

# Quebec Home & School NEWS



DECEMBER 1970

ISSUE 2 — VOL. No. 8

## ON KEEPING A COOL HEAD...

### EDITORIAL

The past two months of FLQ and security activities in our province have taken their toll in nervous strain among the population. Latent fears and anxieties surface readily, and prejudices and biases that have been suppressed in an effort to 'play it cool' emerge in exaggerated form. Perhaps the English Quebecer who placed his confidence in the moderation of the Liberal Party now feels somewhat cheated by the obvious direction of this party to promote the French fact as definitely as any other party in this province.

This we should have expected as the Liberal Party was responsible for 'The Quiet Revolution', and must continue with this program if we are to avoid a bloody one. Many members of the English-language

community have supported this program, recognizing that it is essential if citizens of the French-language community are to obtain the necessary self-respect that human dignity demands. Whether they do so because of such support, or for reasons of expediency, a large proportion of our community has accepted that the working language of this province must be predominantly French. Parents all over the province have pressured school boards to provide better and more education in the French language. To date, the Department of Education has not seen its way clear to give financial support to such programs. Hopefully, the Department will be able to do more in this field when it has cleaned house and re-organized to attain a more efficient use of the education dollar. A tight financial situation means setting priorities for

spending, which necessitates that the English-speaking community also set its priorities in its demands on the education budget.

The 'retropage' of the past several years has done much to equalize educational opportunity throughout the province. It is now time for a re-assessment of the situation, since the discrepancies which were delineated so vividly in the Parent Report are no longer valid.

If we are to continue to have a progressive and worthy education in the English-language community, we must work together to bring to the attention of the Department the real needs of our schools. Cries of 'discrimination' or failure to present a reasoned case due to apathy in our community will surely lead to a slow deterioration of our children's education.

## THE ROLE OF THE PRINCIPAL



PHOTO BY  
RICK VAN DER POLE  
WESTMOUNT HIGH SCHOOL

Mr. Jim Heywood speaks to Federation's Board.

— J.M. Heywood, Information Officer, Lakeshore Regional School Board, and The Quebec Association of School Administrator's Liaison Officer to Quebec Federation.

Because the world into which our children are growing is changing so rapidly and because schools are either resisting change or attempting to adapt to it, much confusion about education has been generated.

Conflicting ideas and attitudes can create discord on school staffs, but when they occur between the school and the community it serves, the repercussions can be very far-reaching.

Such conflicts have manifested themselves here in Quebec as they have all over North America in increasing criticism of the schools. It is the nature of the principal's job that he or she should become the recipient of much of

this criticism.

Whether this is deserved or not, it is important for parents to attempt to understand the role the principal plays in our schools.

What is the principal's position at the moment?

According to the provincial Entente under which all principals in the Province now operate, "..... the principal is responsible for his school and is accountable to the school board." He or she is also responsible for "the general organization and efficient operation of the school" and recommends "requirements as to teaching, auxiliary and maintenance staff" to the school board. On the pedagogical

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level he or she is looked upon as "a captain of a team (to) play an inspirational co-ordinating and supervisory role".

The list of duties includes such things as responsibility for the physical plant, the safety, welfare and "good conduct" of pupils, the overall spirit of the school, the process of dealing with parents, and if possible, the initiating of "developmental projects".

Obviously no one person can deal with all these responsibilities to everyone's satisfaction. Consider, for example, the position of a principal in a comprehensive high school, who must respond to the concerns of over a hundred teachers, several thousand students and parents, and the pressures from business, industry, government and school boards.

In spite of all these demands on a principal's time and energy, there are probably two areas of concern that bother him most.

One is the effect of increasing restrictions because the principal is caught in the squeeze between the rising costs of education and the pressure of a tightening economy. The "norms" which are applied to all aspects of our school system from teachers to buildings mean that every measure, every step must be carefully examined from the point of view of cost to the taxpayer.

The other is the frustration and weight of petty details. The demands of the job include endless administrivia: phone calls to answer, forms to fill out, ruffled feathers to smooth, supplies to get, auxiliary staff to consider, books to look for, bus routes to plan, meetings to hold, torn books to abhor, fire drills to fuss over, picture money to check etc., etc., and almost none of them have anything to do with education.

This is not a plea on behalf of principals. It is a brief explanation of their role. They are key people in the educative process. If we wish to improve the effectiveness of our school systems, a good place to begin is with the role of the principal. Understanding of his position can begin at the level of each school, but it can also begin at other levels. It has been proposed by the Quebec Federation of Home & School Associations that

we set up a Committee of Administrators and Home & School Executive members to examine the problems involved with school-community relations. Such a Committee could have some very practical value and the Quebec Association of School Administrators has accepted the idea.

Once communication has begun in this way perhaps real understanding can grow on all sides. Out of the understanding and improved relations better schools can develop.

## WATCH FOR ISSUE 3 February 1st, 1971

### Teacher - Pupil Ratios -

a detailed analysis of this by Norman Bernstein, Professional Welfare Co-Ordinator, P.A.P.T.,

### Regime Pedagogique -

Federation's position on an educational directive that will affect YOUR child next year.

## THE PRINCIPAL AND THE LOCAL ASSOCIATION

— T.W. Kelly, Past-President, Westpark Home & School Association, and member of the Editorial Board.

An observation made fairly frequently by people involved in Home & School Associations is that their Principal is either frustrating, belligerent, authoritative, or some other equally emotionally-charged word.

This editorial is a challenge to us all to consider, in fairness, some of the tasks our Principals are called upon to handle, and also to ask ourselves if we could do with a bit of self-examination when issues arise; it ends with some general suggestions for Associations' objectives in our complicated educational system in Quebec.

A Home & School Association must of necessity (and is, in fact, by the Quebec Federation Constitution) be formed only with the prior permission of the Principal. He is automatically a member of that Association executive.

The purpose of this regulation is self-evident, when you reflect upon what a Principal is responsible for. Consider the following: staffing, schedules, inventories,

school property & buildings, curricula planning, policy making, pupils with difficulties of all kinds, irate parents, School Board and Commission, Dept. of Education, local authorities, shocking social problems (in a High School).

Even with all the above, he is also often a parent!

Why should he add to his burdens by permitting an association that is not run well? This question is more than rhetorical. Membership in a Home & School Association ought to be an opportunity for intelligent and responsible participation in your school affairs in mutually agreed to areas. There is no time nowadays for anything less than a reciprocal relationship between Principal and Association. We must allay his fear that possibly the Association will only be an added worry to him. For instance, a Principal will almost always shy away from curricula discussions. Can you really blame him? Such a subject is very complex, and largely determined for a Principal in advance by a series of events in Boards, Commissions and the Department of Education. The Association general meeting (or the Executive meeting either) is not an opportunity to put the Principal under the gun. If little Johnny is having a problem, as an individual, a private call to his teacher can always be arranged. If an Association feels strongly about something involving curricula, appoint a special study group with the aim of presenting recommendations to the Department, Commission or Board through the office of Quebec Federation. Maybe other Associations feel likewise, so here is a chance to do something about it.

An Association can be of great assistance to a Principal by its members becoming well-informed. This overcomes needless involvement with trivia and helps avoid controversy that is born of misunderstandings.

Areas of concern will differ to some extent depending upon whether an Association is in an urban or rural locale. However, living in Quebec poses issues not extant elsewhere in Canada. Many of them are the result of lack of specifics in the Provincial laws governing the Education Act in Quebec. Both elementary and high schools are

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equally involved, so should be the Associations. Do not forget that your Association is a valued member of the Quebec Federation.

In elementary schools, because of age group differences, areas of emphases differ from high schools. Association Executives can best determine subjects for their successful programs. These must be discussed with the Principal; if differences arise try to see his side, and respect his opinion.

The high school Principal has a very difficult and onerous time. If ever there was an opportunity for an Association to show its worth, it is in the present-day high school. Some of the involvements that could be initiated are group activities (i.e. involving students), special studies and speakers on current topics, participation by local authorities concerning social mores. The stakes are high and the consequences serious for the high school Association.

For both the elementary and high school Associations, activities can also be based on a broader level, i.e., Commission and/or Provincial. Such participation can be made by members-at-large, and such experience could be of considerable service to an Association Executive. Such subject matter is not generally good program material, but is another way to be more accurately informed, and it will help give more meaning to your Association.

So, to summarize, acquire a fuller appreciation of your role, with the Principal as an important ally. Look for areas of service in a cooperative and relevant sense. Socialize and enjoy your Association membership; it does not have to be serious all the time. Remember your affiliation is Province-wide, i.e. with the Quebec Federation, and the opportunity this gives you to widen the scope of interest.

**FRENCH THEATRE FOR CHILDREN  
DURING THE CHRISTMAS HOLIDAYS**  
— by the Rideau Vert Players.

"L'Oiseau Bleu" A play based on the famous story by Metternich. LaSalle Maison-neuve, Place des Arts: 2:30 p.m.  
December 26, 27, 28, 29, 30, January 2, 3.

Every Sunday until December 20th at Theatre du Rideau Vert, 4664 St. Denis Street, Montreal: 2:30 p.m. Marionnettes: La Baque Magique 3:30 p.m. Faby en Atrique.

Every Sunday starting January 17, 1971, at the Theatre du Rideau Vert: 2:30 p.m. Marionnettes: Barbe Bleue, 3:30 p.m. Bou Boule en Amerique.

## WHAT'S YOUR OPINION!

**W**e're wasting our educational dollars on people who don't want to be educated!

It seems to be axiomatic in western society that if something is good, more of it is better! Because it is to the advantage of society to have its members literate and therefore better qualified to participate in democratic action, we have promoted the age of compulsory education to 16. We encourage, by means of family allowance payments and availability, education to the age of 19 and 20, and, through social pressures, further education on to the age of 25 to 30. The result has been that education is no longer considered a privilege and a joy, but has become a necessity and a bore!

Would not our educational dollars be better spent if compulsory education reverted to our elementary level, and that all education further than that be available through 'institutions of learning' accessible to all people of all ages when they wished to partake of it? Such institutions would be supplied with resource centres, data banks, and libraries, or with access to these things from a larger centralized building and staffed by persons qualified to guide learners to the 'information they need and to assist them in defining their 'course of study'. The 'theoretical knowledge' necessary for various technical and trade courses would be available, while students would acquire actual techniques on the job. Centres like these would provide for constant re-education and development of people as they live, and would eliminate from the schools those who are presently being forced to go even though they are not ready for them or are unable to decide what they wish to do. Similar centres for sports and the arts could be developed that would enable those members of the community who are interested in a career in these fields to spend the necessary time and energy to develop their talents, while at the same time providing a means for the development of such interests as hobbies by other members of the community.

Such a system would eliminate the language problems since the resource centres could be multi-lingual, the staff a mixture also. It would also return to the individ-

ual the responsibility of planning for his or her own life, with the continual possibility of revision if the planning should prove wrong. Let's stop driving the sheep into the corral and let them feed on the pastures of their choice — what do you think?

## CURRICULUM COUNCIL REPORT

**I**nternational Co-operation" is the title of an exciting new course for senior High Schools which was presented to the Curriculum Council at its October meeting by Dr. Ernest Moss. A course designed to stress global-mindedness and global orientation, it includes a study of such perplexing problems as inequality of living standards, our handling of technical progress, the development of international organizations, racial and religious bigotry and political and ideological differences, the history and extent of international co-operation, the unity within the diversity of mankind, etc. The Course was taken originally to the Ministry of Education, and referred to the Curriculum Council for discussion and action.

The course received rather perfunctory treatment by the Council, possibly due to lack of time, and was deferred to the following meeting. Our delegate would like to see a more interested response from the teachers. Dr. Moss is available as a speaker to our Associations and can be reached at 1420 Crescent St., Suite 1004, Montreal 107, or by telephone at 845-0844.

The report of the History Committee affirmed that a new course on Canadian History is being taught this year. Up to the time of the meeting no course outline or texts had been received by the high schools, and the teachers were unaware of who had drawn up the new course. This would seem to indicate a lack of communication between the Department and the Curriculum Council which is counter to the recommendation made by the Home & School Association to the Department following our Annual Meeting resolution.

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# LETTERS TO THE EDITOR

Dear Sir:

With reference to your editorial "The Case of the Missing Parent", I would like to make a few comments on behalf of working mothers.

It is indeed possible that "latch-key" children are destined for adolescent problems, but there is ample evidence to suggest that non-working mothers may also produce problem teenagers!

Where it is an economic necessity for a mother to work, she may be genuinely too tired or too busy to serve on committees, but she is not necessarily dis-interested in her children.

I am a trained nurse, and returned to work after my youngest child had been going to school for two years. My husband works regular days and comes home for every meal. In order that at least one parent would always be in the house, I arranged to work the evening and night shifts only. In this way I am able to run my house without a housekeeper, and at least one parent supervises every meal.

My husband and I are in complete agreement about my motives for working, and are united in our concern for our children's education. Because of this we see that one or both of us attends every meeting for parents, and we meet the teachers frequently for discussions on school programmes and progress. We also take our turn in chaperoning and helping in school social functions.

I know many working mothers who are as concerned as I am about education and who take a very active part in school activities.

I note with regret the extremely poor membership of our local Home and School Association, but I doubt if this has much to do with the fact that mothers are at work.

Since starting work, I have repeatedly asked my children's teachers if there have been any apparent adverse effects. There have been none, and one of the teachers told me that at least my children know where I am. She said that many of her pupils return to an empty house, not knowing whether Mother is playing bridge, conferring with the Ladies Auxiliary, or taking part in any one of a number of activities. Certainly most of these causes are worthwhile,

but modern society also acknowledges that working mothers are necessary to the country's economy.

Your editorial makes very good and true points, and I do not know how parents can be induced to participate more in school affairs. But I suggest to you that the "Missing Parents" are not always the ones who work.

Sincerely,  
Mrs. C. Prescott,  
91 Tremoy Road, Noranda,  
Que.

SEASON'S GREETINGS to all the members of Quebec Federation, and all the best of good wishes for 1971. This has been another exceptionally busy year in education and for Home & School, and it looks as though we can expect more of the same in 1971. As Executive Secretary Pam Reddall said to President Doreen Richter the other day — "we get Christmas Day off, don't we?!" Answer: "Maybe!"

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

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

HELP your local Home & School Association and Quebec Federation raise funds to bring down the affiliation fee. Further details from Federation Office.

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# FROM THE LOCALS

**A**t the Federation-sponsored local presidents' supper meeting, and the local membership chairmen's workshop late in September, those present were asked to send notices and information on their meetings to Federation office so that they could be included in this column. The response has been excellent, and this is what has been going on around the province.

**Stonecroft**, in Pierrefonds, had an October meeting showing the film "The Test", followed by a discussion period. By means of a questionnaire filled out by those present at the end of the meeting the Executive was able to assess the topics their membership wanted for following meetings.

If there is one parent with children in **Westmount Park** School not aware of what their Home & School has done, is doing, and about to do, no one can blame the Executive of the Home & School Association. They have prepared and circulated to all parents a "Handbook 1970-71" setting out just what they do, and followed it up with a most informative NEWSLETTER.

**St. Bruno** got the new Associate Deputy Minister of Education, Mr. John Dinsmore to speak at their opening meeting, on the topic of "Quebec's Education — where is it going in the 70s." They got a good attendance and excellent local press coverage.

**Seigniory** Home & School has planned auxiliary programs for the children in their school which include the Montreal Symphony Concerts, Saturday French classes, and Youtheatre as enrichment activities.

Parents from **Malcolm Campbell** Home & School in St. Laurent are reportedly suffering from shock following a recently held "Student Dialogue Night — the students look at their school", when the generation gap was apparently never more obvious. Another program on Student Dialogue is being held in November, and it's a fair bet that it will be well attended by parents and students alike.

**Wagar** Home & School in Cote St. Luc opened their season with a program on the Cycle — Two Program, and "French in our

School". In December they will have an informational meeting on the community services available in the Wagar School area.

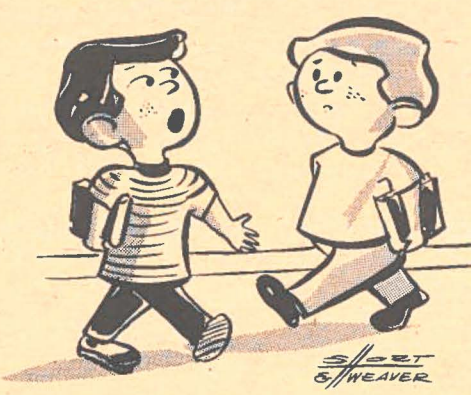
**John Rennie** Home & School in Pointe Claire had a "Communications Night" exploring the Cycle Two Program, visiting the various departments of the school in action, and generally informing parents what is going on in the school. The bulletin announcing this meeting gave much needed information to parents.

**Elizabeth Ballantyne** announced its first meeting with an eye-catching, informative bulletin. The subjects covered, "teaching to read", and "The Junior Years".

**Hudson** Home & School is incorporating English Catholics into their association, and the students acted as guides to their parents on the "Meet the teacher and Courses" night.

**Logan** has an attractive 1970-71 Bulletin for all its parents. Events in the Eastern Townships, territory of area representative Maurice Hauser, are covered in a special feature in this issue.

PRINCIPALS OFFICE



"CAREFUL, HE'S DOING A LITTLE DISSENTING OF HIS OWN TODAY."

**MDC** is looking into the matter of government grants, both Federation and provincial to the Protestant School Board of Greater Montreal, with respect to the promotion of better French teaching. Recently the P.S.B.G.M.'s application for a share of the \$24,000,000 from the Federal Government to the Quebec Government to assist its accelerat-

ed French program, was denied.

## MONTREAL DISTRICT COUNCIL —

— Mrs. Denis Arrey President of MDC.

**D**iscussion at a regular meeting of the Montreal District Council of Quebec Federation late in October covered a wide-range of topics. A priority, under intensive study by the MDC is the lack of a method for students to have photographic identification prior to school opening, to obtain a bus pass in order to purchase MTC bus tickets at reduced prices. It will be remembered there were a number of unpleasant incidents involving students and bus drivers early in September.

In the areas of planning and action, MDC is searching for improved methods of maintaining strong lines of continuity and communication within the local associations, and with MDC and Quebec Federation. MDC Vice-President, Hoffman has prepared a TIME-GUIDE Study paper that is a step in the right direction and this will be circulated to local association executives in the Montreal area.

MDC is also reviewing the area representation of the associations under its jurisdiction in an effort to bring the representation on Federation's Board of Directors up to full strength.

*Students who know*

*what's happening today*

*make better citizens tomorrow.*

### The Montreal Star



MR. GUY SAINT-PIERRE

## SCHOOLING IN THE '70'S

*The following are excerpts from the text of speech by the Minister of Education, Guy Saint-Pierre, which he delivered on September 14 on the occasion of the beginning of the new school year. Speaking to representatives of the press, the Minister commented on the return to school of almost one third of the population of Quebec (1.8 million students this year at the various educational levels). He also indicated a number of orientations to be taken, under his leadership, by the system of education of Quebec during this year of the seventies.*

...It has appeared to me that the opening day of Quebec's schools is an event which deserves a special mention. On this occasion, my thoughts go to the many who are concerned by education, either directly or indirectly. On the day when so many people (1,800,000) (almost one third of the population of Quebec) take up similar activities almost at the same moment, I think it is appropriate that the Minister, as the person ultimately responsible, should go out of his way, to some extent, in order to give a clear indication of what the main orientations will be and express more clearly his intentions and objectives. . . . The return to school in 1970, therefore, is something a little special, for in a way it announces and prepares the ten years to come.

The new decade of course, comes immediately after the preceding one, and it is no secret that the years 1960-70 were of capital importance for the system of education of Quebec and brought about many changes, one might even say many disruptions. While the sixties saw the birth of a new school system, during the seventies the new school system must become able to learn to live. After changes in extent and volume, it must undergo change in depth.

During the sixties, there were administrative reforms, structural reforms, legal reforms. There were no comprehensive secondary schools before; now there are a number. There were no regional school boards; now there are a number. There were no CEGEPS, now there are. There was no University of Quebec, now there is. Little human or

financial resources were used for education; now there are a great deal. There were relatively few students in academic institutions; now there are almost twice as many.

The school system has been provided with a roof over its head, so to speak, and with the necessary supporting structures. There remains for it to make the required alterations within the walls, to make it more pleasant inside, warmer, more inviting, more favourable to self-attainment.

I feel that we are entering a decade during which the school system will have to adjust its content and style to modern society. Now that it has been born, the school system must learn to live. This the seventies must enable it to do, otherwise, the school reform which was begun in 1960 may end up as a vast delusion.

What does learning to live mean for a school system?

As far as I am concerned, "learning to live" means that the 1,800,000 students in the school system must be able to learn all that they can possibly learn.

From the point of view of the school system, to live is to take into consideration all the needs, interests and expectations of the students.

To learn to live, for the school system, means that the school is no longer a place where the young are bored and look forward to nothing but the ringing of the bell, and the end of the period.

To learn to live means also that the school should become a real part of daily life and should provide the young with the intellectual tools which they need in order to understand the complex nature of the world around them.

As I have already said, the school should also prepare those who are in it today to become more happy in the society of tomorrow. Are both the school and the school system able to meet these needs and attain such great objectives?

This, I feel, is the main challenge of the seventies. On the day when the students are returning to school, questions like these are of immediate interest. If the school system, — if you yourselves, — if I myself, cannot work out solutions to

these problems, one does not need to be a prophet to predict that the decade now opening before us will not come to an end without the young having dropped out from school, either because the school was overtaken by sclerosis or because it has become the temple of learning, a temple one gazes at from afar but into which one does not enter, for fear of disturbing its impressive and perhaps dubious stillness. . . .

A system is a combination of components which are related to one another and are arranged so as to make possible the attainment of specific objectives or purposes. . . .

The teachers, the students, the parents, the facilities, the financial resources, the Department of Education, the textbooks, all constitute so many parts, at various levels of the school system. When any of them fails, the entire system is affected. . . .

I think it is obvious that the proper operation of the school system is based upon the interdependence of several contributing factors. I do not wish to dwell upon this obvious truth, but as a new school year is beginning, it is well to remember that the billion and a half dollar budget of Education in Quebec is almost entirely administered by partners or associations of the Department of Education, not by the Department itself. This is a fact of life. It requires that all our efforts be oriented toward the same direction, toward objectives known to all, clearly determined and expressed, which constitute the ultimate reason for the very existence of the school system. All parts of the system, that is, the officials of the Department, the teachers, the parents, and the students, should therefore, I feel, have a very clear perception of the objectives of Education in Quebec. . .

Essentially, the school reform during the sixties was oriented toward making education more democratic and more accessible, that is, making it possible for each and everyone to enjoy the benefit of public education whatever his ethnic origin, social status, geographic location or religious denomination. In addition, another objective of the school reform was to adjust education to individual potentialities.



ties and capacities; in other words, the school reform was designed to do away with the mould in which traditionally the young were cast, so that they could develop individually their capacities and skills. Thus the student would go his own way instead of undergoing an indoctrination of sorts resulting in a mass-produced mind . . .

We must fling wide the doors of the school system or develop a new type of school where a realistic view of life is adopted. The schools must be in close contact with reality. The school system must not be shut up in an ivory tower where it will wither away and die.

It must be borne in mind that the schools no longer have the monopoly of the teaching-learning process.

Is it not evident that many real-life situations, many media that are not specifically educational, have a far greater influence on the student than any textbook? He who travels learns his geography. He who manages a school co-operative gets to know accounting. Psychology or sociology can be approached through social or socio-cultural work. Documentary films may be used to great effect. You are all familiar with the films made by Commander Cousteau. What course or what manual could vie with them?

I could give many more examples of a similar nature. Some moments ago, I mentioned that the schools should be pervaded by ideas coming from the outside. I would go even further. I firmly believe that schools should not only encourage such undertakings as those mentioned above, but that they should go a step further and give them official recognition by putting them on the same footing as the regular academic courses . . . . .

As I was saying, the school system must see the realities of life and of the labour market. But it must also be fully aware of what the future holds in store and prepare to meet the challenge. Instructional and mass media should become increasingly familiar to school authorities and teachers. The teaching profession can no longer turn its back on technology or show a lack of interest in it. The Department recently approved a multimedia project for adult education which will continue the work begun

by TEVEC. Within a few weeks I shall be in a position to give further details about this new programme which will make use of television, radio and the printed word.

When I said that Quebec's school system must look to the future, I implied that certain vital sectors of the system would have to be developed to such an extent that Quebec would become a fully-fledged member of the North American community, as well as a business partner for other countries.

Culture and the different information media will have to be taken into account. This means that the school system cannot afford to neglect the different media which enable man to know exactly what is going on in every part of the world. A ceaseless flow of information and stimuli of every kind engulfs both adults and students. School authorities must realize that on account of this many people become avid seekers after knowledge. What part will the school play in the dispensing of knowledge? The first thought that comes to my mind is that the school system must get this great chaotic mass of data organized. It is evident that schools no longer have a monopoly of information and never again will have — a fact which they will have to accept. In the situation that prevails, the system will have to be revamped so as to include, side by side with the traditional teaching-learning process, other objectives equally important, yet to be defined . . . . .

I have already announced that I am going to make a tour of the different regions of Quebec. I want to dialogue with those who are in the thick of the fight. I hope that we will be able to have a thorough discussion of the different items of a general nature which I have already alluded to. In particular, I would like to know people's opinions on student affairs, changes in curricula, participation and consultation and the new objectives to be attained in the '70s.

I shall go into the schools to meet the students, the teachers, the administrators and the parents. My purpose is not to "sell" them anything. I simply want to hear their opinions and explain my point of view. They have problems and so have I, but I am sure that if we get together we will be better able

to solve them. So, you can see that I have no cut-and-dry solution to offer.

I have already spoken at some length of interdependence within the school system; to my mind it is not a mere word but a living reality.

In conclusion let me express the wish that the 1970-71 school year be a fruitful one, a year which will inaugurate a decade of progress in Education.

**MEMBERSHIP BENEFITS:**

**I**n line with increasing service to members, your Executive has been looking at membership services that can be provided at no extra cost and that will be of benefit to some of our members.

One avenue that is being explored is that of charter flights. With a membership of over 17,000 families, there should be enough people interested in overseas travel to justify the organization of charter flights at low cost. Needless to say, only reputable airlines will be asked to provide such service. Plans are preliminary at the moment, but we are having a travel agency look into the possibility of the following charters in 1971.

- An Easter holidays charter flight to Barbados in April
- A three-week group affinity flight to London in June
- A two-month charter flight from early July to late August to London
- A three-week charter to Paris in July
- A three-week charter to Amsterdam in August

Dates are not yet firm, but any members who may be considering overseas travel in 1971 and who may be interested in any of these flights are asked to drop a line to Federation office, attention Dept. H, as it is expected that these Charter flights may fill up quite early and seats will be offered on a first-come first-served basis.

**Q.A.P.S.B. appointment:**

Congratulations to Mr. L.K. Bentley, recently elected President of the Quebec Association of Protestant School Boards. Mr. Bentley was chairman of the Greater Sorel Protestant School Board until September 1970, and remains a member of that Board.



## MEET YOUR AREA REP.



MAURICE HAUSER

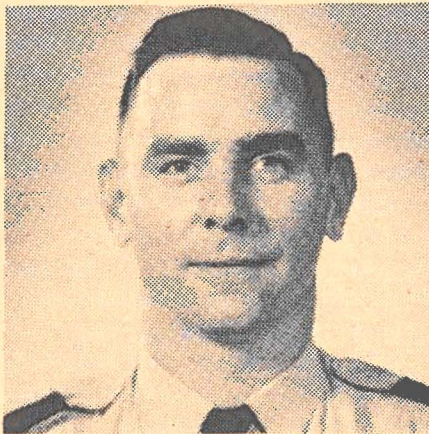
The area representatives of Quebec Federation form a most important link in the chain of communication between the local associations and the Federal Executive. One representative, who has the largest geographic territory to cover, and is making an outstanding contribution to the locals in his area, and to Federation, is Mr. Maurice Hauser of Cowansville. Born and educated in Pennsylvania, U.S.A., Mr. Hauser came to Canada in 1932 and is presently employed by Bruck Mills Ltd. Mr. Hauser is also president of the District of Bedford Home & School Association.

Mr. Hauser, works very hard for Home & School for instance, in the last week of October his itinerary included a meeting with the Cowansville Protestant School Board, a meeting at Mansonville Home & School Association, a meeting at Sutton Home & School Association, a meeting at Farnham Elementary School, and a meeting of his local Home & School Association. The following week he attended a general meeting of the Heroes Memorial (Cowansville) Home & School Association, joined Federation President Doreen Richter for a meeting at Waterloo School, and attended a meeting at Bedford Home & School.

Thanks to Mr. Hauser each of the events that Home and School in his area undertakes, are getting full press coverage in both French and English!

Of one thing the Home & School Associations in the Eastern Townships can be certain, Mr. Hauser never misses a Federation Board Meeting, or any special meeting called by Federation. The concerns of the membership in his area are brought to the Board of Directors, and he is extensively informed on Federation affairs. He has recently been extended an open invitation to attend Federation Executive Meetings as an observer, so that even greater communication is maintained.

A salute to Mr. Hauser for his keen interest and outstanding endeavours.



TONY CORNFORD

Area Representative Tony Cornford, who represents the Home & School Associations in the Chateauguy region has brought a new dimension to his community. At his suggestion, active representatives of Home & School associations and Parents' Associations have combined forces and have formed a Guidance Board that has been working together for over a year to bring a certain amount of cohesion in the programs that these associations are presenting. It was felt that this unity was needed in order to develop a deeper sense of community co-operation on the part of all concerned parents. With this effort, much has been done to bridge the communication gap that always exists between different segments of the community, — the elementary and high school, — the Protestant Associations and the Catholic Associations, — the Administration and Teachers, — and the parents and the students.

The objectives are three-fold:

1. Child Study Committee — that will survey the needs of parents and children within the community and put into effect some

recommendations in the form of programs.

2. Leadership Workshops — which will provide the future executives that are badly needed by all organizations.

3. Program Committee — that will hold three Joint Meetings per year with the quality of speakers that one school or association alone could not bring out.

The unity of this group, as in others which are coming about in the Chateauguy community, is only one part of the realization that it is no longer possible to remain an island unto oneself.

Representation from the following schools form the Guidance Board: Robert Jobber, Centennial Park, St. Pauls, St. Willibrord, Vanier, United Church Caughnawaga, Mary Gardner, Catholic School Caughnawaga, Julius Richardson, Howard S. Billings High School, Area Director, Quebec Federation, Director of Parents Association for Catholic Education, and many other educators.

It is obvious from the reports which Mr. Cornford has presented to the Board of Directors that this type of co-operative action by all sectors of the community is having valuable results.

**NEXT ISSUE: Tony Downs from Three Rivers.**



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## NATIONAL NEWS

At the end of September, Home and Schoolers from the Maritimes and other provinces met in Baddeck N.S., to celebrate the 75th anniversary of the founding of the first Home & School movement in Canada. While representatives from Quebec were unable to be present, a special telegram of greetings was sent.

It was Mrs. Mabel Hubbard Bell, wife of Dr. Alexander Graham Bell, that first inspired and guided the formation of the movement. At the ceremonies, life memberships in Home & School were presented to three grandchildren of Dr. and Mrs. Bell.

The Honourable Allan J. MacEachen, Minister of Manpower and Immigration was the main speaker at the celebrations. Following this, there was a tree planting ceremony and a memorial wreath was placed at the cenotaph on the hillside where Dr. and Mrs. Bell are buried.

The special commemorative 75th Anniversary Medal referred to in the first issue of the NEWS this season will be available to Home & School members shortly and the price is \$3.00 each. All orders must be prepaid and sent direct to the Nova Scotia Federation of Home & School Association Box 337, Truro, N.S.

### Ministers of Education Meet.

The Council of Ministers of Education of Canada held their third annual meeting in Edmonton this Fall, prior to the opening of the conference of the Canadian Education Association. Curriculum areas discussed by the Council included Canadian studies, student transferability and mobility, and information regarding drugs, pollution and consumer education. (The Montreal daily newspaper carried information of what is being done in this connection in schools in Montreal, during the week of October 19th) The provinces agreed to second a provincial curriculum specialist to devote full time co-operation on these curriculum matters. The financing of elementary, secondary and post-secondary education was also discussed.

### Canadian Education Association Meets:

Canadian Home & School President, Vic Dotten, officially represented

Home & School across Canada at the Annual Convention of the Canadian Education Association in Edmonton recently. Addressing the delegates, CAE President, Mr. F. T. Atkinson called for the examination of school systems recognizing there are many things schools cannot do, e.g. teach a code of ethics when society lives differently. He suggested that old methods of administration were obsolete and there was need for greater participation and involvement in committees, - more dialogue between students and administrators, especially at the secondary school level. Students wanted to have their voices heard and share in decision-making. Teachers, too, were not ready to accept the old line and staff relationship. The principals were at a cross roads - to be instructional leaders as they should be, or become business managers only. He suggested that educators should be more ready to share leadership, if only to convince others that their ideas were valid.

Mr. Dotten met informally with representatives of the Canadian Association for School Superintendents and Inspectors, the Canadian School Trustees Association and the Canadian Teachers Federation and a basis for closer co-operation was arrived at, which included the necessity of circularizing important publications between national offices. Mr. Dotten has been delegated to arrange a similar meeting at the next CEA convention.



"...A PORTABLE COLOR TV, DIGITAL COMPUTER GAME, STEREO RECORD PLAYER, TWO WAY RADIO, OSCILLATOR KIT, AND A MARSHALL M'ELUNAN DOLL BABY."

Congratulations to John Parker, a past President of Quebec Federation, and now principal of Meadowbrook School in Lachine, who was re-elected by acclamation to Seat 2, Notre-Dame de Grace, in the recent City of Montreal civic elections.

## APPOINTMENTS



### Q.A.S.A.

Mr. W.G.S. Stafford, recently retired as a school administrator, has been appointed Executive Director of the Quebec Association of School Administrators. Mr. Stafford and Mr. Heywood (who has an article in another part of this issue) discussed the role of the principal at Federation's last Board Meeting, and faced up to some very direct comments from some of the directors.

### IN MEMORIAM



MSGR. ALPHONSE-MARIE PARENT

Throughout the past ten years there have been many Reports brought forth for change in Education, - the Goldenberg Report, the Byrne Report, the Hall-Dennis Report, to name only a few that have emerged from nearby provinces - and in Quebec there is the Parent Report, which has exerted an unprecedented influence on education in this province.

There is no doubt that the influence of Msgr. Parent will be felt in education in Quebec for many years to come. The concepts of continuous progress, child-centred education and regionalization to provide more opportunities for the children of this province are not unique, but the work of Msgr. Parent and his commission is immediately responsible for putting these concepts into practice in Quebec.

With a vision not always apparent in educational reports, Msgr. Parent recognized, long before it became popular philosophy, the necessity for community involvement in the educational processes of our children. More than any other Report, his emphasizes the role of the parent as an educator, and as an integral part of the education picture. He recognized that the ivory tower aspects of education were no longer viable in a world of instant communication and of media capable of mass education of a kind never before experienced. He realized the importance of a meaningful education that develops the whole child, not just his capacity for memorizing, and the absolute necessity of involving the parent in education to accomplish this aim.

Few people are given such an opportunity to exert such influence on the future. Msgr. Parent discharged his obligations to the future with wisdom and strength. He will long be remembered as a major innovator in "The Quiet Revolution". He commands the respect of all citizens of this province.



FROM STE-ADELE.

## THE ANNUAL MEETING AND CONFERENCE

OF THE QUEBEC ASSOCIATION OF PROTESTANT SCHOOL BOARDS.

The seclusion of the beautiful Laurentians on October 16th and 17th was a welcome respite from the tensions of Montreal that weekend. Your President was indeed grateful for the invitation from the Q.A.P.S.B. to attend their annual meeting. But perhaps it was the very remoteness of the place that lent an atmosphere of conservatism to the work that went on that weekend. The Annual Business Meeting started the Convention, and some of the problems which will be encountered in the negotiations with teachers in the coming year were brought to the attention of the members. Our own resolutions which were directed toward School Boards and Administrators were presented in mimeograph form, and were placed on the agenda for the next executive meeting.

The President's Report pointed out that the possibility of unified boards was likely with the new legislation on educational structures that might be proposed by the Liberal Government. It is the stand of the Q.A.P.S.B. that such unification is contrary to the constitutional rights of the Protestant community. However, school boards were urged to re-group and amalgamate voluntarily to concur with the government's desire for regional administration. This would bring a secondary benefit by maintaining the identity of the Protestant system.

This same re-grouping of school boards was discussed by a panel in the afternoon, and it was pointed out that 96% of the Protestant school population lies within four major areas — Montreal, including the surrounding areas, the Townships, the Quebec City area, and the Chateauguay-Ormstown area. The remaining 4% is scattered widely throughout the rest of the

province, which results in some difficulty for regionalization in these areas. These areas are represented by some 33 small school boards which represent some 5,500 school children.

There are presently only four totally regionalized areas within the Protestant system — Gaspesia, Lakeshore, Greater Montreal, and Greater Quebec. 60% of our school population is presently administered by 2 Regional Boards. Presently within our system there are 24 boards with no schools to administer and 42 boards with less than the required 225 pupils needed to meet the norms for hiring a principal. While much regionalization has taken place, there are still operating in the province 1,102 school boards, which is a far cry from the 55 regions proposed under Operation 55.

Some of the deterrents to regionalization were listed, and local pride seemed to be the most difficult to overcome. Careful attention to local representation at the regional level seemed to be the best counter to this deterrent. Boards that have regionalized have found benefits in resource potentiality, educational opportunity for the students, administrative opportunity and betterment, and some financial benefit.

Mr. F. Armitage, Chairman of the Halton County Board, (Burlington-Oakville area) in Ontario spoke on the benefits and shortcomings of regionalization in their area. Ontario's program of regionalization was imposed by the Department of Education in 1967 when 1450 school boards were cut back to 150 boards. His talk emphasized the need for planning and for setting goals by a regional board to accomplish the benefits that can be derived from such structures.

Mr. Dinsmore, Associate Deputy Minister of Education, spoke for the Minister, who was unable to attend the annual banquet due to the severe restrictions on travelling placed on ministers of the cabinet under present security. His talk touched on the new legislation which will be brought forth in the new year by the Minister of Education concerning the structures of administration. Once again, the direction indicated was towards unification of the various educational systems of the province

under one school board. The Department is, however, still 'listening' and the legislation has not been finalized.

Technical and Vocational Education was the subject of panel discussion on the Saturday morning, and Mr. Gallagher, Director-General of Dawson College, Mr. T. Blacklock, co-ordinator Technical and Vocational, P.S.B.G.M., Mr. K.D. Sheldrick, Executive member of the Q.A.P.S.B., and a member of the P.S.B.G.M. and Mr. K.A. Dixon, Director Technical and Vocational Education, Chateauguay Valley Regional School Board, presented the programmes which are presently being offered at the High School and CEGEP levels. Concern was expressed by the membership present that insufficient support was being given to these programs by the student body, that not enough consultation was taking place between industry and the educational institutions, and that the huge cost of trade and technical training could perhaps be shared by industry through more 'on the job' instruction.



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## TOWARDS ACCREDITATION?

The Department of Education has issued a new directive to School Commissioners and Trustees, Directors General of Schools and School Principals concerning examinations for 1970-71. A review of directives indicates a decreasing reliance on departmental examinations for assessing a student's competence.

At the elementary level, the directive states "Elementary school tests will be prepared for students in the sixth year of elementary school in all sectors, French and English, Protestant and Catholic. In providing these tests, the aim of the Department of Education is to obtain information useful both to the Department and the schools concerning the development of students in certain basic skills. These tests are intended to furnish information, and should not constitute the sole criteria for promotion, or for classification in the secondary school."

(The underlining is ours — Ed.)

Teacher and school assessment will play a much larger factor in the promotion of students at the secondary level. A system of "quintile" evaluation is to be established. That is, for each course taught by the same teacher, the candidates will be arranged in five groups (quintiles) according to their final standing in the course. A passing grade will be accorded to each candidate who achieves a score greater than 40 and less than 50 in the examinations of the Department of Education, provided that the candidate stands in the first three quintiles of his class, as reported by his school.

Both the marks achieved by the student on his Departmental exams and from his school board or school will appear on the statement of marks sent to the student. No supplemental examinations will be given.

There are three means by which a student may obtain a mark if, by reason of sickness or other reason accepted by the School Board and the Department, he is unable to write the Departmental exam.

Parents or students who are in doubt about the operation of this new system should confer with the principal of their school.

## NEW SCHOOL COMMISSIONERS

Mrs. H. Anne Usher, and Mr. Hugh E.P. Quetton have been appointed to the Protestant Board of School Commissioners of the City of Montreal, and will serve as well on The Protestant School Board of Greater Montreal.

Mrs. Usher's appointment is for a five-year term; Mr. Quetton will serve for two years, completing the term of the late Mr. J. Trevor Thompson.

Mrs. Usher has played an active part in Home & School affairs and helped to form the Better French Committee of Quebec Federation. More recently she has worked in co-operation with the Protestant School Board of Greater Montreal, to enlist the support of parents and school commissioners in establishing and expanding "French-immersion" facilities in English-speaking schools.

Mr. Quetton is a member of Home & School Associations in Montreal and Westmount. Among other educational activities he teaches in McGill University's adult programme, and interviews seniors applying for Yale. He is Chairman of the Education Committee (English), of the Canadian Public Relations Society of Quebec.

## MONTREAL BOARD EVALUATES FRENCH PROGRAMS IN ENGLISH SCHOOLS:

Dr. L. Goldberg, a former president of Russell Home & School Association, and former area representative for the Mount Royal area, and Mrs. Charlotte Steinberg, area representative for the Cote St. Luc area of Montreal, will represent Quebec Federation and serve with others on a special committee of impartial citizens to evaluate French programs in the English schools under the Protestant School Board of Greater Montreal. This committee, organized by the Greater Montreal Board, will carry out a thorough wide-ranging study of the Board's policies and practices of the current methods of teaching French. It will assess the effectiveness of the programme of instruction in French as a second language, in relation to the pressing need today for high school graduates to be competently bilingual as citizens in the City of Montreal and the province of Quebec.

Appointed as secretary of this special committee is Mr. C.T. Teakle, a former consultant in French for Protestant Schools, and recently retired as Joint Secretary of the Superior Council of Education.

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## SUPERIOR COUNCIL OF EDUCATION MEETS AT MASSEY-VANIER HIGH SCHOOL (COWANSVILLE)

— Mrs. J. I. Howes, Publicity Chairman,  
Heroes Memorial Home & School  
Association.

On Thursday October 15th, a most important meeting was held at Massey-Vanier High School. On this day a joint meeting of the two committees of the Superior Council of Education heard a dialogue between Protestant and Roman Catholic representatives of parents, religious leaders, students and teachers on the subject of Moral and Religious instruction being offered in the school.

This is the third time in one hundred years that the Committees, Protestant and Roman Catholic, of the Superior Council of Education have met in joint session.

The areas covered in the discussion were - content of the religious course, methodology, materials being used and the make up of the moral course (which is being offered as a separate subject on the Bedford side of the High School).

(Cont'd on Page 12)



**SUPERIOR COUNCIL MEETS (Cont'd. from Page 11)**

It was suggested that the approximate goal of the educational objectives of these courses is academic but the ultimate goal will be in the role of character development and will encourage student growth to take place.

A senior Bedford student felt that it mattered not what religious denomination a teacher belonged to, rather that the teacher be a good listener and one who will act as a resource person. However, according to this young person, numbers of students in each class were prohibitive and he felt that the structure of the course was for those who were unaware. He expressed the opinion that as the course is presently structured little growth in understanding

is being offered to those who read newspapers, listen to news reports and are aware of society's problems.

A member of the staff expressed the thought that the course attempts to approach the students by having them - a) define problems, b) discover why they exist, c) ask what society is presently doing to rectify these problems, d) offer to do something constructive about these problems when they take their place in society.

The frank discussion and exchange of ideas which took place made those who listened as representatives of the two cultures realize that we could listen to each other's philosophy of moral and religious instruction and appreciate that each has its place in the lives of our young people today.

**P.A.P.T. CONVENTION**

Tribute to the teachers in our schools was paid by "the silent majority" of students when Dunton High School students presented a mural to P.A.P.T. to open the convention. The truly moving statement by the student who made the presentation focused the attention of the convention directly on the people whom it most concerned - the students themselves, who have "no voice in and no control over their own education".

The keynote address by Rabbi Baskin provided more challenge than inspiration. Entitled "Children in our Changing World", the Rabbi clearly delineated the problems which education faces today in providing for the needs that students have as they enter a world changing at speeds unknown in times past.

The programmes which followed, whether on scientific disciplines or the humanities, attempted to tackle these problems, with varying degrees of success.

The Saturday morning session opened with Dr. Victor Goldbloom, representing the Minister of Education, and Mr. John Dinsmore presenting a panel of members from the Department of Education, headed by Mrs. Francoeur. The "Regime Pedagogique" was discussed, with members of the P.A.P.T. expressing their concern that the "Regime" would develop a rigid educational pattern within which the philosophy of Regulation I would be lost.

In his opening remarks, Dr. Goldbloom mentioned that new legislation for ré-organizing school administration in the province would be presented to the legislature soon, with the intention to have it passed by February. He said that there would be definite means within the legislation for continued English-language bargaining units for the teachers and for a large measure of pedagogical control of English-language schools by that community. He could not elaborate further until the legislature has received the proposed bill.

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**Managing Editor:**

Mrs. P. Reddall

**Editorial Board:**

Mrs. Doreen Richter  
Mr. Bert Joss  
Mr. David Dunbar  
Mr. T. Kelly  
Mr. Gordon Hynes (alternate)

**Business Managers:**

Communications Diversified,  
3 Place Ville Marie,  
Suite 620,  
Montreal 113, P. Q.  
(514) 871-1221

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