility of meetings and elections.

Page 24: Section 3. h) Should read:—

The School committee meetings will generally be open to the public. However, the school committee could be entitled to decide to make a specific meeting enclosed, but this decision will have to be taken for each meeting separately.

COMMENT on Section 3 (h) If school committees are to communicate with the parents of the school, the meetings should be open.

Page 25: Section 4 (b) Should read:—

Funds for school committees shall be available from the school board (or Department of Education) by a per capita grant, with a guaranteed minimum.

COMMENT on Section 4 (b) These funds are necessary for the following:—

Communication with parents. Incurred expenses. Secretarial expenses. Supplies.

Extra funds should be able to be requested for special projects approved by the School Board.

In many areas, travelling to Parent Committee meetings will be necessary and this expense should be the responsibility of the School Committee. For school committees to be real and viable they must have independent financing, and not funds issued by school Boards through budget balancing grants.

Page 26: Section 4 (d): Taking into account other needs and resources of the school, the principal will make available to the school committee rooms for meetings.

COMMENT on Section 4(d) There are so many needs in a school that secretaries will not be able to accommodate the school committee and should not be expected to. Funds should be made available for secretarial services so that information may be sent out to all parents in a school when it is necessary.

Page 26: Section C, 1a): Should read:—

President or his delegate or representative.

COMMENT on Section C. 1a): A president can find himself so involved at his own school that he may not be able to attend Parent Committee meetings. Rather than not be represented, we recommend that the president of a school

committee send his delegate or representative to the Parents Committee meetings; OR — a permanent delegate could be elected by the school committee to send to the Parents Committee meetings as their representative.

CHILD SAFETY WEEK MAY 1 - 7

The toll taken of children's lives and health in Canada by accidents is staggering — some two thousand killed and tens of thousands injured seriously.

What can be done about it? The Canada Safety Council offers no easy solutions. But progress will be made in reducing accidents through simultaneous improvement in the following four areas:

1. Safety education of children at home and school.
2. Creation of a safe environment for children.
3. The assumption of parental responsibility for the safety of children.
4. The assumption of responsibility by adults, especially drivers, for the safety of children.

To be effective, safety education must change the attitudes of children towards safety, starting in the pram and continuing until adulthood.

Children must know how to cope with traffic BEFORE being allowed to "run out and play." They must know the rules of the road and traffic safety BEFORE being allowed to bicycle on public roads. They must be taught to swim BEFORE being allowed to play in any but shallow bodies of water.

To create a safe environment for children, all poisonous substances must be kept away from tots as well as stove and electrical hazards. The very young should never be left alone in baths or wading pools.

A safe environment includes living in a home that is not a fire trap. The leading causes of fire are adults smoking, electrical hazards and defective heating. A safe environment includes a car in which child passengers are secured by restraining devices.

Parental responsibility for a child's safety is concentrated on the patient, positive teaching of safety starting with the very young. But this can all be undone if the parent himself or herself fails to teach by example.

It is not intended to give parents guilt complexes about safety. They can hardly be held responsible for the safety of children when they are out of their control.

But it is not reasonable to place all the blame for accidents on children, either.

They do not start off as mature people with judgment. That takes a long, long time. They have short attention spans. They may be safe most of the time but unsafe at others because they are distracted by something new, something exciting.

This is where the responsibility of all adults for the safety of children is most important. Should a child be sentenced to death because a driver wants to go at the maximum speed through a residential area and a youngster makes a mistake?

Adults must recognize that there are many kinds of children — some careful, some risk-taking, some too careful for their own good (like the adult driver who goes 25 mph in a 60 mph zone).

There are children who can be trained easily and others who have to learn through their mistakes. But Canada has need for all these different types of individuals.

Guard their lives. Always be on the lookout for the safety of children. Always give them a break. They are the future of the country.

Have you heard the latest reason for NOT wearing car seat belts — it's a killer!

YOUR CHILD
NEEDS YOU
IN
EDUCATION

THE REGROUPING AND MANAGEMENT OF SCHOOL BOARDS *

WHAT IT IS ABOUT

Fewer School Administrations

Over 800 local administrations to be regrouped into 189 school boards: 168 Catholic and 21 Protestant.

Better Management

In Each School Board:

- A "Council of Commissioners", made up of all commissioners, and an "Executive Committee" for the administration of current business.
- A Director-General, an Assistant Director-General and a Secretary-General.
- Other specialized administrators, according to the Board's needs and size.

A More Democratic Basis

- Any Canadian citizen who is 18 years or over now enjoys the right to vote (universal suffrage).
- Any Canadian citizen having attained his majority may be elected as Commissioner.

Increased Parent Participation

- For each school, a "School Committee" having advisory status.
- For each new School Board and for each Regional School Board, a "Parents' Committee" with advisory status.

GENERAL OBJECTIVES OF BILL 27

To regroup school administrations and increase their *efficiency*.

To provide all pupils with *better services* throughout the Board's territory.

To increase *participation* by the people, and particularly by the parents, in orientation of school life.

To foster *closer links* between elementary and Secondary education.

To bring school *regionalization* to full completion.

To contribute to the general *administrative reform* undertaken in Quebec.

ESTABLISHMENT OF A NEW SCHOOL BOARD

The procedure followed:

A Provisional Council

From October 15, 1971, to June 30, 1972, the Provisional Councils will be making preparations for the establishment of the new School Boards by July 1, 1972.

Responsibilities of the Provisional Councils

With the assistance of the existing School Boards, the Provisional Council must:

- Make an inventory of assets and liabilities.
- Prepare a plan for integrating the present personnel.
- Prepare the new School Board's budget.
- Fix the school tax rate for 1972-73.
- Recruit any personnel required (on a provisional basis).
- Take any further preparatory measures required for delegations of powers and duties and, where necessary, for the dissolution of a Regional School Board.
- Provide for the election of commissioners to the new School Boards.

MANAGEMENT

The Councils of Commissioners

Members

- All commissioners of a new School Board.

Powers and Duties of the Commissioners

- The formation of an Executive Committee.
- The making of decisions as necessary in the course of the year.
- The delegation of certain powers and duties.
- The determination of the duties of senior officers.

The Executive Committee

Members

- Five to nine commissioners, appointed by the Council of Commissioners.
- The Director-General, and Assistant Director-General, who are ex officio members of the Executive Committee but without the right to vote.

Powers and Duties of the Executive Committee

- Current business.
- Exercising the powers delegated by the Council of Commissioners.

POPULAR PARTICIPATION

Bill 27 establishes popular participation by affording everyone an opportunity to play a role in school life.

- By lowering to 18 years the age of eligibility to become a school commissioner.
- By introducing universal suffrage for the election of school commissioner.
- By providing for the compulsory establishment of school committees and parents' committees.

THREE POSSIBLE WAYS of participating:

- As a school commissioner, by election.
- By attending the general meetings of parents.
- As an elected member of a school committee and eventually of a parents' committee.

PARTICIPATION AS A SCHOOL COMMISSIONER

The participation

- General orientation and formation of policies affecting the life of all schools in the territory of the school board.
- Decision making at the level of the management of the school board, under existing laws and regulations.

Who may participate?

Every Canadian citizen

- of full age
- who has been domiciled in the school municipality for at least six (6) months
- who is not legally disqualified in some manner.

How one participates?

- As a CANDIDATE for the office of school commissioner (or trustee)
 - by being a candidate for election: nomination day will be on the first Monday of June (June 5, 1972).
 - by being elected school commissioner: the election will be held on the second Monday of June (June 12, 1972).
- As a VOTER (universal suffrage):
 - by voting, on the second Monday of June, in the ward or wards where the person concerned is qualified to vote.

PARTICIPATION IN SCHOOL COMMITTEES AND PARENTS' COMMITTEES

The participation

By co-operating in the improvement of school life:

- in each school - through the *school committee*
- in each school board - through the *parents' committee*

Cont'd on page 5

Cont'd from page 4

THE SCHOOL COMMITTEE

Membership

- Representatives of the parents, elected by the general meeting of parents.
- The school principal and one representative designated by the teachers (neither of whom are entitled to vote or to become chairman).

Functions

- To stimulate participation by the parents and the community at large in the improvement of educational services provided by the school.
- To study appropriate measures for a greater personalization of the school's educational services.
- To make recommendations to the school administrators to ensure the best possible operation of the school.

THE PARENTS' COMMITTEE

Membership

- The chairman of all school committees in the territory of the school board.

Functions

- To supervise the efficient operation of the school committees.
- To bring to the school board's attention such needs as are identified by the school committees and to channel recommendations of a general character.
- To promote parent participation in the school board's activities.
- To designate members for the various committees formed by the school board.
- To recommend any appropriate measures for improved administration and management of the schools.

WAYS OF PARTICIPATING IN SCHOOL COMMITTEES AND PARENTS' COMMITTEES

- 1) Attending the general meetings of parents.
- 2) Running for election on the school committee and possibly becoming chairman of this body and, as such, a member of the parents' committee.
- 3) Voting in the election of members of the school committee.
- 4) Following closely the activities of the school committee and responding to calls for co-operation (meetings of information, sub-committees, etc.).

* Material supplied by
The Department of Education

BILL 27 AND PARTICIPATION

by Michèle Giroux

The rights of parents in education require no demonstration. As far back as one may look in the history of the school system of Quebec, one finds the traditional meetings of parents with teachers, at which were discussed the children's performance, their progress and their problems.

As the school system evolved and new instructional methods as well as a wider range of orientations were introduced, the need was felt more clearly by the parents of continuing contact with the teachers and administrators to whom their children were entrusted. They became more anxious, and rightly so, to understand goings-on at the school, to learn about the school's objectives, academic content and policies, and to meet those responsible for educating their children.

To answer this need, several experiments have been made: school committees, educational workshops, parent-teacher associations, and so forth.

Each of these forms of participation, of course, brought about positive achievements in many schools. Yet the overall result came far short of matching the amount of effort involved, for the obvious reason that parent participation was never formally institutionalized by statute.

Bill 27 of 1971 (an Act respecting the Regrouping and Management of School Boards) has at last provided adequately for participation in school life not only by parents but by all members of the community. No longer will more or less erratic efforts be pursued, initiated solely by local initiative. Throughout Quebec, structures will now exist for participation and close popular association to the life of the school. Parent-teacher associations and parents' associations, however, will in no way be left out of the new picture. Their influence, on the contrary, will find greater extension in the structures provided by statute to ensure more active and more democratic participation by the people in the formulation and development of educational policies both regionally and locally.

Levels of Participation

Popular participation, as institutionalized by Bill 27 of 1971, will develop at two levels. Anyone who wishes to avail himself of the possibilities thus opened must first make a choice: (a) if interested in the management of the school board itself, he should seek election as a commissioner; (b) if his main interest lies in the improvement of school services, he may either be active at the level of the general meeting of parents or seek election as a member of the school committee and, eventually, the parents' committee.

The Election of Commissioners

Beginning in June 1972, important changes in the rules governing the election of school commissioners will come into force. Any Canadian citizen 18 years of age or over who is domiciled in a given school municipality or is an owner of real property and listed as such on the valuation roll of the municipality will have the right to vote in the election of commissioners for that municipality's school board. This right is no longer reserved to property owners and parents.

Moreover, any Canadian citizen of full age who has been domiciled in a given school municipality for at least six months may seek election as a commissioner on the school board of that municipality.

The only requirement is that his nomination as a candidate be supported by two people.

Therefore the right to vote and the right to be elected school commissioner are no longer the privilege of property owners. They now belong to all.

When elected, the school commissioners must form a Council of Commissioners.

The Council of Commissioners of a local school board will be made up of all the commissioners of the new school board; they will be called upon to administer the local school board in accordance with the relevant educational laws and the regulations of the Department of Education. The Council of Commissioners must also form an Executive Committee for the dispatch of current business.

The Council of Commissioners of a regional school board will be made up of all the commissioners of the new local school boards under the regional board. As at the local level, they must form an Executive Committee. The regional Council of Commissioners will have statutory rights, powers and responsibilities and may, through by-laws, delegate some of these to the regional Executive Committee and/or the regional board's executive personnel.

The Formation of School Committees and Parents' Committees

The second level at which people generally can participate will be afforded by the setting up of a school committee for each school and of a parents' committee for each school board. This requirement under Bill 27 of 1971 is a new development, probably the only one of its kind around the world.

It is stipulated in the law that "before the 15th of October each year, the principal

or the person responsible for each school administered by a school board or a regional board shall call a general meeting of the parents of the children who attend such school to establish therein a school committee, before such date".

At this general meeting, the parents will elect their representatives on the school committee. The committee's membership will also include the school principal and one representative designated by the teachers, the latter two members not having the right to vote at committee meetings or to be chosen to act as the committee's chairman.

The school committee's responsibilities, under the terms of the law, will be as follows:

"(a) to stimulate by appropriate means participation by parents and the community generally in the improvement of educational services in the school;

"(b) to study measures likely to promote more personal education services in the school;

"(c) to make to the administrators of the school any recommendation to ensure the best possible operation of the school."

The chairmen of the school committees will together form a *parents' committee* for each school board and each regional school board. The responsibilities of the parents' committee will be as follows:

"(a) to ensure (. . .) the proper operation of the school committees;

"(b) to express to the school board such needs as are identified by the school committees and direct recommendations of a general scope to it;

"(c) to promote participation by parents in all activities of the school board and to designate the members required for the various committees established by the school board;

"(d) to recommend to the school board any measure that may improve the administration and management of the schools."

Both types of committees will be consultative. The Executive Committee, as a body operating at the level of the Council of Commissioners, can identify whatever needs are felt and point them out to the school's administrators or the school board, or conduct certain studies at the school's or the board's request. In these circumstances, participation will develop mainly with respect to the preparation or the evaluation of decisions made by the school or the school board.

The fact should be underlined, however, that it is not the school committee's responsibility to operate the school. Neither will the terms of reference of the parents' committee include managing the school board.

Parents, therefore, may choose between two types of action. If they aim at membership in a school committee and possibly a parents' committee, the door will be shut for them to enter the actual

administration of schools. If, on the other hand, they seek election as school commissioners, they will not be allowed membership in school committees or parents' committees. Participation at one level excludes participation at the other: a choice has to be made.

In order to ensure better operation of school committees and parents' committees, regulations will be made by the Lieutenant-Governor in Council with respect to the committees' membership as well as their setting up, operation and financing. The precise objectives and detailed procedures of parent participation therefore remain to be defined. Participation will find a natural field of development in any decisions made by the school or the school board regarding the objectives pursued, the methods used, or regulations to facilitate the attainment of the objectives.

Participation: yes, of course, but . . .

The structures for participation have already been set up. A systematic information campaign has covered almost every one of the school territories, and Mission 27 has for some weeks been visiting all parts of Quebec to reach the people and inform them through the mass media. The purpose of this operation is to make known to each and everyone his or her new rights and powers and to appeal for participation by all in the life of the new school boards.

Bill 27 of 1971 is nothing less than the launching of participation as a new form of civilization, in the field of education. Will the challenge be met? Popular response will be the key to successful implementation of Bill 27.

THANKS A MILLION!

Dominion Stores sales slips have come in by the thousands, but we still need them. Please keep them coming to:

Mrs. Arrey,
11700 Elie Blanchard,
Montreal-390, Que.

DID YOU MISS SOMETHING ?

In the three previous issues this year, the NEWS covered the following:

ISSUE 1

Framework of Home & School, its composition, How to get Action, and Why Join.

Explanatory Notes of Bill 27 and Bill 28.

A review of Quebec Federation's position on Bill 62 as acted on in Bill 28.

Preliminary recommendations on school committees presented jointly by the French Catholic parent groups, and Quebec Federation.

ISSUE 2

Details of admission to Universities: New Brunswick, Western Ontario, Acadia, Carleton, McGill, and Dalhousie.

Brief on Bill 28.

Report on Annual Conference of Quebec Association of Protestant School Boards 1971.

ISSUE 3

The CEGEP system: with articles by the Directors-General of DAWSON, VANIER and JOHN ABBOTT CEGEPS.

School Committees, a composite review of the recommendations received from Local Associations.

A definition of a Protestant School.

TEN YEARS OF ACTION — a review of the major activities of Quebec Federation from 1961-1972.

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.

There was a letter in the paper recently from a disgruntled youngster complaining about her teacher, and in it she said "There are 72 kids in our class so the teacher has to speak with a microphone . . ."

And we think we have ratio problems!

JOINT ANNUAL CONFERENCE

May 12 - 13, 1972

of the

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

and

FEDERATION OF CATHOLIC PARENT TEACHER ASSOCIATIONS OF QUEBEC

at

SIR GEORGE WILLIAMS UNIVERSITY

1455 Maisonneuve Blvd. W., Montreal

[between MacKay and Bishop Streets, North Side]

THEME

" EDUCATION AT THE GRASSROOTS "



PROGRAMME

FRIDAY AFTERNOON, May 12, 1972.

- 1.00 Registration and viewing of exhibits — mezzanine floor.
- 1.45 ANNUAL MEETING
of
QUEBEC FEDERATION OF HOME & SCHOOL
ASSOCIATIONS
- Plenary session — auditorium 6th floor H. 635
- Chairman: Mrs. Denise Arrey, President
- O Canada
- Greetings and Introductions.
- Minutes of Annual General Meeting May 14, 1971.
- Report of disposition of Resolutions 1971 — D. Morris.
- President's Report.
- Reports from Committees.
- Financial Report, setting of fees for 1972-73 — H. Gilmour.
- Remarks from President of Federation of Catholic Parent-Teacher Associations of Quebec.
- Resolutions 1972 — Mr. John Goodchild, Chairman.
- Report of Nominating Committee 1972.
- Election of Officers.
- 5.15 Adjournment.

CONCURRENTLY

FOR FEDERATION OF CATHOLIC PARENT-TEACHER ASSOCIATIONS OF QUEBEC

- 2.00 Registration and viewing of exhibits — mezzanine floor.
- 3.00 ANNUAL MEETING
of FEDERATION OF CATHOLIC PARENT-TEACHER
ASSOCIATIONS OF QUEBEC
- Plenary Session — Auditorium 6th floor H. 620.
- 5.15 Adjournment.

FRIDAY EVENING

6 P.M. — 7th FLOOR — FACULTY CLUB

BUFFET SUPPER

FOR DELEGATES AND OBSERVERS

FRIDAY EVENING, May 12, 1972 — 6th floor

JOINT CONFERENCE OF QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS and FEDERATION OF CATHOLIC PARENT-TEACHER ASSOCIATIONS OF QUEBEC.

- 7.00 Registration and viewing of exhibits — mezzanine floor.

- 7:30 SIX CONCURRENT DISCUSSION SEMINARS
(6th floor Conference Rooms).

- ROOM 605 HIGHLIGHTS OF REGULATION 7 — THE ORGANIZATION OF EDUCATION — Convenor — Mrs. M. Durkin, Macdonald Home & School Association.
- ROOM 607 STUMBLING BLOCKS TO LEARNING — Convenor Mr. A. Van der Vlist (Consultant to Lakeshore Regional School Board).
- ROOM 609 THE DIRECTIONS OF PARENT INVOLVEMENT — CO-EXISTENCE OR CONFLICT? — Convenor — Mrs. Barbara Davis, Executive Vice-Pres., Federation of Catholic Parent-Teacher Associations of Quebec.
- ROOM 611 CEGEPS — DEGREE, DIPLOMA OR DEAD END? — Convenor — Professor J. Whitelaw, Vice-Principal Academic Planning, Sir George Williams University.
- ROOM 613 BILL 27 — WHAT IS HAPPENING IN OFF-ISLAND SCHOOLS — Convenor — Mr. Maurice Hauser, Vice-President, Quebec Federation of Home & School Associations.
- ROOM 619 EXPANDING HOME & SCHOOL & P.T.A. WORK. YOU CAN IF YOU KNOW HOW — LEADERSHIP TRAINING IS ONE OF THE KEYS. — Convenor — Mr. W.J. Windebank.

(There will be a coffee break at 8.45 p.m.)

- 10.30 Adjournment.

SATURDAY MORNING, May 13, 1972.

- 9.00 Registration and viewing of exhibits — mezzanine floor.
- 9.30 PLENARY SESSION — Main Floor auditorium 110
Chairman: Mrs. Denise Arrey, President.
- KEYNOTE ADDRESS by:
- MR. MARCEL R. FOX
Vice-Chairman, Superior Council of Education.
- "THE CONCEPT OF EDUCATIONAL
ACTIVITY"
(as presented in the Annual Report of The Superior Council of Education).

- 10.30 Interval.

- 11.00 Panel Discussion — Main Floor auditorium 110
SCHOOL COMMITTEES — fait accompli for Fall '72.

Moderator: Mrs. A. Usher, Commissioner, Protestant School Board of Greater Montreal.

Panelists: Mr. R. Wyse, Assistant Director of School Organization Services, Department of Education.

Mr. J. Pellegrino, Advisor to Region A, Montreal Catholic School Commission.

Mrs. J. Rehder, Commissioner, Lakeshore Regional School Board.
Two parents.

Discussion Period.

- 12.30 Adjournment to lunch.

SATURDAY May 13, 1972 – LUNCHEON

12.45 p.m. BUFFET LUNCHEON – Restaurant 7th floor

SATURDAY AFTERNOON May 13th, 1972.

2.00 CONCURRENT SESSIONS

For Quebec Federation of Home & School Associations – 6th floor Room H635.

Plenary Session.

Report of the Conference Committee Chairman.

PANEL DISCUSSION.

A TIME FOR CHOOSING – DO WE REALLY NEED BOTH PROTESTANT AND NEUTRAL SCHOOLS?

Convenor: Mr. W. Munroe, member of the Protestant Committee, and Principal Parkview Elementary School, Granby.

Panelists: Mr. Jack Johnson, Vice-President, Provincial Association of Protestant Teachers.

Dr. R.A. McKeown, Commissioner, Protestant School Board of Greater Montreal.

Mr. John Dinsmore, Associate Deputy Minister of Education,

A teacher and a parent.

For Federation of English Catholic Parent-Teacher Associations 6th Floor Room H. 620.

PANEL DISCUSSION.

RELIGIOUS EDUCATION IN A CATHOLIC HIGH SCHOOL.

Convenor: Mr. T. Norris, Religion Co-Ordinator, Montreal Catholic School Commission.

4.00 Adjournment.

4.15 Joint Provincial Presidents' Reception: – 7th floor.

Faculty Lounge (Cash bar – everybody welcome).

ANNUAL MEETING & CONFERENCE COMMITTEE:

Program Chairmen: Mrs. P. Hindle, Quebec Federation of Home & School Associations.

Mr. K. Culkin, Federation of English-Catholic Parent-Teacher Associations.

Registration: Mrs. Betty Lang, Mrs. M. Wilding.

General Arrangements & Displays: Mrs. Betty O'Connell.

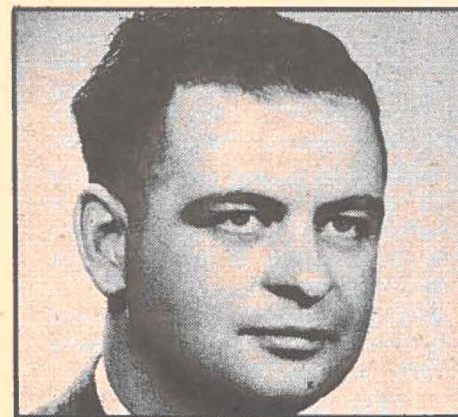
Ex-officio: Mrs. Denise Arrey.



Mr. Marcel R. Fox, the guest speaker on Saturday morning.



Mr. John Dinsmore, Associate Deputy Minister of Education, who will be one of the panelists on Saturday afternoon.



Dr. E.G. Cochrane, Curriculum Coordinator, Course of Study, Protestant School Board of Greater Montreal, who will participate in the seminar on Regulation 7 on Friday evening.



Mr. Jack W. Chivers, past president of Quebec Federation 1959-61, and Insurance Committee Chairman, who will give the Student Accident Insurance Report on Friday afternoon.

RESOLUTIONS

The resolutions to be placed before the Annual General Meeting on Friday afternoon, May 12th next have already been circulated to all local associations, who have until noon on April 27th to submit any amendments.

The 13 resolutions will deal with Order in Council 2801 regarding the government policy of book purchases; Student's Confidential Records; Students' Statistical Data; Safe Access to schools; A Study Quebec Federation's future vis à vis school committees; A Study of Federation's Management; Student Medical Examinations; High School Leaving Examinations (accreditation); Students with Learning Disabilities (improvement of training of special personnel); Children with language Disabilities (third language students); Education for Peace; Guidance Counselling; Curricula Development. Delegates will also be asked to reaffirm past policies on universal adult franchise in all school board elections, and Federation's position on Regulation 6, resulting from a resolution at last year's Annual Meeting, and presented in the form of a Brief to Department of Education representatives on January 31st last. The text of the Brief follows:—

BRIEF CONCERNING REGULATION SIX

1. The present submission was prepared as a result of a two-part Resolution passed at the Annual Meeting of the Quebec Federation of Home & School Associations on May 14th, 1971. The Resolution in question reads as follows:

"WHEREAS parents may, under Bill 63 (Order in Council #674 of February 18th, 1970) choose English as the language of instruction for their children: and

WHEREAS Regulation 6, approved by Order in Council #115 of January 13th, 1971, Section 4 states:—

'The French language will, progressively become the teaching language for other subjects at the elementary and secondary levels for all pupils affected by the present Regulation'

RESOLVED that since Regulation 6 is in direct violation of the rights guaranteed for English instruction, the Quebec Federation of Home & School Associations oppose this regulation in its present form and to this end a study committee be set up by Federation and participating Home & School Associations to adequately document the changes necessary to the present form of the Regulation.

WHEREAS Regulation 6 approved by Order in Council # 115 of

January 13th, 1971 has many far reaching implications regarding the character and form of English language education of the Province of Quebec affecting both students and teachers, and

WHEREAS no formal expression of opinion has been sought or obtained from member association of the Quebec Federation of Home & School Associations.

RESOLVED that the Quebec Federation of Home & School Associations in conjunction with its member associations undertake a well-structured survey and subsequently study and analysis of opinions expressed, with the objective of preparing a definite brief to the DEPARTMENT OF EDUCATION on Regulation 6,"

2. Very soon after the Annual Meeting a Special Committee was established which decided to re-examine some of the studies and polls which the Federation undertook recently on the question of teaching French to students who attend English schools and on the question of Regulation 6 itself. On the basis of the said re-examination a draft submission was prepared which was distributed to all of the member associations for the purpose of receiving their comments. After the comments had been received, the submission was written again with a view to incorporating the general trend of the comments received from the member associations and the present submission reflects the views of our members.

BACKGROUND

3. The year 1960, is the year in which what has sometimes been referred to as the "quiet revolution" began in Quebec. The quiet revolution has generally manifested itself in an attempt by the majority of the population of Quebec to assert itself positively, to achieve the greatest possible progress in all fields of endeavour and particularly in a new pride in its uniqueness and its language. Although the "quiet revolution" has not always been quiet and has sometimes expressed itself in frightening ways, it has generally been positive and progressive and has also generally received the support of the English minority. In addition to receiving the support and sympathy of the English speaking community, the new pride in its language by the French majority provoked the English speaking community into needing and desiring a greater capacity to understand and speak French. There developed rather quickly a dissatisfaction on the part of many English speaking parents with the type and quality of French instruction in English schools. Many English speaking parents began to express their dissatisfaction very strongly and began to apply pressure on their school boards in the province to increase and improve the quality of French instruction in English schools.

4. A number of school boards responded to parental pressure and made improvements in their programs of teaching French. Programs of teaching conversational French with the use of new audio visual methods and experimental programs of total immersion in French in kindergarten classes as well as at the seventh grade level were introduced. The program of teaching French in English schools generally exceeded the minimum standards set by the Provincial Department of Education.

5. In September 1969, the Quebec Federation of Home & School Associations and the Protestant School Board of Greater Montreal jointly prepared and distributed a questionnaire to all parents of elementary school children in the Protestant School Board of Greater Montreal schools in order to know their views on French instruction for their children. Parents were requested to complete one questionnaire for each child with their responses relating to that particular child. There were 25,830 questionnaires returned from an elementary school population of 40,380. Of these 2,028 were not completed sufficiently for analysis so that the analysis of the questionnaire was based on 23,802 responses or 59% of the population.

6. About 75% of the parents responding to the questionnaire wanted their children to have sufficient fluency in the French language to be able to earn a living using the French language. Two-thirds of the responding parents considered the French language instruction program of the Protestant School Board of Greater Montreal then in existence to be inadequate to meet their children's needs.

7. It is quite clear then that in 1969 an overwhelming majority of parents of children attending English schools wanted their children to become fluent in French and wanted better and increased instruction in French for them. English speaking educational authorities were attempting to satisfy the demands of the parents. The educational authorities had not always reacted as many parents wished but there is no doubt that they had begun to respond. It is fair to say that they could not always proceed as quickly as they wished because there were budget restrictions as well as a limited supply of good and qualified French teachers.

8. Early in 1971, Regulation 6 was enacted. Mrs. Doreen Richter, who was President of the Quebec Federation of Home & School Associations at the time, wrote a letter to the Editor of the Montreal Star dealing with Regulation 6. Mrs. Richter expressed generally positive views about Regulation 6. After Mrs. Richter's letter was published, there were some who said that her views on

Regulation 6 were not necessarily those of the Federation membership.

In order to deal directly with the controversy which began to develop about the views of the members of Federation on Regulation 6 a survey was undertaken by Federation with the aim of obtaining the opinions of members on Regulation 6.

CONCERNS AND OBJECTIONS OF MEMBERS ABOUT REGULATION 6

9. Generally those responding to the questionnaire were in agreement with the spirit and tone of Mrs. Richter's letter. Only 9 of those responding felt that there was anything in Mrs Richter's letter with which they could not agree.

10. Only 6 of the associations responding felt that no clarifications or modifications of the Regulation were required. All the others had serious questions and doubts about various sections of the Regulation. The responses indicated concern about the kind of tests which would be given in virtue of Section 5. Some associations suggested that the Minister have an advisory committee to work with him in administering Section 7, such committee to be composed of parents, school board members and professional educators.

11. The aspects of the Regulation which caused the most concern were the following:

- (a) **Newcomers:** Most associations were of the opinion that newcomers arriving in the last years of high school would not be able to achieve the required standard of French, and that exceptions should be made for them.
- (b) **Pupil-teacher Ratio:** In the preamble to Regulation 6, it is specifically stated that the enactment of Regulation 6 would come under the existing budget rules and would in no way change the pupil-teacher ratio. This is considered a serious impediment to the effectiveness of improving the teaching of French.
- (c) **Percentage of French in the Educational Program:** The regulation was considered ambiguous concerning the amount of French which would be taught. Some associations thought 40% should be listed as a maximum and some thought that 40% was too high. The comments in the questionnaires reflected great concern about the possibility of Section 4 eliminating English education as it has been known in Quebec.
- (d) **Slow learners:** Many associations thought that special consideration must be given to students whose slow progress might be seriously retarded if

French were used as the teaching language.

- (e) **Local versus Central Control:** Many of the responses indicated that the French program must be flexible so as to allow for local decision based on the child's ability, the talents of the available teachers, and the nature of the particular community.

12. In addition to the concerns mentioned above, there were other concerns expressed. There were some who felt that there were not enough good French teachers available. There was some fear expressed about possible displacement of English teachers. There were some comments to the effect that the Regulation was illegal. Some eminent legal experts have stated that Regulation 6 is unconstitutional.

13. Spokesmen for the Protestant School Board of Greater Montreal and other School Boards have stated that it was going very far in implementing the aims of Regulation 6 on a voluntary basis and that there was therefore no need for legislation on the subject to make obligatory what people were perfectly willing and eager to do on their own initiative.

14. We know that the Minister is aware of some of the uneasiness about Regulation 6 and did try to allay some of the fears by adding the word "certain" after the word "for" in the third line of Section 4.

SUMMARY AND RECOMMENDATIONS

15. In the light therefore of the situation as it existed before the enactment of Regulation 6 and considering the many concerns and doubts about it as expressed by our members it seems clear to us, the Quebec Federation of Home & School Associations, representing 17,000 member families, that Regulation 6 should be changed. There is no question at all that a certain amount of time in each school day must be devoted to the teaching of French as a language. This has always been the case in English schools in Quebec. It is clear that this minimum amount of French instruction has not been satisfactory. However, considerable progress has been made in implementing the aims of Regulation 6 on a voluntary basis. Regulation 6 by arousing anxiety and fear in the English speaking community, defeats its aim, upon which we are all agreed, and towards which we are all working.

16. In conclusion then our members are strongly against Regulation 6 in its present form and believe that it must be changed to incorporate the following recommendations of our associations:—

- (a) The application of Regulation 6 must take into account the special difficulties experienced by newcomers and slow learners.

- (b) The pupil-teacher ratio must be changed to permit the use of more teachers in the teaching of French without in any way reducing the number of teachers used for other elements of the educational program.
- (c) The degree and type of French instruction must be determined on the local school board level.
- (d) Wherever French becomes the teaching language for other subjects in English schools that it only be done with the consent and approval of the parents of the students involved.

QUEBEC FEDERATION

IS
YOU

REPORT OF THE NOMINATING COMMITTEE 1972

In accordance with the Constitution and the Standing Rules, the Nominating Committee presents the following Slate of Officers for Nomination at the Annual Meeting on Friday May 12, 1972.

President:

Mrs. Denise Arrey*

Executive Vice-Pres:

—

Eight Vice-Presidents:

Mrs. F. Markowitz* — Montreal District Council

Rev. W. deWitt Clinton* — Cowansville H. & S.

Mrs. E. O'Connell* — Westmount High H. & S.

Mr. R. Laker* — Lakeshore District Council

Mr. W. Miller — Algonquin H. & S. (Tn. of Mt. Royal)

Mr. R. Sheinnan — Peace Centennial H. & S. (Mt. N. & E)

Mr. C. Smethurst — Prince Charles H. & S. (N. Island)

Mr. W. Evans — Sunnyside Park H. & S. (Lakeshore)

Treasurer:

Mr. A. Lloyd, C.A. — Roslyn H. & S. (Westmount)

Recording Secretary:

Mrs. Sembera — Outremont H. & S.

(*already serving 1971-72).

THE NOMINATING COMMITTEE RECOMMENDS THAT THERE BE NO NOMINATION THIS YEAR FOR THE POSITION OF EXECUTIVE VICE-PRESIDENT. INSTEAD, IT RECOMMENDS THAT, AFTER THE INCOMING EXECUTIVE HAS WORKED TOGETHER FOR A FEW MONTHS, IF AND WHEN DEEMED APPROPRIATE THE EXECUTIVE CHOOSE FROM AMONG ITS OWN MEMBERS SOMEONE TO OCCUPY THE POSITION — SUBJECT TO THE APPROVAL OF THE BOARD OF DIRECTORS.

Further nominations may be submitted in writing until noon, May 5, 1972 (one week prior to the Annual Meeting, May 12th). The signatures of twenty-five paid-up members are required, as well as the permission of the candidate. The use of Registered Mail is advised. Address to:

The Nominating Committee,
Quebec Federation of Home &
School Associations,
4795 St. Catherine St. W.,
Montreal 215, Que.

In the event of an election at the Annual Meeting May 12th, voting will be by ballot by those present and entitled to vote. (Standing Rules 9B).

Committee members: Mr. Cukierman, Mr. Dunbar, Mr. Robertson, Mr. Sheinnan, Mrs. Paz, Mrs. Mackenzie, (Alternate) Mrs. Holroyd.
MARY BUCH, Chairman, Nominating Committee.

ARE YOU BEING REPRESENTED ON QUEBEC FEDERATION'S BOARD OF DIRECTORS?

It is the obligation of the local association presidents in each geographic area of the province to select one of their number, or a delegate, by mutual agreement, to represent their area on the Federation's Board of Directors. The name of the representative has to be communicated to Federation Office any time after May 1st, but no later than September 30th, for service during the current and subsequent year.

So far the following names have been received from their areas:

Mr. Douglas Myers — Montreal North West
Mrs. M. Goldman — Montreal North
Mrs. S. Adams — Westmount
Mrs. S. Bloomberg & Mr. K. Hinds — Pierrefonds-Roxboro
Mr. Donald Adams — Lakeshore (Macdonald)
Mr. Maurice Hauser — Eastern Townships
Mr. Berend de Boer — Eastern Quebec
Mrs. D. Le Gresley — Gaspé.

26 more have to be named. From Montreal — Town of Mt. Royal, Verdun N.D.G.1, N.D.G.2 Central, East & N.E., Montreal West, Cote St. Luc, Dorval, Lasalle, Lachine, and St. Laurent. From the Lakeshore 3 more have to be named. From off-island areas, — from Abitibi, Gaspé, Laurentian West, Laurentian East, South Shore (2), Chateauguay, Saguenay, Quebec City & District, Western Quebec. Some of the directors presently serving may be re-named, but at the time of going to press, the official confirmation has not been received at Federation Office.

An ounce of loyalty is worth a pound of cleverness.



Denise Arrey, President



Mrs. Fran Markowitz, Vice-President of Quebec Federation, and president of the Montreal District Council of Quebec Federation.



Mr. Colin Smethurst, who has been nominated as a Vice-President for 1972-73.



Mr. W. I. Miller, nominated for a vice-president 1972-73.

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS
STATEMENT OF REVENUE AND EXPENDITURE
FOR THE YEAR ENDED AUGUST 31, 1971

	1971 \$	1970 \$
REVENUE		
Membership fees	32,338	26,825
Annual conference — net	213	
Bank interest	578	645
Miscellaneous income	<u>2,011</u>	<u>155</u>
	<u>35,140</u>	<u>27,625</u>
EXPENDITURE		
Annual conference — net		327
Publications — net	288	1,333
Affiliation fees	3,190	3,548
Secretarial salaries	6,422	4,895
Board and executive meetings	769	792
Rent, light and heat	1,175	1,117
Printing, stationery and office supplies	1,624	1,620
Telephone, telegrams and postage	1,637	1,900
Office equipment	1,054	563
Other administrative expenses	1,416	1,004
Communication and public relations — net (including Home and School News)	12,110	10,248
Committees	31	198
National meeting	388	458
Travel	<u>456</u>	<u>320</u>
	<u>30,560</u>	<u>28,323</u>
EXCESS OF REVENUE OVER EXPENDITURE FOR THE YEAR	<u>4,580</u>	<u>(698)</u>

NOTE: The publication of the Auditors' Report for the year ended August 31, 1971 is due notice to all members of the financial position of Quebec Federation at that date. No further copies of the Report will be distributed at the Annual General Meeting May 12th, 1972.

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS
BALANCE SHEET AS AT AUGUST 31, 1971

	1971 \$	1970 \$
ASSETS		
Cash	11,375	6,708
Prepaid expenses	<u>162</u>	<u>224</u>
	<u>11,537</u>	<u>6,932</u>
LIABILITIES		
Accounts payable	300	275
Funds held in trust	326	326
Advance receipts — Projects	<u>590</u>	<u>590</u>
	<u>1,216</u>	<u>1,191</u>
SURPLUS		
Balance — beginning of year	5,741	6,439
Excess of revenue over expenditure for the year	<u>4,580</u>	<u>(698)</u>
Balance — end of year	<u>10,321</u>	<u>5,741</u>
	<u>11,537</u>	<u>6,932</u>

IMPLEMENTATION OF REGULATION NO. 7

The following directive appeared in the February 17th, 1972 issue of the Official Bulletin of the Department of Education:-

To School Commissioners and Trustees
To Members of the Provisional Councils
of New School Boards.

At this time when school boards and their administrators are planning the organization of education for the 1972-1973 school year, it is to be noted that Regulation No. 7, relative to the General Framework for the Organization of Kindergarten and of Elementary and Secondary Education, will be in effect, completely, from September 1, 1972.

Thus school boards have the obligation to plan at this time for the application of each and every section of this Regulation.

Any school board which for exceptional reasons wishes to take advantage of Section 59 of the Regulation to delay until September 1, 1973 the application of one or more of the sections listed, must apply without delay to the Elementary and Secondary Education Branch.

With its request, the school board must include details concerning the nature of the derogation, the justifying motives, the organization which they wish to apply in 1972-1973 and finally, the action they expect to take to apply in 1973-1974 the sections listed in their request.

Requests with appropriate justification will be submitted for the approval of the Minister.

Your cooperation is requested in order that all pupils may benefit as soon as possible from the provisions of Regulation No. 7, the essential elements of which were established in May 1965 by Regulation No. 1.

The Deputy Minister
Yves Martin

IMPLEMENTATION OF REGULATION NO. 7

Because there has been some concern about the lengthening of the school day (Section 9 and 31 of Regulation 7), the QUEBEC ASSOCIATION OF PROTESTANT SCHOOL BOARDS, kindly provided the NEWS with the following:-

REGULATION 7

Sections 9 and 31 refer to the length of the pupils work week.

SITUATION BEFORE REGULATION 7

On May 21st, 1969, Order in Council No. 1576 was sanctioned by the Government

of Quebec. This Order in Council is published on page 132 of the 1968-71 Teachers Entente.

This order in council stipulated that the pupils work week would be as follows:

	Min. No. Minutes Per Week	Max. No. Minutes Per Week
Elementary Level	1250	1500
Secondary Level	1575	1750

REGULATION 7 HAS MADE THE FOLLOWING CHANGES

Section 9

Elementary level

- minimum 1500 minutes - no maximum

- in effect as of September 1, 1971

Section 31

Secondary level

- minimum 1750 minutes - no maximum

- may be put into effect as of September 1, 1971

- may be delayed beyond September 1, 1972 on authorization by the Minister.

Also in the *Office Bulletin Feb. 17th, 1972* was *Directive R.R.G.C.S. 06-04-02a*.

"Enrolment of pupils of kindergarten, elementary schools and secondary schools".

The following passages should be of special interest to parents:

06-04-02-01

Official enrolment is compulsory every year, for all pupils who will attend a school under the control of school commissioners or trustees (kindergarten, elementary level and secondary levels).

06-04-02-02

Enrolment must be made by the parents or other person or persons responsible for the children, before the first day of June preceding the school year for which enrolment is being made and upon such dates and according to such conditions as are prescribed by the School Board and are made known by public notice.

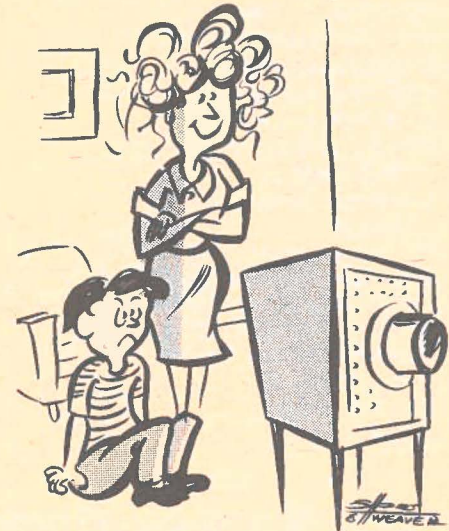
06-04-02-06

Courses are given to the child in the French language unless, at the time of annual enrolment, parents or other person or persons responsible for the child indicate that they wish him to receive instruction in the English language.

06-04-02-07

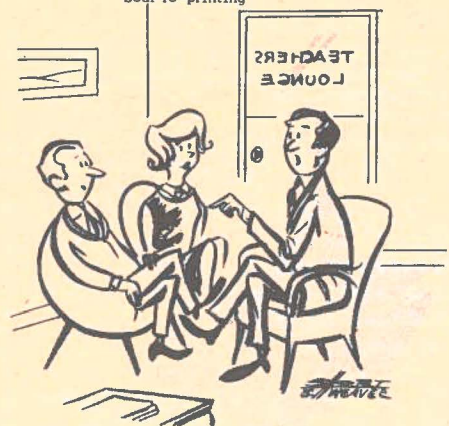
If the parents, or other person or persons responsible for the child, wish the latter to receive instruction in the English

language, they should file a request to that effect at the time of enrolment, at the School Board office or at any other place specified by the School Board, by completing the Appendix to the official enrolment form (green card ME-501-a).



"AND WE REPEAT: THERE
WILL BE SCHOOL TOMORROW..."

We think these two cartoons
bear re-printing



"I think the optimum pupil-teacher ratio
ought to be 20 to 1... twenty teachers
to one student."

SCHOOL COMMITTEES - WHERE ARE THEY GOING ?

Some of the problems and frustrations of the School Committees which have been formed under Protestant School Boards in Quebec are already beginning to appear.

By definition, the School Committee seems to duplicate much of the work previously carried out by an active Home & School Executive. Principals of Schools with active Home & Schools justly resent having another meeting to attend which promises to be a repeat of the Home & School Executive meeting. Parents in both groups seem at a loss to tell the difference.

Since the School Committee was organized to provide a parental voice for those schools where parent participation was non-existent, such problems are real and understandable. No real powers have been given to the School Committee that were not already part of the active Home and School Association. Teachers and principals alike are hesitant to use the School Committee as the guiding voice in local School government, for which it was designed.

A joint meeting of one Home & School Executive and the School Committee led to discussion of the two distinct roles that parents could play through the two organizations. While the discussion ran the gamut from making Home & School a sub-committee of the School Committee to the abolition of the School Committee - the conclusion was reached that the School Committee must in reality work out its own role in the School community, co-operating with Home & School, the Student Council, the School Council (Teachers) and the Principal.

While questions from parents and students are being asked of the School Committee, and discussion of the school facilities, curriculum, etc... is undertaken by the parent members of the committee, it is obvious, that, although willing to participate in these discussions, teachers and principals have not yet analysed the usefulness that these Committees might have for the well-being of the school. Subjects that concern the staff of the School are not brought to the School Committee by the teachers for general discussion.

This hesitancy is probably the result of the past history of our education system, which firmly closed the door on any discussion of education by the lay public. Only a few educators seemed aware of the responsibility they had to the community, which was paying for this service. Even fewer were ready to admit that the community had something to offer that could benefit the school.

What must be built up is a confidence between staff and parents. We must all admit that the present system of education has weaknesses, that none of us have all the answers, but that by working together we may find some ways to improve our own particular school.

It is too easy for parents to complain about deficiencies in the school and for the staff to respond by pointing out the inadequacies of the school budget, the teacher-pupil ratio, etc... If there is a recognized need in the school, recognized by parents or by the staff, surely the School Committee is the body to bring attention to the need and to try to find a solution.

A School Committee is not a legislative body, nor is it an administrative one. By definition, it is consultative. Parents should not expect it to make pronouncements or fight their battles with the staff or School Board. Home and School is a broader base for such action. Nor should the School Committee expect recognition for its work, since the results of its labours will likely be carried out by the staff, the School Board or the Home and School. Only as it builds a confidence between the staff and the community will the results of its labours appear. It is not an "action" group, but a legally constituted body designed to assist the staff and community to work together on behalf of the students.

Such a role seems nebulous and frustrating. This is especially true where staff and Home and School have worked together with good communication. Home and School is where the action is, and School Committees are superfluous. In such situations, parents on the School Committee will undoubtedly find it difficult to "do" anything. Nevertheless, by establishing a dialogue with the staff members of the Committee, areas in which the School Committee can be effective should develop.

To cite one such concrete example, discussion in detail by the School Committee of guidance in one school has led to a more effective information bulletin and an enlarged Grade VII orientation program for parents, which should assist in course selection for students in the High School, and will certainly provide parents with more information about their children's school.

Such detailed discussion is virtually impossible for a Home & School Executive, since it involved several School Committee meetings. It also brought to light the frustration of the Guidance Department in trying to place its services at the disposal of parents. While it might have been tackled by a Home & School sub-committee, it was a natural undertaking of the School Committee, arising from its enquiry into the general operations of the school.

To conclude then, the recommendation resulting from the joint meeting of a Home & School Executive and a School

Committee seems valid. It is the responsibility of the School Committee to work through its own function in terms of the realities of the community in which it exists.

PRINCE EDWARD ISLAND

A HOLIDAY PASSBOOK OFFER

Are you planning to go to PRINCE EDWARD ISLAND for your vacation, or are you perhaps a "Spud Islander" from way back, returning this summer to visit family and friends?

We can help you to stretch your holiday dollars with a HOLIDAY PASSBOOK containing valuable coupons which offer FREE or REDUCED rates for your partner, guest or companion at many of PRINCE EDWARD ISLAND'S finest hotels, motels, restaurants, attractions, tours and business establishments.

There are over SEVENTY selections in the HOLIDAY PASSBOOK for example:

- Reduced rates for live theatre (50% off your guest's ticket)
- Free golf for the person playing with you
- Reduced room rates (10% to 25% off depending on season,
- Free harbour cruise for the person you bring along (at stated times)
- Free guest admissions to many adult and childrens' attractions
- Plus a free gift from Eaton's Charlottetown store.

You simply can't lose no matter when you visit The Island, but, in JUNE, SEPTEMBER and OCTOBER the values are even more terrific, and The Island is beautiful in these three months - I know, I used to live there.

Pamela Reddall - Exec. Secretary
Quebec Home & School.

ORDER FORM:

To: Quebec Federation of Home & School Associations,
4795 St. Catherine St. W.,
Westmount 215, Que.

Please send me HOLIDAY PASSBOOKS at \$3.00 each.

I enclose cheque for \$

My name and address is:

.....

.....

STUDENT INTRA - EXCHANGE

Home and Schoolers will be interested to know that applications to participate in the Quebec Student Intra-Exchange Program are coming in every day. Over 500 have already been approved and our Regional Directors and Supervisors should be out interviewing students and hosts by the end of next week.

The only shortage that seems to be developing is for English-language hosts in rural areas to supply homes for the large numbers of French-speaking students from Montreal and Laval. If you live in the townships or other rural areas of Quebec and would like to have a French-speaking child visit you, please contact the Quebec Student Intra-Exchange Program at 1117 Ste. Catherine St. West, Suite 513. - Phone: 845-9163 or 845-9164.

The letters that have been received from both the French and English communities thanking us for the opportunity we have opened to their children to become better acquainted with each other is a reward in itself. One can only hope that our Governments, both Federal and Provincial, will do all in their power to promote this good will.

At the time of writing this, we have not yet received our answer from the Secretary of State regarding the amount which that department will extend to our program. Experts from the department did visit us, finally, and the question now is one of numbers.

We do hope that all your children who are participating will have a happy vacation with their new friends and you may rest assured that, for our part, we will do everything possible to ensure them a safe and happy journey.

Doreen Richter

SUMMER CAMP FOR THE EMOTIONALLY DISTURBED

A three week camp session is available for emotionally disturbed children aged from eight to twelve years. This is at Camp Garagona at Frelighsberg, south of Cowansville. Dates 6th of August to the 25th. The program is small-group oriented and flexible enough to answer the children's changing interests. Main program areas are swimming, crafts, nature lore, sports hikes, educational visits to local landmarks and social activities. The primary goal is to make each child's stay as fruitful and enjoyable as possible. Costs are \$135.00 for the three weeks.

Further information and application forms available from:

Society for Emotionally Disturbed Children,
Room 303 - 1405 Bishop St., Montreal 107.
Phone 288-3727

AN APPEAL TO THE PARENTS OF QUEBEC

There is a way in which your family can help lift needy children in developing countries from the depths of despair to the light of new hope. This is through the sponsorship plans of international agencies. We hope you will reach out in great numbers from the comparative affluence in which most of us live. Your family will discover the satisfactions of friendship with a child of another race and culture. Suggested agencies through which children may be sponsored are:

CANADIAN SAVE THE CHILDREN FUND: 70 Hayter St., TORONTO 2, Ont. Sponsorship plan gives children who live in misery a future. \$84 a year provides clothing, food, education, and other necessities for a child of your choice. The child will write to you. You can write to him. You will know just what your money is doing. For \$120 a year a child may receive higher education or vocational training. Our "Can-Save" leaflet tells you more. To save a child's life is a duty, but to help a child become a responsible adult is a special trust.

CHRISTIAN CHILDREN'S FUND: 1407 Yonge Street, TORONTO 7, Ontario. Children in 60 countries of the world, of all creeds and faiths, are helped. Cost to "adopt" is \$12 a month. You receive a photo and case history, may exchange cards and letters. Assisted children are in orphanage-schools, welfare centres, their own homes. You may indicate the country, age, sex of the child you wish to sponsor. Your love and gifts will mean wholesome food, clothing, education, school books, but more important, guidance and loving care. This agency helps 125,000 children around the world.

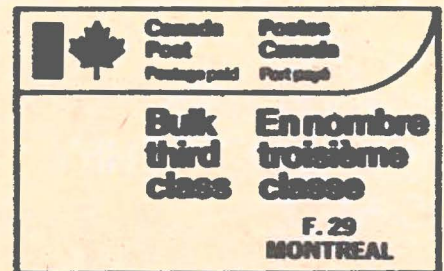
FOSTER PARENTS PLAN OF CANADA: 153 St. Clair Ave. West, TORONTO 7. PLAN is a nonsectarian, nonpolitical, nonprofit organization. It stresses education, family rehabilitation, community development. Sponsor pays \$17 a month. 48,000 children and their families in 9 South American and Asian countries get monthly cash, clothing, free medical-dental care. Programs: counselling, nutrition clinics, consumer co-ops., educational classes. Monthly exchange of translated letters between Sponsor and Foster Child.

UNITARIAN SERVICE COMMITTEE OF CANADA: 56 Sparks St., OTTAWA, Canada, K1P 5B1: Nonpolitical, nonsectarian. \$12 per month provides basic care, education, guidance, but above all, the essential feeling that child is wanted and loved. Foster parents receive case history and photo, and may correspond with child through translator. Homes staffed by indigenous personnel, in Korea, Africa, Hong Kong, India, France. Executive Director makes yearly survey of Homes to interview children and report to Foster Parents.

A sincere "Thank you" on behalf of those who cannot as yet say "Thank you" for themselves. Some day, we feel sure, these children will take their place as worthy citizens of a better world.

International Committee,
Canadian Home and School and Parent-
Teacher Federation

In defence of today's hippies - they are not spoiled and rotten - they just smell that way!



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