



QUEBEC HOME & SCHOOL NEWS

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First New Junior Colleges Established

New Associate Deputy Minister Was Lakeshore Director-General

The most recent Director General of the Lakeshore Regional School Board, C. Wynne Dickson, has been appointed Associate Deputy Minister of Education, upon the retirement of Dr. Howard S. Billings.

As Associate Deputy Minister, Mr. Dickson will be responsible for the guidance and general direction of the Protestant schools of the Province.

Born in Scotstown, Quebec, Mr. Dickson received his high school education at Richmond and Grand'Mère. He obtained his bachelor of arts degree from Bishop's University.

After teaching in Noranda for four years, Mr. Dickson was Principal of Montreal North Intermediate School for three years. During the next five years he held an inspectorate in western Quebec. Mr. Dickson was then appointed first Supervisor of the Richmond - Drummond - Arthabaska Central School Board.

In 1955 Mr. Dickson went to Pointe Claire as Principal of the new John Rennie High School and four years later was appointed Education Officer of the West Island School Board. In July 1964, he was appointed to the position of Director of Studies. Following the creation of the Lakeshore Regional School Board, as a result of Operation 55, Mr. Dickson was chosen as the first Director General.

His familiarity with the educational sector made it possible for him to serve several associations, such as the Provincial Association of Protestant Teachers. He represented this Association on the Protestant Committee of the Council of Education. He also served as consultant to the Protestant Committee prior to his appointment as English-Language Secretary of the Royal Commission of Inquiry on Education. (Parent Commission).

Mr. Dickson is a member of many national and international professional organizations: the Canadian Education Association, the Canadian College of Teachers, the National Association of Secondary School Principals, the Canadian Association of School Superintendents and Inspectors and the National Education Association. He took an important part in the early history of the Quebec Association of Protestant School Administrators and was president of that group for two years.

Mr. Dickson was selected to be a member of the first Commission on Secondary Education affiliated with the Superior

Council of Education. Subsequently, he served as a member of the Committee on Pre-University and Professional Education created by the Department of Education, having been selected from a list submitted by the Provincial Association of Protestant Teachers. He resigned from this office upon his appointment as Director General of the Lakeshore Regional School Board.

More recently, since January 1967, he has served on the "Mission" set up by the Minister of Education to aid the Department in establishing a network of post-secondary-school colleges in the Province.



C. WYNNE DICKSON
Newly-appointed Associate Deputy Minister of Education, responsible for guidance and direction of Quebec's Protestant schools.

Bill Passed in Late June Gets Results in September

Quebec's proposed new class of post-secondary educational institution became a virtual reality on June 21 when Bill 21 passed third and final reading with just one dissenting vote.

Unanimity in support for the "general and vocational colleges" resulted from the fact that the opposition Liberal party had been in power when the first steps to establish them were taken.

Chief opposition to the Bill as finally approved came from members on both sides of the house who objected to previous action taken by the Superior Council of Education to provide that religious instruction, if any, would be an optional subject for

the student at his discretion.

Other late criticisms involved the government's speed of action and financial support for students.

Former Education Minister Gérin-Lajoie said the bill should contain assurances that colleges would be set up this September in all areas of the province where existing institutions such as classical colleges and normal schools fulfill requirements and ask to be integrated into the system.

Unless this was inscribed in the law there was no assurance, he said, that the government would follow up creation of colleges in areas where everything was ready for them.

To date Education Minister J.J. Bertrand had said that about six or seven of the colleges would be created by September. None has been clearly earmarked for Montreal areas. This is still under study by the education department's "mission" which is laying the groundwork.

(Subsequently, announcement has been made that Junior Colleges will start this autumn at Ste. Foy, Limoilou, Hull, Rimouski, Jonquière and Chicoutimi.)

Mr. Bertrand said the financial burden would not enable the government to go too far in September. "I have said that we will proceed by stages, the first is in 1967, the second in 1968 and we hope the third and last will be in 1969."

To a request that students attending the colleges be guaranteed a subsistence allowance, the minister said they could avail themselves of loans and bursaries provided for all post-secondary students who proved a need. These, he noted, were more generous than last year.

He rejected a free-books proposal on grounds that the students would need them even after they leave the colleges — either to go on to university or terminal technology training — for their personal reference libraries.

Annual Meeting Reports

Announcement of Home and School Week seems to have squeezed off the front page the outline report of Quebec Federation's annual meeting.

It will be found on page 8. Other major items developing from the annual meeting will be found on pages 3, 4, 5 and 6.

First Home-and-School-Week To Launch Membership Drive

A great deal has been said and written about the need for strong representation of Protestant parents in Quebec during the period ahead — and a good deal of action is being taken about it, too.

For example, a special meeting of presidents of local H & S Associations was held during Federation's annual meeting in May. Another was held in June, and they may be expected periodically in future. One development from these separate President's meetings was the decision to hold "Home and School Week" during the last week of September as a launching pad for Association activities in the coming year.

All 162 member Associations in Quebec Federation are expected to use Home and School Week as a tool in getting away to a fast and effective start, by holding the year's initial general meeting during the week.

A primary aim of each Association — perhaps the most important one this year — is to increase membership to the maximum because membership, both in total and as a proportion of parents connected with the school, is a major influence in deciding the weight to be given H & S representations in the legislative process.

Quebec Federation undoubtedly is the voice of Protestant parents in government relations. The strength of this voice is determined by mem-

bership in the local Associations for whom it speaks.

All Quebec Federation facilities will be marshalled to make our "first annual" Home and School Week a success. President Dorothy Frankel, Executive members and Area Directors will be in contact with local Associations to offer their advice and services. Membership Chairman Graham Campbell has drafted a new leaflet in support of membership that will be available for distribution at meetings and otherwise during the week of the drive.

This issue of the News provides a wealth of background material about what Home & School is and stands for. Another will be produced prior to H & S Week to supplement it, available for distribution to prospective members.

Publicity materials will be issued for use locally in announcing the times and places of Association inaugural meetings of the year, and broad publicity will be sought for Home and School Week in general.

All in all, a major effort is in the making, through the initiative of the Presidents of local Associations. It deserves the support of all Protestant parents interested in good education for their children.

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Shouldn't Culture Be a Matter of Choice?

It is encouraging to read in the papers that Minister of State for Education Marcel Masse has announced a special language education service for immigrants, to be attached to the Continuing Education section of the Department of Education.

Encouraging, that is, until one reads further to learn that the purpose of the effort is not so much to help the foreign-born citizen as it is to cause him to speak French as his primary Canadian language. According to Mr. Masse's figures, 90% of Quebec's immigrants choose English as their primary language in this country and it is felt that this should be changed.

Action to help the immigrant become "at home" in his new surroundings is overdue, perhaps. Budgets of various organizations for teaching languages to newcomers in the Montreal metropolis appear to be some 10% of the \$1,700,000 spent annually in Toronto. This type of expenditure makes sense because the immigrant cannot reach his full usefulness to our society until he can speak the language used in his surroundings — which in Quebec, may be either English or French.

Mr. Masse's announcement of the new service to "combine the interests of immigrants with those of Quebec's French-language community" is reported to include the advice that it will have exclusive jurisdiction in Quebec province for the organizing and administering of all language courses for New-Canadians; and that the courses will be easily accessible to all immigrants including housewives, and completely gratuitous including textbooks.

If this report is correct, and Quebec will offer language courses to immigrants only on a unilingual French basis, something has gone awry. For one thing, this is not a unilingual province. For another, as Quebec Federation's brief to the government a few months ago pointed out, "these are new members of the nation of Canada as a whole" ... "immigrants would prefer to become citizens of Canada rather than narrowly associated with Quebec only."

Pressure on immigrants to oblige them to speak French ahead of English (or vice versa) is inimical to their interests — and some people would say, even their rights, since they too are taxpayers. It could only result in an increasing tendency for immigrants to bypass Quebec and settle in other provinces.

And that would be Quebec's loss.

A Busy Group, This Executive

One of the shortcomings of this paper is that it has not yet found a formula that will enable it to report, or even indicate the full scope of, the manifold activities of Quebec Federation.

As a consequence of this, more than anything else, one hears the question from time to time, "Just what does Federation do, anyway?" Well, by way of example we list some items from a recent Executive meeting agenda. Apart from routine matters such as reports of current activities in individual areas of responsibility we note these:

Plans for 1967-68 membership campaign — Program planning directed toward study of Regulation 1 — Next meeting of presidents of locals — Plans and dates for Workshops by areas — Nominations to the Superior Council of Education — Discussion of Federation action required in connection with English language Junior Colleges; joint Protestant-Catholic schools; government Regional Missions; Special Policy Committee; and the Council of Six — Reports of developments in the Protestant Committee of the Superior Council of Education and the QAPSA Workshop — and so on to the usual final item, New Business.

The bigger things — government briefs, special committee reports, major news developments — find their way regularly into these columns, but there is a lot going on that never gets reported because it is more humdrum, less spectacular, continuing activity in liaison with local Associations or outside groups.

Our New Year resolution — for the new academic year, that is — is to try to get more of this news, a better indication of the intricate and busy scope of Federation activities, into these columns.



FRESH AND EAGER LOOKING despite a hot, sticky day and a steady downpour of rain is this group of Executive members at a June meeting. Front row, left to right, Vice President Graham Campbell, Assistant to the President Mrs. Doreen Richter, President Mrs. Dorothy Frankel, Recording Secretary Mrs. Pearl Dawe and Executive Vice President Roy Buttey. Back row: Consultant Stanley Cohen, Vice President Mrs. Ruth Skelton, Consultant Mrs. Mary Buch, Vice President Mrs. Jean MacLean and Vice President Dennis Booth.

ary Mrs. Pearl Dawe and Executive Vice President Roy Buttey. Back row: Consultant Stanley Cohen, Vice President Mrs. Ruth Skelton, Consultant Mrs. Mary Buch, Vice President Mrs. Jean MacLean and Vice President Dennis Booth.

As Others See Us

Federation Sex Brief Endorsed

The brief on sex education prepared by a committee of the Quebec Federation of Protestant Home and School Associations is a thoughtful document by highly qualified persons seeking to remedy a problem which schools have all too frequently shied away from. It does not pretend to be a panacea, and it avoids proposing a specific curriculum. But it correctly notes that sex education cannot be separated from daily living.

"... sex education, in our opinion, cannot consist of less than education in human relations in which sexual growth is seen as part of the whole growth of the individual and in which basic sexual facts are discussed in the context of the growing boy and girl in their development into manhood and womanhood."

The brief does not assume that every teacher is qualified to undertake this assignment. It suggests that established outside

social service agencies might supply some of the teaching personnel. It wants courses in human relations incorporated into the curricula of teacher-training institutions, and a directorate of human relations set up within the education department.

There is an understandable reluctance on the part of parents and others to endorse sex education in schools. But it is a reluctance which must end through education of the community to the need for this proposed program. There are too many stories of tragedy or heartache in which there has been an absence of correct and frank knowledge of sex.

The committee recognizes that "mores, ethics and values cannot be avoided in such a course". It points out that consideration must be given to the teachings of the home and the community from which the child comes. And it suggests that certain questions might be referred to a clergyman. But it rightfully notes that sex education is something that can no longer be reserved to home or church.

School boards and teachers would do well to endorse this brief. The government would do well to implement its valuable recommendations.

Montreal Star, May 17, 1967.

**Deadline For
Next Issue:
September 7**

LETTERS

Correspondence is welcomed but writers are asked to be brief. Letters may be shortened by omitting portions, if this will not interfere with the primary message.

We — They in Quebec Federation Affairs

In spite of continued endeavours by Federation members to explain the setup and function of Quebec Federation, one hears far too often questions and statements by members of Home & School associations, such as:

What are they in Federation doing for us? What are we gaining from belonging to Federation? What is Federation anyway? They in Federation sit in an Ivory Tower and do not bother about the locals. Etc. etc.

An easy way to find answers to these questions is to get and read the History of Quebec Federation There, people will find out about the founding of Federation, about, its development to an important factor in Quebec education, duly recognized by the government and by all other educational associations and institutions in the province. They

will also get to know more about the achievement of Federation, which is incorporated under the Quebec Companies' Act.

The need for communication, co-ordination and co-operation made parents and teachers first join in local groups and the very same need was instrumental in joining these locals into regional groups, which in their turn joined to form Federation.

All Federation activities are governed by the constitution and by-laws, accepted by the Provincial Secretary, and by standing rules passed by the Federation Board of Directors.

There are no "We and They". There is no "Ivory Tower". All people in Home and School are equal partners, divided into various levels (local, regional, provincial) for practical purposes.

By law, all children are required to go to school. And, although ours is a voluntary organization, there is certainly a moral obligation for all parents to belong to Home & School so as to be able to effectively play their part in the education of their children.

In these times, the voice of Federation as that of the non-Catholic minority in this province needs to be especially strong to make itself heard. This is only possible if Federation comprises as many local associations and as many members as possible.

Therefore, local associations, individual parents, — to quote the late President Kennedy — please do not only ask what is Federation doing for you but also ask what you can do for Federation.

Wm. ASHERMAN.

THIS IS QUEBEC FEDERATION, 1967-68

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Four Basic Educational Objectives Stressed by Frost

Personal Values Leads In Listing of Needs

It would be difficult to imagine a more instant spontaneous burst of approval than that generated by Dean Stanley B. Frost in his Keynote Address at Quebec Federation's annual meeting.

Dean Frost outlined a broad program of educational principles that should be observed for the development of a greater society in the days ahead. The substance of his address is presented here.

You are the Federation of Protestant Home and School Associations and as such you provide an opportunity for parents to take a close and continuing interest in school and educational affairs, but I am sure that you do not seek a monopoly of concern in these matters and that on the contrary you welcome the very widest participation on the part of the whole community in the discussion and planning of educational progress.

Everybody's Business

I venture to suggest that you and your members realize more readily than most, that education is everybody's business. For one thing the increasing complexity and cost of education plays a very large part in determining the tax structure of modern society. The several hundred dollars which each of us pays annually to our local school board is but a small part of our individual share in meeting the financial demands of education. Provision for education is now responsible for more than one-fifth of the total Provincial Budget. Even at the Federal level, despite all the doctrinaire claims of the politicians, there are further inescapable and highly desirable educational activities, the costs of which also have to be met by the taxpayer. Education is everybody's business because everybody has to pay for it.

The sociological influence of education is of primary significance to modern society. Whereas previously the major formative influence in society was religion, it is only realistic to acknowledge that today, that influence is very largely expressed by the university and by the school. Cyril James once remarked that the university is the soul of western society, and what is true of the university is true also of the school. This is why education is much too important to be left to professional educators or to politicians or to civil servants.

We are all vitally concerned with the ideas undergirding our educational practices. *What is being taught in the schools in the nineteen-sixties is probably of more significance for the nineteen-eighties than what is being taught in church and synagogue or what is being asserted in political party meetings or even what is being enacted in the legislative assembly.* This is why the control of education must never be allowed to pass into the hands of any particular political party, not even that of the government of the day.

Governments must be firmly discouraged by the electorate from attempting to make education an instrument of partisan policies. The spirit informing our educational institutions must be that of openness and of liber-

ality, of freedom and of enquiry. Education is everybody's business because it is the people's business.

I am therefore going to put forward what seem to me the ideas which should mould and shape educational practice for today and tomorrow. The determination of those practices, and the way in which the ideas, which underly them, are introduced into curricula is the task and responsibility of professional educators. On that responsibility I will not trespass. But the ideas themselves are everybody's business.

Education for Orientation

In these days of existential philosophy we may say that the purpose of education is to make sense of the human situation. The individual has to come to terms with himself, and with the society in which he finds himself living, and with his physical environment.

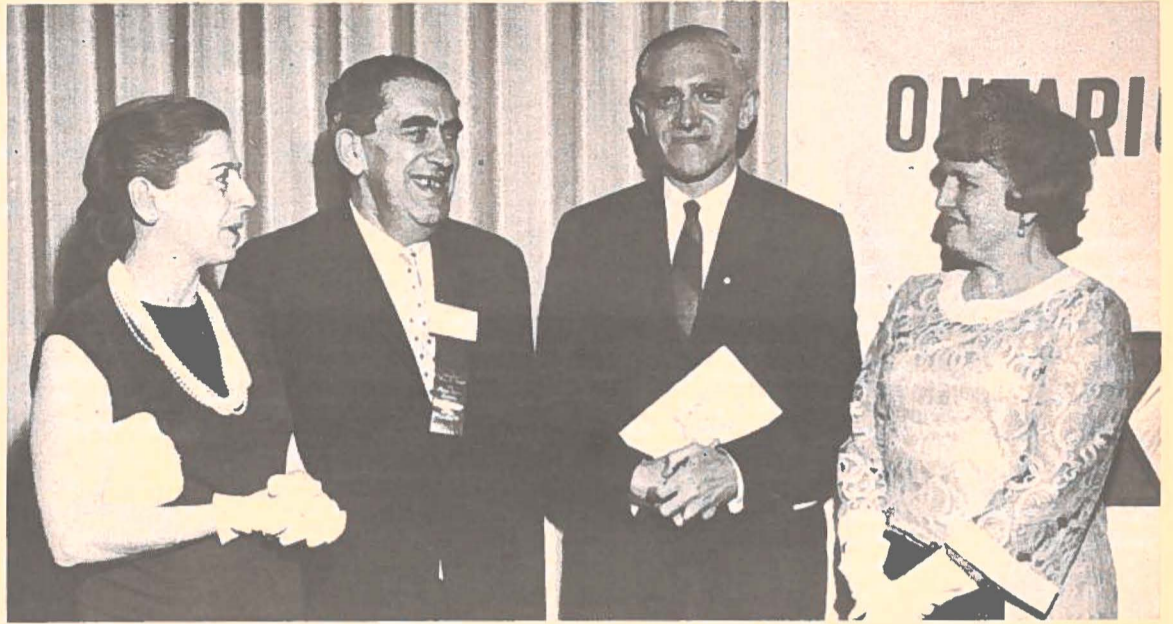
History is Primary

I suggest therefore that the primary subject in all education is history. The main trouble with the usual approach to history is that it consists of the minute analysis of some very brief period. This is not what we want.

It is far more important that the child very early in his education gets a grasp of the grand sweep of human history. In fact, so-called "pre-history" is now as important as history. The child needs to know at an early age the story of mankind. He needs to be told of the emergence of *homo sapiens*, perhaps half a million years ago.

The comparatively recent emergence of man, his slow start, his many false steps, and the amazing speed of his more recent developments are all part of the necessary background if we are to see today's world in perspective. We hear a lot today about youth and young ideas. The fact is that we are all young, very young, very brash and very immature, and with most of our ideas half-formed. This is the reminder which a study of pre-history affords.

When the child comes to the study of history, as distinct from prehistory, he should continue to be taught not in terms of national histories but of world history. He should be given a picture of the emergence of civilization in Mesopotamia some six or seven thousand years ago, its spread to the Fertile Crescent, and then to India and China eastward into Europe and to America. *The story of the last thousand years should be taught in developmental terms — the development of urbanization, of agriculture, of technology, of sociological structures, and the whole dreary business of wars and politics and national rivalries should*



QUEBEC FEDERATION'S DELEGATES to the National Federation's annual meeting at Toronto in June are seen here with Ontario's Minister of

Labour, Dalton Bales. They are Doreen Richter, Bill Asherman, Mr. Bales and Dorothy Frankel.

be seen as a regrettable accompaniment.

The aim of such an approach to history would be to lessen the importance of politics, and to take the neurotic intensity out of nationalism, and to give children not so much a sense of being Canadian, or French-Canadian, or Jewish-Canadian, so much as a sense of being human. If there is one lesson which Expo '67 conveys it surely is the importance of being human, and if there is one re-action to Expo '67 which is significant it is the readiness with which the ordinary man and

amental ideas, the building-blocks as it were, of physics and of chemistry: that is, to the ideas of radiation, of particles, and neutrons, of atoms and molecules. This will allow him to be introduced on the one hand to the immensities of the universe: to the fact that the solar system is itself but part of an outlying area of a vast spiral of such solar systems, and that this spiral again forms but one galaxy among a great host of such galaxies, stretching as far as we can peer out into the illimitable vastness of space. The child needs to know at an early stage the smallness of his home planet.

On the other hand, these same fundamental building-blocks of physics and chemistry will also allow him to move into the ideas of genetics, the mechanism of the cell, the nature of biological organisms, the processes of biological evolution, and the understanding of his own body. This I suggest will give him an understanding of the importance of the new development in our own times, the so-called third stage of evolution, the man-dominated, the mancontrolled stage, the stage of cultural evolution.

An early grasp of the idea of evolution will enable the child to have not only a sense of kinship with the rest of creation but also a sense of the tremendous responsibility that now rests upon the human race. This world is our world and we have to decide what we're going to do with it. We have to decide whether we are going to transform this planet into the kingdom of heaven come upon earth. We have the technology to do this, we have the economic insights to do this, we even have the political models to do this. But the great question before mankind is whether we are going to achieve this goal, or whether instead we are going to blow the whole thing up.

That is now the very real choice before us in the next two or three generations, and today's child should very early be introduced to his vast responsibilities. He should be taught that nationalism and racialism can very easily destroy his whole future and indeed this whole planet, the only one, so far as we know, on which life has emerged. On the other hand, he should

also know that man can go on to limitless goals, if he will but learn that the one viable society is the kingdom of brotherly love. That strangely enough is the greatest lesson of evolution.

Third, Technology

I suggest that the third subject of a modern education is technology. None of us today can afford to be ignorant of the nature and function of electricity, or of the use and abuse of computers, or of the application of mathematical ideas to sociological situations. The great development of statistics as a way of thought, and as a key to the unravelling of complicated situations, is something with which the ordinary citizen needs to be at least generally familiar.

The great figure of awe used to be the priest with his box of sacred mysteries; he was supplanted by the medical man with his little black bag; he is now likely to be followed by the electronics expert with his little black box. But it is unhealthy and indeed dangerous to allow any craft or profession to become the new Druids of mysteries of which the rest of us must remain ignorant. It is therefore highly important that our children should be taught what a transistor is and how a computer's memory-bank functions. In an age of technology, we must all be at least amateur technologists.

Fourth, Values

The fourth subject is that of personal values. This is the most fundamental subject of all. What is life all about? What is more worth doing with my life than, some of the other possibilities that lie before me, and how shall I know which among the many opportunities to choose?

Here we face the question of values in education. While we were isolated in several communities it was right and proper that religion should play a great part in the day-by-day schooling of our children. Now, however, that our communities are growing together and we are moving towards one school system in which children learn to be human, rather than to be Protestant or Catholic or Jewish or Muslim, it becomes increasingly

Continued ➡



STANLEY B. FROST

Dean of the Faculty of Graduate Studies and Research at McGill University.

woman gets the message: it is a wonderful thing to be human. That surely should be the first lesson of education.

Evolution Second

I suggest that the second subject is evolution. I find myself in close agreement with Julian Huxley, who said in a lecture to the University of Southampton in 1962: "*Evolution — or, to spell it out, the idea of the evolutionary process — is the most powerful idea that has arisen on earth. It helps us to understand our origins, our own nature, and our relations with the rest of nature. It shows us the major trends of evolution in the past, and indicates a direction for our evolutionary course in the future.*" This subject must also be taught in the grand sweep, emphasizing the three stages of evolution — the physico-chemical, the biological and the cultural.

The child should therefore be introduced early to the fund-

Associations Give Answers To Questions

Local H&S groups responded nobly to Quebec Federation's plea for opinions through a questionnaire circulated by the special "Policy" committee (News: January and May issues.)

Although only a month was given before preparation of a report to the Annual Meeting in May, replies were received from over 40 Associations which had discussed the subjects either at general meetings or in executive groups.

"A great deal of interest was shown and many locals felt this was one of the few ways they could make their opinions known", Chairman Jack Chivers said in the committee's report to the Annual Meeting. "Possibly we should ask one or two questions each month — a Question-of-the-Month program."

A breakdown of the replies, with notes of some comments or qualifications, follows.

Do parents, teachers and school boards have a unity of purpose with respect to the type of education they wish for children in Quebec schools?

Yes 35
No 5
? 4
Other 1

What actions can be taken to improve the co-operation of parents, teachers and school boards?

Better lines of communication 26
Strong federation 4
Misc. 2
Lack of teachers' co-operation 2
All O.K. 2
Joint meetings 8

Do you feel that increased membership at the local level and organized study of proposals for educational changes would improve our status and give depth to the voice of Home and School?

Yes 39
(Thought provoking active participation)
(Organized responsible study) (If purposeful)
? 3
No 1
Impossible 1

As a tax-payer, are you prepared to pay additional taxes in order that teachers' salaries can exceed the established guide lines. (This is contrary to Bill 25, and could result in some provincial support being withdrawn)?

Yes 33
(if quality improved) (only if



LUNCHEON HEAD-TABLE ACTIVITIES at Quebec Federation's annual meeting in May included (left) Howard S. Billings receiving the Buzzell Award from the founder, Leslie Buzzell;



(centre) guest speaker, Prof. Jean-Marie Martin, chairman of the Superior Council of Education; and (right) retiring president John H. Purkis of Federation honoured with a presentation from Wolfe Rosenbaum on behalf of National.



some local control at local level) (if provincial support not withdrawn)

No 6
? 4

Bill 25 has restricted the authority of school boards severely and it could result in their disappearance as an effective administrative body. Do you wish all control of education to be centralized by the Provincial Government, or do you wish to exert some control as parents by means of the authority of a regional body?

Local level 20
Regional level 18
Federal 2
? 1

Do you feel that teachers should have the right to strike? (This privilege was granted to them and then, despite the Labour Code, this privilege was withdrawn by Bill 25 until June 1968)?

Yes 27
No 18
? 1

Is it your wish to pay teachers increased salaries for additional academic qualifications, i.e. specialist certificates, etc. — or should such financial incentives not exist in our teachers' salary schedule?

Yes 46
No 1

The Quebec Government has stated that it wishes to establish democratic participation of parents by means of Advisory Committees, etc. — but it appears to by-pass some of its own established democratic procedures — what is your opinion of this?

Be strong to be heard 2
Unprintable 5
Advisory Committee with power 18
Advisory Committee not democratic 2
Lack of faith in Government .. 5
Local school boards 2
? 3

Should school principals in future be considered as part of labour or management? Would you favour a special legislation with respect to teachers which would include administrators within teacher bargaining group?

Labour 3
Management 25
? 11
Same bargaining unit 9
Not same unit 12

Do you feel that greater co-operation should be established between French and English, Catholic, Protestant and Jewish parents in all parts of the province similar to the "Council of Six" established at the provincial level? (This is a joint committee of all Parent-Teacher Organizations in the Province)

Yes 44
No 1
? or Impossible 1

New Program In Montreal

McGill University and a number of Montreal region school systems and teacher associations will co-operate in a new program of elementary teacher education, identified as Project Meet (The McGill Elementary Education Teaching-Teams).

The MEET program is a study and teaching internship for approximately 15 applicants for the one-year Class I Certificate Course. The 15 interns will be hired on a part-time basis by a school system and will be employed in a school on Tuesdays, Wednesdays, and Thursdays of each week. The theory side of the program will be given at the Macdonald College Campus on Mondays and Fridays.

Each intern will be assigned to a team of two or more teachers and will cooperate with these teachers in planning, teaching and evaluating. In other words the student will be exposed to and will participate in the full range of the working teacher's assignments and duties.

While the essential purpose of Project MEET is to offer improved training to elementary teachers it also serves the vital role of involving McGill's Faculty of Education more directly with the reorganization of the elementary schools that is now taking place. Members of the Faculty will go out into the various cooperating schools to supervise the interns and to assist the teams in the development and implementation of the school curriculum.

The project will be watched closely as it may be expected to have a significant influence on the direction of teacher training in this province.

Big Six Become Associates In Canadian H-S Federation At Que. Federation Urging

Wider participation in the Canadian Home and School and Parent-Teacher Federation is expected to result from proposals submitted at its annual meeting by Past President John H. Purkis of Quebec Federation.

Immediate result was granting of "associate" status to the Big Six organized in Quebec this spring, composed of all provincial parent federations and the national federation will study means for future affiliation of Catholic and French parent associations across the country.

Until now only one organization has been permitted to represent each of the provinces. In the case of Quebec, it has been the Quebec Federation of Protestant Home and School Associations.

Mr. Purkis' resolution is expected to spur formation of joint councils similar to Quebec Big Six in Ontario, British Columbia and other provinces where more than one provincial parent organization now exists.

Quebec Federation's appeal to the national assembly follows the strong stand it took at last year's meeting in Fredericton urging the other provinces to recognize the "French fact."

The approval of provisional membership for joint provincial councils will be reviewed after one year. In the meantime, Quebec Federation will continue as an active affiliate of the national organization, while the Big Six will gain associate status.

Speaking on his resolution Mr. Purkis told delegates from across the country that legitimate home and school groups were being denied proper representation because of the present policy of restrictive membership nationally and the lack of federated provincial councils outside of Quebec.

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difficult to give formal religion a place in the school system.

We are still so far apart religiously that it appears better not to introduce religion into the new schools of tomorrow but rather to base those schools on humanistic value. The further implications enshrined in those values, that is, the religious significance of those values, are the concern of the home and of the church, the synagogue, the mosque.

I am convinced that everything of which I have spoken will depend for success or failure on our ability to conceive, and to communicate to our children, a deep sense of cultural and indeed of religious values. This is where

their entry into the educational programme, and it is also where the cultural and ethical values of life have their importance underlined. *All our educational programmes will stand or fall by their recognition that man does not live by bread alone, nor indeed, by technology alone, nor indeed, by knowledge alone.*

Education is far more than a mere imparting of factual knowledge. Education is very much that comprehension of the values of beauty and truth and goodness which makes a man truly a man and therefore, as I believe, the creation of the divine spirit which moves in and through all things.



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Resolutions Adopted At Annual Meeting

Revision of Constitution from Edinburgh Home & School Association.

BE IT RESOLVED that the Constitution and Policy Committee or a special sub-committee be instructed to review the Constitution of the Quebec Federation of Protestant Home and School Associations in order to arrive at any recommendations necessary to improve the structure and working of the Federation.

Radio & Television Broadcasting from Cedar Park Home & School Association.

WHEREAS radio and TV broadcasting can be a useful supplement to teaching; and

WHEREAS it has been noted with satisfaction that the quality and content of educational programmes available to schools through the medium of television has greatly improved during the past year.

BE IT RESOLVED THAT the Minister of Education be urged to extend and develop the use of television and radio broadcasting in the field of education.

Sales Tax from John Rennie Home & School Association.

WHEREAS the regulations of the Quebec Retail Sales Tax Act, revised statutes of Quebec 1964 — Chapter 71, provide for exemption on children's clothing and footwear by size rather than by age or student status.

WHEREAS children are of varied sizes at the same age and not necessarily within the sizes prescribed in the regulations.

WHEREAS parents and guardians of children who are larger than the specify sizes mentioned in the

regulations are penalized for this factor which is beyond their control.

WHEREAS the delineation of a child by body and foot size is discriminatory.

BE IT RESOLVED THEREFORE that representations be made to the provincial government for the exemption from sales tax for children's clothing and footwear to be based upon the user's age or school registration rather than solely upon the sizes of such clothing and footwear.

Revision of Education Act from St. Lambert Home & School Association.

BE IT RESOLVED THAT the Executive of the Quebec Federation of Protestant Home and School Associations urge the Government of the Province of Quebec to revise the Education Act, Sections 127 and 129 to provide that nominations of candidates of School Commissioners or Trustees be held on the second Monday in May and the time for nominations be extended to a period from 9.00 a.m. to 9.00 p.m.

School Rentals from Willingdon Home & School Association.

WHEREAS activities such as ballet, art, French conversation etc. and meetings of scouts, guides as well as Home and School Associations are conducted under the auspices of Home and School Associations for the benefit of children; and

WHEREAS these activities are not for the purpose of raising money,

BE IT RESOLVED that the Protestant School Boards in the Province of Quebec, where concerned, be requested to dispense with the rental fees for the use of school

facilities for such activities when sponsored by Home and School Associations.

Encouragement of Home and School Associations from Willingdon Home & School Association.

WHEREAS parent should be considered partners in the education of their children, and

WHEREAS a home and school association is one of the essential ways in which this partnership can be realized,

BE IT RESOLVED THEREFORE, that Protestant School Boards in the Province of Quebec should encourage the formation of local Home and School Associations where they do not exist and that the principals of individual schools be asked to co-operate with Home and School Associations where they do exist.

Election of School Boards from Willingdon Home and School Association.

WHEREAS the composition of the population in many parts of this Province has changed since the laws were passed governing the election or appointment of school boards.

WHEREAS it is highly desirable that the school boards become more representative of the population they serve

WHEREAS the school boards in Montreal and Quebec City are appointed, not elected.

WHEREAS many school boards which are elected are so elected only by the Protestant property holders in that area.

BE IT RESOLVED THEREFORE that all school boards in Quebec be elected by all people of voting age entitled to use the services of a particular school board.

Driver Education Now High School Subject

Efforts over the last decade of Ruth B. Cohen, chairman of Federation's Driver Education Committee, reached a new plateau of success in June with the announcement that Driver Education will become a regular subject in secondary schools next year.

Driver Education will be compulsory for students completing their studies in the automobile trades and optional in other secondary schools. Prior to this, courses have been available at some schools, and training of instructors has been begun, largely through Mrs. Cohen's initiative and in collaboration with the provincial Department of Transport and Communications and the Canadian Highway Safety Council.

In making public its plans for Driver Education courses, the Department of Education also announced appointment of an advisory committee to assist in drawing up the contents of the program. Mrs. Cohen represents Quebec Federation on this committee which, among other things, will become keenly interested in standards for instructors.

The first 30 graduates of the first full-fledged instructors' course set up under Ministry of Transport sponsorship were honoured at graduation ceremonies on June 21. Their course had covered 18 sessions including 14 hours of in-car instruction. More courses of this advanced type will be required to train teachers for the new high school courses.

Announcing the new courses, the Department of Education laid

down the following ground rules. **Objectives**

Driver education programmes are intended mainly for pupils aged 16 or more, enrolled in public schools. They aim particularly to:

1. Encourage a collective movement with a view to decreasing the number of highway accidents;
2. Develop in the pupil a sense of responsibility;
3. Train cautious and courteous drivers;
4. Give students of automobile mechanics in the specialized education sector a more complete training and thus facilitate their integration with the working world;
5. Enable secondary school pupils to obtain the driver's permit issued by the Department of Transportation and Communications.

To be admitted for driving courses, pupils of school boards must fulfil the following conditions:

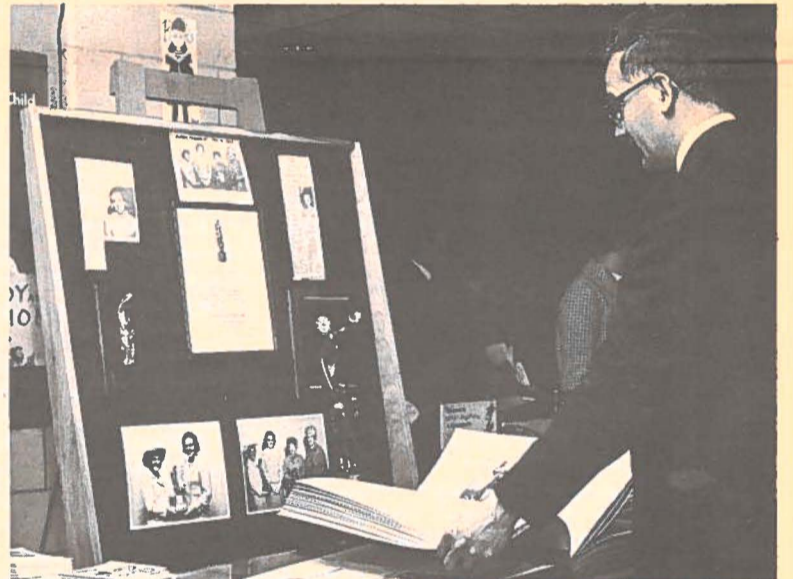
1. Be 16 years of age on the date of registration for the course;
2. Have obtained their parents' or tutor's written consent;
3. Be physically capable of driving an automobile;
4. Present a letter of recommendation from his class teacher, certifying that the candidate possesses the qualities and the maturity required to drive a motor vehicle.

Board Obligations

School boards which wish to organize driving courses must



DRIVER EDUCATION at schools has been much in the news this last year. Left, Federation's chairman of this activity, Ruth Cohen, is shown with the Carol Lane Award for outstanding service in such



safety work. To the right, Dennis Booth looks over a display of various citations for the committee's work at Federation's annual meeting.

conform with the following requirements:

1. See that the norms governing the application of the official programmes of the Department of Education are adhered to;
2. Entrust the instruction to qualified instructors;
3. Provide classrooms for instruction in theory;
4. Sign agreements with automobile dealers, regarding the material required for practical instruction;
5. Maintain the essential liaison with the services concerned in the Department of Transportation and Communications;
6. See that the pupils are adequately protected on both the moral and physical planes;

7. Prepare the reports required by the Department of Transportation and Communications;
8. Protect itself adequately against all damage resulting from the use or operation of the vehicles.

Any school board which wishes to add driver education prog-

rammes must previously obtain the authorization of the Directorate of Elementary and Secondary Education in the Department of Education. Government participation in the financing of these courses will take place according to the rules for the approval of school board budgets.

Double Honours to Ruth Cohen

Work of Ruth Cohen's committee on Driver Education has won for Quebec Federation of Protestant Home and School Associations both the National "Carol Lane" Safety Award, administered by the Canadian Highway Safety Council, and the corresponding provincial honour awarded by the Province of Quebec Safety League.

Mrs. Cohen was on hand to receive her well-earned kudos at Quebec City during the annual National Safety Conference, May 8-10. The provincial award was presented on May 8, the national award on May 9. The honours bring with them \$100 and \$250 respectively (to Federation, not Ruth!) which will be spent to further the cause of Driver Education.

Long Federation History in Education

Some Main Interests Listed in PAPT Talk By Dorothy Frankel

One of the truisms about Quebec Federation is that not too many people have a fair appreciation of its past actions and accomplishments, and what it stands for.

Newly-elected President Dorothy Frankel summarized some main points in an address during May to the annual meeting of the Provincial Association of Protestant Teachers.

These excerpts from her talk put a number of recent developments into perspective.



DOROTHY FRANKEL
Newly-elected President of Quebec Federation, speaking to luncheon guests at the annual meeting in May.

Two years before the creation of the Ministry of Education, our organization felt that parents were not sufficiently interested in what their children were studying, what the teachers were trying to accomplish, what new methods were being introduced by the school boards etc. We therefore prepared a study kit for local associations which we called "Operation Bootstraps".

This study was prepared with the idea of taking a good look at education to find out what could be done to improve conditions. In our study, which took approximately two years to complete, we asked our local people to consult with their teachers and principal when they discussed the various topics. So you see, that even that long ago, we were well aware of the fact that no study that affected our children could be made without consultations with the professional educators.

The came the creation of the Royal Commission of Enquiry into Education and we were ready with our brief, which was the results of the study made by a cross-section of local associations throughout the province. Many of the things we asked for in our brief have already been implemented. With the publishing of the Parent Report we found that as parents we were being asked to take a more responsible role in education. This was a challenge that we felt we must face up to. We had and still have a long hard road to travel. To name just a few things, there is the apathy of parents until something happens that affects their individual children, the indifference of principals, teachers and school boards.

The indifference of principals and teachers was not surprising — some individual parents can make things difficult to say the least for both teachers and principals — but to quote from our last brief to the Superior Council in November of last year, "We believe that teachers and the public both will need to study and give continuous consideration to their respective roles in the education of the child. We think it idle to engage in making generalities about either parents or teachers. It is well-known that parents have sometimes had the impression that they were none too welcome in the school. It is equally well-known that some parents harass the educators. Both situations are to be deplored. But deploring our weaknesses is not enough. Those teachers who hitherto have avoided contact with parents through misplaced fear will need to learn what can be gained by teacher-parent co-operation. The community, on the other hand, must understand that it cannot leave its ultimate concerns about education to a handful of parents just because those parents are noisy and vocal."

I am sure that your professional organization has problems with individuals too, but your whole organization is not condemned because of a few who do not want to change, but want education to go on in the same way as it has for many years. You are no doubt aware of the fact that we are a voluntary organization, which operates differently from professionals. However, even as volunteers, the members of our provincial association put in a great many hours of study, meetings and decision-making, and in our spare time, we read many reports and articles dealing with educational ideas and also problems.

We parents feel very strongly, that if our children are to be educated for "tomorrow's world", education must be changed drastically from the methods now used. That is why we have become so interested in Regulation 1 and its implications. We are organizing an intensive study for

the coming year. We know that this is a drastic change from the elementary school as we know it. We hope to get parents around the province familiar with what is involved. We are going to suggest that at the local level, they study this with their teachers and principal, in order to see how it will be implemented in their school. In other words we are anxious to let all parents know (yes, even the apathic ones) that an exciting new method of educating children at the elementary level is being worked out by teachers and principals.

Another area of our organization's concern is what is happening at the high school level, what kind of guidance will our students be getting. I might also mention that we hope to actively participate in the setting up of the colleges or institutes (as set forth in the Parent Report), for post-high-school students.

We have been interested in teacher training and have supported the effort to get evening classes on the McGill campus for training of graduate students who would like to take a teacher training course.

At the Provincial level we have been meeting with your Provincial association as well as the QAPSA and the QAPSB to discuss the various problems facing us all. At the same time we have a working liaison with the French Catholic, English Catholic and French Protestant parents. I feel that in time with these meetings and discussions, we will be able to break down the barriers that have existed, and although we may not always agree with each other, we will certainly have a better understanding of one another.

There are so many problems facing us all, while these changes in education go on at the Government level, that we must work together, and we as parents must share some of the responsibility. There is no doubt in our minds

that you, the teachers, have the greatest responsibility, and we have no intention of interfering in your work, but in order to be informed parents we must know what you are trying to accomplish, so that we are in a better position to pass this information on to all our parents.

One of our main projects for the coming year is to try to reach more parents all over the province, to convince them of the necessity of their active participation in their local association, to become aware of and understand all these tremendous changes in education. I hope that you, the teachers, will encourage the parents of your school, to discuss with you, all the advances in education your school is undertaking. They in turn can make your community aware of what you are trying to do.

Everyone working in the educational field has been jolted out of a placid existence. This came with the launching of the Russian sputnik. Next day, the world woke up and governments began to work feverishly, and all eyes were turned to the matter of

education, which became number 1 priority. More and more science laboratories were built, more and more scientists, physicists, mathematicians were turned out to bring the countries up to date in the space age. Somewhere along the line the humanities were forgotten.

May I as a parent make a plea for more emphasis on the humanities, to help our children become real human beings, with some sympathy for their fellow human beings? I know that this is not only a job for the school, but also a job for the home. This must be a partnership of the Home and the School. If I may be so presumptuous, I would suggest that we can start by teaching them to have a little more pride in their own country, Canada.

Our children must have the type of education that will help them fit into a world that is getting more complex everyday. Together you and I can help our children become good citizens. Together you and I will help our future citizens make a world that will become one world living in peace, or no world at all.

Canada's Century in a Nutshell

A century of Confederation in Canada has been marked by the Dominion Bureau of Statistics with publication of a new 512-page book, "Canada One Hundred 1867-1967".

Planned and edited by Dr. C. C. Lingard, director of the Canada Year Book, Handbook and Library Division of the bureau, this special Centennial volume presents in words, maps, charts and pictures the changing face of Canada during its first century as a federal state.

It describes the motivating forces of Confederation, life in the provinces in the 1880's, Canada's system of government, our attainment of national sovereignty, the multiethnic origin of the people, and — in 16 chapters — the growth of the economy from pioneer colonial times to its present modern industrial state. Canada's social and cultural life is also portrayed in text and illustrations and a section is devoted to recounting the nation's role in international affairs. The volume concludes with a brief outline of the Centennial celebrations being held during 1967 in Ottawa and across Canada,

and provides, for reference, a select list of additional "Books about Canada".

"One will find in this volume, in very concise chapter form, the highlights of our cultural, social, economic and political growth," Dr. Lingard stated. "As well, Canada's emergence as a power on the international stage can also be traced."

Work on the book actually began in 1959 with the drafting of the table of contents, and its publication in Canada's Centennial year is in lieu of the standard "Canada 1967" issue of the Bureau's official Handbook series. With an initial press run of 500,000 copies "Canada One Hundred 1867-1967" has become the largest publishing project ever undertaken by the Canadian Government, and, according to publishing authorities, probably of any book publisher in Canada.

The volume is priced at \$2, with a reduction of 25% for purchases in lots of 100 or more. Copies are available in both English and French editions from the Queen's Printer bookshops, local book stores, or by mail from the Queen's Printer, Ottawa.

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FEDERATION REPRESENTATIVES were active this year, as usual, at the annual joint meeting of the Quebec Association of Protestant School Boards and Quebec Association of Protestant School Administrators. In the group at left, Federation's John Purkis has just made a presentation to Howard Billings to mark his retirement, on joint behalf of Federation, QAPSB, QAPSA and the Provincial Association of Protestant School Teachers.



Left to right, Norman Wood of QAPSA, Ann MacLeish of RAPT, Dr. and Mrs. Billings, H.G. Napper of QAPSB and Mr. Purkis. To the right, and informal social group of Federation's Dorothy Frankel, Mrs. Billings, Dean Wayne Hall of McGill's Faculty of Education, Federation's Mary Buch and Douglas McVie of QAPSA.

Confessional Committees Remove Faith Strictures On P.Q. School Teachers

New regulations revolutionizing some principles of Quebec's confessional school system were enacted on June 2 by the Quebec legislature.

Catholic schools in future will follow the present Protestant practise of making religious instruction optional. Teachers in future will not be bound by religious strictures, and may serve in either school system regardless of faith.

The new regulations were drawn up by the Catholic and Protestant Committees of the Superior Council of Education. Announced during the course of debate on Bill 21 setting up the "institutes", they diminish the importance of the controversial provision that allows these new colleges to be confessional if they wish.

The rules make religion optional at both elementary and secondary levels; permit parents to

withdraw their children from religion courses at the elementary and secondary level; and allow Roman Catholic schools to hire non-Catholic teachers and Protestant institutions to engage non-Protestant teachers.

At the secondary level, principals are empowered to grant a student permission to drop religion courses on the student's request and after "consultation" with his parents, where they exist.

At the same time, students in the proposed pre-university general and vocational colleges may drop religion in favor of another course, even if their institute is confessional.

Under the rules, students in Catholic secondary and elementary schools who are excused from religion courses "shall follow a course of instruction in ethics."

In the Protestant system, the alternative is less categoric.

Children excused from religion courses "may" be given a philosophy or ethics course.

Post-secondary students are not required to take ethics as an option to religion.

The regulations also continue the Protestant system of instruction of a non-denominational nature with the emphasis on texts from the Old and New Testament.

At present, such instruction is given in Protestant schools at the elementary level in Montreal, but not at the secondary level. However, in Catholic schools, religion has been a required subject right up to the end of the 11th year.

It is also currently required in normal schools, family institutes and certain other post-secondary institutions, but not in universities.

In both the regulations prepared by the Catholic committee of the council and the Protestant committee, the idea of freedom of conscience is implicit for both students and teachers.

The changes will be welcome to many Protestant educators who have long wanted to hire Catholic teachers so they could assure French instruction by those who speak French as a mother tongue.

Such hiring practices up to now have been questionable legally, although the Protestant School Board of Greater Montreal has been hiring some Catholics from Europe.

In other areas of the province, Protestant boards have hired Catholics.

Annual Meeting At Sir George Rated Success

The spacious halls of Sir George Williams University provided a new and apparently universally-approved location for this year's Annual Meeting of Quebec Federation on May 12-13.

A total of 277 delegates and observers from 107 H&S Associations attended this, the 23rd annual gathering of Quebec Protestant parents. The convention program was organized by Mrs. Joan Dougherty (since lost to Federation, at least temporarily, as she has become a School Board member in Mount Royal) and Mrs. Anne McDonald.

Highlights of the business sessions included the decision to increase affiliation fees to \$1.50 per year per family, and adoption of a number of resolutions published elsewhere in this issue. Elections resulted in the organizational structure shown on page 3, with a few gaps still to be filled.

A programming experiment this year, eight "clinics" on subjects believed to be of broad interest, met with good success. Despite the timing — Friday evening during Expo 67 — at least 117 people attended. Greatest attendance was reported for discussions on human relations, membership recruitment, programming and leadership development.

Among the many happy aspects of the event, Dr. Howard S. Billings, retiring Associate Deputy Minister of Education, received the Buzzell Award for distin-

guished service to education from Leslie Buzzell, the award's sponsor. Retiring President John H. Purkis received a presentation, together with appropriate thanks for his outstanding work during a hectic period in Federation's history, from Wolfe Rosenbaum who was present representing the National Federation. Executive Secretary Mrs. Pam Reddall was honoured for her long and effective services with a presentation by President John Purkis on behalf of the executive.

A number of distinguished speakers and panellists featured the informative sessions on May 13, all on the broad theme, "Preparing Children for Tomorrow's World."

First Education Show Coming in April

The first Quebec Education Show, an exhibition of school equipment, furniture and teaching aids, will be held in Montreal, April 5-7, 1968.

Previously, there has been only a small exhibition of industry supplies put on during the convention of the Quebec Education Association in October each year.

James Myles, manager of the new exhibition says its aim is to "bridge the gap between those concerned with education in this major Canadian market."

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