



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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Jordon Anderson, Allancroft, piped in the Awards Luncheon head table.

## Hot Summer Ahead!

# Federation to launch court battle on 101

It has been a long wait. But finally Quebec Federation is to get Bill 101 into the courts. Shortly after this paper goes to the press it is expected that "C Day" (Court Day) will arrive. As the saying goes: "Every man is entitled to his day in court", and according to Federation's 101 Action Committee Chairman Calvin Potter, those concerned about minority and human rights in Quebec have waited long past due for their day.

Getting the issue aired and assessed in the calm, informed and dispassionate arena of the courts is the prerequisite for any subsequent orderly and fair accommodation of community interests.

As Cal Potter states: "We are not opposed to change, but we are unalterably opposed to unilateral political imposition which disregards the rights of parents and their children to freedom of choice, expression and communication, and the

rights of their community to cultural survival."

In this regard Federation feels it is acting in perfect accord with the statement of the Government of Canada on the official language policy in 1977:

*The English and French languages are a fundamental expression of the Canadian heritage, and public policies, federal and provincial, should provide assurance that this linguistic heritage will be preserved and developed so that, in particular, where official language minority groups exist in Canada, they will be assisted and encouraged by public authorities to preserve their language... What should govern above all else is a sense of respect and civility towards the official language groups in each province. Measures should be adopted, consistent with the particular circumstances of each province, that would enable those*

*groups to participate in the fullest extent possible in the life of the province and Canada in their own language." (A National Understanding, Minister of Supply and Services, Canada, 1977, page 72.)*

Says Potter: "Our dismay is that the Government of Canada has failed to respond to appeals from us that it defend its own policy (and the Constitution)." In October 1977, Federation submitted a legal petition requesting the cabinet refer Bill 101 to the Supreme Court of Canada. Again, in March 1978, it inquired of the Secretary of State regarding financial support of our court action (as at press time Federation is still awaiting his decision).

"C Day" will be a milestone in the history of the defence of rights of Canadians, both English- and French-speaking. The challenge has been made possible.

Continued on page 10

## QUALITY OF LEARNING, LIFE:



# New ideas for all at convention

Another year, another conference, another success. As usual when Home and Schoolers get together, our Thirty-Fourth Annual Conference was a scene of enthusiasm and hard work. It was held this year on Friday and Saturday, May fifth and sixth, at the Holiday Inn - Downtown, and there were about three hundred of us there, discussing our theme of "QUALITY OF LEARNING - QUALITY OF LIFE."

The Honorable Warren Allmand, Minister of Consumer and Corporate Affairs, was our speaker at supper on Friday, and Dr. George Flower, Professor of Educational Administration and Dean of the Faculty of Education at McGill University, spoke at our Awards Luncheon on Saturday. We were delightfully entertained at Saturday's lunch—first by having Jordon Anderson of Allancroft School pipe the Head table in, and after

lunch by a group of young, budding musicians from the Briarwood Home and School Music Programme and then by a class from LaSalle High singing and playing ukuleles.

Apart from a mix-up that resulted in a very crowded supper area (a 'togetherness' motif) and a bowling banquet next door to one of our workshops Friday evening, all went well. Our apologies to those who had no elbow room at supper or had trouble hearing in our Human Sexuality Workshop.

This year we came close to finishing our business meeting on the Friday, and only had a half hour's business to finish Saturday afternoon. Let's aim next year at finishing Friday afternoon.

A resolution came to the floor of our business meeting this year suggesting that we integrate with School Committees. While we are all agreed

(New Ideas, p. 4)

## Honoured for service . . .

### LESLIE N. BUZZELL AWARD

For outstanding service to Quebec Federation  
**JOAN RICHES**

Joan started working for Home & School in Etobicoke, Ontario. She continued with the PTA in Edgewood, Penn., where she became immersed in comparative education and educational philosophy, still one of her concerns. She came to Montreal and worked on Bill 62 (School Board Unification) with Signiory H&S. She became President of Signiory, H&S Liaison on the PAPT/PACT Curriculum Council, H&S Representative on Lakeshore School Board Education Committee, Chairman of Federation's Resolutions and Policy Committee before being elected Commissioner, Lakeshore School Board. Almost immediately she became director and first female officer of the Quebec Association of Protestant School Boards. When elected, she said, "Quebec Federation of Home & School Associations has made me what I am today."

Joan has been actively involved in many of Federation's studies, workshops and conferences, with strong participation in programs and people groups.

She is off soon to Venezuela where her children will be enrolled as 'illegals' in the school system there, studying in both English and French. The only permitted language of instruction there is Spanish!



### GORDON PATERSON AWARD

For outstanding service to the education of children  
**LLOYD MacKEEN**

Teacher (West Hill High), Principal (Drummondville High), Supervisor of Protestant school boards (Pontiac, Stanstead and Brome), Director General (Bedford Regional School Board), Secretary, Protestant Committee (Superior Council of Education), Lloyd MacKeen has devoted a large slice of his life to education. For a few years he was an educational and administrative consultant to various maritime provincial governments.

He was called "the conscience of Protestant education in Quebec" when honored with a life membership in the Quebec Association of Protestant School Administrators, and also received the provincial government's "Order of Scholastic Merit" for service to education.

Throughout his career he has shown support of parental involvement in education. He is a former vice-president of Quebec Federation.



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# Editorial comment

## To give up is to die . . .

One of the criticisms being leveled at Quebec Federation of Home and School Associations these days is that it is spending too much time and energy engaging in politics and political action. This is a just criticism, because we do spend many man-hours dealing with political issues and political individuals. But the only way to avoid politics is to die, and we have no intention of doing that.

With government dictating when and where your favorite airline will fly, how many and how often the train shall pass or stop at your local station, what shall or shall not be added to your food, what brand of clothing or shoes you may buy, where your children may or may not be educated, is there anyone who can go through a day of life without having politically-based decisions made for him? The style of life that has developed in North America, if not all over the

world, is based on politics, the conscious or unconscious decision of the populace to allow governing bodies to make decisions affecting them individually and corporately. All life is political, and as long as we participate in life, whether as individuals or as a group, we will be involved in politics.

The main difference is whether we will be involved actively or passively. Quebec Federation could be a passive non-participant and onlooker as decisions which seriously affect the lives of our members are made for us. But we consider that to be an abdication of our objectives and responsibilities. So we must become engaged in life as it is, to make it better, more satisfying and help our members and others have a positive influence on the development of our children.

## The News

Invites you to submit your opinions and opinions of others you think parents and others would be interested in reading.

## 1066 and all that inhibits Anglo Quebecers

By James A. Stewart  
The Star's Quebec Editor

Reprinted from  
The Montreal Star

Premier Lévesque was far too polite to come right out and say why no Anglophones were appointed to the government's 12-member advisory council on Bill 101 last week. It was left to an unidentified aide to explain the reasons for what appears to be a slight to a large part of the Quebec population.

Many potential council members were considered, said the aide, "but the Anglophones were rejected because they were of too-low calibre."

### Limited horizons

There it is, the simple, unpalatable truth. Try as it might, the government has been unable to find qualified, competent Anglophones to serve in the institutions of modern Quebec. The attempt has been in vain largely because Anglo-Quebec society, in its struggle for survival, turned in on itself and as a result, failed to produce people with the kind of competence the government requires.

The English educational system stubbornly refuses to adapt to the times. While the French system is producing psychiatrists, sociologists and metaphysicians, the English keep on churning out engineers and bachelors of commerce with limited horizons.

The result is that Anglophones cannot compete when the government goes looking for people to sit on its

language advisory board. They are just not qualified. So they are rejected, shunted aside, and have to be content with sitting on less prestigious boards in insurance companies and the like.

The backwardness of Anglo-Quebecers is, of course, rooted in history. They are a conquered people. They have not forgotten the Conquest of 1066 when William, Duke of Normandy, crossed the channel and made England French. Later, other Normans came to the New World and became the government of Quebec. Many Anglophones still consider them the descendants of the conqueror and are keeping that memory alive by driving around with car licence plates which say "Je me souviens."

### Protected society

Given this background, it was perhaps natural that Anglo-Quebecers would develop an ingrown, protected society which clung passionately to old, monarchical values. A kind of federal priesthood imposed rigid rules of thought and conditioned the population against any new ideas of an independent nature.

The dogma of pan-Canadianism bound believers in a community for self-preservation. Cut off from the Quebec civil service, with little representation in government, the Anglos put their faith and

energies into work, capitalism and education.

### Remains in dark

Alas, the educational system proved to be out of kilter with today's Quebec. It is still possible for an Anglophone to get a degree here without having even minimal training in Linguistic Humility or Cultural Dialectics, to mention only two of the fields essential to any well-integrated Anglo-Quebecer.

Supposedly educated Anglos go out into the world with only a dim knowledge of the industrial-cultural complex represented by agencies such as Rexfor, Soquip, Soquem and Sidbec.

A McGill engineering graduate hardly knows the difference between a caisse populaire and a case of Molsons. And doesn't really care, since he'll drink anything, anyway.

Anglophone atavism shows up in the strangest places, such as inside a plane carrying Canadian vacationers to Cuba. Apparently a little of the old two-solititudes antagonism broke out in flight. The French loudly sang Alouette. The English fought right back by singing God Save the Queen at the top of their voices. Perhaps because most good English-speaking Canadians know only the first and last line of O Canada.

It now becomes a little easier to understand what Premier Lévesque was getting at when he suggested it would be "a bit funny" to have an Anglo-Saxon sitting on the language council as an ethnic.

### Weak defence

"The English of Anglo-Saxon origins, the ones who are really English," he said, "for them it is not a question of taking away their rights."

The premier will probably get an argument there. And he is

## OTHER PEOPLES OPINIONS

offering a rather weak defence of an action which deprives such a large group of representation on a language council which may deeply affect their lives.

But what he really meant, probably, is that the English of Quebec are not quite qualified, not quite ready, to serve on such a language council. One of the council's duties will be to "keep a watch on language developments in Quebec with respect to the status and quality of the French language and communicate its findings and conclusions to the minister."

### Mutual distrust

The government no doubt has the feeling that most Anglophones are much more interested in the status and

quality of the English language in Quebec. The kind of advice they would likely give the minister may not be the kind he wants to hear.

The government's handling of appointments to the language advisory board is another example of the historic tensions between French and English. Not matter what Mr. Lévesque says, the decision not to appoint any Anglophones bears the marks of his government's fears and apprehensions about the strength of the English-speaking world. Just as the reaction of many Anglophones bears the marks of their fears and apprehensions about the non-Anglophone world.

Too bad. It's going to take quite a while to build a decent country on the basis of mutual distrust.

## Green Paper Brief

Rev. William Clinton and June Ellingsen, co-chairmen, have examined the questionnaires submitted by the local Home & School associations and have prepared a brief in conjunction with other members of the committee, which was submitted to the executive Wednesday, May 24 for ratification. The brief was then forwarded to the M.E.Q. for presentation to the Minister in June at McGill.

The questionnaires have also been forwarded to the M.E.Q. as promised and copies of the brief will be available as soon as possible to the local associations.

Home and School locals interested in a copy of Mme Lise Billy's paper on "The New Approach for the Teaching of Second Languages at the Mille Îles School Board" should make a request in writing to the QFHS office.



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**101 ACTION COMMITTEE REPORT:**

By Calvin Potter  
Chairman,  
101 Action Committee

# 22, 1, 101 . . . keeps people hopping!

The 101 Action Committee was set up by the Executive Committee in July 1967. At that time the social climate in Quebec was deteriorating and relations between the linguistic communities were accordingly strained. The 39-page Brief on Bill 1 that had been prepared and submitted by Federation had not been given a hearing by the Committee of the National Assembly, nor was our telegram to Premier Lévesque requesting an interview to express our concerns and priorities accorded a positive response. The Executive Committee, conscious as it was of the implications of the deteriorating scene, set up the 101 Action Committee to oversee all the initiatives, actions and responses of the Federation in relation to Bill 101. As originally named, all the members except one were members of the Executive, so that the Action Committee was essentially a sub-committee task force.

The activities of the Action Committee have reflected its mission nature.

1 The first project of the Action Committee was to write in July a letter of protest to the Secretary of State concerning the bias and omissions in the Federal Government's document, *A National Understanding* — a document that was intended to explain each of the linguistic communities to the other.

2 In August the Action Committee organized a busload of Home and Schoolers who took the message of "Freedom of Choice" down to the Premier's Conference in St. Andrews, New Brunswick.

In August a letter was received from Prime Minister Trudeau commending the Federation on its Brief for Bill 101.

3 In September the Action Committee wrote to all those who had submitted briefs on Bill 1 or 101 to the National Assembly. We

gathered over 100 briefs in the responses. Originally our intention was to organize a public symposium. We would sponsor a public forum where all those who had taken the time and care to prepare briefs could state their position to the public.

Those who had been denied the opportunity to speak, and the public which had been denied the information that had been suppressed, would both be benefitted. Unfortunately despite a lot of searching we could not find a French-language co-sponsor and so we allowed, reluctantly, a good idea to lapse.

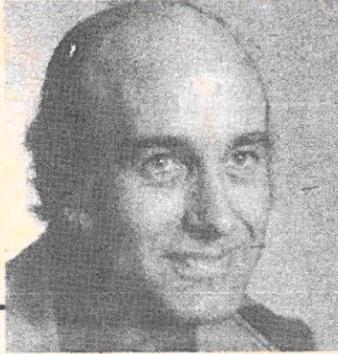
In this month the Committee also organized the submission to the Cabinet of a Legal Petition requesting Bill 101 be referred to the Supreme Court.

4 In October a reply was written to Mr. Trudeau setting forth the Federation's position. Concurrently the Action Committee organized a Blitz on Ottawa. Approximately 200 members descended by bus and auto upon Ottawa to interview their M.P.'s. Before the visit arrangements had been made for Home and Schoolers from 22 constituencies to visit with their particular M.P.'s. After those interviews the party met as a group with spokesmen from the Progressive Conservatives, the N.D.P., and the Liberals.

5 In November Federation received a 2-page reply from the Secretary of State which ended with the statement: "I hope you will continue to pursue the issue within the province's judicial system."

6 In December the Board of Directors approved in principle the initiation of a court action against Bill 101.

7 In January an appeal to the membership for funds was launched. A brief was prepared and presented to



**ALEX MORRIS**  
President

It was a great Conference! Thanks to all who put forth such a tremendous effort, and thanks to all of you members, friends and guests who were able to spend some time with us. Maybe now a lot more people will realize that we are not just a little old ladies' tea party, but that when we talk of participation and representation we mean it. Not that there is anything wrong with little old ladies or tea parties, but we consider the latter to be of low priority.

One of the areas of concern which the executive of Federation considers to be of high priority is that of communication and contact with the local associations.

## PRESIDENT'S MESSAGE

On a recent Saturday in mid-May the executive, both past and present, spent the day together in a workshop setting trying to establish priorities and procedures to meet the needs identified. It was a day of good solid work, a fitting addendum to the annual conference.

I hope that all the locals that are active this year can set some goals and standards so that instead of reacting to situations (usually in panic fashion) we can anticipate and initiate, being aggressive in a positive way in seeking out ways and means to fulfil the objectives of our constitution of working for the "care, protection and education of our youth."

the Task Force on Canadian Unity.

8. In February a letter was written to the ten provincial premiers in anticipation of their meeting in Montreal. This letter set forth Federation's position on 'freedom of choice' and 'reciprocal accords in education.'

9. In March detailed replies were received from Premiers Blakeney, Hatfield, and Lévesque.

10. In April organization continued for a public campaign for funds when the court action is launched.

11. From the period August 1, 1977, until April 30, 1978, the 101 Action Fund raised slightly over \$28,000. Approximately \$22,000 of that sum was raised as a result of an appeal to members in January 1978.

The total expenditures to date including advances to legal counsel amount to ap-

proximately \$25,000. Full audited statements will be presented for the fund in the normal fashion.

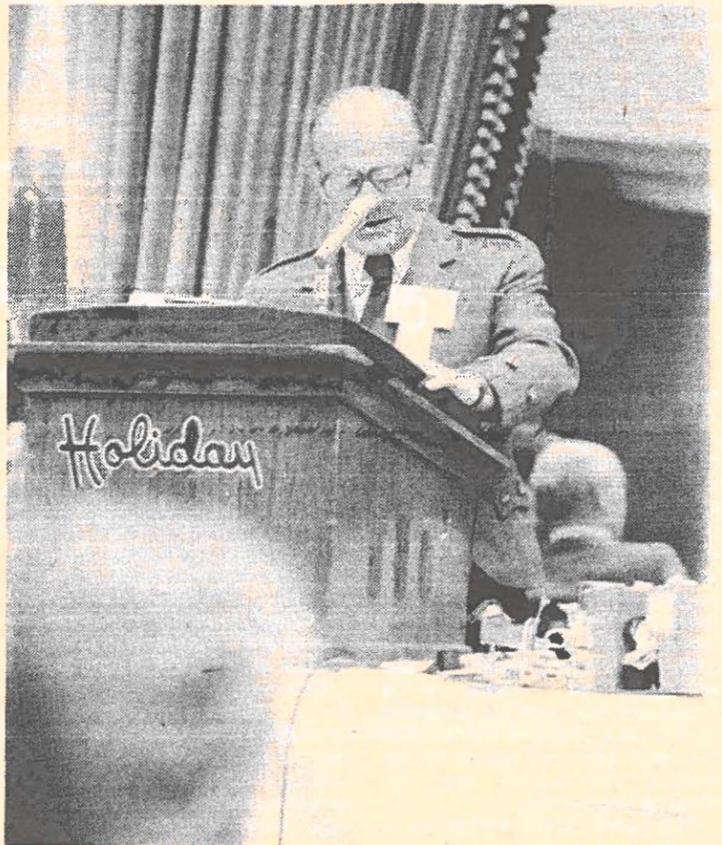
This impressive series of missions could not have been completed without the continuing co-operation of all members of the Action Committee, and particularly without the steadfast attendance and participation of Barbara Milne Smith, Barbara Moore, Betty O'Connell, and June Ellingsen.

**FEDERATION  
NEEDS YOU  
VOLUNTEER  
TO HELP**

•

**Call 933-3664  
for information**

## Responsibilities outlined



Dr. George Flower, Professor of Educational Administration and Dean of the Faculty of Education at McGill University, was the speaker at our Awards Luncheon on Saturday.

He gave a light talk, interspersed with anecdotes, and commended the work of Home and School. Through his past

experience, Dr. Flower has come into contact with many facets of education and many people involved in that field, and drew on this experience and knowledge to enlighten the delegates about their own responsibilities and involvement in the education of Canada's youth.

## Education in the Federal Parliament

A private member's motion introduced in the House of Commons in October by the Honourable Member for Vaudreuil (the riding of your Education Committee Chairman!) called on the federal government to consider the advisability of establishing an office of education. Such an office would "conduct research in the provinces with the co-operation of the provincial governments and also in other countries . . . consider the provisions of federal financial assistance for second language training in elementary and high schools and . . . disseminate information with a view to improving the education of Canadian youth."

Because of Section 93 of the British North America Act, "Canada has developed a rather unplanned and until now

problematical educational policy, though perhaps it could not be termed truly serious, something people are concerned about, in view of developments at the present time," said Mr. Herbert. He called upon members to approve the motion as "an expression of national unity."

David MacDonald (Egmont) spoke against the motion. D. M. Collenette (York East) supported it, citing the necessity for linguistic standards for people going to university, for parity of educational standards in a very mobile society, and for a national education policy to direct the energies and aspirations of Canadians, adapted to the labour needs of the country.

C. A. Gauthier (Ottawa-Vanier) saw such an office as

taking some responsibility for supervising the spending of federal grants to the provinces for bilingualism. He referred to allegations that 'bilingual parking lots and bilingual gyms' have been built with such monies. He took the opportunity to call for renegotiation of federal-provincial agreements on the second language.

In reply, Mr. Robert Daudlin (Parliamentary Secretary to the Secretary of State) pointed out that federal activities in the field of education have resulted from the existence of vacuums in the field of education which provincial authorities have either not been able to or had not wanted to fill.

## NEW IDEAS . . .

Continued from page one

that we are both working to the same ends and wish naturally to cooperate and work together, we don't see the Department of Education agreeing to a committee of theirs integrating with any independent association such as our Quebec Federation of Home and School Associations. The only provincial integration possible is for Home and School to dissolve completely, and for its members to individually join their local School Committee. This would lose us our independent provincial voice and our network of locals working together across the province.

The resolution was for that reason defeated but our locals were urged to each work closely with their local School Committees, which many are doing now in various ways. Some operate as one group, and some separately with liaison between the Home and School and School Committee. In one high school, the two groups meet separately for the first hour and then, after a cup of coffee together, they join into one group to discuss things common to both — such as staff and student reports, programming and studies of legislation and papers like the present Green Paper on Education.

You will find write-ups of most of our Workshops separately in this paper and will be able to read about all the good ideas brought forth. Everyone always finds the interchange of ideas between areas of the province very stimulating and we all come back to our locals with something new.

Many thanks to all of you who contributed to the success by coming and participating, and a special thanks to all who worked so hard, backstage as it were, to help us make it the good conference it was. Next year some of you who did not come should really try to make it. You will enjoy it — the business meeting and workshops, and especially meeting those from other areas of the province.

## HAS THE TIME COME?

## Changing the school year

By Joan Mansfield

The present school year 'start' and 'finish' dates are inherited from an agricultural society long past, one which made use of long summers for animal husbandry and crop-harvesting. In many industrial societies, the school year is divided into more equal periods of study and vacation, with the summer vacation still of the longest duration. In Canada, some school systems (Alberta comes to mind) have the opportunity of moving to a trimester high school program in which a student can attend for any two (or more) terms during the school year including the summer.

The point of the foregoing is to show that there is no one incontrovertible way to divide the school year into terms and vacations.

Several factors may make it desirable to discuss in a preliminary way the future timetable for the school year. One of these is energy conservation. At present our schools are heated, lighted, etc.

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REPORT

## SECOND LANGUAGE WORKSHOP:

## Immersion or submersion?

By Barbara Moore

Panelists were Mme Lise Billy, French Consultant for La Commission Scolaire de Mille Isles, and Mr. Gary Cziko, from the Department of Psychology, McGill University, who had extensive experience in the evaluation of the South Shore French Immersion programs. The workshop was chaired by Barbara Moore, a QFHSA vice-president, and attended by twenty-eight conference delegates and guests.

Gary Cziko traced the history of the South Shore immersion from its beginnings with a French only kindergarten in 1965, followed by Grade One in French only. English was introduced in Grade Two and the time allotted to English was gradually increased until the program was fifty-fifty, French and English, at the Grade Six level. The progress of the children was charted against children in the school's regular French program and against native French speakers. Evaluation was also done of immersion programs at the Grade Four and at the Grade Seven level. It was found that the one year immersion program did a considerable amount to boost French language skills, particularly reading, but those children were not as good at spoken skills as the long term French immersion students. Follow up of the South Shore children showed that they were not taking advantage of the French language skills they had acquired to improve and maintain their facility in French by watching French television, going to French plays and using more French in their daily lives. French im-

mersion students do not usually develop as perfect accents as do children from English and other language communities when they attend French schools.

Sixteen studies of the French immersion program were done by McGill University alone and they have been studied by a number of other universities which make them probably the best researched of any language programs in the world. The findings of these studies are remarkably consistent from school to school and from setting to setting. Overall findings suggest that the South Shore immersion program was a success. Mr. Cziko said that a clearer statement would be difficult because the goals of the program were never clearly defined in a way which could be

quantified. The French immersion has spread across Canada and serves as a model for two English-Spanish immersion programs in California.

Lise Billy traced the evolution of French immersion at schools under La Commission Scolaire de Mille Isles to what it is today — an intensive one year program at the end of the elementary school level, with children who are eleven years old on the average. The first five months of this program is devoted to intensive French language instruction; the next five months is used to teach the subject matter for that grade level, all the work being covered in French.

The idea for the intensive year came about after study of

various types of immersion programs and the realization that immigrant children, after only four months of intensive French language instruction, had a better comprehension of the French language than English children did from up to six years of French immersion classes. The Mille Isles Board has decided to adopt the intensive year at the end of elementary school as being more rational, more economical and entailing fewer risks to the psychological development of the child.

Some of the points brought out by the question period were:

- to have a child learn a language without an accent really needs submersion (attendance at a Francophone school) rather than immersion
- some studies showed that children had a better French accent after several years of French immersion than they did later on, but this could possibly be tied to teaching techniques.
- research on children with learning disabilities does not reveal any evidence that learning disabled children have a tougher time in immersion than in other groups.
- Mme Billy felt that not everyone can become bilingual, that we need to give people time, that parents should be secure enough to wait until the child is ready. Parents should look at the question of when it is important for a child to learn a second language, develop other skills and his own personality. Mr. Cziko felt that it was important for the English child in Quebec to learn French as early as possible so as to communicate with French people. He felt that people should look at ways of improving the traditional French immersion programs because the earlier a child learns a language, the better his chances of developing language skills

A number of things have changed on the Quebec scene since the South Shore program was started thirteen years ago. Teachers and parents should look at this and seek value for time and money spent.

How much do you invest?  
In time?  
In money?  
To get what?

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REPORT

## Thought-provoking workshops

By Jim Thomerson  
Program Chairman

The Annual General Meeting has come and gone and,

although it's not in the same league as the Olympics, or Man and His World, we like to think that it has left an impression on our society and the world we

live in. When we put the program together several months ago we wanted it to be thought provoking, as well as educational, especially to Home & Schoolers, and to show that Home and School can contribute to the education scene. Our work was not in vain — comments we have heard many weeks after the AGM indicated that we achieved our goal.

We also wanted the AGM to be interesting to those not only concerned with "global" issues, but also with "local" ones, and a few of the workshops were designed with this in mind. Probably the one thing that was most impressive to the Program Committee was the enthusiasm of the various workshop chairmen, some of whom put far more time and effort into making their workshops a success than one would realize. It is difficult to single any one chairman out as giving more effort than the rest, but perhaps Joan Riches deserves a star for taking time out from her activities as school commissioner, and with her personal life in a turmoil what with moving to Venezuela, selling a house, packing, etc. But the enthusiasm that she tackled the assignment with was typical of dedicated Home & Schoolers everywhere.

Our thanks go out to her and all the other chairmen that gave that extra effort and made the AGM an event that we, the Program Committee, were proud to be associated with.

for full use during the winter months, barring a short vacation from Christmas to New Year. The severest cold period begins in January. It seems worth examining the cost of heating and lighting buildings and keeping roads, parking lots, etc., clear of snow as required by the present calendar, compared to the cost of closed school grounds and buildings during a longer period in the depth of winter.

Another factor would be the social pattern in the community. Many families nowadays are choosing winter holidays rather than (or as well as) summer ones and it has been said that school attendance clearly shows this. Perhaps a close look at attendance figures during December-January-February would tell us something about this pattern.

The stressful nature of the teaching job has been cited at intervals during last years. A more proportional division of the school year into study and vacation might go some way to

mitigating the problem of stress.

The above factors may support the institution of a longer winter break than at present. The corollary to such a longer winter break is, of course, a shorter summer break, perhaps with school opening in mid-August. Many children and their families have exhausted the opportunities which vacation brings by then and might be well disposed to such a change. Autumn's school team sports are very attractive to some.

Regulations restrict a school or school board's freedom at present in the matter of the opening and closing dates of the school year. Collective agreements assign 200 days per year to the teaching job. Any change would clearly be a long-term objective. However, change begins with the willingness to consider alternatives. And if justification is found for initiating change, the process will be long and will require leadership.

# Time spent watching - not violence - real 'horror statistics' of TV

By Beverley Reynolds  
Reprinted from *The Bulletin*  
Ontario H&S Quarterly Newspaper

The influence of television on young people was the topic on which Dr. Ken O'Bryan, Director of Special Projects Research, Ontario Educational Communication Authority, spoke at the seminar titled "Television's Child." This seminar was sponsored by the Ontario Teacher Education College.

Dr. O'Bryan stated most emphatically that violence on T.V. was not the major concern. He proceeded to list what he called horror statistics.

?) Average viewing time: Pre-school child

—Canada 5 hours a day

—U.S.A. 6 hours a day

School child

—Canada 3 hours a day

—U.S.A. 5 hours a day

2) The average graduate of elementary school spends more time watching television than at formal school education.

3) The child keeps a static posture while viewing television.

4) Television removes the need for new experiences because they have already been experienced on T.V.

5) Some programmes may act as a trigger to influence the overly susceptible child.

6) Control: Canada — 60 percent of parents had no control over choice. U.S.A. — 90 percent of parents had no control over choice.

Concerning violence, the average child over six is able to tell the difference between fantasy and reality. Dr. O'Bryan felt that live news affairs had more of a frightening effect than most programmes.

He then proceeded to discuss his major concerns regarding the effect of television on morality, personal relationships, role stereotyping, audience manipulation and the influence of commercial ad-

vertising. He stated that a child's morality can be seriously influenced by the prejudice, rudeness, illegal violence, sexual degradation and racial discrimination that runs rampant in many of the T.V. programmes (e.g. police shows).

Television can also have a lasting effect on a child's ability to establish sound personal relationships. Many programmes exist on put-downs and personal insults. This is raw material for imitating and can have a

dangerous potential (e.g. situation comedies).

He also mentioned strong role stereotyping on T.V. The men are always in authority. The woman is usually beautiful, while the man can be unattractive but still be a success. Girls play in the kitchen or bedroom, boys in the yard or recreation room. It is not a noticeably deliberate put-down, but it is subtle and effective.

Dr. O'Bryan continued; commercial advertising is extremely expensive and

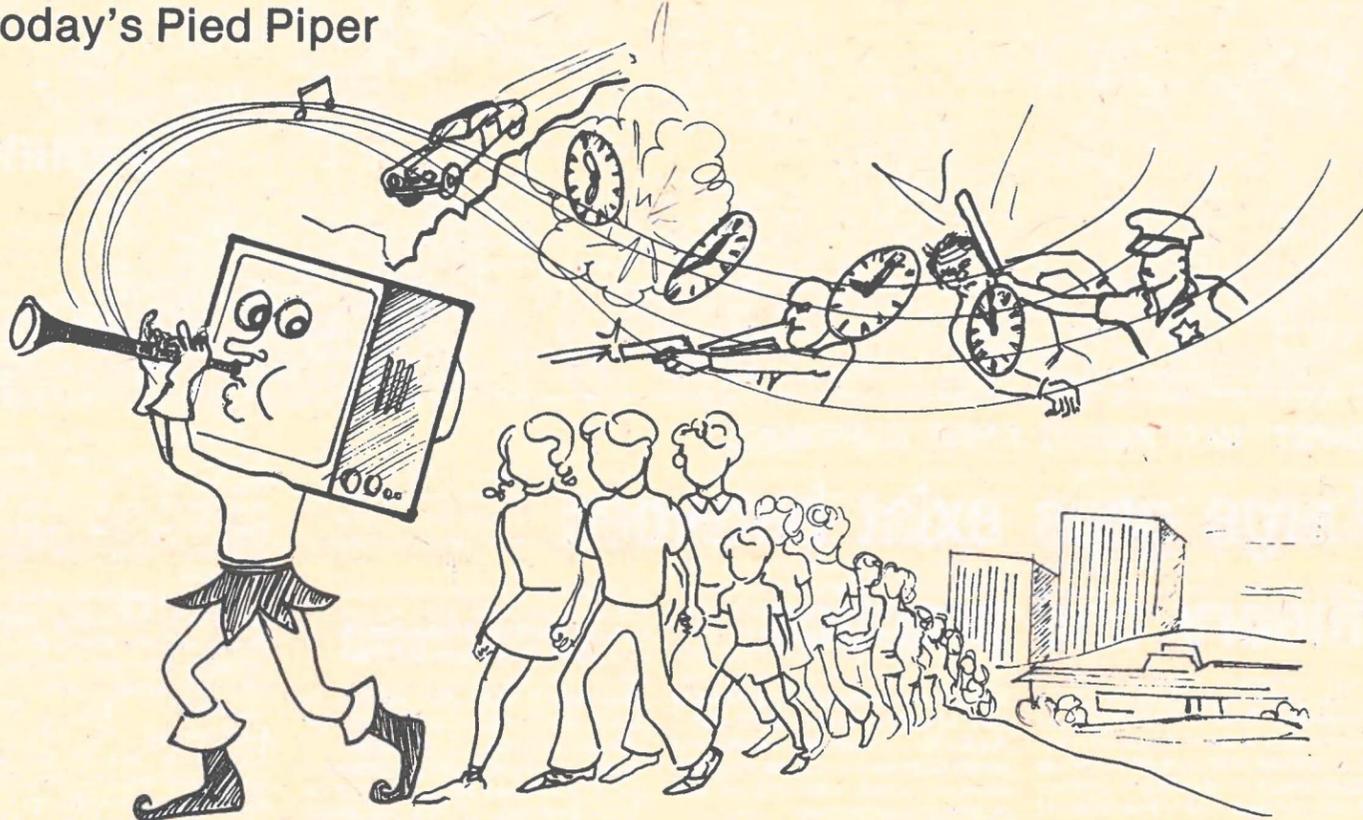
therefore has to pay dividends. Its biggest fault is that it tries to sell us our value system. Sometimes parents have little control over this.

Television programming is getting closer and closer to manipulating our way of thinking. It is doing this through the use of the zoom lens, which excludes everything except what 'they' want; by angling certain shots, and by the cameraman's power of selection when taking film. It is a dangerous control of the child's thought.

This was a most informative, disturbing and thought-provoking session. I attended it as one of the representatives of Ontario Federation of Home and School Associations. In my view it is our responsibility as parents to be aware of the subtle control of television on our children's present and future lives, and also to do something about it.

It is therefore imperative that we accept the responsibility of minimizing this subtle yet dangerous control with the utmost effort and speed.

## Today's Pied Piper



## DID KOJAK DO IT AGAIN?

# Boys hired as 'hit men' in New York

Two boys aged 13 and 14 are alleged to have killed a numbers dealer with a shotgun, hired as hit men for \$500 by a rival gambler who may have gotten the idea from a television show, police said Thursday. Police speculated that hiring juveniles as killers was inspired by an episode of the Kojak TV series, shown a week ago.

"The guy who hired the kids got the idea, just like in the Kojak story, that they would get off easy if caught because of their youth," said one policeman. This was part of a newspaper article in our provincial daily paper a few days ago. If you remember, in the fall I mentioned another incident involving the Kojak show. It begins to make one believe that it is high time we did something here in Canada. That an adult can manipulate two boys and that the two boys could do such a thing proves that the influence of television on society should be examined and very specific guidelines drawn up for the showing of such violent shows.

I would suggest the

following: that we look at all the violent shows on our TV network across Canada and that we check the viewing times and the possibility of maybe the removal of these shows or placement at a later hour. These are primary steps. I believe we should when this study is finished meet with the Federal Minister of Communications with our findings and try and persuade the government to do something constructive. This is a recommendation.

**THANKS to Doug Walkington** for the Hansard and the Broadcast Act. After reading through Hansard it is my recommendation that we obtain a copy of the Broadcast Act and review it either for rejection or to put the pressure on to see it passed. Perhaps we could suggest amendments. I wonder if this couldn't come under Special Studies. I believe it is important in light of what's happening on the media.

Since the last newsletter I was on our local open-line show on reading materials, *Playboy*, *Playgirl*, *Sir*, etc. It was very interesting and the material

lasted for two days. The three questions I asked you all were answered and the following conclusions.

- That they should be out of reach of children.
- That they should be wrapped.
- That the photo on the cover should be covered.

It's funny — one man said, "I don't buy any product before I carefully examine it." That particular comment brought a raft of answers. It has been suggested that we carefully examine these magazines ourselves. Do I Have Any Takers?

**Further:** That we conduct our own survey across Canada through our provincial media people to view the violent shows and keep records of say one area, finding out if children

watch these shows, their comments and what the implications are. Does it affect their behaviour? This is a recommendation for the annual meeting, as are the others.

**Suggested reading:**  
*Parent-Teacher Guide to Montessori*, by Keith Edelson and R. C. Orem

*An Anatomy for Conformity*, Edward I Walker and Roger Heyns

This last book is a very interesting one. To quote one sentence, "Choose a setting that is ambiguous. Do everything possible to see that the individual has little or no confidence in his own position." It shows how one can manipulate other people and what the result could be.

By Carolyn Drysdale  
CHSPTF Media Chairman

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MEDIA SURVEY TEAM?  
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## Let's go fishing! But safely

Fishing from a boat may seem a quiet and perfectly safe sport, but some of the risks it involves are dramatically illustrated by the number of drownings due to capsizings and falls overboard.

Landing a fish is an exciting moment and fishermen often forget the most basic safety rules. They lean over the gunwale or stand on one side of the boat, causing it to capsize or them to fall overboard. A fish can usually be landed while sitting. If one fisherman must stand, his companion should remain seated and balance the boat.

The Canada Safety Council recommends not to change places while in deep water. Wait until the boat comes to the shore or moves to shallow water. When moving around in the boat, stay low and centered, with hands grasping both gunwales, and step along the keel, not on the seats.

Although approved life-saving devices are required for every person in the boat, it is a safe practice for fishermen to wear personal flotation devices that will keep them afloat should they fall overboard.

# C 34 REPORT

## Human sexuality: Start teaching with the parents!

Ablly chaired by Fay Richardson, this workshop covered a great deal of ground and was followed closely by an interested large audience. The excellent panelists shared their expertise regarding possible approaches to the teaching of Human Sexuality courses in the different forums of elementary school, high school, the home, the hospital environment, etc. Statistics mentioned were:

- Dr. Aikman sees at least a dozen children annually under the age of twelve who are pregnant.
- 50 percent of teenagers will experience sexual intercourse by age 19.
- 25 percent of non virgin girls have been pregnant.
- 75 percent of students say they have been taught about sex by their friends, not their parents.

Children know how to get into trouble; they don't know how NOT to get into trouble.

Children know about sex; they don't know enough about

human values and dignity; they need to learn about moral and human responsibility; to respect themselves as unique human beings; to clarify their feelings in many areas such as behaviour, relationships with others, handling of strong negative emotions; they need to realize that although they are physically mature, they are not at an adult emotional stage.

High School is too late to start programs of Human Awareness. Some parents want to be the sole educators in this area, but this is unrealistic — parents are actually unconscious constant educators as their values are the ones being reflected. Sex education should reflect a neutral stand so the child can be free to say what he believes and wants.

Many questions were posed by the audience and it was suggested that a good place to initiate human sexuality teaching was with the parents, rather than children. The audience by their responses demonstrated the difficulty faced by any educator in this field, as many



stated they were uncomfortable in openly posing the questions that they, themselves, might wish to ask.

The audience, as a whole, must have left this workshop in a more thoughtful frame of mind regarding the innumerable factors to be considered in order to help our children to understand and positively deal with their own sexuality.

### QAPSB - QASA ANNUAL SPRING CONFERENCE:

## Large gaps exist between theory and practice

By Barbara Milne-Smith  
Vice-President, QFHSA

On your behalf, that is to represent Quebec Federation of Home and School Associations, I attended the Annual Spring Conference of the Quebec Association of Protestant School Boards and the Quebec Association of School Administrators. It was held at Le Château Frontenac, Quebec City, April 20-22nd, and I was there for the Friday and Saturday.

In speaking to the conference theme "Leadership with Accountability," Mr. John Perrie, the keynote speaker, commented on the difficulty of teacher or administrator performance evaluation, because these evaluations are too subjective and often are just opinion. He stressed the need for very careful hiring of new staff, and for better research. He said research is needed but there is too wide a gap between theory and practice and research that is done is too often peripheral or poorly done.

The rest of the day was divided into workshops and I attended one on "Shrinking Enrollment — The Importance of Accountability" and later "Accountability and Co-Management."

Dr. George Flower, of McGill University, who led the "Shrinking Enrollment" workshop, said re Fiscal Accountability that even when money is spent carefully and for good causes, the question needs to be asked "Was it spent for the most needed causes?" We must be careful to balance our needs and our resources.

Personnel is of course the biggest item hit in a shrinking enrollment period, and we must be sure to cut staff wisely. Instead of the trend towards

"last in — first out," we should aim at "worst in — first out." And he suggested that we probably need to try to stop the idea in teach training of too much specialization.

In "Accountability and Co-Management" there was a very strong conflict between teachers who want management decisions to be part of the collective agreement, and administrators who are ready to work with teachers on co-management but feel that eventually it is administration's responsibility and that management decision making cannot be legislated.

Later in the afternoon we were given a summary of all the workshops and here are some interesting ideas that were mentioned.

It was stated that, in speaking of the evaluation of our school system, we must

remember that the school is only partially responsible for the education of children — some say it controls ten percent, some put it as high as forty to fifty percent, of the variables by which children learn.

Talking of community involvement, it was agreed that parental involvement is generally considered good, but the need was expressed to be sure not to use it as an end in itself — it is only good if it is a means to an end.

A point brought out in the "Collective Bargaining" workshop was that we need to see that what is done with surplus teachers is done for educational reasons — not for collective agreement reasons.

On Saturday morning I attended the QAPSB business meeting at which the delegates approved the budget for 1978-79. This only takes one sentence

## Learning Disabilities

The Quebec Association for Children with Learning Disabilities held its annual conference in Montreal in March. This conference is held in high esteem in Canada, rivalled only by the meetings of the Council for Exceptional Children.

This year speakers of both official languages presented reports of new developments and lived experiences in the identifying and teaching of children who are learning-disabled.

One speaker warned of the hazards of 'labelling' any group in our society since labelling by its nature limits the integration of individuals into society. Another, Dr. William Cruikshank of Ann Arbor, Michigan, one of the moving spirits not only of the treatment of learning disabilities but also of 'mainstreaming' had to be a decision of the whole school community — administration, teachers and parents.

The objective of 'mainstreaming' is to make possible a 'least-restricted' environment for the learning-disabled child. But negative attitudes and lack of understanding in the classroom, the school or the community could lead to an environment of the 'most-restricted' kind for a child with

handicaps. Such children are better off in the freedom of a special but accepting classroom.

Another speaker, Dr. Clements of the University of Vermont, spoke on the 'Back to Basics' movement. To him basics in education were most apparent to the special education teacher, but applicable to all classrooms. The basics are development of a positive self-image, hope, and love.

Every teacher, said Dr. Clements, should learn to diagnose children's learning difficulties and should be able to teach in four modalities according to the learning style of the group being taught. Such modalities can be described as (a) teacher-centred (talk and chalk); (b) peer-to-peer (sharing and working in small groups); (c) using fully the media/resource centre (for some children learn best from the images and materials provided); and (d) using 'packages' of varied teaching materials to spawn projects.

And John Holt, well-known education writer (*Why Children Fail*, etc.) says there is no such thing as a learning disability. It is, says Mr. Holt, either the teacher or the material being taught that is at fault.

to write but, of course, many questions were asked as to the whys and wherefores of different items in the budget.

All in all, it was a worthwhile conference and I was pleased to have attended on your behalf. I

was very pleased to see with what seriousness our Quebec Commissioners and Administrators sat down to try to come up with ways in which they can "lead with accountability."

## EDUCATION COMMUNIQUE: Education for a Changing World

The International Year of the Child (IYC) to be celebrated throughout 1979 will mark the 20th anniversary of the UN Declaration of the Rights of the Child. Little has been heard in Canadian circles of programs planned for the International Year of the Child in Canada.

UNICEF News suggests that the Year supplies an appropriate context for launching a truly global, intercultural perspective in education which would have as its basis the granting of dignity to every child and which would be rooted and actively supported

in the local communities and classrooms of the nation.

In the family, such a global perspective can be encouraged even among young pre-school children. Pre-school and primary age children can form concepts about other countries and other peoples. Such concepts can stem from the child's individual interests — holidays in other cultures, for example.

Positive attitudes towards other nations and peoples can be encouraged by focusing on the similarities among cultures rather than differences. If children perceive the other culture, nation or people as

'strange' or 'weird,' their attitudes are likely to be more negative. And television is crucial in shaping global attitudes of children from pre-school through high school years. Appropriate use (and non-use) of television can be a significant aid to parents.

However, the effort to develop a sense of world community must inevitably centre on schools, because educational systems have come to play so decisive a role in our modern societies.

Carrying out such a task is easier said than done.

One thing experts seem to agree on — that children should learn about other lands and societies as part of their main curriculum presented, together with knowledge about their own land and culture, as variant ways in which people attempt to meet the universal problems they all face. And they should learn, not just about cultures operating at much lower technological levels and therefore with apparently inferior results, but about other affluent lands where differing values and patterns of life will seem more comparable to their own, therefore more valid.

# C 34 Values in education

## REPORT

Frank Slingerland opened the workshop by illustrating that values professed are often not the operating values. What can the family do in the midst of so many conflicting values? The three strategies adopted — ostrichism, isolationism and involvement — are self-explanatory.

The speaker suggested that one way in which parents can become involved was in seeing that the values courses provided for Protestant Schools should be offered and made available to all students.

Denis Dwyer pointed out that the one value young people in schools seem to accept is that in order to be a success in life, one must downplay being an individual with the responsibility that comes from so being, and instead, be part of some power group.

Parents must become involved — in support of teachers personally.

Lucien Morin told the group to stop

- asking whether we should teach values or not.
- defining values in hypothetical ways.
- methodizing — values clarifying is only a process of valuing which avoids values.
- specializing — putting values into discrete pigeonholes.
- copping out of naming and



identifying the values we desire.

We should work to produce a values education plan.

At a risk of not giving appropriate prominence to what Margaret Capes and Harry Brown said, it may suffice to add that they supported the previous speakers in the need for involvement in promoting values education in the schools.

Ray Jensen spoke out that there is a tendency to avoid or

to pussyfoot around moral values and especially, religious values. The term Moral and Religious Instruction is very specific though there is no opportunity or intention to indoctrinate.

The workshop hardly scratched the surface of the issue of values education and values in education. It will have to be an ongoing concern of QFHSA — to begin when the report co-authored by Lucien Morin is issued.

**Bill Clinton**  
Chairman

## Quebec to host national meeting

At Bishop's University in the heart of the Eastern Townships, Quebec Federation will welcome to La Belle Province de Québec delegates from across Canada, when the Canadian Home and School and Parent-Teacher Federation holds its 51st Annual General Meeting from June 8th to 10th. All H&S members welcome.

Quebec Federation will be host at the opening reception on the evening of June 7th and other social activities will be hosted by the Provincial Association of Protestant Teachers and the Department of Education of the Province of Quebec, which is graciously sponsoring the Annual Banquet on the evening of June 10th.

## CANADA WEEK June 25 - July 1

If you want to know what Canada really is, ask someone who has recently emigrated to this country. Or if you have travelled abroad you know when you say "I'm a Canadian", almost everyone receives you with genuine friendliness. How many other nations do you know who are received in the same way?

The Council for Canadian Unity, an apolitical organization of volunteer Canadians, initiated CANADA WEEK (June 25-July 1) in 1969 for the promotion of one Canada for all Canadians. It has been a growing success with each passing year.

Composed of many people in all walks of life and from many sectors of the community, the Council takes positive action from day to day in its combat against separatism in all its forms and it gives every support to positive action by others promoting the unity of all Canadians throughout the land.

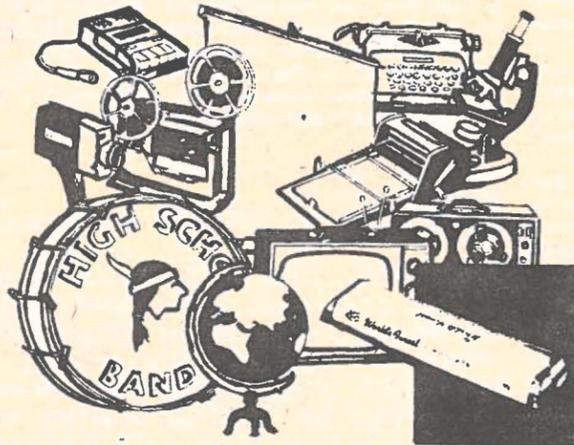
We Canadians are facing a crucial time in our history. It may seem difficult to get hold of the problems facing us; to get them to stand still long enough for us to work out equitable solutions. Your local Canada Week Committee is there to help you contribute to the promotion of a united Canada.

Some people in Quebec feel they would be happier, more culturally secure and have a better future as a separate nation. Others in Canada think the country would be served by helping Quebec to get out of confederation. Both views are woefully short-sighted. Such people fail to see Canada as the greatly blessed nation it is. For many in other parts of the world, we are a symbol of hope and the land of their dreams. It is up to each Canadian to demonstrate his faith in Canada, its wonderfully diverse people and the future we can build together. To let this country slip from us now because of apathy, indifference or the ignorance of short-sighted views would be a tragic event for our children and for the world.

Come on, Canadians! Celebrate CANADA WEEK.

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## FROM CHSPTA PRESIDENT:

# "We've been too obsessed with Quality"

I would like to send my personal good wishes, as well as those of Home and School members across Canada, to the members of the Quebec Federation and all those participating in the 34th Annual Meeting. Thank you for your kind invitation to attend. I regret that finances do not permit me to be with you — instead I take this opportunity to send a brief written message.

The theme chosen for your convention 'Quality of Learning—Quality of Life' is a timely one and reflects, I hope, a changing emphasis in people's thinking. We have been much too obsessed with 'Quantity' rather than 'Quality.' Our Home and School 'Objects' ask that we emphasize 'Quality of Life and Learning.' For example Object No. 6: "To obtain the best for each child according to his physical, mental, social and spiritual needs."

This refers not only to our schools but also our homes and communities. It means more than the latest gadgets and best buildings. It means loving, caring adults and an atmosphere free from prejudice and abuse.

National organizations provide for the sharing of ideas and information. They help bring us together and help each of us to grow. The Canadian Home and School Federation is our extension to national and international bodies. This keeps us in touch with a variety of organizations ranging from the Canadian Council of Ministers of Education and National Council of Boy Scouts to UNICEF and the International Union of Family Organizations.

Canadian Home and School, along with the Canadian School Trustees' Association and Teachers' Federation, met with the Canadian Council of Ministers of Education last summer. We hope this will be an annual exchange of views and concerns. While provincial jurisdiction in education is jealously guarded by all Provinces, and we respect this, Home and School has long felt a need for a National Office of Education.

We cautiously view the Council of Ministers as a framework for such a body — setting out broad national goals and exchanging ideas and information.

At the Annual Meeting being held in your Province in June, the Canadian Federation will be choosing a project to honor the "International Year of the Child." Many Provincial and Local Associations will also be undertaking special projects. Whatever plans are made, I hope we will not lose sight of what could well be our most important contribution to children. Tom Wilkinson, Canadian Eastern Vice-President, put it this way: "Let us set our sights on our contribution to International Children's Year by ensuring that the membership of this

(Canadian) Federation will be at least 100,000 ... 100,000 workers dedicated to children."

The Canadian Federation is working towards providing material and services in both official languages so that French- and English-speaking parents can work together on behalf of Canadian children. To

further this effort a Bilingual Workshop was held in January and a number of interests and concerns defined and discussed. This is one way that a National organization can bring Canadians together. However, we as individuals can also make a very real contribution by endeavoring to understand the

needs and aspirations of both cultural groups.

The Quebec Federation was formed 34 years ago. Times have changed but the basic needs of children haven't. Home and School needs members who care about children. Think about your involvement and help others to

become involved. Each one of us has something to contribute. Consider the benefits to *you* in terms of personal growth and satisfaction! Consider the benefits for *your children*, and indirectly *all children*, when you help shape a school and community environment that assists each child to develop fully!

Best wishes for a very productive meeting.

May you grow both as a Federation and as individuals!

June Lore,  
President CHSPTF

## THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION

# National's Resolutions

### 1 - FAMILY NIGHT

submitted by the Alberta Federation of Home and School Associations

WHEREAS, two objectives of Home and School Associations are: (1) to promote the welfare of children and youth, and (2) to raise the standards of home life; and

WHEREAS, family members are usually very busy in today's society and family life becomes fragmented; and

WHEREAS, to set aside one evening of the week as a family night for all the family could strengthen and enrich family life;

**BE IT THEREFORE RESOLVED** that the CHSPTF urge all provincial federations of the Home and School Association to encourage their members to participate regularly in a weekly Family Night activity in which all members of the family take part.

Directed to: Provincial Federations

#### Background Information

A family night could have any of several approaches.

The children could take turns planning the evening. Singing, musical instruments, games, handicrafts, home movies or slides could be featured as programs. The children might put on an original play or puppet show for the parents. Occasionally there could be a picnic, hike or any form of sports.

Listening to the children's con-

cerns and questions is very important but should, of course, be done every day, not just on family night.

Parents may wish at these times to instil moral or spiritual values and beliefs, and discussion concerning these might take place.

Family Night presents an ideal opportunity for parents to observe and develop the individual creative gifts of their children.

### 2 - PHYSICAL EDUCATION AND FITNESS

submitted by the CHSPTF Education Committee

WHEREAS, physical fitness has become a national priority as a result of increased pressure on health services for treatment of illness related to stress, obesity and lack of physical activity; and

WHEREAS, physical fitness is a lifelong habit which is promoted by early introduction to positive attitudes towards physical health and exercise; and

WHEREAS, physical activity when children are still growing is more contributory to fitness than if activity is pursued before or after the period of optimum growth; and

WHEREAS, physical fitness is the only subject area in which school children have been proved to experience a decrease in capacity during their school years;

**THEREFORE BE IT RESOLVED** that the Minister of State for Fitness and Sports for Canada offer incentive grants to provincial governments and school boards to implement programs of daily physical education;

**AND BE IT FURTHER RESOLVED** that the Council of Ministers of Education for Canada in cooperation with provincial ministries responsible for sports and recreation where they exist give urgent consideration to providing school boards with the human, physical and financial resources necessary to develop a wide

range of physical activities within the school and within the community, in order that today's children may be given the best possible chance for healthy growth as well as develop the skills and attitudes necessary to lifelong good health.

Destination: Minister of State for Fitness and Sports, Canada  
Council of Ministers of Education, Canada

### 3 - SECOND LANGUAGE EDUCATION

submitted by the Nova Scotia Federation of Home & School Associations

WHEREAS, Canada is committed to a policy of bilingualism and biculturalism; and

WHEREAS, the Federal Commissioner of Languages has stressed the need for teaching the second language in public schools at an early age;

**BE IT RESOLVED THEREFORE** that the Provincial Federations of Home and School Associations petition their respective ministries of education to outline plans for second language instruction that will provide this instruction to all students during their first eight years of school.

Directed to: Provincial Federations

### 4 - CURRICULUM COORDINATION

submitted by the Nova Scotia Federation of Home & School Associations

WHEREAS, the standards of education appear to vary widely from province to province; and

WHEREAS, children through no fault of their own may be obliged to attend several schools in different provinces during their school years;

**BE IT RESOLVED THEREFORE** that the CHSPTF request the Council of Ministers of Education Canada to coordinate basic curriculum in order to meet the needs of growing numbers of students who must transfer from one jurisdiction to another so there is better articulation of basic curriculum and grade equivalencies from one province to another.

### 5 - SCHOOL TOURS

submitted by the New Brunswick Federation of Home & School Associations

WHEREAS, many students in our high schools are taking advantage of overseas tours each year; and

WHEREAS, these tours are usually arranged through national school tour organizers; and

WHEREAS, the Canadian Citizenship Federation is advocating that Canadians see their own country before choosing to visit another country;

**BE IT RESOLVED THEREFORE** that the CHSPTF request the Federal Minister of Industry, Trade and Commerce and national school tour organizers to cooperate in organizing economical and interesting Canadian tours to offer students as an alternative to out-of-country tours and;

**BE IT FURTHER RESOLVED** that provincial federations of Home and School Associations seek the cooperation of their respective provincial teachers'

**SUPPORT  
YOUR  
CHILDREN  
GET  
INVOLVED**

# CAMILLE LAURIN'S BILL 101 MUST GO

The Executive of the Provincial Home and School Associations and all the parents who constitute the membership merit the highest degree of congratulations for their decision to attack the constitutionality of Doctor Camille Laurin's and the Péquiste government's perfidious Bill 101. Among its many political obscenities, Laurin's Law deprives all parents, not merely

those whose mother-tongue is English, of every vestige of Freedom of Choice in the education of their children in the public school systems of the province. But it does much more than this. Bill 101 is designed to wreak havoc in just as great degree on the French-speaking majority of Québécois as it does on English-speaking and other ethnic groups. Because it is designed to turn

Québec into a linguistic ghetto, Laurin's Law is a road leading straight to an economic Hades for all of us, no matter with what good intentions the Lévesque government may claim to have paved it.

The action which is being taken by the Home and School Associations should never have been left to any body of private, taxpaying citizens to originate. This is precisely the kind of situation in which it is the bounden responsibility of the federal government to intervene. What the Rt. Hon. Pierre Elliott Trudeau should have done when Bill 101 was enacted into law was to ask the Supreme Court of Canada to study it and rule whether or not it is *ultra vires* of the powers of the government and National Assembly of Québec. The Canadian Constitution is still binding on the government of Québec, no matter though its members may seek to ignore it.

Mr. Trudeau would argue, no doubt, that education is solely a matter of provincial concern. But Home and School is attacking the whole Bill as an unconstitutional law. The P.M. took exactly the same position in respect to former Premier Robert Bourassa's Bill 22, which was not confined to education either, but was the opening wedge of an attempt to turn Québec into a French-speaking unilingual province. Which certainly leads one to believe that Mr. Trudeau would fall back again on the same excuse, because he is in much deeper political trouble today than was the case when Bill 22 was enacted. In my opinion Pierre Trudeau's private reason for not intervening in any way with 101 would be the possible negative impact such intervention might have on his government's power base in Québec at a time when his political fortunes are in bad shape; this at a time when a general election cannot be long delayed. In seeking a review and opinion concerning the constitutionality of Laurin's Law, the Prime Minister would in no way be taking sides for or against it. He would simply be seeking the opinion of the highest court in the land, the supreme legal authority and the court of last resort in determining the constitutional status of any enactment, federal or provincial.

In leaving any action which may be taken entirely to groups of private citizens, however, Mr. Trudeau is putting these citizens in an extremely difficult position. They must launch their case through the lower courts. In the event of winning a judgment in, say, Queen's Bench, Québec's Péquiste government undoubtedly would go to appeal. It is not illogical to believe that the politicians on Grande Allée would attempt to delay hearing of the Appeal as long as possible, which is no great trick for clever barristers. Without dilating at length on the slow-motion step-by-step process involved, a period of three or four years might easily elapse before the final result is reached before the Supreme Court in Ottawa. Meanwhile Laurin's Law remains in force just so long as the Québec government can keep its appeals alive.

While I certainly do not pose as an expert in matters constitutional, nevertheless I can claim to considerable experience as a journalist and

observer in several *causes célèbres* which go all the way back to the Padlock Law enacted by the first government headed by the late Maurice Duplessis in the 1930s and his subsequent brutal attack on restaurateur Frank Roncarelli for his activities as bondsman for the Witnesses of Jehovah. Each of these cases involved several years of delay before it was heard by the Supreme Court. The Padlock Law was declared *ultra vires* of the powers of the Québec government. In the Roncarelli case Premier Duplessis was heavily fined personally and all costs assessed against him. By then, however, Frank Roncarelli's pleasant restaurant had closed and its former owner had not merely lost his business but all his personal possessions, which had included a fine, well-equipped farm near Mansonville in the Eastern Townships.

When Premier Bourassa's Bill 22 became law and Prime Minister Trudeau had refused to intervene, I became a member of the Pan-Canada Foundation, which undertook to raise funds to take it into the courts and, if necessary, carry the battle all the way to the Supreme bench in Ottawa. But in November 1976 Mr. Bourassa was removed from office by the voters, the Parti Québécois was elected and Camille Laurin set about following his strange conviction which tells him that by sabotaging the rights of all minorities he could enhance the status of the majority, which is arrant, dangerous nonsense, not far this side of fascist "reasoning." This is the stage at which we find ourselves in Québec as the Home and School Associations launch their attack on Bill 101, the enactment of which automatically wiped out Bourassa's Bill 22. It is of interest to note that in each of the cases discussed here, including the action being taken by the Home and School Associations, the name of Professor Frank Scott, former Dean of McGill's Law School, is listed among the legal talent. No other Canadian can come within a mile of Frank Scott's record as our country's bonniest fighter in the arena of civil liberties.

To realize that there is urgency in bringing this whole Bill 101 problem into some kind of alignment with common sense one need only run down the list of "rules" currently being compiled by a staff of 280 people, officially described as L'Office de la langue française, housed in Montreal's Place Victoria. Shortly before this is written two reporters from the *Montreal Star* did a lengthy study of the rules these ladies and gentlemen have already written, or propose to write the day after tomorrow, under the expert guidance of a man named Gilles Racine who, at the very least, must qualify as the French equivalent of the Greatest Whiz Kid of Them All. I do not propose to reproduce the List of Thou-Shalts and Thou-Shalt-Nots here. But if you have not already read it, I urge you to procure a copy of the *Star* for Saturday, May 20th, and savorily enjoy a novel experience. One excerpt will suffice to illustrate what's afoot:

Suppose, as an English-speaking Montrealer, I decide to sell my house. If I attempt to do the selling job myself, then I

By Leslie Roberts



LESLIE ROBERTS

shall be permitted to place an English "For Sale" sign on the front lawn. But should I realize that I'm not as good a salesman as I had believed and so call in a professional real estate company to do the job, then I must take away the For Sale sign and replace it with one in French only. This nonsensical tidbit, and about a thousand others equally dim, will come into permanent effect on Monday, July 3rd. *Mon Dieu!*

In the light of all the foregoing, it is impossible for one to understand why, recognizing his responsibility to all the Canadian people, Pierre Trudeau has not sought a ruling from the Supreme Court on the status of Québec's new language law, and the rulings which stem from it, of his own volition. The only possible answer lies in power-politics and the dissipated political fortunes of the federal Prime Minister.

Finally there is urgent need for clarification by the new provincial Liberal leader in Québec, Claude Ryan, of his and his party's approach to the whole situation which derives from Bill 101. Not for a moment is this to be construed as criticism of Mr. Ryan. It is said simply as the serious need for clarification of his own position and that of the Liberal caucus. Mr. Ryan has said that he and his party will defend the rights of minorities. That view needs to be spelled out in detail. Would Mr. Ryan erase Bill 101 from the statute book? Or would he seek to restore justice to Québec through a series of amendments?

We Anglo-Québécois know where the other political parties stand. Despite all its trick phrases like "sovereignty/association," we know that the Lévesque-led tribe are separatists, determined to destroy Canada. We know that Rodrigue Biron is a naive, muddled man who campaigned as an out-and-out federalist and now occupies a position nobody understands, least of all Mr. Biron. It remains for Claude Ryan to spell out exactly where the provincial Liberals stand. His true role is to bring us together again as Canadians to whom Québec is home.

Congratulations to my friends of the Home and School Association. The Laurin Law has to go, simply because it was designed to drive us apart.

**SUPPORT  
YOUR  
CHILDREN  
GET  
INVOLVED**

The following are resolutions to be presented to the 1978 annual meeting of the Canadian Home and School and Parent-Teacher Federation at Bishop's University, Lennoxville, Quebec, June 7-11.

associations through their membership, in promoting Canadian tours for students, emphasizing visits to Canadian points of interest and to explore the grandeur, beauty and diversity of this great country.

Directed to: Minister of Industry, Trade and Commerce  
National School Tour Organizers  
Provincial Federations of Home and School Associations

**6 - submitted by the Quebec Federation of Home and School Associations and accepted as a resolution for the annual meeting subject to the presentation of adequate background material prior to the annual meeting.**

WHEREAS, one of the purposes of the CHSPTF is to disseminate information from one member association to other associations; and

WHEREAS, one of the purposes of CHSPTF is to defend the educational opportunities of the children of Canada; and

WHEREAS, linguistic legislation in the province of Québec affects, in a detrimental way, the educational rights and opportunities in that province;

**BE IT RESOLVED THEREFORE** that the CHSPTF acquaint its executive and its members with the nature of the linguistic legislation of the province of Québec and the implications thereof for the fundamental rights of all Canadians.

Directed to: CHSPTF and Provincial Federations

## 7 - DRUG-ORIENTED MAGAZINES

submitted by the Alberta Federation and accepted as an emergency resolution, background material to be provided before the start of the annual meeting.

WHEREAS, the government of Canada is at the present time using the Canada Customs Act to prevent the entry of drug-oriented magazines (High Times, Rush, Head, Marijuana Monthly, etc.) into Canada; and

WHEREAS, these magazines inform their readers including pre-teens and teenagers on the purchase, use and make-up of lethal drugs; and

WHEREAS, the safety of the minds and bodies of our youth are endangered by the entry of these magazines into our provinces and country;

**BE IT RESOLVED THEREFORE** that the CHSPTF request each provincial federation of Home and School Associations to petition its respective minister of education and minister of justice to prepare, introduce and actively support the necessary legislation to effectively ban the entry of these drug-oriented magazines into Canada; and

**BE IT FURTHER RESOLVED** that the CHSPTF send letters to the Postmaster Generals of Canada and the United States of America requesting their assistance by refusing the publishers of these magazines the use of the mails.

Directed to: Provincial Federations  
CHSPTF  
Postmaster Generals of  
Canada and U.S.A.

# C 34 REPORT

Allan Locke, Chairman

## Bridging the gap High School to CEGEP

This session was standing room only as obviously many people are concerned with the CEGEP program.

First speaker was Clive Gibson, student at Macdonald High School. Clive spoke of expectations. Entering CEGEP was, in a sense, entering life with all its freedoms, choices and, yes, all its problems. High school students wonder if they can cope with these new courses, new campuses and most of all did they take the right courses in high school to qualify for the CEGEP program.

John Revay, a student at John Abbott, spoke of the actual conditions at a typical CEGEP. Most students tended to settle in after the first few months and generally found the program interesting with good course material and good teachers. Students often find they have indeed enrolled in the wrong program and the switch from science to arts or arts to business can be painful. Fortunately, the keen student can overcome these changes and is

often the better, happier person for having found their true interest in life.

David Hill of Macdonald High suggested a closer relationship between High School and CEGEP so that students could overcome their fear of the unknown — in this case the CEGEP. High school students often found CEGEP courses, especially in the sciences, very difficult and more must be done to dovetail these two programs.

Luc Henrico, Director General of John Abbott, spoke last and bore the brunt of the remarks. Mr. Henrico spoke of the concern for the whole student, stressing that this was a very volatile time in a student's life and whether these young men and women were in CEGEP or not, they would still face these problems of maturing.

Also mentioned was the fact that the CEGEPs offer excellent three-year programs leading to the work place and high school students would do well to consider these and not



automatically opt for the two year pre-university option.

A freewheeling discussion followed and all panelists received a well deserved round of applause.

The need was expressed to have Home & School form a CEGEP committee to look into many of these aspects and provide an ongoing liaison with the CEGEPs in Quebec.

## School bus - more than transportation



"These people are more than just school bus drivers, they're almost second parents to these children." With this high compliment, Manager Gaston Giroux of Autobus Trudeau, one of the school bus contractors serving the West Island's two public school boards, introduces the visitor to his team of five drivers and three helpers manning the minibuses transporting handicapped children.

The five-bus fleet each day carries over 60 children from their West Island homes to a variety of special schools in Montreal which serve children with physical handicaps — the Peter Hall Schools, Mackay Centre for Deaf and Crippled Children, the Douglas Hospital and a school operated by the Montreal Association for the Blind.

The service has been offered for over a decade by the Lakeshore and Baldwin-Cartier School Boards, first using buses owned and operated by the school boards themselves, then with buses owned by one of the board's bus contractors, Brisebois Ltd. In 1974 Autobus Trudeau, based on Hymus Boulevard in suburban Kirkland, took over the service by purchasing the special routes from Brisebois. In all, Autobus Trudeau operates a total of 50 school buses, the majority on contract to the Transport Department of the Lakeshore and Baldwin-Cartier school boards.

"We are more than pleased with the special service performed by these drivers and their helpers," says Rolland Roy, transport division manager for the two school boards. "They operate somewhat differently from the regular bus drivers, partly

because of the children they drive, and partly because the routes are such that many of the drivers have been with the children for several years. Also, you must remember that the trip to and from Montreal can take as much as four hours per day, so they can form a much closer relationship with the children. In the event of storm or some other emergency, for example, the drivers themselves call the parents to let them know the child will be home early, or will not be going to school at all that day.

"I remember that during a storm a year or so ago, one of the drivers had to carry the children from the bus, up the street to the house because the snowplow had not been around and the children's wheelchairs couldn't negotiate the street."

Two of the five buses have special ramps which can be placed to the side doors, and several of the seats have been removed, so that children in wheelchairs can board the bus. In other cases, special harnesses have been designed for the seats so that children with severe handicaps can remain upright in the bus seat during the commuting to and from school.

"Each child has a somewhat different need, and the drivers in many cases are the ones who think up the accommodation best suited to the particular handicap," says Mr. Roy. In recent years, both due to the legal restriction on a driver leaving a bus while children are aboard and also because some of the children need special attention during the lengthy trip, three of the buses have been equipped with an adult helper.

Of the eight employees, all five drivers and two of the helpers are women. "This is

partly due to the special care these children need, care which the women drivers seem to be able to provide more effectively than the men drivers," confirms Mr. Roy. "As well, there seem to be more and more women who are becoming school bus drivers. I know that one of the other companies, our largest bus contractor, had only four women drivers last year and this year they're up to sixteen or seventeen. It's a growing trend."

Trend or not, over 60 handicapped youngsters from the West Island are getting some pretty special care each day as they are shuttled to and from school by the drivers and helpers of Autobus Trudeau.

Moreover, Mr. Roy has good reason to be pleased with this special service. Often the quality of school bus transport varies from company to company, for while complex and stringent government norms regulate the funds granted to the school bus service, not all of the privately-owned companies use these funds in an identical manner. Thus school board officials are more than satisfied when a contractor shows special initiative in employing the uniform government allocations in an imaginative and beneficial manner.

Too often public interest in school busing revolves around accidents, vandalism and labor problems; sometimes it is only when a prolonged labor conflict paralyzes the school transport system that the vital and difficult roles of the school bus driver, the contractor and the school board transport administrator are thrust into the limelight.

# C 34 REPORT

## Entry into society

T. Copeland, Chairman

Miss Copeland opened her presentation with mild criticism of the effectiveness or lack of, by our present educational systems. The inability of applicants to demonstrate the basic requirements of mother tongue fluidity, basic grammar, spelling and more importantly today's second language capabilities. In her opinion, these were the major failures of existing systems.

Other areas that the school systems' role should entail in the speaker's view were, proper grooming, understanding what job classifications were really about, how to fill in an application form properly, what the roles of different private and public agencies were all about, i.e. U.I.C. and Minimum Wage, and how much the new job seeker is really worth in the work force.

It was also suggested that school systems approach the business world to the extent of getting business to come to the schools to explain their requirements.

Mr. Dixon stressed in his opening remarks the value of continuing one's education at the post secondary level. He also emphasized the value of selecting courses that were dynamic and useful instead of the easy 'Mickey Mouse' route. His opinion was that with this higher degree of education there was statistical evidence of higher income as well as long term job security.

The speaker also felt strongly about the apparent lack of exposure to basic economics by

most graduates at all levels. Also it was felt that the ability to write concise, accurate reports was a major factor in their evaluation criteria.

This speaker also stressed that basic reading and writing skills were inadequate in general and surmised that perhaps the computerized high school leaving system was partly to blame.

Closing remarks stressed the importance of self evaluation and assessment and to encourage our youth to strive for excellence and not to get discouraged too soon.

The final speaker Ruth Spreekmeester suggests that as parents, we should demand some of the things mentioned by the previous speakers from our school systems.

It was her view that the school system in its present form protected the student, "like a child in a playpen" such that they were not adequately prepared for the real world. The speaker also explained that at certain school boards efforts were being made to fill some of these needs if, and only if, the student requested it. Many students have been placed in certain jobs where they thought they might like to be once school was finished.

Miss Spreekmeester felt that more dialogue and participation was necessary if we were to achieve any of the goals presented by the first speakers.

A lengthy question and answer period concluded this workshop where some of the above mentioned areas were expanded upon.

Continued from page one

ble by the generosity of over two thousand members of Quebec Federation and others who have contributed to the 101 Action Fund, by the dedicated work of the members of the Action Committee, by the determination of Federation's legal counsel, William I. Miller, Q.C., and by the fortitude of the ten co-plaintiffs who have joined Quebec Federation in the action against the Bill.

"C Day" is not the end of the trail. Says Potter, "It is the first step on the long route back to the establishment of an equi-

able balance and effective power sharing between the linguistic communities in Quebec. Those who contributed to the 101 Fund have enabled us to get a foothold on the route back."

Now is the time for everyone, maintains Potter, through contributions and personal participation to support the general appeal to the community for funds which shortly will be launched. "Solid grassroots support," claims Potter, "will ensure that this month's court action has the necessary thrust to carry us to our ultimate goal."

# C 34

## REPORT

### WORKSHOP: ROLE OF PARENT IN EDUCATION:

# Teacher tells parents produce more students

In the workshop on the Role of the Parent in education, Jack Johnson, Past President, PAPT, urged parents to offset the declining enrollment problem by having more children.

Margaret Craze, Regional Director, PSBGM, encouraged parents by describing the changes she had seen in the attitude of administrators towards parents by inviting them to help set educational goals and minimal standards.

Dr. Gurudata, Chairman, Laval Parents' Committee, proposed the development of professional development for parents to help them meet their increased responsibilities in decision making. Mr. John Clark, speaking on the behalf of the silent majority, stressed the importance of parents to take an interest in the education of their children. No teacher can replace the interest of a parent.

By Marion J. Kift

Mr. John Clark expressed his view, as a parent, that parents have a real role to play in education. They have an obligation to complement the activities of the teacher, to provide support and understanding in the home. They must try to create an environment where learning will flourish and a thirst will develop in the minds of their children.

Even though Mr. Clark recognized teaching as the most important profession, he did not feel that education should be left entirely to teachers. Rather, in broad terms, the teaching profession must respond to the needs of the community. Teachers should be well paid but should also have high standards. Their attitude towards students is particularly critical. They can build a student up or dash them down.

Mr. Clark described the evolution of management in business, from slavery through authoritarianism to a reward system and finally to team building; a process he hoped would also take place in the school system.

Since there were no students included in the panel, Mr. Clark had asked his son and daughter to tell him their views. His daughter stressed the point that parents should be more familiar with what goes on in school. Voting should be limited to promoting expediency in the decision making process. His son, another viewpoint, urged that parents not reward their children for doing well in school. The learning is reward enough.

In closing, Mr. Clark stated that the most important contribution a parent could make was to show an interest in his child's school activities. A lack of interest can kill almost anything. No teacher can replace the interest of a parent.

Dr. N. Gurudata, Chairman, Laval Parents' Committee, spoke of what in his view was the chief interest of the parent, namely that his child get the maximum benefit from his interaction with the educational milieu. A parent can ensure that this happens in two ways: firstly, by direct involvement in the child's education e.g.



- monitoring the progress of the child
- showing an interest in the child's efforts
- giving support and encouragement when failure occurs
- working together with the teacher on the aspect of discipline

All these help to create a positive attitude in the child toward learning.

Secondly, by involvement in the school system. The person who gets the most out of the system, knows the system best. How to get to know the system? Two ways were suggested:

1. volunteer work in the school
2. School Committee work where there is an opportunity to sit down with a principal and teachers to discuss issues. Some have even obtained voting rights on the school council.

Because of the increasingly responsible role of parents, it has become important to consider professional development for them. The parent must become a learner again in order to keep up with the changes that have gone on in education since they were students.

Dr. Gurudata made one final point, that was that it was one thing to learn the structures and another thing to deal with the people in the structures. There are always fears and prejudices which must be overcome as one begins to raise questions.

Over the many years that Miss Margaret Craze, Regional Director, P.S.B.G.M., has been in education, many changes have occurred. Miss Craze quoted a principal, 20 years ago, speaking to the president of the Home and School and saying: "Now Mrs. Smith, I would not presume to tell you how to run your house. Please don't tell me how to run your school."

Miss Craze noted that one of the factors which had brought parents into closer partnership with the professionals was the

result of research which indicated the vital importance of the first five years of the child's development, to his learning.

Miss Craze listed three main roles that parents can play:

1. the concerned parent who is really only interested in his own child (about 90 percent of parents). These parents play a significant roll in the maintaining of standards.
2. the volunteer parent who assists directly in the school or helps to raise funds to augment resources. This has become increasingly important as budgets are cut.
3. the dissatisfied parent who wants to share in the decision making process: hiring and firing; curriculum content; budget allocations

If parents are going to have such decisions they must then take on the responsibility involved: dealing with the unions; dealing with changes in curriculum; dealing with fiscal restraints.

The increasing involvement of parents in education had made administrators somewhat uneasy. However, Miss Craze proposed that parents could and should work with professionals to establish educational goals with minimal standards that could be required of the schools. Professionals should then be allowed to 'get on with it' while the parents acted as watchdogs.

Mr. Jack Johnson, Past President, P.A.P.T., Member, Superior Council of Education, expressed the views of the teachers. Parents are not alone in their search for greater decision making powers in education. Teachers too want a greater share.

However the primary role of parents was to provide students. In these days of declining enrollment this role was becoming more important than ever.

Mr. Johnson advocated that parents, pupils and teachers work together to establish priorities for the educational

system and to see that they are carried out.

Quebec Federation was urged to work actively to bring together the local Home and School and the School Committee so that they might present a united front on behalf of parents, thus providing a clear message to the government.

Mr. Johnson suggested three areas where parents could be active;

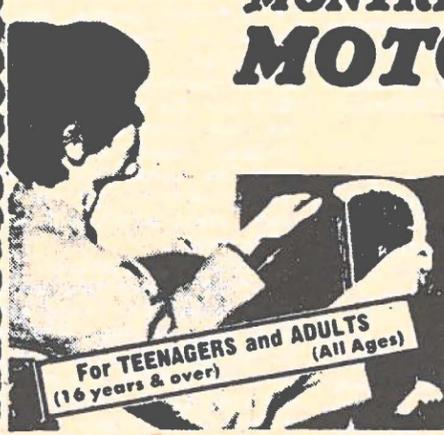
1. helping to develop the aims and objectives of a particular school (the implementation of the aims and objectives should be the role of the professional)
2. developing the philosophy of education in their own school
3. the establishment of values in education.

Parents can play a valuable role in education but they need to work closely with the professionals so that pressure groups do not force badly researched projects into existence.

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## C 34 REPORT

Fay Richardson  
Recorder

### Ethics of fund raising

The novel idea of holding an AGM workshop with all of the attendees as panelists proved to be a great success and the chairman, Sylvia Adams, ably handled the freewheeling exchange of ideas and concerns.

It became apparent that the needs and reasons for raising funds varies greatly with on-island and off-island associations.

One off-island group struggles to maintain a cafeteria for their students. An on-island association has a surplus of money and their school cannot house any more equipment. (They have considered lending financial support to other associations not quite so fortunate).

There was an expression of concern about children being used as door-to-door salesmen.



Many locals seem to favor fund-raising activities centered within the school such as fun-fairs, book fairs etc.

Mrs. Adams stressed the need for associations to clearly define their goal, plan well and consider the ethics of the undertaking.

### Charities skirt rules

Spokesmen for some of Canada's largest charities say they have broken Revenue Canada regulations telling them to avoid political activities.

The regulations, included in a recent circular from Revenue Canada in Ottawa, contained the following reminders:

- Do not conduct letter writing campaigns to politicians or newspapers.
- Do not organize demonstrations against the government.
- Do not write editorials on political topics.

Rosemary Dudley, an official with the Migraine Foundation, said this week she has broken these laws at least a dozen times in the last three months.

A. C. Forrest, editor of the United Church Observer, said his magazine and many church leaders continually breach Revenue Canada's guidelines for charitable activity.

Ian Morrison, chairman of the Committee of National Voluntary Organizations, a coalition of national charities in Canada, including the Canadian Red Cross Society, and the YMCA and larger churches, said the laws are "draconian and undemocratic and completely contrary to the government's intentions."

"There doesn't seem to be any

common sense behind the document."

Mr. Forrest said demonstrations by church members against the Vietnam war and in support of California agriculture workers would have violated the guidelines.

#### Urges reform

"The policies expressed in this thing would be completely unacceptable to the prime minister," he said. "Once it is brought to the attention of people higher up it will be resolved."

Ms. Dudley said she has never hesitated to encourage people to write letters to politicians, urging legislative reform.

E. A. Chater, director of Revenue Canada's registration division, said the finance department now is studying the definition of charity.

Mr. Chater said he would like to see the government amend the Income Tax Act to bring the concept of charity up to date, allowing charitable organizations to allocate a portion of their funds for political activities.

*Canadian Home & School and Parent-Teacher Federation has charitable status at the present time. Contributions received from individuals are issued receipts making the donation ineligible for taxation.*

Canadian Press

## C 34 REPORT

### Nutrition

Mr. Terry Jones  
Chairman

This workshop had a good number of interested attendees, many of whom participated actively, especially with thoughtful questions.

Mme St-Jean-Demers, Food Policy Co-Ordinator of the Island School Council, outlined the establishment of meaningful nutrition standards within the system. Mrs. Christie, from Lakeshore School Board, and Mlle Pacquet, from the Lakeshore

Public Health offices, contributed by demonstrating what nutritional guidance is currently available inside and outside the schools and how good nutrition is being encouraged.

Participants were left with a conviction that much progress has been made in resolving nutritional concerns in the schools, but that constant emphasis and effort are essential.

Pat Lewis introduced discussion with a quote from René Lévesque to the effect that the basics have been sacrificed to trivial methods and technology, and it is time to get back to teaching the traditional basic skills.

Panelists were Glen Prunter, Brian Maddock, Cynthia Clinton, Owen Buckingham.

Glen Prunter's thesis — going back to the "three R's" and traditional structures is not going to solve the problem of the "functional illiterate" since in fact schools have not really changed essentially, while society and the student's attitudes have, and it is a lack of relevance which destroys the motivation to learn. The school must start with the student as he is and develop programs to stimulate him to learn the skills society requires of him. In the face of the TV culture and parent apathy, innovations are needed to convince the student that learning is of value.

Mrs. Clinton, defining her basics as the three C's: communication, computation and civilization, feels that the schools do a good job with oral communication, reading and computation, but poor jobs with written communication and the teaching of values. The home must assume responsibility for defining the values it wishes the school to teach, and the school must place more emphasis on the teaching of writing skills.

Mr. Maddock pointed out that "basic" means different things to different people, but the desire to "return to basics" indicates a general dissatisfaction with schools as they are. He is concerned that we not destroy the whole system, much of which is changing gradually to meet needs, but rather try to set right those areas which still do not work well.

He made three points:

1. There is a certain austerity to learning that young people must learn to accept. They must be helped to realize satisfaction from the results of a hard and not necessarily "fun" job well done. Our society tends to downgrade or ignore such experiences.

## C 34 REPORT

### WORKSHOP: BASICS IN EDUCATION?

### Basics in education?

2. Society must decide what it wants the child to learn. Detailed guidelines should be given to teachers who are then responsible for determining the best methods and techniques to attain these goals with their particular students. Minimum standards should be set.

3. Teachers must be supplied with the best means of evaluating student progress and thus the effectiveness of the materials and methods they are using, plus resources for detecting students with special problems.

Mr. Buckingham saw a danger in overemphasis on basic skills. Students may do well on tests measuring the skills and yet be unable to use these skills effectively. He also pointed out that more children are being forced (by law or poor job opportunities) to continue in school when some years ago these same children would have dropped out, and more are being promoted (again by law) when once they would have repeated until better prepared to move on. These factors would increase the number of "functional illiterates" among high school graduates.

#### Discussion:

1. Even if one establishes minimum standards, teachers resist evaluation, seeing it as a threat to their security, as a reflection on their capacity, and they do not wish to be accountable. Mr. Buckingham replied that teachers are not accountable to parents but to the children, and Mr. Maddock felt that objective standards would answer this problem and the aim would be to determine why the child is not learning.

2. Should the schools provide education for four-year-olds before the influence of instant TV entertainment has spoilt them for the effort needed to achieve in the academic field? Panelists agreed that this might meet a need for many children if a pre-kindergarten year were possible. It is important however not to rush too early into academic work before the child is mature enough to be ready to learn.

3. There was a question re reliability of tests used. Mr. Buckingham agreed that no one

set of tests should be used — several tests used to complement each other could give a reasonable picture of achievement level.

4. Teachers or administrators were accused of "experimenting" with methods to the detriment of the children. All accepted that some innovations were not carefully considered, but felt that educators were more aware of these pitfalls now, and experimentation is essential if methods are to improve and education to meet the changing needs of society.

5. What can school do to help the brighter or academically quicker child to avoid boredom and resulting misbehaviour or withdrawal? Enrichment at the child's social level — not promotion.

6. Re streaming: Are parents informed how their children are progressing re implications for the future? Mrs. Clinton feels that parents are not always aware of the real level of achievement, since marks reflect relative progress. They must be informed if they are to help the child make realistic plans.

7. Final remark from the floor — parents have the responsibility to so stimulate and support their child that he can survive the most ghastly school experience and benefit from the best. (Recorder's note: True, but not all homes have the resources to do this, and it is also our responsibility to see that as few children as possible have ghastly experiences.)

### Lost and Found

One of our delegates lost her light blue Rainmaster coat (size 15-16) at our AGM. The person taking it in error left behind her own brand new raincoat, also light blue. Could you take a minute and check yours right now? Also found was a tortoise-shell comb for holding the hair in place.

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Official receipts will be issued for contributions of \$10.00 and more.

## C<sup>34</sup> Guidance-counselling, information, careers REPORT

Dennis O. Corr  
Chairman

This workshop took place in the Pool Terrace Room and was attended by some twenty-five delegates. The locale was pleasant since only this group was allotted to the entire space there. The four panelists were: Miss Barbara Goode, Counsellor, Beaconsfield High; Mr. Bob Gross, Work Study/Placement Officer, PSBGM; Mme Renée Peterson, Président de Multi-Services Ste-Thérèse, Inc. and Exec. Director SECA; Mr. Bruce Walker, Vice-Principal, MacDonald High.

They gave their views on what might be expected of high school graduates going into the work force and what services were available to them and their parents to enable them to make better decisions on their future careers.

Miss Barbara Goode spoke of some of the activities being "trialed" by Beaconsfield High School students and how contacts were being made with the business world. Mr. Bob Gross outlined what parents should expect to get in assistance from school counsellors and how parents, as the single most important in-

fluent group as far as children are concerned, can be more helpful in guiding their children's futures.

Mme Renée Peterson, with the backing of some well established statistics, demonstrated the increasing role women are having and will continue to have in the work force. Also, with her background as Placement Officer with a large bank, she noted how some job seekers were being ill prepared to apply for positions. Mr. Bruce Walker, with a history of earlier work at Career Orientation at Beaconsfield High School, spoke of some of the programs being conducted to afford students a better opportunity to select their respective vocations, particularly those who were not planning to go on to university, and some children who worked in community service.

As to what role Home and School can play in improving Student Guidance, it was suggested that parental involvement was highly appreciated and probably the most important aspect of all the programs. Local associations,



as well as Quebec Federation of Home and Schools, can be a positive force in promoting and reinforcing such activities as were discussed briefly in the workshop.

The panelists, in finishing, invited local associations and parents, particularly those who were unable to be present, to write or phone QFHSA office if they would like any further information.

## C<sup>34</sup> REPORT

### Collective Agreements

Joan Riches, Chairman

This workshop, which was run as a simulation of teacher contract negotiations, attracted sixteen people from four or five different Boards including, among others, administrators, commissioners, a former commissioner and a would-be commissioner.

The problem set was to establish how many teachers will be allowed by the provincial government as admissible for government grants. The participants met in groups of three to attempt to resolve this question.

They had been prepared by coaching, of the government representatives by Gerry Hopkins, Chairman, Lakeshore School Board; of the Board representatives by Joan Riches, Commissioner; and of the union representatives by Lloyd Brereton, South Shore Teachers Association.

Although the context and negotiations structure were much simplified, the problem posed and the mandates given to each representative were very probably close to the real situation for the next round of negotiations.

The government representatives were told to be concerned with budget and political acceptability (including one who insisted on negotiating in French); the union representatives with number of jobs and holding at least steady with the gains of the last contract; and the Board representatives with maintaining or improving the program offered the students.

The frustrations experienced were very real and it is hoped that these people will find some of the table posturing easier to interpret as the new negotiations unfold.

## Curriculum: Who sets it?

Joan Kepron, Chairman



Who Sets It? Teachers, Minister of Education (with compulsory education), local groups, material availability.

The workshop was extremely interesting and well attended and Dr. Henchey's remarks were both stimulating and thought provoking. His area of interests are education in Quebec, curriculum theory and

future studies.

It was brought out that the Green Paper on Education was certainly going to have an effect on our curriculum as it now stands. Because we are a society of rapid change our curriculum reflects this — a more stable curriculum is the result of an unchanging society. Half of our

students will end up in careers that do not presently exist.

Following Dr. Henchey's talk there was a lively question and answer period and the delegates came away with a feeling of having really learned something and with many educational considerations to think about.

## C<sup>34</sup> REPORT

### Alternate schools

June Ellingsen  
Chairman

This workshop was essentially an examination of the theories and assumptions on which alternative schools are based. Assistant Professor Arpi Hamalian, of the Education Department of Concordia University, gave a summary of various experimental programs by such people as Paulo Freire, a Brazilian educator, and A. S. Neill of Summerhill fame, and the basic ideas upon which they based their projects.

Informal education and reports such as that of the Central Advisory Council for Education — the Plowden Report 1967 — which stated basic ideas that the child is "at the heart of the educational process," that the school must transmit values and attitudes, and that there should be a close relationship between school and home.

Assistant Professor Carolyn Lavers, also from Concordia,

continued the presentation with a description of Rosedale in its beginning years and her teaching experience there, and spoke on starting one's own alternative school as she has done, as a parent, in Hemmingford.

A short discussion period followed with parents really wanting to know the options available in the public educational system. Professor Hamalian stressed the point that it should not be necessary to opt for private schools but that parents should lobby for the alternative education in our public system.

It was a very interesting and provocative workshop and should be followed up as part of the ongoing discussion relating to declining enrolment and closing of schools.

## FOCUS on the LOCALS

**No we have not dropped the page.  
Send in your material in time  
for the Back to School Issue — It  
should reach the office mid-August  
HAVE A GOOD SAFE SUMMER**

**WORKSHOP: FORWARDS, BACKWARDS and SIDEWAYS:**

**Similar problems!**

Past, present and future came together in the workshop entitled 'Home & School; Forward, Backward and Sideways.' Panelists of different experiences, backgrounds and locations shared their views of where Home and School has been, what its main strengths have been, what problem areas have been identified, and where each one hoped the Federation would go in the future.

Dorothy Frankel, a past president of Quebec Federation, Pauline Ashton, formerly of Quebec Federation now living in Ontario, Mary Bodenweiser from New York State P.T.A., and Alex Morris, president of Quebec Federation, all presented their views on this topic.

At the end of the presentations it was mutually agreed



that the problems and solutions are very similar, irrespective of era or geography.

The necessity for effective communication to the membership, effective representation to the provincial or state body, the difficulties inherent

in recruitment and membership, were all identified as common problems.

Likewise, each panelist agreed on common procedures and solutions, and each expressed the desire to solve these problems so that Home &

School could get on with its main objectives.

However, it was mutually felt that as neither membership nor officers are static, but constantly changing, the concerns would ever be with us, but each had to try his or her

best to minimize the difficulties and maximize the opportunities.

The presentations, chaired by Dorothy Chant, executive v.p., drew many comments and questions from the twenty-eight participants.

**Allmand sympathizes but says don't quit now**

Our guest speaker, the Honorable Warren Allmand, Minister of Consumer and Corporate Affairs, spoke to the delegates following dinner. Some of his comments are quoted below.

As a parent in Quebec I have a particular interest in and admiration for the work of Home and School Associations because I firmly believe that it's through the kind of work that organizations like yours do, that the communication links between the community and its educational system continue healthy and strong for the overall good of both. I am particularly pleased to speak to you and to note that the theme of your conference is "quality of learning, quality of life."

In these times of economic and political uncertainty in Quebec, I believe it is just such considerations that must serve as touchstones in our lives. Our ultimate goal must be to foster the sort of environment that allows the individual to develop most fully and freely. True education encourages freedom of thought, and the quality of its education is the measure of any liberal and democratic society.

Many persons have told me about their concerns, their fears, and their anger about the present situation in Quebec. They wonder whether they as Anglophones (or as non-Francophones) have any future here? Whether they can have education and cultural institutions in their own language? Whether they can find work or run their business? And whether their basic rights as Canadians will be protected? These are legitimate concerns and I fully sympathize with them. There is no doubt that Bill 101 (as well as its predecessors - Bill 22 & 63) denies basic language rights in education, work, and private life - for both English- and French-speaking Quebecers. On the other hand this is no time to capitulate, to go away, to leave the province.

I am personally enthused by the many grass-roots

organizations which have appeared over the last two years to fight separation, to protect language rights, to build a better province (and country) hand in hand with their Francophone brothers. With respect to the Quebec referendum and the separatist movement the federal government is using all means within its power to defeat this menace and maintain national unity. In addition the government has established the Pepin-Robarts National Unity Task Force to consult with Canadians throughout the country and develop further proposals for a new or amended constitution and other measures to promote national unity and purpose.

Finally there is the continuing campaign of the Prime Minister to entrench a bill of rights, including language rights, in the Canadian Constitution where they would be protected against ordinary legislative action by the provinces and/or the federal government. If language and other rights were thus protected in the constitution they could not be taken away by a bill presented by provincial governments such as was done with Bill 101 and Bill 22 and earlier by governments in Manitoba and Ontario.

Projects undertaken by schools that seek to teach an awareness of our country's cultural diversity and a better understanding of the contributions made by different ethno-cultural groups, are beginning to more frequently involve students and their communities as resources. The ethno-cultural communities can become a resource teaching aid as vital to educators as any other resource material.

Canada has been enriched by the customs, traditions and values of most of the world's cultures. It is time that our educational system took more into account the cultural diversity of this country. We must encourage students to respect all people both as individuals and as members of various racial and ethnic groups and to help students to understand the meaning of the

expression 'unity through understanding.'

The quality of education is affected by many things - by the home environment, the quality of teaching and the availability of resources. We as parents also recognize that it is affected by the quality of life of the community itself, and the

will of the child to learn. The quality of life is reflected not only by material well-being, but also by values held and freedoms enjoyed.

The Spanish philosopher, Ortega Y Gasset, wrote that true learning must spring from an inner need to know. One must need to know something

in order to truly understand and learn. I would hope that all Quebecers, adults and children, would feel this need to know both our official languages, to understand the multicultural nature of their province and the concerns of their fellows. This knowledge should be felt as necessary by each of us.

**CONCORDIA UNIVERSITY**



**Let this summer be a credit to you!**

This summer need not be all lazy, hazy days. You could be studying and letting your academic standing improve in the ripening sun. Whether you are simply seeking to improve yourself, or a teacher concerned with improving your academic qualification, or a student catching up or moving ahead, Concordia University will gladly help you reach your goal.

This summer Concordia will be offering courses, evening as well as day, at both campuses. Study the schedule below, then get in touch with the campus of your choice. But act soon! Registration starts July 4th.

		July Summer Session (Day Courses Only)			
		Arts & Science	Commerce/Admin.	Engineering	Fine Arts
<b>Registration</b>		Loyola: July 4-5 SGW: see below**	Please	No Courses	SGW: see below** Loyola: no courses offered
<b>Classes begin</b>	1st term	July 6	call department	Beginning in	July 6
	2nd term	July 27			July 27
<b>Classes end</b>	1st term	July 26	482-0320 local 381	this session	July 26
	2nd term	Aug. 16			Aug. 16

\*\*Registration for courses beginning in July is done prior to July 6 by appointment, in consultation with the Director of each department in which one wishes to register.

**Spend some of it at Concordia University.**

Loyola Campus, Admissions/  
Liaison: 482-0320

Sir George Williams Campus,  
Admissions: 879-4280,  
Liaison: 879-4233

On February 28, 1978, Mr. Jacques-Yvan Morin, Ministre de l'Éducation, held a press conference in which he laid down new rules for the preservation, in urban areas, of the "last school in the neighbourhood." Mr. Morin stated that it is both desirable and possible to designate and maintain, in each neighbourhood, one "last" elementary school to serve the people of the area. He ac-

cordingly requests all school boards to identify the existing geographical neighbourhoods in their territory with the help of agents in the educational milieu. The last school in each neighbourhood to be maintained in the event of substantially decreased school enrolment will then have to be designated.

The following is the text of the press release given on this occasion by Mr. Morin.

Reprinted from MEQNEWS

Since May 5, 1977, the MEQ has had a policy of encouraging the maintenance or re-opening of village schools. This allows local populations, if they so desire, to participate in keeping their last elementary school open.

Schools are now being kept open in some sparsely populated areas, and a certain number have even been re-opened. Parents wishing their children to receive their education in their own milieu have been supported by parish and municipal authorities, recreational organizations, golden age clubs, etc. They can therefore succeed in keeping their only school in operation, even though a reduction in the number of children would normally mean closing it.

We have grounds to believe that other groups will take similar action in the 1978-79 school year. The active participation of parents in this original and essential educational project is at the

very heart of the policy outlined by the government.

We must also emphasize the fact that municipalities and school boards played an important part in finding the solutions to meet the needs of the population. At the same time they were able to put their own resources to good use. Studies nevertheless revealed that the solutions arrived at in the villages and rural areas were inappropriate in the cities.

### THE URBAN SITUATION

Research conducted by the MEQ on the problems of maintaining the last school in the neighbourhood brought to light the existence of two separate factors that operate in the urban setting. The first is the falling birth-rate; the second is the very nature of urban society and its geographical divisions.

In 1972 there were 852,000 elementary school pupils in Québec. Since that time,

# Holding on the one last neighbourhood school

enrolment has fallen by about 50,000 per year. Recent demographical studies indicate that in 1980 we will have approximately 650,000 pupils in elementary school. This means, for the period from 1975 to 1980, a 30 percent drop in the number of pupils for certain school boards in the Montréal and Québec City areas, and a 24 percent drop for the remaining urban areas of Québec.

The falling birth-rate is not the only factor endangering the survival of the last school in a neighborhood: another factor is the migration of population. Also, as the average age of people in the area goes up, the elementary school population diminishes, and this inevitably leads to the closing of schools one by one. A vicious circle develops, since young couples are reluctant to live in a neighborhood which has no school. They choose rather to move to the suburbs and the older neighborhood gradually dies.

With the expansion of businesses in a neighbourhood, it may tend to lose its residential character. The stable population then tends to go down in numbers, replaced by a "floating" population, often consisting of people without children.

study of the urban context as well as the suggestions and recommendations of certain school boards.

The ministre de l'Éducation has pointed out that although in some cases a neighborhood may correspond to a parish, it generally comprises two or three. This in no way takes away from the particular identity of the smaller community.

The simulated application of the above definition of fifteen school boards serving urban populations has helped us to clarify our conception of the last school in a neighbourhood.

Mr. Morin would like to thank the school boards which participated in the simulation project; their collaboration and availability made it possible to do other necessary background work for designating the last school in a neighbourhood.

There is no need to repeat the pedagogical considerations outlined in the May 5th policy statement. They of course apply to small neighbourhood schools, although circumstances may dictate certain changes. Let us just add that a small school often offers educational advantages that a large one does not.



### WORKSHOP:

### DECLINING ENROLMENT:

# 50% drop

# forecast in 10 years

All panelists made presentations clearly showing the sharp decline in enrolment in the English educational sector at all levels.

While all recognized the fact that declining enrolment was a universal problem, it was noted the effects of Bill 101 would be unduly harsh at the elementary and secondary levels. At these levels, an analysis done by McGill and made available to School Boards, etc., showed a decline from 231,000 in 75/76 to 103,000 in 85/86.

In 70/71 there were 101 schools in the PSBGM, in 77/78

there are 96 and by 82/83 they estimate the number will be 58. In the rural industrial area of Shawinigan there is an optimistic forecast of an increase in the English sector with a hoped for introduction of new business.

While Bill 101 was less severe on the enrolment forecast for CEGEP and University levels, nevertheless both would show a decline. Fewer students taking higher education out of province could help correct this and representatives of both gave sound reasons why Québec institutions should be given preference. Also, why technology programs should be more favoured in career choice.

Understandably parents and educators alike are concerned about the effects of declining enrolment on the child and the other human factor in this critical situation, the teacher, must not be overlooked and the teacher representatives gave information which must be given our serious consideration when we further examine this problem.

Time did not permit sufficient discussion from the floor. It was concluded that the panelists provided very meaningful information and that the workshop must be but the beginning in the Federation's examination of the serious problems brought about by declining school enrolment and the finding of ways and means of solving them in a humane manner.

### THE LAST SCHOOL: A DEFINITION

The seriousness of these problems has led the MEQ to define the last school in a neighbourhood as "the last elementary school situated within a distinct geographical sector or urban area. The school will be separated from others in the same system by natural or man-made frontiers such as railroads, canals, highways, quarries, large parks, industrial zones, etc." This definition is based on careful

Panelists for the workshop on Cultural Extras gave those attending an insight into what programs can be provided by Home & School to enrich the children's cultural life, and how such programs can be organized.

Pam Frost, Vice-President, Willingdon Home & School, outlined some of the ways a cultural program can be set up. She discussed the hiring of teachers, the length of courses, the number of students per class, facilities needed, registration, finances, etc. She passed on to the audience many tips to assist them, including some pitfalls to avoid.

Janice Thomerson, President, Briarwood Home & School, spoke of the specific program she has introduced in her school. This is a program of instrumental music. The

children are taught to play one of a selected number of instruments (violin, trumpet, flute, clarinet, drums). They are taught by qualified music teachers who also assist them in the buying of their instruments. Home and Schoolers attending the Conference witnessed the success of this program at Saturday's lunch when some of Briarwood's children played their instruments. They were very good — and after only six months of lessons! Janice gave the workshop all the information the participants needed to set up a similar program in their own schools and offered her services to anyone needing help.

All the programs discussed involved a great deal of work for Home & School volunteers, but the rewards justified this work. Culturally the children are growing.

### Membership Awards



This year awards were given on the percent of membership compared with student population. Based on these figures the awards are the following:

**Elementary Schools (on Montreal Island)**—having family membership of more than 55%, based on their student population.

Willowdale .....	68.5%	Seigniory .....	55.9%
Beacon Hill .....	60.6%	Meadowbrook .....	55.2%

### Out of town winners:

Howick .....	38.5%	Thetford Mines .....	37.1%
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### Winning high schools are:

Dorval .....	44.3%	Macdonald .....	39.7%
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**BE AWARE**

**BE INVOLVED**

**JOIN Home and School**