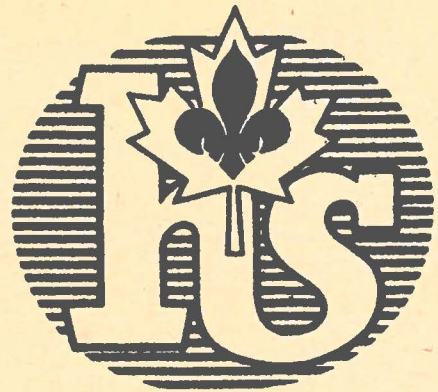


Quebec Home & School NEWS

APRIL 1971

ISSUE 4 VOL. 9.



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

Editorial

ON GETTING INVOLVED

Parent participation is the cry of the moment in educational circles. Governments, teachers and school boards are all recognizing that parents must have a larger role to play in education. Some of this is, no doubt, due to the short-comings of the education budget and an appeal for volunteer help. There is, also, a recognition that a relevant education necessitates co-ordination between the home, the community and the school.

Whatever the reasons, the fact is there. New legislation will probably present an opportunity for parents to take a practical part in the educational structure through the defined role of the School Committee. Home and School and P.T.A.'s will become the catalysts for the selection of members for this committee, will be a natural fount for parental opinion to the School Committee, and a means by which it can present to the parents the concerns of the school.

Where then do we, as individual parents, fit into education? The parent has the primary responsibility for his child's education. Education begins at home. The standards of healthy living, of morality, of community responsibility are set in the home. These are primarily and almost totally the responsibility of the parent. The results of this aspect of education contribute in large part to the child's character and stability. It cannot be overemphasized. Too many parents today tend to delegate responsibility for these items to the school, the TV, or community organizations. But, much of this education is the direct result of parental example. Our own morality, our acceptance of community responsibility, our way of living is assessed by our children, questioned by them, and accepted or rejected.

Parents, however, carry around their own 'hang-ups', and many young people in the black and white world of youth, reject all the values of their parents because of our inconsistencies or rationalizations. Respect and understanding arise from honesty and respect on our part towards our children. Education truly begins at home, and parents must accept this basic fact before they can justly criticize other educational institutions.

This does not imply that parents must be ideal educators at home before they embark on participation in the school. Indeed, it is often easier to understand the needs of the child at home when one sees what is offered at the school. Far from complementing the education that the child has received at home, the school may even be adding to the frustrations and problems of the young child by demanding from him a response for which he is completely unprepared. Schools are usually oriented towards the mythical 'average child', which makes it nearly impossible for any one child to receive the ideal education for his individual development. The parent who realizes this and endeavours to co-ordinate the total education picture for his child improves the chances for the development of the child's total potential.

The parent who never 'meets the teacher', who jumps on the 'leave education to the educators' bandwagon is doing his child a disservice. Many students who have breezed through elementary school with good reports, stumble on the high school doorstep or fall out of the technical or university programme. Why? Somewhere someone has failed to communicate. As the parent or guardian it is your responsibility to know who and where and when!

Too many parents have looked upon the school, the principal's office or the School Board building as having doors beyond which they were not welcome. Home and School has worked long and hard to turn the key in the lock to open the way for constructive consultation and participation. Today, principals, boards and the department of education recognize the right of the parent to know what is happening to his child in the education system, and his right to object if he doesn't like it! The parent is the child's protector and legal guardian. We must take responsibility for what happens to our children.

As long as we have a God-given right to produce children, we have a God-given responsibility to look after them — at home, at school, and in the whole community! Educators can help us educate our children, but they cannot do the job for us!

*Regulation 6
Questionnaire. See
page 9.*

INNER CITY

by G. S. Conrod, B.Sc., M.Ed., Principal,
Royal Arthur School, Montreal.

The past decade has witnessed a phenomenal growth in society's awareness of our many social problems and much attention has been focused on the urban crisis. Cities grow, like ring-worm, in concentric circles. Eventually the center begins to decay, leaving low-rent housing, poorly attended industries, filth and deprivation. The people who remain are poor. The material gap between their lives and those of the more fortunate ninety percent of our society widens with every price increase.

Royal Arthur School serves a population where over thirty percent of the children have only one parent, where the average family income is less than three thousand dollars per annum, and where over fifty percent of the families are existing on social welfare. Many dwellings are without hot water, and bath tubs are sometimes a luxury. Toilets located on the landing are shared by two or more families in ancient buildings which are beyond repair. This pocket of poverty, La Petite Bourgogne, with its neglected homes, often vacant and boarded up, is contained by the harbour, the industries of Verdun, Ville Emard, LaSalle, the financial district, and the escarpment south of Dorchester Boulevard.

Most of our society, involved totally in their own affairs, are not aware that the area on the right, looking out of the commuter train window, contains a wealth of human potential.

Leading psychologists state that more children of above average intelligence and ability are found in the low income areas, than in all other classes of society, simply because there are more children here. Intelligence, however, does not guarantee success. More money would help, but it is through education that we can look for more immediate and lasting changes in social conditions.

If education is the instrument to eradicate many of our social problems, why have we been slow to effect change? How does poverty affect the educational process and render it inadequate to many of the pupils in inner city schools? A higher incidence of mental retardation, emotional illness, poor physical health, hyperactivity and learning difficulties are the measurable features, but why? To

answer this, perhaps we should center our attention on what poverty means to an individual, and how it will shape his very existence.

Humans are not poor because they choose to be so, but often they are born into a prison of poverty, escape from which seems impossible.

Many, of course, take advantage of opportunities offered at present, and find their way out. We have all heard their stories, for the successes are well publicized. There is, however, another group who through no particular fault of their own, are predestined to a life of deprivation. Predestined, because they have been born under circumstances that present overwhelming odds against survival, let alone success.

The poor, like all of humanity, love their children and wish for their success, enjoy cleanliness, appreciate good food, abhor violence, are warmed by laughter, and saddened by tears. But the stresses of life are distorted by poverty. Crises that are encountered occasionally by the middle and upper classes are common to the poor. They meet frequently with financial problems, disease, dissatisfaction, failure, noise, dirt, and death. And these endless battles leave their scars.

The problem begins at conception. Statistically, the low income earner has poorer health, and a lesser chance of obtaining proper obstetrical care. There is a greater chance therefore, that the fetus will develop within an unhealthy mother, thus risking the possibility of embryological damage.

Studies indicate that the first year of life is extremely important to an individual's physical and mental development. The child born into a large family, or into a situation where the mother is forced to leave her child in order to support herself, will not receive the hours of tactile stimulation, attention, and loving that are necessary for normal development. The toddler, who begins to explore his environment, should be learning limits of safety and self-control, but often he does not receive the hours of guidance and patient explanation that are essential to the growth of his social skills and personality. Working mothers, irritable fathers, whose patience has been spent in hours of dull and unstimulating work, combined with over-crowded and hazardous homes, can often provide only a tense and unstable atmosphere.

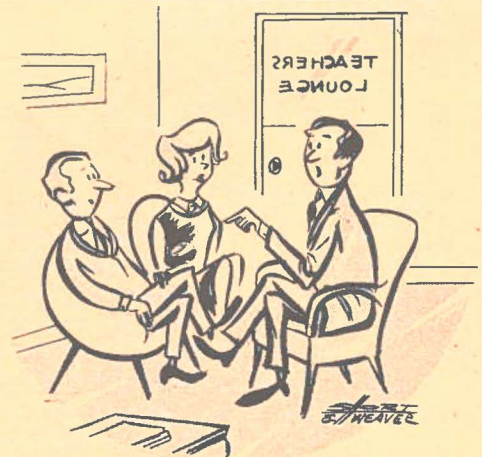
Because of these factors, many inner city children present themselves at school with poor social-skill development, poor impulse-control, and short attention spans. Life has so far presented itself as violent and chaotic, and the school with its middle class heritage, only adds to the difficulties.

In offering a service to their inner city pupils, how can the school be more effective? How can the disadvantages be erased by a conscious and willing society? I feel strongly that society must first accept that these inequalities exist and then willingly offer more opportunities to the inner city children.

Head Start programmes for three and four year olds will help augment the early stages of development.

Lowering the class size to fifteen or fewer pupils will allow the teacher a chance to cope with the many handicaps of her students.

Salaried Teacher's Aides, solicited from the community, and trained by the teachers, can help to free the teacher from clerical and supervisory tasks, allowing more time to prepare, research and evaluate. Urban Renewal programmes must be increased as the move into new housing is accompanied by noticeable beneficial changes in the achievements of students. Increased social, psychiatric, psychological, and guidance services will help to identify and treat the many social and psychological problems. Free hot breakfast and lunch services will serve to lessen the gap in nourishment that is evident. Better medical and dental services will decrease the number of hours lost from school due to illness, discomfort and pain. More recreational facilities, educational trips, and cultural events will help the school offer more meaningful experiences to enrich the inner city child's life.



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

Special training for inner city teachers is needed to help understand poverty and assist them to become more effective in their endeavours. A closer relationship between the school and the community is necessary to draw all concerned with the educational process, teacher, parent and pupil into a viable team.

Some of what we are requesting is presently being granted by the school commissions serving the inner city. All of the above suggestions require an increased expenditure at a time when educational costs are coming under the scrutiny of governments and taxpayers alike. Because the problems are social in nature, the costs must be shared by other governmental departments.

Before any of the material needs requested can be of use, the essential factor is personnel. Apart from being a competent professional, the inner city teacher must be committed to the frustrating and seemingly impossible mission of equalizing opportunities and effectively eradicating poverty.

THE PSBGM AND THE INNER-CITY SCHOOLS

by A. D. Talbot, B.A., District Superintendent, District No. 3, Protestant School Board of Greater Montreal.

In recent years the Protestant School Board of Greater Montreal has been increasingly concerned with the needs of inner-city schools such as Royal Arthur, and a good many improvements have already taken place, with more to come. Last November, for example, \$112,500 was voted for various special projects in mid-town schools, an addition to the large sums being routinely spent from month to month.

Impetus to improvement was given by the Inner-City Schools Committee, which deliberated and investigated during the 1968-1969 school year. Consisting of school people (a Board member, administrators, and teachers), of parents and of social workers, the committee made its final report in June, 1969, with 19 specific recommendations. Fifteen of these recommendations have been, partially or completely, already implemented.

* Class size remains a major concern. In some schools — notably Royal Arthur and Lorne — the pupil-teacher ratio is well below the average, but further advance is difficult. At the moment the provincially-regulated ratio is 27:1 for Grades I to VII, resulting in classes over 30. When a school such as Royal Arthur has fewer pupils per teacher, the difference must be made up elsewhere. And how?

This is undoubtedly a real dilemma. Teachers in inner-city schools, I am convinced, have in general a more difficult task than those in more favoured areas, as

a result of more numerous behaviour problems and learning difficulties and of the relatively lower educational background of the children. Relief will come when the provincial department permits a lower pupil-teacher ratio for inner-city schools.

* Development of an internship program in inner-city schools for student teachers is now under way. This, we hope, will result in a supply of teachers interested in teaching in the mid-town area.

* Pre-Kindergarten classes (for 4-year olds), so necessary for the cognitive and social development of culturally-disadvantaged children, have been set up in Royal Arthur, Lorne, and Devonshire Schools.

* In-service training for inner-city teachers is being offered.

* New reading programs have been put into five inner-city schools, including Royal Arthur. This is an expensive, but evidently worthwhile, individualized program, which it is hoped will help to close the reading gap.

* The task of upgrading schools buildings — Herculean and continuous — is going on. Royal Arthur has had the front of the building renovated, Lorne has received a new, large library, Devonshire has had its play areas carpeted. At Royal Arthur, at the moment of writing, approximately \$15,000 is being spent on upgrading resource centres, audio-visual facilities, and the library. Similar sums — with similar purposes — are being spent at the High School of Montreal and Baron Byng High School. Plans are underway to improve libraries in Bancroft and Edward VII Schools.

* In schools where it is necessary, special teachers and equipment are provided to teach English to New Canadians.

* A fund to assist in field trips for enrichment purposes is available to inner-city schools.

* Another social worker is being engaged by the Board, with Royal Arthur particularly in mind.

* Subsidized bus transportation is provided for Royal Arthur and Lorne pupils attending the High School of Montreal.

* A mobile reading clinic is being developed, to begin operation at inner-city schools before the end of the current school year.

* A summer school for enrichment is available for pupils of inner-city schools.

Much remains to be done, but not only by the Board. With education its rightful field, a school board cannot — and cannot afford to — usurp the functions of community and social agencies, and of the three levels of government. Cooperation among all services is essential for more rapid progress.

ANNUAL CONFERENCE — May 14–15, 1971.

This year, for the first time, we have invited our English Roman Catholic friends to join with us in a Conference for all, and they have accepted. So it will be a combined effort, with separation only for the Business Meetings. This is a tremendous break-through. Catholics and non-Catholics have planned together what we all hope will be a program both interesting and useful as we pursue our common goals for the education of Quebec's children.

The Conference will be held in the Hall Building of Sir George Williams University, 1435 Maisonneuve Blvd., Montreal. Quebec Federation's business meeting will be on Friday afternoon, March 14, when the reports, resolutions and elections will be dealt with, together with the presentation of the Buzzell and President's awards.

On Friday evening there will be a series of discussion seminars, on topics of major interest, with many well-known people participating. On Saturday morning, May 15th, the Minister of Education, Mr. Guy Saint-Pierre will address the meeting, and there will follow a discussion on English language education, the implications of Bill 63, Regulation 6, and other pertinent matters. A star-studded panel will handle this vital topic. Our next issue will be a special CONFERENCE ISSUE, and will be published on May 1st, and will give all the details. Make sure you attend.

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STUDENT COUNCIL TAKES INITIATIVE

The following two articles outline a conference that took place last Fall, and which led to an active and meaningful year for students, parents and teachers at John Rennie High School. We print it at this time as an indication of one way by which better communication between these three groups may be attained at the local level, and hope that the suggestions will provide means for other student councils and Home & Schools to start off next year with an active program.

JOHN RENNIE'S STUDENT COUNCIL WEEKEND CONFERENCE AT CAMP TAMARACOUTA

by Robin Cappuccino, President of the John Rennie High School Student Council

The Students' Council of John Rennie High School found itself faced this year with the challenge faced by all student councils, that of presenting and carrying out a programme most suited to better the plight of the students it represents in a meaningful, relevant and positive fashion. To meet this challenge successfully, it was determined, three things had to be accomplished. (a) an intensive study was needed to learn exactly what was the plight of the student in our school and what were the problem areas upon which action should be taken (b) once these problem areas were isolated, a course of action that would remedy each situation had to be carefully developed, and (c) student council representatives, if they were expected to work together in any meaningful way they had to be given the opportunity to get to know one another.

You'll

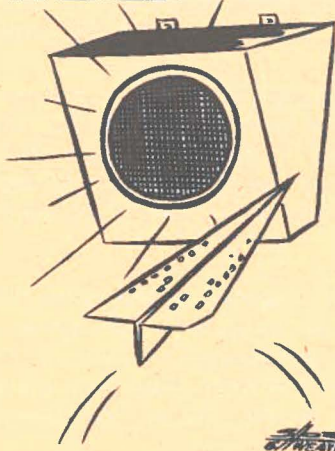
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"AND REMEMBER CHILDREN DON'T BEND,
FOLD, OR MUTILATE YOUR TEST CARDS..."

After much deliberation and debate it was decided that a Student Council Weekend Conference best suited the Council's needs. And so 50 student council members from Grades 7-11, 4 teachers, 1 Home & School President and 1 principal, found themselves two weeks later, breathing in the clean air of Camp Tamaracouta as participants in John Rennie's first Student Council Conference.

The conference program consisted of an orientation period, general meetings, films, study and action group meetings. The orientation, Friday evening, took the form of an informal discussion about the goals of the conference, and the problems posed by students upon which the Students' Council might have some influence. At the general meeting the next morning, after the showing of the films "No Reason to Stay" and "Summerhill" dealing with the dropout problem and the free-school concept, the discussion of problem areas was continued.

The major problems dealt with were student friendship and communications, boring classes, unclear and unfair discipline practices, the running of student council meetings, the availability of student guidance and emergency information, and student awareness of school activities.

That afternoon, study groups were formed in each of the problem areas. They were to examine the problem in detail and present possible solutions and remedies. Ten groups were set up to meet in two periods of approximately an hour and a half each.

The solutions these groups came up with were imaginative and, for the most part, practical. They were discussed in the form of resolutions at the general meeting Sunday morning. The resolutions passed formed the basis of student council program for this year.

The major resolutions were the establishment of a student information and guidance centre, the initiation of a school beautification project, the production of a student council newspaper, dealing with education, the initiation of a pre-school project whereby speakers and workshops will be presented by the students, for the students on their free time, the beginning of regular "round-table" meetings with teachers to discuss curricula and student-teacher relations, the beginning of similar "round-table" meetings with parents to discuss the family, student-parent relations, and their relationship to the school, the holding of a poll questioning students on the free-school project, curricula, discipline, and other aspects of school life, and other resolutions concerning student council effectiveness and efficiency.

After the general meetings "action committees" were established to carry out the resolutions upon the return to the school.

As the conference came to a close and evaluation took place, Sunday afternoon, representatives agreed that in terms of work done and program planned they had taken part in one of the most far-reaching, productive, and potentially influential activities ever held by the John Rennie Student Council.

Although the planning, working and staging of the conference was of necessity done by interested students, the participation of the four teachers, Miss Jack, Miss Gaunce, Mme. Rolet, and Mr. Buchanan, Home & School President Mrs. Haden, and principal, Mr. Jared, proved to be very valuable. In addition to serving

Students who know

what's happening today

make better citizens tomorrow.

The Montreal Star

as official chaperones, they were able to share their respective ideas, opinions and experiences in a positive way. The participation of representatives from all parts of the school community (parents, teachers, administrators and students) as with most John Rennie activities, offered the opportunity to develop improved understanding, co-operation and co-ordination of activities between groups.

Needless to say, a gathering of 50 teenagers would not have been a gathering of 50 teenagers without the wee-hour cabin raids, sing-a-longs, tomfoolery, games and pure fun enjoyed by all.

The task now before the Council is to continue to put the resolutions into action and to broaden and strengthen the feeling of brotherhood and community developed by the Students' Council, in working to prepare a program that will change for the better the plight of the students in our high school.

COMMENTS ON THE JOHN RENNIE STUDENT COUNCIL WEEKEND CONFERENCE

by Mrs. C. Haden, President, John Rennie Home & School Association

When John Rennie Student Council took the plunge, voted itself a Weekend Conference at Camp Tamaracouta and invited Home & School along — I went.

Led by an active Executive, anxious to coordinate student opinion about school and eager to contribute to the improvement of their own school, they needed time to sort out their ideas and come up with specific Student Council policies for the year. (One hour's meeting a week between last bell and the 4:30 bus offers fledgling democrats little time for policy-making).

I joined them — some fifth Class Representatives from Grades 7 to Grade 11, with their Staff Advisor and three teacher-chaperones — after they had spent Friday evening and Saturday morning seeing films about problems in education and tossing together points of view, complaints and suggestions about their own school and each other. Through till Sunday afternoon (with a little concession to sleep in the small hours), in discussion groups on specific aspects of school life, Student Friendship and Activities, Communications, Boring Classes, Free School Programs, School Beautification — or in incidental "rapping" punctuated by chomping on apples or doughnuts, these students ran a tight conference with a relaxed technique, and

came up with enough projects and ideas for their school to keep them busy through several years of office.



"Miss Quinn, send this message down to the local radio station... I want to make sure every student in school hears it!"

At meeting before school started, staff, students and Home & School had agreed that close collaboration would make for increased understanding and improve morale. (Getting close to student opinion and plans at this Conference widened my comprehension of students' attitudes to school and especially to each other.) The students are the first to acknowledge that increased kindness and inter-action between seniors and juniors, between the "freaks" and the "squares", the "heads" and the "juicers" is the first requisite for improved morale and a happier school.

The second requisite would be to offer unjaded tolerance to and open-ended interest in the kids from their adults, backed up by readiness to give help, no matter how prosaic it may seem to be, when the kids need and want it. Speaking personally, I suppose that apart from minor skills contributed towards dirty dishes, a slow bonfire and a shiner acquired by headlong flight over a piece of the Laurentians left lying path-wise, the most valid contribution I made to the Students' Conference was simply to go there and join in.

If it is true that the students are increasingly aware of the role of the parents through Home & School, it may be that the following "pebble" started the ripples...

"D'ye wanna pass the milk? You a teacher?"

"No".

"Then why're y'here?"

"Hey! Get this! Somebody's come from Home & School!"



"I LIKE THE WAY THIS TEAM CONCEPT HAS CAUGHT ON IN THIS SCHOOL..."

CANADIAN HOME & SCHOOL goes to the CANADIAN GOVERNMENT

On March 16th, Mrs. DOREEN RICHTER, and Mr. SOL CUKIERMAN accompanied a delegation from Canadian Home & School to request from Mr. Gerard Pelletier, Federal Minister of Cultural Affairs, funds to support a broadening program for Canadian Home & School. The funds would be used to open the way for French-speaking parents to participate more fully in Canadian Home & School, and to bring larger representation from the provinces to the Annual Meeting of the National body.

The delegation was unique in that it included members of parliament from all provinces and from all political parties, and the request from Canadian Home & School was given very favourable reception. Mr. Pelletier favours volunteer organizations and expressed the opinion that such organizations usually spend their monies more efficiently than government-run attempts to do similar jobs. The members of parliament present also expressed surprise at the amount of work which the Canadian Home & School Federation has been able to carry out within its limits; budget.

This meeting was held as a result of Quebec Federation leadership at the mid-term meeting of Canadian Home & School and hopefully will be the first step towards giving the Canadian Federation a more meaningful role to play in the Home & School structure.

Oak School benches or chairs for Sale at \$1.50 and \$2.00. Call Mrs. Peter Higgenbottom: 263-4594.

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PANEX

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THE McLENNAN TRAVELLING LIBRARY

It is matter of concern to some that with all the recent publicity about the plight of the McLennan Travelling Library very few associations, or members contacted Federation to ask if anything was being done to support the Travelling Library's plea for the reinstatement of their grant.

While Quebec Federation and a very few associations did write to the Minister of Cultural Affairs some months ago registering their concern, there was no further request for pressure from the locals.

Are our memories so short? Miss Kay Clynes, Director of the Travelling Library was for a number of years Federation's Committee Chairman for Children's Reading and Libraries. During this time she worked long and hard supply locals with library lists, and information on starting school libraries and improving those that already existed.

It strikes us as odd that the locals of Home & School can raise over \$10,000 for the St. Léonard children's education and yet apparently could not care less about a service which has for years made available to children, both English and French, library services in the rural areas at a minimal cost.

In the past twelve years area representatives from the more distant parts of the province have expressed concern about their school libraries, and referred in glowing terms to the excellent service of the McLennan Travelling Library.

Agreed, that it has been stated that the Travelling Library's grant is to be reinstated (but they haven't got it yet, and they are at a standstill until it is received). Are there no local associations or individuals in our Federation who would not subscribe to a special fund to make a firm substantial donation to Miss Clynes, on behalf of the McLennan Travelling Library, to show we are not indifferent to the fine service the Library has given and can and will give to the children of this province?

Where do you stand?

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REGULATION 6

Regulation No. 6

WHEREAS pursuant to section 2 of the Education Department Act (Revised Statutes, 1964, chapter 233), enacted by section 1 of the Act to promote the French language in Québec (1969, chapter 9), the Minister of Education shall take the measures necessary to have the curricula, made or approved for educational institutions and the examinations which confirm them, ensure a working knowledge of the French language to children to whom instruction is given in the English language ;

WHEREAS such measures have consequential effects on the actual pedagogical organization of elementary and secondary schools ;

WHEREAS it is expedient, under the circumstances, to make a regulation for such purposes.

THE MINISTER OF EDUCATION ENACTS AS FOLLOWS :

Section 1. The present regulation applies to pupils of the elementary and secondary levels whose parents or the persons acting in their stead have requested, at the time of their enrolment, that they be given the courses in the English language.

Section 2. French, as a second language, is compulsory for the six (6) years of the elementary level for all pupils affected by the present regulation.

Section 3. French, as a second language, is compulsory for the five (5) years of the secondary level for all pupils affected by the present regulation.

Section 4. The French language will, progressively, become the teaching language for other subjects at the elementary and the secondary levels, for all pupils affected by the present regulation. Educational experiments, coordinated by the Department of Education, shall be carried out prior to the general implementation of this measure.

Section 5. All pupils affected by the present regulation shall undergo, towards the end of their elementary studies, a proficiency test in French, simultaneously with the service tests provided under Regulation number 2 of the Minister of Education.

Section 6. In order to obtain a secondary school leaving certificate, all pupils affected by the present regulation must pass both an oral test and a written test relating to the program of French as a second language, for Secondary V.

Section 7. The present regulation shall come into force on the 1st of September 1971. In the case of pupils aged seven years or those in grade two, section 2 applies as of the 1st of September 1972. In the case of pupils aged six years who have started grade one in September 1971, the Minister may authorize a school board to postpone application of section 2 for a period of one year provided the said school board takes the necessary measures so as to permit such pupils to achieve the objectives of the program of French as a second language before the end of the elementary level. School boards shall take appropriate measures to allow pupils from outside Québec to prepare, if necessary, for the tests required under section 6. Moreover, the Minister of Education shall issue directives specifying the terms of application of section 4.

Explanatory Notes

Section 2

At present, the teaching of French as a second language starts officially in grade three (*Handbook for Protestant Teachers*, 1965) and in grade four (*Course of Study, English Catholic Elementary Schools*). School boards can, however, obtain permission from the Department to start teaching the second language at an earlier stage ; several school boards have availed themselves of this possibility in recent years.

For schools which now comply with the required minimum, section 2 of the proposed regulation represents an average increase of 20 per cent of the schedule devoted to the second language (12 per cent for Protestant schools, 29 per cent for Catholic schools).

The teaching program decided upon is the "Core Programme in French as a Second Language — Elementary I — VI", which has already been approved by the Catholic and Protestant Committees of the Superior Council of Education. Moreover, the Elementary and Secondary Education Branch has prepared, in cooperation with the Instructional Media Service, an exhaustive educational guide as a temporary solution to the lack of didactic material for children ranging in age from 6 to 7. Other audio-visual methods are being prepared by the Instructional Media Service.

Implementation of this new program should be completed by 1977. Hence all pupils promoted to the Secondary course, beginning with 1977, will have reached the objectives of this program. It is flexible enough however to allow school boards which are unable, in September 1971, to introduce the teaching of French as a second language in grade I to obtain permission to postpone doing so provided they catch up with the delay by adjusting their schedule in subsequent years.

Section 3

Teaching French as second language was already compulsory for all Secondary grades in English-Protestant and English-Catholic schools. It is only since 1968, as a result of the standardization of certificate regulations for English-speaking and French-speaking pupils, that French as a second language has become optional in the fifth year of the Secondary course (as was English as a second language for French-speaking pupils). The object of section 3 is to reinstate the former conditions.

Enforcement of this section will coincide with the generalization of the new program of French as a second language "Core Programme in French as a Second Language — Secondary I — V" which has already been approved by the denominational committees of the Superior Council of Education. It has the following characteristics :

- systematic apprenticeship of linguistic skills concentrated during the first three years of the Secondary course ;
- the last two years devoted to working in the second language ;
- an experiment initiated in Secondary IV, with a course based on present-day Québec ;
- a slow stream maintained for every grade of the Secondary course ;
- two additional options in Secondary V : an accelerated stream and a course in business French.

To ensure immediate implementation of certain parts of this program for pupils who have already started the Secondary course, the Elementary and Secondary Education Branch has prepared an Implementation guide.

This general program will be revised before 1977 in order to take into consideration pupils who have followed the new elementary program.

Section 4

In order to devote more time to the French language, school boards shall progressively introduce French as a teaching language for other subjects in the Elementary and Secondary courses. Educational experiments, coordinated by the Department, shall be conducted prior to the general implementation of this measure.

These experiments shall be carefully supervised, so as to establish :

- the subjects best suited to this instruction at the most appropriate grade ;
- the prerequisite knowledge of French required for pupils ;
- the didactic material needed ;
- the training required by the teaching personnel.

These experiments will be carried out with the Department of Education (Elementary and Secondary Education Branch and Educational Research Institute). Expenses incurred by these experiments will come under the heading "Research by school boards".

Study will be made of several methods :

- a) "Immersion in the French language" in kindergarten and at the beginning of the Elementary course with progressive introduction of the English language. Didactic methods and material however will be prepared keeping in mind that it is the second language. This means that written French will be introduced only when the pupil has acquired sufficient knowledge of the spoken language. There shall be no use of material designed for French-speaking pupils who start school already equipped with linguistic structures and a large vocabulary. Similarly, didactic material prepared for the initiation to Logic of Mathematics must be designed while keeping in mind it is intended for use in a second language.
- b) Following the same procedure as given above in paragraph : (a) apprenticeship begins (reading and writing) in the pupil's mother tongue.
- c) In addition to the teaching of French as a second language, one or more subjects will be taught in French in the Elementary and the Secondary courses.
- d) Teaching of the French language is concentrated in the Secondary course when pupils have acquired a sound basic knowledge of French as a second language.

Section 5

Essentially, this test will bear upon aural comprehension of the spoken language and the ability to speak and read. It can be compared with the service tests for mathematics and mother tongue which are being given at this level. This is not a promotion examination but a test to determine how effective programs and methods are and to help rate the pupils when they start the Secondary course.

Section 6

The same remarks given for section 3 apply for this section :

- a) tests for French as a second language were no longer compulsory in Grade XII and Fifth Year High ;
- b) in order to adopt the same policy as the French sector where there was only one written examination in English as a second language, a single test (written or oral) was required since 1968 in French as a second language.

The purpose of section 6 is to make mandatory successful written and oral tests, and both will be considered as a single examination at the level of Secondary V (with, eventually, the possibility of converting the scores).

The norms for tests in French as second language will be upgraded and progressively modified to correspond with the introduction of measures provided under sections 2, 4 and 5.

Section 7

Application procedures proposed for section 2 are those given in paragraph (a) of section 4. With regard to section 4, application procedures shall be settled once results are available concerning experiments carried out under this section.

PROPOSED MEASURES TO BE TAKEN BY THE QUEBEC DEPARTMENT OF EDUCATION WITH RESPECT TO THIS REGULATION

Generally, these measures apply as much to English as a second language as to French as a second language.

- Encourage professional improvement and retraining for teachers who are at present in service.
- Facilitate exchanges of personnel between French and English-language schools.
- Take incentive measures so that a greater number of French-speaking students become specialists in the teaching of French as a second language, in addition to other subjects, in institutions where French is the second language.
- Take incentive measures so that a greater number of English-speaking students become specialists in the teaching of English as a second language.
- Invite French-language universities to develop their didactic programs in French as a second language.
- Invite English-language universities to develop their didactic programs in English as a second language.
- Encourage applied research in the field of teaching French and English as second languages. Among priority objectives, an operational definition should be formulated particularly for the "working knowledge" concept through inquiries concerning the description of linguistic duties

and the definition of competency levels in the communicating act.

- Have the teaching of English as a second language start uniformly in Grade V.
- Make this teaching general in Secondary V.
- Revise programs and tests of English as a second language in order to give a greater importance to oral communication (understanding and speaking).
- Supply the school boards, through Educational Development Officers, with teaching assistance in the implementation of new programs, particularly in the elementary course, and with these school boards probe the recruiting criteria for personnel (grouping of pupils, team instruction), which allow optimum utilization of human resources.
- Encourage apprenticeship in understanding the written language by having school libraries include a section of works written in the second language, carefully chosen to suit the level of interest and linguistic ability of the pupils.
- In cooperation with agencies concerned, take steps to improve the pupils' motivation with regard to second languages : personal exchanges, exchanges of school groups, exchange of letters between pupils of different schools, prizes and awards.



EDUCATION MINISTER GUY SAINT PIERRE speaks frankly with Presidents of Home & School Associations from the Montreal areas at a meeting on March 15th. The meeting was organized by the Montreal District Council and gave the presidents an opportunity to question Mr. Saint-Pierre on Regulation 6 and on the proposed legislation for the Island of Montreal. Many questions were asked and the Minister extended the time of the meeting to answer them as clearly as possible.

LETTER TO MONTREAL STAR

from Mrs. Richter

Home & School Federation will make new study of views on French teaching

Sir, — In an article concerning Regulation 6, under the heading of "Parents favor more French in Schools" (Feb. 4), I was quoted as saying "not a single solitary parent has spoken out against Regulation No. 6". I would like to clarify this statement, and at the same time elaborate a little on the position of the Quebec Federation of Home & School Associations with regard to the teaching of French in English-language schools.

The quotation you used was in answer to the question asked by your reporter, "Have you had any parents call you to object to Regulation 6?" The answer was a truthful one at that time. Further, I had visited several schools, had had an executive meeting and a board meeting subsequent to the announcement of the regulation, and no objections had been brought to my attention.

Since the publication of the article, I have heard from several parents and half a dozen associations who have taken exception to the regulation, and particularly to Mr. Saint-Pierre's stated objective of 40 per cent French in English-language schools by 1977. Many of the objections are well taken, such as the fact that with such a large percentage of the courses being given in the French-language, this could change the character of the school itself. Other objections concern the availability of staff for such a program in so short a time. But, although there are objections of this nature, most of these are prefaced by the desire for an improvement in the teaching of the French-language to our children.

The federation has, through a brief to the Gendron commission, and through recommendations to the department of education by resolutions passed at its last annual meeting, advocated a flexibility in the French programs to be made available to the English-language community. Such a flexibility would appear to be possible through Regulation 6, provided it is interpreted as it seems to read. Sec-

tion 4 is the one with which most parents are concerned. It states that "the French language will, progressively, become the teaching language for other subjects at the elementary and secondary levels, for all pupils affected by the present regulation". Taken in the context of Bill 63, of which this is a regulation, one would interpret this as meaning that the progression would be limited by the factor of how much of the instruction can be in the French-language and still offer English-language education as an option for parents to choose.

Mr. Saint-Pierre's suggested 40 per cent seems high, but the fact remains that many parents would like to see this much French offered in our schools. Based on questionnaires which have been sent out in the past three years concerning French-language instruction in our schools, the obvious answer seems to be that an improvement in the second-language teaching is demanded by almost all parents unanimately, but that demands for additional opportunities for using French in the school vary considerably from one area of the province to another, and indeed from one school area to another within the island of Montreal.

Since Section 4 adds that experimental work will be done prior to the general implementation of this measure, it seems reasonable to expect that a variety of courses and areas of study will be tried for their usefulness as additional means for the acquiring of a working knowledge of the French language. It would be our position then that the local areas could select from this varied program those subjects which were desired by the students and parents in that area, with a great deal of the consideration dependent upon the availability of qualified teaching staff to carry it through.

As with many of the bills and regulations that come from government these days, much depends on the interpretation and implementation of the regulations into action. The federation does intend to make a more detailed study of the desires of the parents with respect to the implementation of the regulation, and to submit this to the minister of education.

Doreen Richter, President,
QFHSA, Montreal.

REGULATION 6 Questionnaire

Please study Regulation 6, and Explanatory Notes, and Mrs. Richter's letter to the Montreal Star, printed herewith and answer the following questions by April 15, 1971.

1. Is there anything in Mrs. Richter's letter with which you cannot agree?

2. Is there anything in the text of Regulation 6 and Explanatory Notes which you would like clarified or modified?

Please send your comments to Mrs. A. Crompton, Secretary, Better French Committee, 32 Campbell Avenue, Montreal 263, Que.
DEADLINE — April 15, 1971.

FROM: Name
Address
I belong to
Home & School Association.

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

FROM THE LOCALS:

any of the locals have at the request of the teachers' associations held information meetings for parents regarding the teachers' position on re-classification and acquired rights.

MEADOWBROOK'S February meeting dealt with the question "Is our school obsolete?". Panellists were principals, Mr. E. Newsome of Rosedale, Mr. G. L. Wood of Riverview and Miss Johannsson of Merton, - the moderator was Dr. Lorne Hamilton of the Protestant School Board of Greater Montreal.

SEIGNIORY'S January meeting was a girls gymnastic display and their February meeting was on "You, Your School Board, and Your Child's School Program". This association has allocated its funds for reference books for the school library, tecnatilt screens for two classrooms not previously equipped, art supplies to supplement those available through regular school funds and a bass xylophone to complete the set of Orff instruments.

ST. LAMBERT'S January Bulletin was by far the most comprehensive seen for a long time covering Educational Financing, reports from the schools in the area, the importance of art and music instruction, the school for exceptional children, and those with learning disabilities, and announcement of a series of seminars in April on "The Challenge of the Adolescent - a seminar for parents".

The newly affiliated McCaig School in Rosemere keeps its members and the community well informed by bulletins. Realizing that you cannot please everyone all the time, this associations February programme was broken up into several topics taking place concurrently in different rooms in the school. An extremely good idea which others may wish to follow.

SOMERLED has been using volunteer French-speaking mothers to help with french conversation during school hours for the grades 3-7. They also had a lunch program for the children of working mothers.

EDGEWATER has sponsored Ballet, Par-lons Français, art classes, skate sale, bicycle rodeo, and student accident insurance.

For the past three years, the elementary schools in the CHATEAUGUAY area have been involved in a pilot project involving audio-visual aids supplied by a variety of firms. This program has become known as the **Triple L program**, and has proved so successful that while it officially ends in June of this year, it is hoped that the Chateaugay School Board will buy the hardware, and the local Home & School Associations in the area, namely **MARY GARDNER, ROBERT JOBBER, CENTENNIAL PARK, and JULIUS RICHARDSON** have combined their efforts to raise the large sum of money to retain the films, film strips, loops, slides etc. Every conceivable method has been used by these associations to raise money, and they are to be congratulated on the concerted effort - we wish them every success. In addition **MARY GARDNER** has had 60 children participating in a ballet project run by the Montreal National Ballet group, and they also have a cub and scout troop. The cafeteria in the school is run by Home & School, providing meals at very low cost.

HOWARD S. BILLINGS - the high school in the area invited members of the Regional School Board to explain the workings of a big regional board, its formation, election, and its functions. In January representatives of Dawson and Vanier CEGEPS discussed what these CEGEPS had to offer, and a representa-

Iberia - Group Flight

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At sunset, there is a recorded classical concert in a quite olive grove. After dinner, you'll find additional reserves of energy for dancing, or enjoying the Cabaret. There are special facilities with a Mini Club and Councillors for children over 5.


DEPARTURES: July 6th, July 13th, July 20th, and July 27th

PRICE: July 6th - US \$559.00
 Per Person Children 5-12 - \$344.90

July 13th - US \$573.00
 Children 5-12 - \$356.10

July 20th, and July 27th - US \$587.00
 Children 5-12 - \$367.30

See our other offers on pages 6, 13, 14, 16.



PANEX

PLACE BONAVENTURE CENTRE PLACE BONAVENTURE
 WESTMOUNT SQUARE CENTRE WESTMOUNT SQUARE
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tive of the planning committee of the Greater Southern Quebec Region explained the concept of the proposed CEGEP, and gave a progress report. H. S. BILLINGS notes with pride a good increase in membership.

CAMPBELL'S BAY Home & School Association in Western Quebec has had a winter carnival. The money raised from this Annual event goes mainly on field trips to Ottawa, local mills, T.V. Stations etc. Their most recent achievement is getting free kindergarten privileges for their children. The local protestant school board has agreed to send the Protestant children to the Roman Catholic kindergarten and to pay the fees, as there are not enough Protestant children to warrant a class in the Campbell's Bay school.

To commemorate the opening of a new Resource Centre for THOMAS H. BOWES SCHOOL, the Home & School Association presented a large 24" globe. Following the official ceremony parents and guests toured the Source Centre and were given the opportunity to see the use of the new facilities demonstrated by pupils.

HOWICK has had good programs this season. In the Fall it discussed the Regime Pedagogique, and "School Dress". Mr. Tony Cornford, Federation area representative, and Martin Boloten, vice-president of Federation visited the association for their second meeting discussing how Home & School started, its activities past and present, and took a look at the future. During Education Week, in March, Mr. Norman Wood, Director-General of the Chateaugay Regional School Board and Miss Anne Wiggins Language Arts Consultant were scheduled to visit Howick but the snow cancelled the meeting. Funds of this association are being used to purchase some audio-visual equipment for the school. President GRAHAM PITCHER has been at Federation's supper meetings for local presidents this year, and has dropped into Federation office on several occasions for information and material — so Howick is on its toes, ready to help parents, and most important, their children.



GRAHAM PITCHER
PRESIDENT HOWICK
HOME & SCHOOL ASS.



Lt. to rt. Mr. J. Bunce, past president of Thos. H. Bowes H. & S., Mr. L. Rossaert, school principal, Mr. D. Brodie, current H. & S. president, Mr. B. Lederman, Chairman Gtr. St. Martin School Board, and Mrs. M. Smith, Librarian.



Parents and guest tour the Resource Centre and see it in use.

CHAMBLY-RICHELIEU Home & School has had an information meeting for its members regarding the teachers' strike. A winter carnival was held at the William Latter School, and the Chambly-Richelieu Home & School provided refreshments. Proceeds from this and a dance held in March are used for enrichment activities for the students.

The job of compiling the "From the Locals" column would not be complete without mention of the Cowansville area, represented by Mr. Maurice Hauser on the Board of Directors. Concern over Regulation 6, teachers strikes, a dance to raise funds for the Heroes Memorial School library — whatever is going on this area is sure to be in the thick of things.

One thing Mr. Hauser did bring to our attention, and worthy of note is a cutting from the Canadian Textile Journal. There is a couple of half-columns headed up "Improve your French" — a series of English sentences and their French translation, all related to everyday meetings

and communications in offices and plants, by Jacques Michaud. The particular cutting we have received refers to Knitting Plants, but just a thought for you business men whose firms issue publications to your staff — this type of thing related to your particular industry or profession could be really useful. Federation Office is thinking out a way we could adapt it for the NEWS. Thanks, Mr. Hauser — this is the type of inducement we can take.



Students demonstrate the use of library books etc. in development of research skills.

FOR YOUR T.V. VIEWING — EDUCATION REPORT

On CBC TV Channel 6 — Montreal, from 7.30 to 8 p.m. on MARCH 23, 30, APRIL 6, 13, 20, MAY 4, 11, 18, JUNE 1, 8, there will be a ten-part series — EDUCATION REPORT — outlining some of the interesting and topical educational programs taking place in Montreal. The series will cover Early Childhood Education; French Immersion; Alternate Methods of French Instruction; Elementary Education — the open space concept; Elementary Education — new educational philosophy; The Montreal Free School (outdoor education); Inner City Schools; Secondary Education; Secondary Education — the Polyvalent School. A number of schools which have Home & School Associations affiliated with Quebec Federation appear in the series, including amongst others, Royal Vale, Keith, Wagar, Riverdale etc. This should be viewing MUST for all parents.

LETTERS TO THE EDITOR

10 Claremont Avenue
Pointe Claire, P.Q.
February 12, 1971

The Managing Editor
Quebec Home & School NEWS
Quebec Federation of Home & School
Associations
4795 St. Catherine Street West
Montreal 215, Que.

Re: Letters to the Editor

Dear Sir:

Concern for my children's education in Quebec has caused me to read carefully your recent issues.

I would, therefore, like to commend you on the excellent December article, "The Role of the Principal" by Mr. Jim Heywood.

On the other hand, I would like to point out a fallacy in the argument of Norman Bernstein in January on the subject of "Pupil-Teacher Ratios". Mr. Bernstein cites the need for and merit of small classes. He does not consider the converse. When the Government precludes the possibility of small classes and specialist assistance cannot be afforded, the schools are not able to make real progress implementing contemporary trends in educational method in Quebec.

In view of large classes, the inadequate financial resources for specialists and for modern teaching audio-visual hardware, one questions whether the proposed pace of conversion of our educational system to Bernstein's modern "child-centred" concept is feasible. Financial restraint may dictate teaching methods and an educational system appropriate for the inevitable large classes decreed by the Government's 27-1 pupil-teacher ratio.

How to successfully cope with large classes is the real educational issue in Quebec today. Discussion of arbitrary Government ruling of a 27-1 ratio is a red herring, if that is all Quebec can afford for education.

Yours truly,

R. E. Boston

THE UNEMPLOYED EDUCATED

by William Asherman

This is written with reference to a situation whereby literally thousands of students, including large numbers of engineers, chemists, technicians, etc. will graduate from universities and colleges in this province, and all across Canada this year, without being able to find jobs. Regardless of opinions as to the purpose of education and doubts about the value of degrees and diplomas, most of these young people will have to make a living, but will not get an opportunity to do so, at least not in the foreseeable future.

At that, it is surprising that hardly anything at all has been heard in this matter from the Canadian Home & School & Parent-Teacher Federation or from Quebec Federation of Home & School Associations.

Does it make sense, on the one hand to continuously promote and work for betterment of education and welfare, and on the other hand to be resigned to this very unfortunate state of affairs? Do we not badly fail our young by this silence?

Leaving aside those who cannot or do not want to work, are repeated statements by government officials correct that there has to be unemployment in a society such as ours?

Instead of hoping, as it is being done, that things will by themselves gradually get better, should not everybody be aroused and pressured, viz. federal and provincial governments, industry, commerce,

unions, everyone connected with education, etc. etc. to forget individual interests and fully co-operate so as to try and find ways and means to remedy the situation?

Should not the influence of rapidly advancing technology be thoroughly re-examined? Whether society has been sufficiently prepared for it? Whether its advantages are not more and more outweighed by disadvantages? (This with particular reference to streamlining production by increasing replacement of human work with bigger and more sophisticated machinery, which has also brought about dangerous spoiling of the environment, over-production, miscalculations, bankruptcies of large enterprises and subsequently more lay-offs, higher taxation to provide more funds for increasingly necessary social security payments to unemployed).

In our own province, is costly vocational training in comprehensive high schools and CEGEPs satisfactory or would it not be better to supplement or even completely replace it by on the job training while students are at school? Are the guidance services on various school levels working properly? Is there sufficient communication and co-ordination between the various school levels, particularly with regard to setting up courses? Is there a proper system to establish kind, number and location of jobs available at any given time? Can the manner be improved by which the Manpower Department operates regarding allocation of jobs and retraining of people? Should there not be more pressure exerted on authorities, particularly in the Department of Education, for better consultation with educators before issuing regulations and directives, which in many instances originate from technocrats who cannot possibly have the same approach to educational problems as professional educators have?

These, in my opinion, are some of the more important questions to give food for thought as to how the serious situation described at the outset, may possibly be approached. Doing nothing, except perhaps paying lip service or throwing up arms and saying "what can I do"? might easily increase the frustration of many young people to a point when they begin to ask themselves whether the radicals amongst them are not right after all in their belief that this society has failed them and that consequently it has to be changed.

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THE DRUG SCENE - did you know?

1. FOOD AND DRUG ACT - A Canadian Statute which can be enforced by a private citizen, local police or R.C.M.P. Jurisdiction includes: LSD, DET, DNT, STP, Amphetamines.

Penalties:

- A. For possession of restricted drug
 1. On Summary Conviction
 - (a) First offence - maximum \$1,000.00 or six months or both.
 - (b) Second or subsequent offences - maximum \$2,000.00 or one year or both.
 - (c) No possession penalty for amphetamines.

OR

- 2. On Indictment - maximum \$5,000.00 or three years or both.

Penalties:

- A. For possession of narcotic
 1. On Summary Conviction
 - (a) First offence - maximum \$1,000.00 or six months or both.
 - (b) Second or subsequent offences - maximum \$2,000.00 or one year or both.

B. For trafficking or possession for purpose of trafficking.

- 1. On Summary Conviction - maximum 18 months.

OR

- 2. On Indictment - maximum 10 years.

2. NARCOTIC CONTROL ACT - A Canadian Statute enforceable as above.

Jurisdiction includes: Opium, Morphine, Cocaine, Heroin, Marijuana, Hashish.

OR

- 2. On Indictment - maximum 7 years
- B. For trafficking or possession for purpose of trafficking. Indictable offence - maximum INCARCERATION FOR LIFE.

3. WHAT IS A SUMMARY CONVICTION OFFENCE?

- 1. Minor offence - can only be tried by a justice or magistrate.
- 2. Penalty limits distinguish it from indictable offences.
- 3. Procedure somewhat different than with indictable offences.

4. WHAT IS AN INDICTABLE OFFENCE?

- 1. Major offence - can be tried by a judge and jury, judge alone or a magistrate.
- 2. Right of election in accused.
- 3. Penalties more severe than with summary conviction offences.
- 4. Procedure somewhat different than with summary conviction offences.

5. WHAT IS TRAFFICKING?

To manufacture, sell, give, administer, transport, send, deliver or distribute or to offer to do any of the above is to traffic.

6. WHAT IS POSSESSION FOR THE PURPOSE OF TRAFFICKING?

Difficult to define or to prove because a state of mind must be established.

BUT if the Crown fails to prove possession for purpose of trafficking but does, in fact, prove possession, then conviction shall be entered for possession.

7. SEARCH AND SEIZURE

- (1) Police may search any place except a dwelling house without a warrant.
- (2) Police may search a dwelling house with a warrant or a Writ of Assistance.
- (3) Police may search any person on the premises.
- (4) Police may seize any narcotic found at the place searched.
- (5) Police may break doors or windows to enter premises.

Prepared by The Drug Committee, The Canadian Home & School & Parent-Teacher Federation.

FOR MORE INFORMATION - films, speakers etc. contact: **MR. A. L. CORNFORD, Chairman, Drug Education Committee, Quebec Federation of Home & School Associations.**

Criminal Code of Canada.

"Where a child is adjudged to have committed a delinquency he shall be dealt with, not as an offender, but as one in a condition of delinquency and therefore requiring Help and Guidance and Proper Supervision." 1929. c.46. s.3

PARIS ... EIFFEL TOWER ... CHAMPS ELYSEE ... MONMARTRE ... CINEMA ... THEATRE ... POLITICS ... SUN ... FRIENDS ...
 POLITICS ... SUN ... FRIENDS ... CONVERSATION ... MUSIC ... PARIS ... EIFFEL TOWER ... CHAMPS ELYSEE ... MONMARTRE ... CINEMA ... THEATRE ... POLITICS ... SUN ... FRIENDS ...
 CINEMA ... THEATRE ... POLITICS ... SUN ... FRIENDS ... CONVERSATION ... MUSIC ... PARIS ... EIFFEL TOWER ... CHAMPS ELYSEE ... MONMARTRE ...
 FRENCH CONVERSATION ... POLITICS ... PARIS ... EIFFEL TOWER ... CHAMPS ELYSEE ... MONMARTRE ... CINEMA ... THEATRE ... POLITICS ... SUN ... FRIENDS ...

Air France - Group Flight

THERE IS A LOT TO LEARN ON THE FRENCH RIVIERA!

Especially at the Collège International de Cannes. Here is an ideal opportunity for students, between the ages of 16 and 20, to spend 4 weeks in France, studying at the Collège International de Cannes. Under the direction of Professor René Palmiery of the Alliance Française, students will follow a normal classroom curriculum, embellished with club debates on topics of special interest, such as Cinema, Theatre, Literature, Journalism, Politics, Painting and Music. The subject, The Life on the Riviera and in Provence will acquaint the student with his immediate environment, through slides and short films, followed by special outings. There are visits to Monaco, recreational evenings where the students will meet their French counterparts, as well as sports activities. Each student will spend the four weeks with a French family and join in the regular family activities - an excellent way to practice and achieve fluent French.


There is a fifth week which is a tour of France, including the Loire River Valley and Paris.

DEPARTURE: July 2nd
RETURN FLIGHT: August 7th
PRICE: \$775.00

This includes the flight from Montreal to Paris and return, the flight from Paris to Nice, transfer from Nice to Cannes, 4 weeks at the Collège International de Cannes, full board with a French family, motorcoach trip - Cannes to Paris, with accommodation in good Tourist Class hotels, and 3 meals per day, and 3 nights in Paris with 2 meals per day, sightseeing, and transportation to the Airport.

See our other offers on pages 6, 10, 14, 16.

CINEMA ... MONMARTRE ... CINEMA ... THEATRE ... POLITICS ... SUN ... FRIENDS ... FRENCH CONVERSATION ... MUSIC ... PARIS ... EIFFEL TOWER ... PARIS ... CINEMA ... THEATRE ... POLITICS ...



PANEX

PLACE BONAVENTURE CENTRE PLACE BONAVENTURE WESTMOUNT SQUARE CENTRE WESTMOUNT SQUARE TOWN OF MT. ROYAL CENTRE VILLE MT ROYAL

878-4691 931-7244 735-2431

TREATMENT OF MINORS

TREATMENT OF MINORS without parental consent: Some time ago it was learned that there were still some hospital clinics and doctors who would not treat minors for drug abuse, alcohol and venereal disease without their parents consent. The Montreal Council of Social Agencies, and others, including Quebec Federation, pressed the Minister of Health to make a public statement on this matter to clarify the situation in the minds of all concerned. The Deputy Minister of Health has now made such a statement and it was published in *Le Devoir* on February 19th. We have not seen it in the English dailies, but the situation was clarified on the "Hourglass" program by a doctor in Channel 6 on March 10th last.



Representatives from the three English-language CEGEPs visited with local Home & School presidents on March 19th at a special supper meeting. They are welcomed here by Quebec Federation President, Mrs. Doreen Richter and Federation of Catholic Parent-Teacher Associations President, Mr. R. Spencer. Left to right: Mr. Robert Burns, Director-General John Abbott College; Mrs. Richter, Mr. Arnold McArthur, Board member Vanier College; Mr. Paul Gallagher, Director-General Dawson College; Mr. R. Spencer.

All photographs in this issue (except those of Thos. H. Bowes presentation) by Fred Shapiro, student at Westmount High School.

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Pssst! WANT TO SEE SAM LORD'S CASTLE?

Sure you do, because Sam Lord was a famous Pirate, and Sam Lord's Castle is located in Barbados. That's right, the famous Barbados ... the Barbados of the Jet Set ... the Barbados that has the Atlantic on one side and the Caribbean on the other. Barbados, the island in the sun, is yours for 2 weeks with accommodation at beautiful Southern Palms, right on its own golden beach. Everything you've always wanted in a luxury vacation is your's ... Residential villas and appartments; a private beach, club, the pool, shopping centres with supermarkets and restaurants near by. Elegant hotels for evening dining and entertainment, maid and children's supervisory service are available. The rate also includes transportation between the Airport and the Village, baggage handling and trips.

DEPARTURES: July 3rd and July 7th

RETURN: July 17th and Aug. 6th

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See our other offers on pages 6, 10, 13, 16.

IBBEAN ... RUM ... WHITE SAND ... JET SET ... SWINGING ... ER SKIING ... SUN ... CARIBBEAN ... RUM SWIZZLES ... F ... SUN ... WHITE SAND ... JET SET ... SWINGING ... SUN



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THE ROAD TO PARTICIPATION

1. Join your Home and School.
2. Serve on the Executive, or nominate someone you know will represent you well.
3. Serve on a Committee or join a study group.
4. Exercise your right to vote, for Home and School officers, for school boards.
5. Read the News and send in your comments or discuss it with your friends.
6. Get to know your child's teachers and your school principal.
7. Study the material sent from Federation and answer the questionnaires — these answers become Federation policy!
8. Spend a year or two at the provincial level — serve on a provincial committee or the board or executive, and see the broader picture.
9. Present resolutions, make nominations, take part in elections both at the local level and at the provincial level (as a delegate from your association).
10. Drop in to the annual meeting — May 14th and 15th — and hear about some of the educational issues that interest you!

PLEASE!

Don't throw away your Dominion Stores sales slips. These are being collected to help purchase special equipment for multi-handicapped children. Kindly send to: Mrs. D. Arrey, 11700 Elie Blanchard Ave., Montreal 390.
For more information call 334-6917.



Education Minister Guy Saint-Pierre talks to presidents of Montreal Home & School Associations at Westmount High School on March 15th. The Minister discussed Regulation 6 and the possibilities of new organization of education in Quebec. The meeting was arranged by the Montreal District Council of Quebec Federation.



A WORD ABOUT PANEX...

In this issue, specifically pages 6, 10, 13, and 14, you will find advertisements for Panex Travel Centres. We, at the Quebec Federation, are particularly pleased to be able to welcome Panex into this issue, since the vacations being offered appear to be of excellent value. Many Home & Schoolers will be able to benefit from the special group and charger rates being charged which represent a considerable saving over the individual fare.

In order to benefit from these lower rates, it is necessary to get as many people as possible to go on the tours, and

it is hoped that if you have not already made your travel plans, you will take them into consideration.

One tour that really catches the eye is the 4-week study session in Cannes, with a 1-week tour of France. It should be of great educational value, as well as a lot of fun for the student.

Panex have 3 Travel Centres in Montreal, at Place Bonaventure, Galeries Westmount Square and 1371 Canora Road (opposite the CN station) in Town of Mt. Royal, and they will be most pleased to answer any of your questions.

PANEX TRAVEL CENTRES

PANEX TRAVEL CENTERS are proud to be present in this issue of your newspaper. We are an organization dedicated to offering the best value and the most interesting travel possibilities to Montrealers.

Our firm has a wealth of travel experience in its top notch personnel, among the best in Montreal: Bob Koffend, with 20 years experience in the travel business as an airline executive and travel wholesaler before his association with PANEX; Ken Clare, Montreal industrialist; Ted Hill, DC-8 Pilot with Air Canada; and, myself, formerly a Partner with the auditing firm

of McDonald Currie, are active participants, supporting the front line activity of our three offices, located for your convenience in Westmount Square, Place Bonaventure (both at Metro Stations) and Town of Mount Royal (in the heart of the Town, right opposite the CNR Commuter Station).

Phone or visit us for all your holiday and business travel at the office most convenient for you. We are at your service, for all reservations, travel insurance, and our own innovation - "Mini-Money", the currency convenience on arrival in a foreign country.

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Gentlemen:

I am interested in information on the following group and charter flights offered by Panex for the Q.F.H.S. ... Please rush all pertinent information to me. I realize I am under no obligation whatsoever.

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Project # 2: Charter Flights to Barbados

Project # 3: Club Méditerranée and Porto Petro

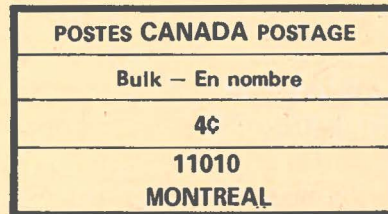
Project # 4: Student Study Seminars in Cannes, France and Tour of France

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