



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 22
NUMBER 3

MONTREAL
2535 Cavendish Blvd., Suite 212 H4B 2Y5

JUNE
1985

QFHSA Exec Secretary honored

"I really do believe..."

Donna Sauriol, our Executive Secretary, has been with us now since the Fall of 1976, and she says "one doesn't realize how involved they are going to become in their child's school life when they start off to kindergarten". At various times when both her children were in elementary school (Rosedale School which is now closed and a police station) she was (many times simultaneously) Book Club Lady, Membership Chairman for the Home & School, Co-chairman of the after school Ballet Program, volunteer in the Library when the librarian wasn't there, taught typing (on a special machine with huge letters) to grades 1-3 on a one-to-one basis, read with the grade twos, did remedial math with grade one, etc. Apart from her school activities Donna ran a Star depot until our other daily English newspaper folded, was a Brownie leader, the volunteer chairman for the Tiny Tim Gift Shop of the Montreal Children's Hospital, taught Sunday School for several years at her church, was active in the couples club there, served on the Advisory Board of her church and is presently the Vestry Clerk.

Then she says she was talked into becoming the Area Rep for N.D.G. II (Montreal) on the Board of Directors of Quebec Federation of Home & School Associations. "I represented Rosedale, Somerled, Kensington, Royal Arthur. The only school left, and I am speaking of less than ten years ago, is Somerled. All the others have been closed. I was born and grew up in N.D.G. and my elementary school Herbert Symonds is now a Senior Citizen's residence; my high school



West Hill (which became Monklands High School when a new West Hill was built) has been closed for several years and is just now being redeveloped as a residence. It is really sad to contemplate what has happened in our community."

While Donna was serving on the Board of QFHSA their current secretary, Meredith Brown, left because she was pregnant and Donna was asked if she would become the QFHSA office secretary. After saying no the first couple of times she was asked, since her youngest was only 9 and came home at lunch hour, Donna agreed to do it on a part-time basis of 9 to 3! "What a laugh" says she, "that didn't even last till I received my first pay cheque as there is just simply incredible amounts of work to do in this office."

After being coaxed out of retirement to work full-time, Donna decided to go back to school at night and in 1982 received her diploma in Library Studies from Concordia University. She is still waiting to find the time to organize our books into a recognizable library! Now she is hoping we will

find a word processor someplace for the office and took a word processing course last winter with the PSBGM adult education division so as to be ready.

"I really do believe in the concept of Home & School and what it represents. I think all learning and education is useful to the individual and that it is up to us, as parents and as individuals who care, to do all that we can to foster a learning environment for children", concludes Donna.

Update — Rights Committee

It's been a long pull

Arising out of the Lachine High Resolution, there have been queries about the history of the Rights Committee.

Eight years ago in reaction to the prevailing social climate the Executive Committee of QFHSA set up the 101 Action Committee (subsequently renamed Rights Committee) to oversee the initiatives, actions, and responses of QFHSA in relation to government legislation. The first chairman was Mr. Andy Millar.

Below are some highlights from the Committee's earlier activities:—

June, 1977.

Brief on Bill 101 submitted to Quebec Government

August, 1977.

A letter received from then Prime Minister Trudeau commending QFHSA on its Brief.

October, 1977.

The Committee organized the descent of 200 parents on Ottawa to interview their members of parliament.

November, 1977.

The Committee took a bus load of parents to Quebec City for interviews at the Ministry of Education.

December, 1977.

Board of Directors approved in principle a court action against Quebec's Bill 101.

March, 1978.

Committee inaugurated its financial campaign and applied for a federal tax number.

December, 1978.

QFHSA filed in the Superior Court of Quebec its Declaration asking that Bill 101 be declared unconstitutional.

December, 1979.

QFHSA submitted a brief on the Canadian Constitution to the Joint Parliamentary Committee hearing.

February, 1980.

QFHSA received its tax number. There had been over 2000 contributors since 1978.

November 1981.

A delegation from the Executive went to Ottawa to protest to M.P.'s and cabinet ministers about section 59 of the Constitution Act, 1982.

January, 1982.

Legal counsel of QFHSA moved a motion in the Superior Court for an early hearing of court case.

May, 1983.

AGM renewed petition to the Federal Cabinet that Quebec's Bill 101 be referred directly to the Supreme Court of Canada.

May, 1984.

AGM authorised President Daigle to lead a delegation of parents to Ottawa.

From the time of its formation until August 31, 1984, the Committee raised approximately \$80,000 for the Rights Fund (including a grant of \$15,000 from the federal government).

The total expenditures to August 31, 1981, including payments to legal counsel, amount to approximately \$75,000. Full audited statements are prepared for the Fund in the normal fashion, and tax receipts are issued for donations in excess of \$10.

Summary of Changes in the Declaration

While QFHSA has been awaiting a hearing on its court action there has been an extraordinary amount of change in the law. The constitution of Canada has been repatriated and amended. There have been court decisions on the new sections of the Constitution in regard to minority official language school rights and to the powers of school boards. Moreover, there have been challenges of single articles of Bill 101 by individual plaintiffs. Last week we reviewed these circumstances with legal counsel in order to avoid unnecessary duplication in litigation. It was agreed QFHSA would focus its main thrust on the following articles of Bill 101:—

Article 1. "French is the official language of Quebec."

Article 54. "Except as provided by regulation of the office de la langue française, it is forbidden to offer toys or games to the public which require the use of non-French vocabulary for their operation unless a French version of the toy or game is available on no less favourable terms on the Quebec market."

Article 72. "Instruction in the kindergarten classes and in the elementary and secondary schools shall be in French, except where this chapter allows otherwise."

Article 79. "A school body not already giving instruction in English in its schools is not required to introduce it and shall not introduce it without prior and express authorisation of the Minister."

Tentative Timetable

Professor Stephen A. Scott is collaborating with our legal counsel, William I. Miller, QC, in updating the particulars of QFHSA's factum. The Chief Justice of the Superior Court has set a meeting for June 17, 1985. He expects our legal counsel to come to that meeting prepared to sign the certificate of readiness which precedes the setting of the actual date for the court hearing. The months of July and August being normally holiday time in the courts, we expect the actual hearing date to be set for early in the Fall.

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Accidents do not take holidays



Make yours a safe one — Stay Alert!

Editorial . . .

A Critical Time for Home & School

Home and School is living through a critical time in its life. Although it is not uncommon for this Federation to be dealing with critical issues, perhaps now the issue is the very existence of Home and School. Seldom have so many outside forces leaned so heavily on our membership. Perhaps this is the time to examine a model of management developed in the nineteenth century, but still in use today.

There are four main functions of management that could apply to Home and School at the provincial and local levels:

1. Planning, to give an organization its objectives and to set up the best procedure for reaching them.

2. Organizing, a function that helps determine the type of organization that will be needed to accomplish a given set of

objectives.

3. Leading, which involves getting the members of the organization to perform in ways that will help it achieve the established objectives.

4. Controlling, or ensuring that the actions of the organization's members do in fact move the organization toward the stated goals.

Rather than examining individual issues and reacting, Home and School, for the sake of its continuing presence in the field of education in this province, may need to pro-act, and in the process of managing its resources become revitalized. This in spite of political, social, and economic forces moving it to do otherwise.

A.M.

Schools on the block

Going, going, gone

BY WINIFRED POTTER

The following commentary on the closure of Mount Royal High School has been written by Winifred Potter, 2285 Cambridge road, for many, many years a dedicated Home & Schooler, and former Editor of THE NEWS, and who has been a commissioner of the PSBGM for almost eight years, representing the east end. She is also a former chairman of the MRHS school committee. She writes as an introduction: "In recent years my efforts have been

directed elsewhere to the schools in the east and the parents who elected me, but I cannot be indifferent to the school my children attended, and I'm not unmoved by the pronouncement of closure of MRHS. It is in this context that I have written the following commentary." Despite its length, THE NEWS, like THE WEEKLY POST who published it originally, is publishing it in its entirety because of its clarity and relevance:

Sooner or later it would be inevitable that Mount Royal High School close. The regulations imposed upon the Quebec English-speaking community by Bill 101 form a blueprint for the eventual disappearance of the vast majority of our Quebec English schools.

Since Bill 101 was passed in 1977 it has each succeeding year taken a huge chunk out of the enrolment of yet another grade in our elementary schools. In the last eight years half of the elementary English PSBGM schools have been closed.*

Now that Bill 101 has worked its way through the elementary levels, it is beginning to have its effect at the secondary level as elementary students, already diminished in numbers by the law, now enter high schools. Thomas Blacklock, the PSBGM's demographer, predicts a "rapid decline" in the English secondary school enrol-

ment for the rest of the '80s, with five to 10 of the remaining 17 PSBGM high schools being closed in the next five years.

At present the Quebec English-speaking community is living within a structure designed for its eventual demise. The categories of children Bill 101 permits to attend English schools are so designated that three of the four categories are not self-repeating. The only self-perpetuating category, that of the indigenous English-speaking Quebecer, is leaving in droves, because of his province's sustained language discrimination against him and the consequence of better job opportunities elsewhere. His loss cannot be made up by immigrants coming into our English schools from outside Quebec, because Bill 101 prohibits this.

In addition, the educational guarantees for minority education

in the new Canadian constitution are patterned along the line of Bill 101. Even the highly touted "Canada Clause" has allowed only a few hundred additional children into English Protestant schools since the Supreme Court declared that the "Canada Clause" preempts the "Quebec clause."

Moreover, there is an inequity in the minority education guarantees in the new Canadian Constitution. The official maternal language educational rights clause does not apply to English-speaking new Canadians in Quebec, though it does apply for French-speaking new Canadians in the rest of Canada. English-speaking new Canadians from English-speaking countries (England, U.S.A., the English Caribbean, Hong Kong, Australia, etc.) are required to enter their children in French schools in Quebec, but French speaking new Canadians from France and other French-speaking countries are entitled to French schools for their children elsewhere in Canada where numbers warrant.

So, sooner or later, the closure of Mount Royal High School, and others like it in our English-speaking Quebec community, would occur. But watching from the vantage point of the West Hill High School platform that night when the high school's closure was announced, and seeing the surprise, then the hurt and the anger in the faces of the students, it was cold comfort to me to think that it had come only sooner, rather than later.

In this controversial issue, there has been one point of constant agreement: the French Protestant student body has an urgent need for another high school to serve their growing numbers. And the French Protestant leadership has rightly described that need as a polyvalent high school — a high school with facilities leading not only to CEGEP and on to university, but also with ample technical and vocational facilities so that a wide range of careers and work choices can be provided to a diversified student body.

But Mount Royal high is not a polyvalent, nor does it possess partial polyvalent facilities.



OTHER PEOPLES OPINIONS

Last year, when a French Protestant wing was introduced into Mount Royal high, the chairman of the school board assured Mount Royal parents that this was a temporary expedient until the following year. Then the board would definitively select a (???) French Protestant high school. This school year, when the board's long-range planning committee released its recommendations concerning school changes, it recommended three high schools, all with polyvalent facilities — Westmount, West Hill, and Northmount — as the best possible schools from which to choose the new French Protestant high school.

When the board met in December to choose, it reached no decision. Instead it added two more schools to the list, Mount Royal and Malcolm Campbell, neither of which has polyvalent facilities. On Jan. 28, the board heard submissions from all five schools and from the French Protestant sector. On Jan. 30, it met in West Hill auditorium and voted 9-6 to close Mount Royal high and reopen it as a French Protestant high school.

On the night of that decision, walking from the board building where the preliminary private meeting had been held, over to West Hill for the public meeting, a school board official remarked ruefully to me that we would not be in this dilemma now if the French Protestant leadership had a few years ago accepted Monklands High School for their new school. And we began to reminisce over the several offers that

had been made to the French Protestant leaders.

When Dunton high School was closed, it was offered, but refused. When some of the French Protestant parents showed an interest in Pierre Laporte School (which at the time was half empty) the board tentatively approached the St. Croix School Commission, only to draw back when the French Protestants decided against this measure. Baron Byng High School, similarly, was refused. Monklands, also was refused.

It became clear that the French Protestant leadership had a singular objective: a high school located in the Côte des Neiges area where many of their students lived, and where Métro facilities were soon to be built. But the board had no empty high school there; the obvious choice, as far as location was concerned, was Northmount High School, but this would have meant exchanging the incumbent English-speaking student body, most of whom lived in the Côte des Neiges area, for a similar student body, but French-speaking, most of whom also lived in that area.

Van Horne elementary school some four or five blocks from Northmount high School was, however, emptying of its English population. The location was eminently desirable to the French Protestant leadership. A wing of French Protestants moved into the school and the French Protestant leadership prevailed on the board to turn Van Horne into its second French Protestant high school.

see CHILDREN, page 12



Quebec Home & School NEWS

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Letters to & from...

A need expressed...

Monsieur le Ministre:

On behalf of the Quebec Federation of Home and School Associations (QFHSA) Board of Directors I wish to congratulate you on your recent appointment as Minister of Education. We hope you find the experience a rewarding one.

Now in its 41st year as a provincial organization, QFHSA has made a significant contribution to quality education through its parent volunteers who have committed their time, talents and resources to the education and well-being of children.

On July 3, 1984, QFHSA made application for a grant from the MEQ to assist our voluntary parental organization in its general operation of co-ordinating educational support services in Quebec schools. QFHSA has been receiv-

January 22, 1985

ing grants from the MEQ since 1974.

On October 23, 1984, I wrote to M. Yves Bérubé requesting an appointment to discuss and further clarify the aims and goals of QFHSA. A copy of this correspondence is enclosed. We have not had a meeting with M. Bérubé. Therefore, we are requesting an appointment with you in order to discuss the status of our grant application and to have an opportunity to introduce Home & School to you and members of your department.

I look forward to hearing from you at your earliest convenience.

Sincerely,
Marion Daigle (Mrs.)
President

...and the reply

Québec, le 6 mai 1985

Monsieur le Trésorier.

Vous trouverez ci-joint un chèque au montant de cinq mille dollars (5000\$) représentant la dernière subvention versée par le Ministère de l'Éducation à la Quebec Federation of Home and School Associations.

Après avoir pris connaissance de l'ensemble du dossier, le ministre, monsieur François Gendron, a en effet décidé de maintenir la décision déjà prise par son prédécesseur, monsieur Yves Bérubé, à l'effet de ne plus accorder d'aide financière à votre organisme, à

compter de ce jour.

Par ailleurs, le Ministre ne souhaite pas donner suite, pour le moment du moins, à votre demande de rencontre du 22 janvier dernier, tout en n'écartant pas la possibilité de le faire éventuellement, si des circonstances nouvelles en justifiaient l'opportunité.

Veuillez agréer, monsieur Eselaar, l'expression de mes sentiments les plus distingués.

Robert Thibault
Attaché politique

A local's support Sorry, I missed

At a recent meeting, the Valois Park Home & School Association discussed Q.F.H.S.A.'s financial "crisis". Our local decided to contribute \$154.00 to Quebec Federation. This amount represents \$1.00 for every family membership received at Valois Park for the 1984-85 school year.

The Valois Park Home & School Association would like to challenge all other Home & School Associations in Quebec to do the same. If every local contributes \$1.00 per member, approximately \$5,300 could be raised for Q.F.H.S.A.

We are concerned about Q.F.H.S.A.'s financial needs and hope that all efforts to raise funds will be successful.

Sincerely,

Dawn Cumming, President
Donalda Walker, Vice-President

Contravention of policies!

Cher Monsieur Gendron:

The discontinuance of funding for the Québec Federation of Home and School Associations seems to be in direct contravention of oft-stated Government policies promoting the increasing involvement of parents in the operation of our public school system.

For over half a century, since long before the establishment by law of School and Parents' Committees, this Federation has been an invaluable means for giving parents daily access to their neighbourhood school.

We ask you to reconsider the decision taken by your Government to discontinue its modest grant to the Federation.

Yours sincerely,
Margaret Funnell
Vice-Chairman
Lakeshore School Board

The following is a certified copy of a resolution adopted by the Council of Commissioners of the Lakeshore School Board at a Regular Meeting held in Beaconsfield, Quebec, on March 25, 1985

WHEREAS the Quebec Federation of Home & School Associations (QFHSA) is experiencing a financial crisis in its general operation due to the elimination of government grants; and

WHEREAS the QFHSA has addressed an appeal to the Quebec Association of Protestant School Boards and, in a letter dated March 4, 1985, to the Lakeshore School Board; and

WHEREAS by Resolution E85-03-01 the Executive Committee of



PRESIDENT'S MESSAGE

SYLVIA ADAMS

Another Annual Meeting, executive changes, twenty-one resolutions from local associations, QFHSA committees, Board or Directors and a Regional Council, all reflecting legitimate concerns for the education and welfare of our children and youth. Eleven workshops reflected particular areas of interest and concern to our membership, vintage 1985. Our membership? Parents, educators and interested citizens who believe that our children are the most precious of our national resources. They not only believe - they do something tangible to increase the chances that children will be exposed to educational and life experiences that reflect depth and quality. Notwithstanding many roadblocks, the strength of Home & School is the continuity of its services, its independence of voices and its dedicated care groups who are not deterred by negatives (like the cutback and future deletion of our already miniscule Quebec government grant). Home and School has given back to the local school population - our children and their teachers - in volunteer time and money, services that often go unrecognized as to their impact - even by our own membership. Our objective is always one of enhancing the quality of the educational experiences of the individual child. We don't simply pontificate about education matters - we supply some of the necessary tools. This endeavour takes many forms. Locally; volunteers to help teachers, donations of books for school libraries and extra equipment for schools, volunteers for student outings, bursaries, help with extra-curricular activities (to make them special), organization of

music and dance classes, whatever...

It also means that we must pursue our goals on provincial and national fronts - acting ourselves and/or supporting others regarding legislation that affects the quality of education or the welfare of our children and youth re support of programs directed towards smoking and health, child abuse and neglect, fitness and nutrition, drug and alcohol abuse, family violence; support of basic social programs and benefits that will enable families to cope, i.e. family allowances, child tax credit, etc.

We are a resource center in many areas; we have compiled materials for parents, *by parents*, so parents are better equipped to understand and react positively... despite the pressures being thrust upon their children and themselves. We support each other in these pursuits, our goal always being the child's access to quality of life - in the home, school and community.

Our advocacy role seems to be more crucial now than ever before. I implore our membership to remember what we stand for, what we actually accomplish and to remain actively involved in this very special organization. I am honoured to be the new president of Quebec Federation of Home & School Associations. I will need the help of all members if we are to continue to fulfill the objectives we set for ourselves many years ago, objectives that are more meaningful than ever in today's climate of accelerated change, centralization of decision making and imposed financial constraints. Let's make 1985-86 a year to remember - in a positive context.

Reliable Life

Students Need Accident Insurance

For many years Reliable Life Insurance Company has been a leader in the Student Accident Insurance field.

We are pleased to report that for 1985/86 and 1986/87 school years the Quebec Federation of Home and School Associations recommend Reliable Life's Student Accident Insurance Plan, in the province of Quebec.

If you want to receive policy forms for distribution in your school simply write to:
Jean-Louis Brais
15880 Laflamme
St. Hyacinthe, Quebec
J2T 3X4

On Montreal island, telephone 514-467-9353
Off Montreal island, call 514-773-6051

In your letter, state (1) name of school; (2) number of application forms wanted; (3) language of forms (French or English); (4) your school address *in full* (this is very important, as courier services cannot deliver to a box number. Include postal code. The school

telephone number is also helpful); (5) when you wish forms delivered to your school (this is usually some time in August prior to the start of the new school year).

Your package of insurance policy forms when they arrive will also include a set of claim forms should you require them. It is likely a good idea to leave them in the principal's office.

Why Student Accident Insurance

1. An accident may happen any time, any place and under every circumstance.
2. Children are active, carefree and involved totally in everything they do.
3. Student Accident Insurance is inexpensive protection for parents.
4. Student Accident Insurance is a form of protection for teaching personnel. When a student is covered by insurance there is little need for personal concern in decision making since costs such as ambulance, etc. are covered by the plan.
5. Student Accident Insurance provides help for parents in a reasonable time frame where an injury is extensive and extreme personal commitments must be made available.
6. Student Accident Insurance offers benefits to students at home in Canada and while travelling outside Canada.
7. Student Accident Insurance

offers coverage 24 hours a day for a full calendar year - September 1 to August 31.

8. Accidents of a catastrophic nature occur seldom but when they do they are demoralizing to the student and the parent. Large benefits are made available that would not be attainable in any other way.

9. Parents are reimbursed for a number of out-of-pocket medical expenses that are not covered in any provincial medical health plan.

10. The Death Benefit selection provides insurance at a premium rate that is unobtainable otherwise.

11. Dental Benefits exist until age 20 so that teeth can mature before the final dental work must be done.

Why not Student Accident Insurance!

Where else can so much protection against accident expenses be purchased for so little!

LSB Resolution

the Lakeshore School Board recommended to the Council of Commissioners that a donation be made to the QFHSA:

WHEREFORE IT WAS MOVED BY Commissioner W. Brooks and UNANIMOUSLY RESOLVED:

THAT a donation representing \$0.10 per Lakeshore School Board student be donated to the Quebec Federation of Home & School Associations to help alleviate their financial crisis.

CERTIFIED A TRUE AND EXACT COPY

this 2nd day of April 1985

W.I. Stockwell

Secretary General

International Youth Year 1985



PARTICIPATION - DEVELOPMENT - PEACE

For the next 5-6 editions, this section of the NEWS will be devoted to IYY news and activities. Students in secondary schools, colleges, university and youth organizations across Canada are already busy planning their special projects - FOR Youth BY Youth. We know that Home & School Associations and School Committees in Quebec will encourage and support their local schools. Contact the Principal, Student Council President, Student Advisor, to see if information on IYY has been received.

QFHSA NEWS is interested in publicizing youth projects and events, in publishing articles on activities in local high schools and/or communities, in helping youth celebrate this special year. Send all material to QFHSA office, c/o NEWS, 2535 Cavendish Blvd., Suite 212, Montreal, H4B 2Y5. The deadline for the next issue is July 15th.

In addition, our QFHSA office has been building a resource bank of information and ideas to assist youth with their projects.

Youth Science Foundation Promotes IYY Themes

Canada's Youth Science Foundation (YSF) has given a science-related theme to each month of 1985 as part of its campaign to make science issues a major focus during International Youth Year. The Foundation, which fosters youth involvement in science, is encouraging schools and youth groups to organize activities on topics such as "Energy for People", "Protecting our Environment", and "Science for Peace", which are all related to the general IYY themes of Peace, Participation and Development. Illustrated calendars with profiles of Canadian scientists, quotations and important dates have been published to promote the monthly themes. The Foundation has also published a 1985 Science Resource Book with essays by young people, lists of resource material and suggested activities for each month of IYY.

Other Youth Science Foundation activities planned for International Youth Year include:

- An international development conference in Ottawa in June 1985 in conjunction with the

Canadian Student Pugwash Conference (a peace movement).

- A speaker's bank on science issues. The YSF has compiled a list of people and groups interested in speaking to youth. The names and addresses of these speakers are categorized by province and area of interest.
- A manual of science activities that can be used in summer camps to introduce children to science in an outdoor setting.
- A program of special awards to recognize students' achievements in science.
- The 1985 Canada-Wide Science Fair will include participation of up to 20 students from developing countries, thus emphasizing the IYY theme of development.

For more information on these activities or to order YSF publications write to:

International Youth Year
Co-ordinator
Youth Science Foundation
805-151 Slater St.
Ottawa, Ontario
K1P 5H3
(613) 238-1671

Youppi! and Child Protection

During this International Youth Year, an increasing awareness of the need to protect children has been sweeping across North America.

Launched at the end of March, a massive information campaign entitled "Youppi! and Child Protection" is being sponsored by the National Bank, The Montréal Expos, and Block Parents.

The campaign is based upon the premise that children can be taught to take care of themselves, by recognizing and avoiding dangerous situations, and seeking the assistance of responsible adults if necessary.

An entertaining ten-minute video documentary, with Youppi and several children singing and dancing to a song especially created for the campaign, depicts some events where there may be danger and how the children may find help. Apart from the video, the information campaign includes a game folder that will enable parents to develop their children's awareness of the many solutions available to them in their own neighbourhood.

A school psychologist will tour Quebec supplying information throughout shopping centers, and many activities are planned to urge parents to obtain the information at no cost. Public interest messages have been developed for television, radio and newspapers.

The video and the brochures, in either the French or English version, are available from any National Bank branch, local police

Youppi! and Child Protection



departments, or through the schools.

This child protection campaign unique to Quebec has been developed in cooperation with the Cor-

poration professionnelle des psychologues du Québec, the Youth Protection Directors of the Centres de services sociaux du Québec and the Québec Justice Department.

Good Eating from Macdonald High

IYY project - Macdonald High launches Cookbook - Mac McFavorites - dedicated to the children of El Salvador. The book was made possible by the Student Council of Macdonald High School, the students and staff who contributed recipes and art work, a typist Mrs. Gail Ferguson, a parent, the printer, Mr. Peter den Hayer, a parent and the IYY Committee of the Student Council. The preface to the cookbook tells the story of Macdonald High's commitment.

The idea for this cookbook began when we were made aware of the

plight of two orphanages in El Salvador.

Some statistics on El Salvador:
Capital: San Salvador
Area: 8,260 square miles or 21,393 square kilometres
President: Jose Napoleon Duarte
Government: unstable at present
Population 1980: 4,801,000
Owned by: 14 families. The families influence goes back to the time of the spanish conquests.

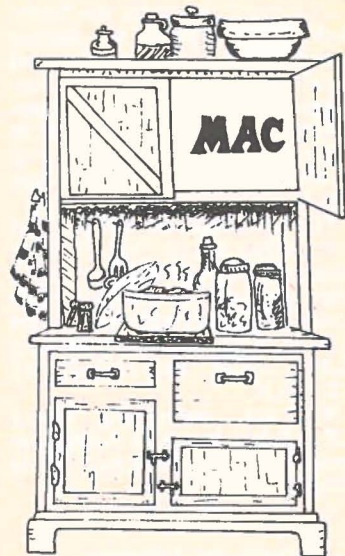
The El Salvadorian history has been a troubled one. During the 1800's revolutionary wars shook the country. During the first few decades of the 20th century El Salvador was stable and efficient. It prospered under a series of strong dictators with little foreign involvement. Revolutions in 1931, 1944 and 1948 caused great upset and unrest with the only peaceful time being during the Second World War (El Salvador did not become involved).

In 1960 another government was overthrown and periods of stability have been infrequent.

In 1980 another revolution similar to that of 1931 broke out. It has been raging ever since. The present situation is deplorable. Starvation, torture, murder, rape and disappearances are daily occurrences.

47,000 people have died
5,000 people have disappeared
500,000 people are displaced

There is hope though, through the Emmanuel Baptist Church who sponsor two orphanages in El Salvador. We at MacDonald are fund raising to help support these two orphanages. These children probably have the best chance in this war torn country. The orphan-



MACFAVOURITES

ages are terribly overcrowded but the children are given one meal a day, a little money can go a long way.

Cost per child in Canadian currency:

\$2.00 for food per day
\$4.18 for laundry per month

With \$1,330, the students at Macdonald High School could provide education for 3 children for four years or for 12 children for one year.

If you would like to make a donation make your cheques payable to:

Montreal Y.M.C.A.
Account #200-845
C/O Carolyn Edson
351 Andras Drive
Dollard des Ormeaux
H9B 1S1

We dedicate this cookbook to the children of El Salvador.

Student Council of
Macdonald High School

National H & S

First AGM in Newfoundland

Videos, drinking and sex education, as well as resolutions on family allowances and funding for the arts, were on the agenda of the 1985 Annual Meeting of the Canadian Home and School and Parent-Teacher Federation, the first to be held in the province of Newfoundland. The national Meeting was held June 3rd to 5th at Sir Wilfred Grenfell College, Corner Brook and June 6th to 8th at St. Bride's College, St. John's, Newfoundland.

Some fifty representatives of the approximately 60,000 Home and School members in every province of Canada gathered to consider national projects to combat child abuse, cut down on young people's smoking, improve children's fitness, and promote membership in local Home and School associations or PTAs affiliated to the provincial Home and School organizations.

Martin Rowe, for 16 years a

teacher at Lakewood Academy in Glenwood, near Gander, was nominated by the Newfoundland and Labrador Federation of Home and School and Parent-Teacher Associations to receive the 1985 Samuel Laycock Award of the national Federation. The award recognizes a Canadian educator who has shown special awareness of the needs of children and commemorates Dr. Samuel Laycock, child psychologist and one-time president of the Canadian Home and School and Parent-Teacher Federation, known Canada-wide in the 1950s for his CBC broadcasts "School for Parents".

Presentation of the Laycock Award took place at the closing Banquet of the 1985 Meeting, held at the St. John's Shrine Club on Friday, June 7th, under the sponsorship of the Newfoundland government and the provincial Home and School organization. Newfoundland teachers hosted dele-

gates to a dinner at Corner Brook on Tuesday, June 4th.

As well as marking the first national Home and School convention in Newfoundland, the year of 1985 signals 90 years of Home and School in Canada. The first recorded parents' association was formed in 1895 in Baddeck, Nova Scotia, with the active support of Mrs. Alexander Graham Bell who was a resident of the community. As the idea of the local Home and School association spread groups of associations formed 'councils' and then provincial federations, which in 1927 came together as the national Home and School federation.

Current national Home and School president is Mrs. Joy Bastness of Hagen (Saskatchewan). President of the host Home and School federation is Mrs. Janice Higgins, of Corner Brook. Mr. Rennie Gaulton of St. John's was responsible for arrangements for the national meeting.

Parents group wants Hudson High ruling quashed

The Lakeshore School Board Parents Committee has sent a resolution to the provincial Education Department supporting the Hudson High School enlargement and renovation project.

The committee found the school's facilities "extremely unsatisfactory" after a recent investigation. The committee supports the views of Hudson school administrators, parents and municipal authorities that the school must be renovated soon for safety and esthetic reasons.

The committee also advised the department to overturn its recent decision to postpone improvements to the school, built in 1917. The group further advised Quebec to reconsider its position with a view to commencing renovations at Hudson High immediately.

Become an involved parent. Know what's happening

The Montreal Island School Council continues to give strong support to the Hudson project.

LSB Commissioner Christopher Campbell has made arrangements to meet Education Department officials in Quebec to discuss the Hudson situation.

Campbell said he hopes continued low-key pressure on the department will cause it to reconsider its decision to postpone the Hudson High project at this time.

IYY & IYP "Parents for Peace"

Dear Parents:

This year, 1985, is United Nations International Youth Year and next year, 1986, is the U.N. International Year of Peace.

As parents, we realize we need support and ideas for raising our children to be peaceful individuals. We are writing to you for your opinion. Is it best if we all work within the family or within our existing organizations; or might it be worthwhile to form a cooperative network to be more effective? Parents in Toronto, for example, have already formed an association "Parents for Peace" which has representation on a committee of the Toronto Board of Education.

Would you be interested in working on or attending a workshop dealing with peace education in the home? We would like to focus not on the discouraging facts, but on constructive action. Can we raise our children to use non-violent ways of resolving conflicts? What books, games and other materials are available? Can we encourage a respect for other peoples?

If we organize a workshop, we

would hope to draw upon resources such as churches, Y.M.C.A., Children For Peace, Parents For Peace, U.N.I.C.E.F., West Islanders For Nuclear Disarmament, Alliance For Non-Violent Action, Educators For Social Responsibility, and others, that have already been involved in peace education. Do you have anything to contribute?

If you are at all interested we would appreciate if you would return the attached form by 1 September 1985 (if possible) through the school or directly to the return address. Thank you.

Sincerely,
Parents for Peace
Toni Bird, Paul Sullivan
(Parents of children enrolled in the Lakeshore School Commission)

Sheila Laursen, Susan Lussier
(Parents of children enrolled in the Baldwin Cartier School Commission)

Judy Skikavich
(Member of the Quebec Council of Parent Participation Preschools)

Please return by 1 September 1985 (if possible) through the school, or directly to:
Parents for Peace / c/o Community Resource Centre / 401 Boul. St. Jean / Pointe-Claire Quebec / H9R 3J3
For information call (514) 694-5587

Would you be interested in attending such a workshop? _____

Would you be interested in working on such a workshop? _____

Weekday or weekend better? _____

Babysitting needed? _____

What particular aspects interest you most? _____

Any particular suggestions re the workshop or future activities? _____

Would you be interested in a parent support group? _____

Other comments? _____

Optional: Name _____ Lang: Fr. _____ Eng. _____ Bil. _____

Tel. _____ Affiliations: _____

Address: _____

Children's age _____

RESOLUTIONS 1985

Thirteen Resolutions were received for the consideration of the 1985 Annual Meeting. Four of these were submitted by the Prince Edward Island federation, and three each by the Quebec and Saskatchewan federations. The New Brunswick federation also sent in three Resolutions.

Subjects of the proposed Resolutions are: financial support for the arts; Canadian learning materials; violence in television programs and rock videos; information on the content of records, tapes and cassettes; teenage parties; use of alcohol; education in human sexuality; peace education; family allowances, child tax exemption and credit; and language education.

NEW PUBLICATIONS

"IT'S ABOUT US": the CHSPTF Handbook (new English version) - \$2.50 per copy.

"SOYEZ LES PREMIERS À EMBRESSER VOS ENFANTS AUJOURD'HUI" — French Version of "Join the Home and School Arms Race".

STATEMENT OF POLICY: Collection of CHSPTF Policy Statements in re-organized format.

SPECIAL SENATE COMMITTEE ON YOUTH

Senator Jacques Hebert is chairing a special Senate committee which will hold public hearings before studying issues facing young Canadians 15-24 years old. The committee is inviting individuals and groups to submit briefs on the following questions:

- * Employment and changes in the labour market
- * Education, training and career prospects
- * Family and social issues
- * Crisis in values

CONGRESS ON YOUTH & PARENTS

An international congress on relations between young people and adults took place in Montreal from April 24 to 27 under the auspices of an international federation for parent education, and a voluntary organization for the study of human relations based in Montreal (SROH). CHSPTF was invited to name a representative to take part in a "seminar of experts" preceding the congress, and its Past President contributed a paper to the deliberations.

'Experts' attending the seminar came mainly from Europe, the Mediterranean countries and French-speaking Africa. A young Brazilian student and three students from Quebec represented the younger generation. During the congress proper, many university students took part in the workshops. Non-French-speaking participants were able to take part in discussion through simultaneous translation services courtesy of the Secretary of State.

'PAL' NON-SMOKING PROGRAM

The elementary-level non-smoking program being developed by a team from the Health Promotion Directorate in Ottawa is now being field-tested in six different regions of Canada. In March CHSPTF's Smoking and Health chairman, together with the President met with team members Susan Swanson and Paul Melia and their director, Gordon Mutter, to be briefed on the progress of the project and discuss CHSPTF cooperation.

1986 is expected to see the PAL program implemented across Canada, in those schools which opt for the program. In order to keep provincial and national leaders up to date on progress, it is hoped to arrange a briefing from the PAL in conjunction with the Mid-Term

Executive meeting next November.

TEENAGE SUICIDE

A federal study of suicide, to be released shortly, says that suicide is now the leading cause of death among teenagers, and that health professionals are inadequately trained to deal with the situation. Suicide prevention programs, it will recommend, should be available in schools.

A member of the task force on suicide, a psychologist, recently told a Toronto conference that a dozen children between the ages of 5 and 9 years have committed suicide since 1971. She attributed the increase in suicide rates to increasing mobility and to the breakdown in families.

At the convention of the Quebec Association for Children with Learning Disabilities in March, a Montreal psychiatrist expressed the opinion that the best protection from suicide was the uninterrupted presence of the child's parents from the beginning to the end of childhood. Before a suicide attempt, a young person experiences several serious disruptions to his or her life: divorce, moving house, for example. In 72% of cases, one or both of the child's parents do not live with the child. Of the young people living with a step parent, most (84%) feel themselves in conflict with that parent.

85% of boys and 94% of girls attempting suicide have seen their physician during the preceding year, 36% during the week before the attempt. A suicide attempt represents a specific message from a young person that he or she must find release from their problems, and does not necessarily want to die. Youngsters who commit suicide, do so on impulse, without any forethought in most cases.

THE SEXUALLY ABUSED CHILD

The National Film Board has produced four films about sexual abuse for children, under the title "Feeling Yes, and Feeling No". One of the films is addressed to parents, and the remaining three to children of different age groups.

A similar approach has been taken by Radio Canada which produced a series of television broadcasts recorded with French-speaking parents, and with three groups of students from French schools in Montreal.

The National Clearing House on Family Violence, which has sponsored a collection of films on child abuse available from the National Film Board is considering a joint project with the Solicitor General, the Justice Minister and the Film Board, to evaluate the use of film in the classroom in order to prevent sexual abuse.

The number of cases of sexual and physical abuse among children has continued to increase during the past two years. In Quebec, for instance, there has been an increase of 15% in reported cases over those reported in 1983.

CANADIAN HISTORY IN THE SUPERMARKET

With \$4.6 million of funding from the federal Secretary of State, two Canadian historians, one English and one French, have launched a weekly publication to increase public knowledge of the history of Canada.

Each four-colour issue is to contain a chronological instalment, along with pictures and biographical notes on outstanding people of the time. The material will be specially written by historians and other specialists in a style which will make for easy reading. Price for each instalment is to be \$1.95.

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SOFT DRINKS. THE HARD FACTS.

It's a fact that soft drinks are a part of the lifestyle of students. They should know what's in them. And so should you.

To give you and your students the opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an educational film called, "Soft Drinks ... The Facts."

This film does not suggest that soft drinks are a substitute for proper nutrition, it simply illustrates what your students should know about soft drinks: what they're made of, how they're produced, their history, their diet implications and other important facts ... and, remind them that this refreshing taste treat - like any good thing - should be taken in moderation within the context of a well-balanced diet.

Our booklet, "The Facts About Soft Drinks" is still available, as are a new poster and brochure on the proper care and handling of glass bottles.

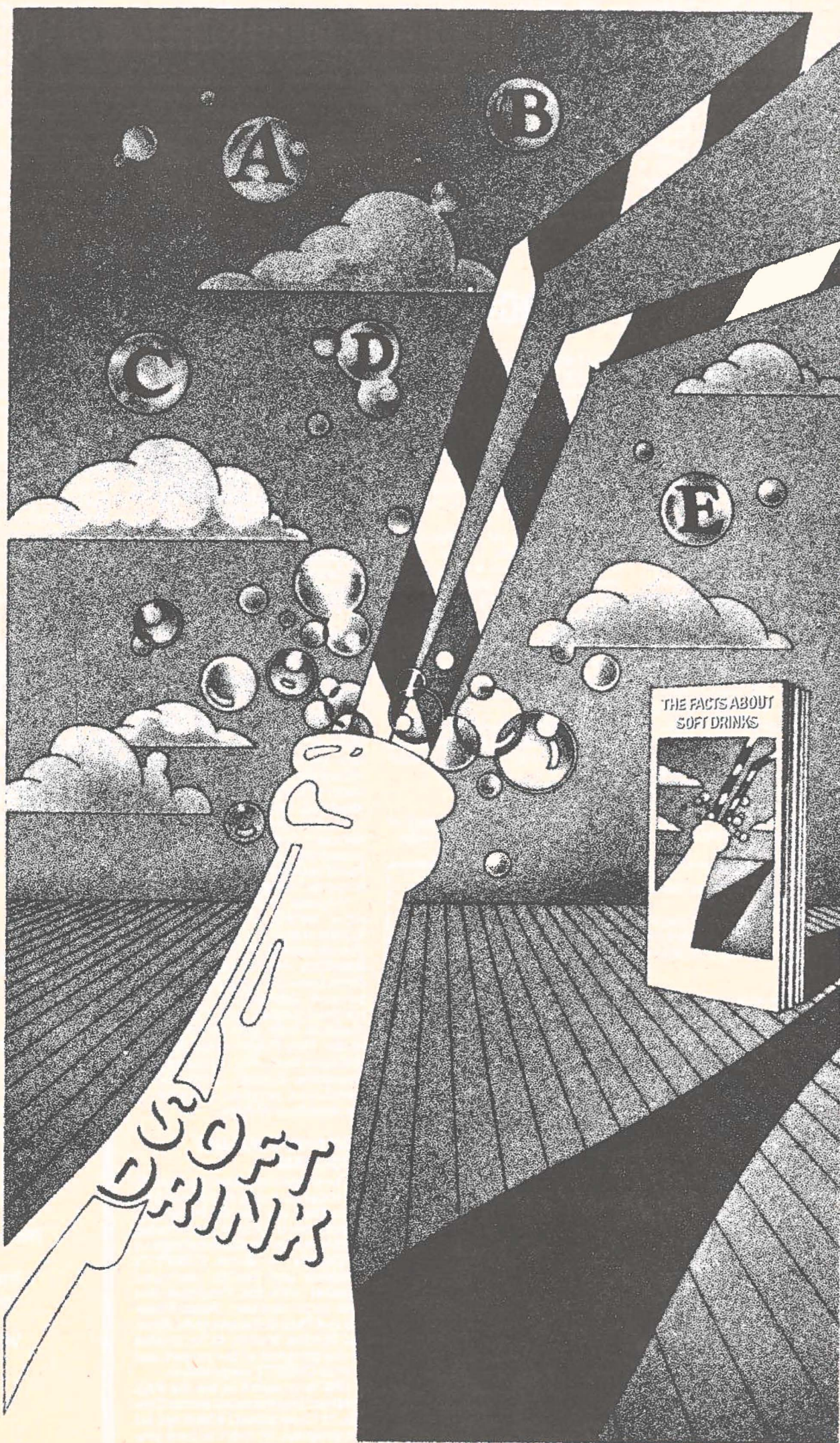
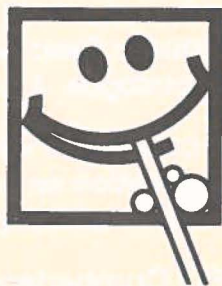
The booklet, poster and brochure are free for the asking. If you are interested, just drop us a line.

For enquiries into the film, please contact:

L.M. Media Marketing Services Ltd.
115 Torbay Road, Unit 9,
Markham, Ontario L3R 2M9
(416) 475-3750
2168 Willingdon Avenue,
Burnaby, B.C. V5C 5Z9
(604) 294-6231

Société de commercialisation
L.M. Ltée
9575, Côte de Liesse,
Dorval, Québec H9P 1A3
(514) 631-9010

Canadian Soft Drink
Association,
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

AGM Plenary Session

A QUESTION OF VALUES

The 1985 Plenary Session of QFHSA on Our Children and Youth — A question of Values — was ably chaired by Mrs. Connie Middleton-Hope. She alluded to the fact that the dilemma of youth has always been one of conflicting values. But today's youth is a generation with few illusions, brought up in affluence and given a plurality of choices and values. At the plenary session the values of 3 areas were discussed: peace, youth today and media communication.

Professor McKay of McGill University Faculty of Education opened his remarks on educating for peace with the poem *The Battle of Blenheim* by Robert Southey, which had been recited to him as a young boy by his mother. It was his introduction to understanding war and peace.

Peace education today has been slow in developing because it is easier to talk about the dangers of war, which are very real, than to discuss the political and social issues that cause war. This is more abstract but would lead to peace.

We each have to ask ourselves, do I believe we should have peace education. If so, should I be an activist in the cause of peace. Being an activist can involve a range of activity from being concerned and informing oneself to participating in discussion groups and lobbying against what one feels to be wrong.

There are two views prevalent today. One is that we must not do anything to upset the delicate balance between the superpowers. Our leaders need our support but not our meddling. The other view asks if our leaders are always acting in our best interests and feels that we have a moral responsibility to become involved. But we should beware of the on again off again reaction, becoming concerned after some event such as the film *The Day After* and then retreating into passivity until something else happens.

What can be taught and how should it be done? The nature of peace being hard to define makes it difficult to teach as a separate subject. It would fit more easily into the curriculum as a corollary to other subjects such as history, current events, MRE and language

arts. The rights of humans, how we treat other people in our family, our community and internationally, what is the role of competition in human affairs and how it can proceed under the rule of justice are all topics which can be covered in existing subjects. Another vehicle for peace education could be extra-curricular activities.

Teachers can help students understand the nature of man and the structure of society which can lead to war with man and society trapped by power struggles. Teachers can help students understand how to communicate their concerns to politicians. Teachers can explore the causes and results of war and whether it is a solution to anything. Teachers need to be aware of avoiding inconsistencies in their stands on peace. Activities appropriate to each grade level are necessary to take into account the developmental sequence in children's understanding of events.

Good teaching is teaching for peace in any case because it leads to better understanding of events.

Sandra Grant of John Rennie High and Brent Martel of Macdonald high school spoke on the concerns of youth today. They made an eloquent plea for more responsibility and more say in their lives. In grade 11 they felt they were not learning as much as they could. They proposed that students, if consulted, would have many ideas as how to fill their time with more preparation for the "real" world. Extra-curricular activities such as leadership training, exchange programs and student council has provided a better learning experience than the regular curriculum. The fact that these were programs organized by the students for the students was a reason for this. Students need more opportunities to develop themselves.

The transition from high school to CEGEP is a great shock to many students. In high school homework is checked (to see if it is done whether correctly or incorrectly) and tests are signed. In CEGEP they are left on their own. The students are not learning in high school the consequences of not working, which they need for CEGEP. It was felt that this was

another area where responsibility could be given to the students gradually.

The message was that youth, if given the opportunity to show responsibility, will do so.

Professor Baggeley of Concordia University spoke on the media which has been a focus of concern in relation to its impact on youth ever since the advent of television. On the average television occupies more of a child's time than anything except sleep. Statistics show that by the end of high school a child will have watched 15,000 hours, as opposed to 12,000 hours of school.

Public awareness in the role of the media has developed in the past four years. The public can have an impact on what is shown. For example, home and school associations in some provinces lobbied successfully for the

removal of "Three's Company" from the 4-6 pm time slot as unsuitable for children.

The media have the potential to communicate positive social values. There has been a gradual move to media studies in school curricula. For example, the manipulative strategies used by the media can be made clear to students.

There are many good programs available for the very young and the adult population. Unfortunately, there are very few for the age group 8-16 years. Therefore this group slips by default into adult programs. Public pressure could remedy this.

1985 is a crucial year to improve television for this age group. The CRTC has held hearings on opening a new channel on pay T.V. with quality programs for young people. Another hearing will be held in September. This is an opportu-

Workshop Reports & Resolutions

Pages 8-11

nity to overcome the concerns about television for youth and will shape children's broadcasting for many years to come. Community groups have to act fast to speak at the hearing. Broadcasters need this input and support because children's programs are not lucrative and are the first to fall under budget cuts. This is the reason the youth channel is proposed only for pay TV, which raises the question should a youth channel be universal or discretionary in availability and how much should we be prepared to pay for it.

All four speakers were interesting and whetted our appetites for the workshops which followed.

Anne Gagné
Edgewater School

Workshop Session 2

Classroom Scores Low with Students

The discussion started with a question from the audience asking if the students recognized the fact that parents are legally responsible for their child's actions up until the age of eighteen and the line has to be drawn somewhere between the rights of the child and the responsibility of the parent.

At Ste Agathe, for example, a committee has been formed at school consisting of 3 parents, 3 teachers and 3 students. The committee decides on issues of importance to the school body at large.

At Lindsay Place, Pointe Claire, The Golden Pass... a system instituted where if a student has an over 80 average, and the teacher agrees, he can miss classes to do extra studying in the library or to work on a project. The student has to keep up with all studies and maintain academic standards.

Students feel that the action of punishing the entire class for the misdemeanors of the few is a wrong attitude and all it teaches is that the students who misbehave can force the rest of the class to suffer the consequences. The Prefect system places the onus on the students who are named as prefects to keep order and be the "heavies."

Leadership camps and monthly assemblies are held in Macdonald and John Rennie High Schools to encourage students to aspire towards an award indicating they have participated in school life.

The students felt that most of the dissatisfaction with school was in the classroom. Teachers have to be fair and consistent. If a teacher uses a different standard of acceptable behaviour for some students, his or her credibility is lost. Homework was used as an example. If a teacher checks on the

completion of a task by having parents sign homework, it teaches the child that his responsibility is constantly questioned. If the assignment is not completed it should be the sole responsibility of the student.

The students stated that they were not taught about the world outside but a situation had developed where it had become necessary to engage in dialogue with the administration in order to put across a project which was ultimately turned down. It was pointed out by the audience that this happened to adults too and was most likely a very valuable 'life experience'.

The students stated that the teachers they had the best rapport with were those who had made the effort to be involved in extra-curricular activities where the teacher was viewed as a person other than the teacher. Input into curriculum was discussed from the students as well as the parents' standpoint. The students felt that they could make the classes much more interesting in Grade 11; not necessarily the content but the method of presentation. The parental view was that it was the job of the teacher to present information and facts to the students and the Cegeps and University will add and refine. By the time a student reaches University the desire to learn is more pronounced.

The question was asked if teachers should have annual reviews. The students responded by stating that it was not possible to criticize all teachers constructively. A questionnaire was suggested in the format of:-

- This course could be augmented by...
- The books used for this course

could be... etc.

The subject of peer pressure was raised and a lot of students apparently feel that the students on Student Council is respected by their peers and looked up to as long as they kept up the standard of behaviour expected of them.

It was a most interesting workshop and the exchange of views and perceptions between the students and adults was refreshingly honest. It would be great if it could be a permanent fixture of the AGM that more students could be involved and share their ideas.

Sylvia Rankin
John Rennie High School

Workshop Session 3

TV channel for Kids

Professor John Baggeley of Concordia University Faculty of Education, in a stimulating speech to the plenary session, and workshop dealt with children's TV and the vital role parents have to play.

Although TV has many harmful effects on children, these can be counteracted by parents. We can teach our children to be more discriminating. The media are sensitive to public pressure regarding content, and time slots. Children's programs have a low priority and low budget and therefore their producers need the support of parents.

Professor Baggeley alerted parents to the special and rare chance we will have next September when the CRTC reviews two applications for a special children's pay-TV channel. Parents will have a unique opportunity to examine and comment on these two applications, one from First Choice, the other from the National Film Board.

Will this new channel be able to realize the great unexplored potential of TV to educate children? Will it fill the void in programs for adolescents? Will it answer the great need for quality TV or will it be just more TV?

This proposal for a children's TV channel may not arise again before the turn of the century.

Mary Jane de Koos
Valois Park School

Workshop Session 1

Educating for Peace

Professor McKay opened the very well attended workshop by asking two questions: "What do parents like to see being taught in peace education, and how would they like to see peace education being taught in our schools?"

Professor McKay explained in this connection that the B.C. Teachers' Federation and a teacher group in Toronto are working out some guidelines on the teaching of peace education.

Workshop participants agreed that peace education has to start in the home.

Films, such as "If you love this planet", may make the general public more aware, but may create hopelessness, fear and depression with young people and children. He pointed out that in pioneer days, for example, people lived with a constant possibility of death; their children, however, did not grow up overly depressed.

Professor McKay stressed that peace education has to start early, encompassing issues such as: peace within the family, community, country and world. Furthermore, the understanding of the nature of human nature can help a

child develop. Peace studies in schools could be part of existing programmes such as: Moral & Religious education, ecology, social studies.

Professor McKay explained that high professional teaching standards must be the basis for peace education in schools, in order to avoid imparting unfair information to kids.

He also shared with the workshop participants some of his views on the world political situation. "De-escalation is what is hoped for," Professor McKay explained, in order to make for improvement of world peace. A rapprochement of the two powerful systems would open the doors for evolution, growth and change, and at the same time take away the fertile ground for growing terrorism in the world.

Professor McKay's message to all of us was that we must not avoid the issue and pursue, in a systematic way, the question of how to live more peacefully in the world.

Angelika Redahl
Edgewater School



Saturday, May 11, Awards Luncheon entertainment provided by PSBGM Children's Chorus under the direction of Mrs. Jean Sult.

GORDON PATERSON AWARD

for outstanding service to the education of children

ROBERT E. LAVERY

Robert Lavery is a native Montrealer who has had a long and distinguished career in the Quebec Education system. He undertook his early training at St. Joseph Teachers' College in Montreal, the University of Moncton and Université de Montréal. Like many educators he served his time "in the trenches" teaching in various elementary schools in Belleterre and Montreal.

Robert Lavery has devoted himself wholeheartedly to the cause of English education in Quebec and has earned a reputation as a competent and dedicated administrator with outstanding leadership qualities. He has been described as a supporter of parent participation in the schools of Quebec and has been especially supportive of the "independent status" of QFHSA.

The Gordon Paterson Award is presented annually by the Quebec Federation to honour an outstanding educator who has also encouraged parent participation in the education of their children. On both counts Robert Lavery is clearly a most deserving recipient of this award.

**LESLIE N. BUZZELL AWARD**

for outstanding service to Quebec Federation

ALLAN & JOAN LOCKE

Allan and Joan Locke have been chosen as the first joint recipients of the Buzzell Award. Born and educated in Quebec, they are the parents of four grown children. Individually and as partners they have contributed locally, provincially and nationally to furthering the goals of Home and School.

Allan has served as president of the Home & School at Northview Elementary, Lindsay Place High and Lakeshore Regional Council. Joan has been a key organizer of our Annual

General Meetings since 1981 and is presently chairman of the QFHSA International Youth Year Committee.

The Buzzell Award is given annually to recognize service to Quebec Federation of Home & School Associations at the provincial level. By their commitment to public service, their qualities of leadership, their generosity of spirit and their support for the aims and goals of Home & School, the Lockes are a fine example of partnership in this family based organization. They are, indeed, worthy recipients of the Buzzell Award.



AGM Reports on Workshops

Dropouts — early school leavers need to develop self-esteem

The Protestant School Board of Greater Montreal (P.S.B.G.M.) runs eight different schools for high school dropouts. In the jurisdiction of the Board, there are approximately 1,000 students dropping out per year and 30,000 per year in the province.

A dropout is usually a student with poor work habits, don't know how to organize their work, where or how to read; they feel no one cares about them and need individual attention and have probably attended many schools through frequent moving. Usually they have no self-esteem or confidence and often living on their own without any skills to help them such as money-management or knowledge of nutrition.

Options I is an alternative school having 25 students that is not located in a school but rather in an office building as most are. It offers an intense course of about

four months to make them fit back into the system. They would then attend Options II to complete Secondary IV and V for credits and graduate. A great emphasis is put on responsibility training for each student. The students are required to sign an agreement each week about their personal goals or particular objectives that they wish to achieve. They do develop self-esteem and a capacity to complete their work and be proud of it.

Odyssey is another alternative school run by the Lakeshore School Board housed in the basement of Valois Park School. This year there are seventeen students with two and a half teachers.

The students who are chosen for Odyssey are students who are capable of completing the academic course but need more of a "one on one" system. They look for students who want to be part of the decision-making process and want

to take responsibility for their own success. These adolescents develop dependability, pride, loyalty and respect and consideration for others and are also involved in community services.

These students also have to sign an agreement and are given "Expectations" not "Rules" that they have to live by.

The students who attend alternative schools look upon themselves as being brave and not one of a flock of sheep. They also hate the word "dropout" so that the teachers use the term "early school leavers".

The regular school system has a long way to go in "humanizing" our schools so the students are treated on a more personal basis and therefore help to eliminate the problem of dropouts.

Marilyn Basilières
J.H. Jacobsen High School

CPR Saves Lives

I generally find it takes a few days for the massive information input one receives at the Annual Convention to percolate through the mind, but the Saturday morning workshop on C.P.R. was shock treatment with a vengeance.

For most of us attending, the first reaction was probably that the workshop should be required attendance for all Home and School members, like the refresher courses they have annually for all participants.

The presentation was professional throughout, as we expected from the reputation of the Pointe Claire C.P.R. (Cardio Pulmonary Resuscitation) Training Program. The speakers — or demonstrators, as the workshop was very practical — were: Mary Clare Massicotte, assisted by Rick Borecky, Instructor Trainer, and André Simons, Instructor.

It was very soon made clear how valuable C.P.R. training in schools could be in dealing with Life

Threatening Emergencies. It could be taught in elementary schools and be very effective in high schools as the technique is not complicated. Courses can be arranged for teachers and students and could be designed around teachers' Professional Days.

As one of the speakers put it: "At least once in your life you will need to use it." Other startling statistics: On the West Island, the chances of somebody trained in C.P.R. being available if you meet an emergency situation, is one in two hundred; in Montreal, probably one in two thousand and anywhere else in the province, probably one in ten thousand.

I would urge all Home and School locals to find out more about C.P.R. and support the implementation of C.P.R. training either in the school or in the community — or even both.

Take a C.P.R. course — you could save a life.

Arthur Ridgway
John XXIII/Dorval High

Sex — keep the subject open with your children

This stimulating and thought-provoking workshop was presented by Suzanne McKenzie, a member of Dawson College's Psychology Department and consultant with Planned Parenthood, Ville Marie Inc. Ms. McKenzie was assisted by Judy Clark and Karen Kamm from Planned Parenthood, an organization whose function is to act as a consulting and referral service and more recently as a lobbying group.

As the primary sex educators of their children, parents are urged to be "askable parents," i.e. to be open to a child's queries from the earliest age. The sexual stages of a child's development warrant different responses from a parent. Basically the three stages can be summarized as follows:

PRE-SCHOOL: At this level a child's natural curiosity leads him to ask simple questions. A parent should respond immediately by utilizing correct terminology and by replying in the same context in which the question was asked. In other words, a child does not require a tome. He basically requires a simple answer to a simple question.

PRE-PUBERTY — EARLY ADOLESCENCE: At this age both sexes are experiencing physical changes. They should be informed of these changes. Girls should know about menstruation; boys informed about nocturnal emissions and wet dreams.

HIGH SCHOOL — ADOLESCENCE: During these years teenagers need to be informed as to the

pressures they will encounter from their peers to become sexually active. They must also learn how to say no to such pressures. Since the majority of teenagers are sexually active by the age of eighteen, then they should be prepared. It is of paramount importance that the parents discuss birth control and birth control methods.

Referring to data compiled from CEGEP students, Ms. McKenzie emphasized that students continue to get their information mainly from their peers, books, movies and magazines instead of from their parents. Occasionally this leads to misinformation and myths associated with conception. Oftentimes teenagers know the technical information surrounding sexuality but do not relate this

information to themselves. With the false sense of invulnerability, a teenager adopts the attitude "it can't happen to me." Parents need to guide and support their child and discuss the strong and often overpowering emotions the child experiences during this stage of his life.

Parents and children are very ambivalent when it comes to discussing sexuality. Children feel that if they approach their parents for information, parents will automatically suspect them of being sexually active. On the other hand, parents feel that if they try to prepare their children they will be pushing their offspring into sexual activity. Whatever the situation may be, Ms. McKenzie acknowledges that "to say nothing is to

make a decision and it has its consequences." The undeniable conclusion is: teenagers are at risk if they are not prepared.

Added to the pressures imposed upon our children by their peers and society in general, there remains the risk of contacting a sexually transmitted disease. The point to remember is that these diseases are not only transmittable but are also treatable. The problem arises when a person does nothing about the disease. Silence and inaction can often have far-reaching and damaging effects.

In conclusion, parents were urged to remain approachable and responsive to their children.

Pat Dorion
Courtland Park School

COGNITIVE RESEARCH TRUST

Teaching kids to really think

Speaker: Clifford Buckland is a teacher at Meadowbrook School.

Clifford Buckland is an excellent teacher. His workshop was given in a very dynamic and enthusiastic manner. The audience, which outnumbered the chairs, was captivated and encouraged by both the subject and the speaker.

Mr. Buckland outlined the "CoRT Thinking Lessons" which was written by Dr. Edward de Bono. It is used by all schools in Venezuela and most schools in England and Europe. It teaches thinking skills. When these skills are practiced the process of thinking is effected in shorter time limits. They result in improved school work, i.e. composition, writing skills, problem solving, etc.

The "CoRT Thinking Lessons" began at Meadowbrook as an enriched course for gifted children and then was broadened to all students. There are six sections (or "lessons") involved in the program. Each section consists of 10 lessons of 45 minutes per week. Meadowbrook School has used one section per class level, per year (i.e. CoRT I Breadth - Level 4; CoRT II Organization - Level 5; CoRT III Interaction - Level 6).

Mr. Buckland divided the audience into groups of six, as he would with a classroom of students, and proceeded with abbreviated lessons to give us a practical demonstration. This was most enjoyable and enlightening. And as with most things that we enjoy, the time period allotted to this workshop was not long enough.

The following is an outline of the six "CoRT Thinking Lessons":
CoRT I Breadth Each lesson encourages pupils to broaden their

thinking. The lessons provide attention areas into which thinking can be directed: looking for the plus and minus points; considering all the factors; consequences; aims and objectives; assessing priorities; taking other people's views into account.

CoRT II Organisation The first five lessons deal with the five traditional thinking operations. The next five lessons deal with the overall organisation of thinking. The intention is to treat thinking as an organised operation rather than a discursive ramble in which one thing leads to another.

CoRT III Interaction Two-people situations are considered in this section. The thinker is no longer looking directly at the subject matter but at someone else's thinking. The area is that of argument, debate, conflict and opinion. Two practical procedures for helping to solve conflicts are offered. The aim is to encourage pupils to listen to what is being said and to assess its value. They are also encouraged to adopt a constructive approach to solving arguments.

CoRT IV Creativity It is too often assumed that creative ideas come only from inspiration. Here creativity is treated as a normal part of thinking, involving processes that can be learned, practised, and applied in a deliberate manner. Some of the processes are concerned with the escape from imprisoning ideas. Others are concerned with the provocation of new ideas.

CoRT V Information and Feeling Thinking depends on information

and is strongly influenced by feeling. This section deals with information processes such as questions, clues, guessing, belief, ready-made opinions, and the misuses of information. It also deals with emotions and values. The aim is to encourage a definite awareness of these influences — not to change them.

CoRT VI Action Thinking in action. Thinking for action. Active thinking. This section is concerned with the total process of thinking; beginning with the purpose and situation and ending with the specific action steps for implementing the outcome of the thinking. It may be used as the sixth and final section in the full CoRT course or it may be used as an introduction to the course. The section may also be used by teachers who are not able to proceed with the full CoRT course.

Margaret Riley
Northview School

M.R.E. — Lessons in values

WORKSHOP LEADER: DAVID NADLER, MRE CONSULTANT WITH THE LAKESHORE SCHOOL BOARD

First of all, Mr. Nadler stressed the fact that in discussing MRE one must approach the topic with a good sense of humor. He then went on to cover what the Lakeshore School Board schools are doing in the field of MRE.

What happens to kids after family break-up

Speaker: Mr. Giovanni D'Antonio is a counsellor with the Ville Marie Social Services Centre.

Blended Families: This term refers to the families who join after a death, divorce, separation, etc. A variety of audience participants shared their interests in the session.

Mr. D'Antonio addressed the issues of divorce, remarriage, single parents, step-children, loss of family structure, the shame children feel because of divorce, rejection and loneliness because of death or divorce.

Forty percent of today's marriages will end in divorce. Many children will have been born to these couples, who must then face all of the problems of parental divorce, ambivalent feelings towards the parent who "left," and the possibility that their mom or dad will remarry or live with another partner who also has children.

The blended family is the family of the future. The child in the classroom may have become a sta-

tistic who faces an uncertain future. He or she may still want the two parents to get back together and therefore fight any new relationships his parents might form. They may feel that they are to blame for mom or dad's departure.

New blended families must deal with the loss of spouses and divided loyalties to the children. The children want to love both parents, so must not be forced to take sides. By accepting a "new" mom or dad and "new" brothers and sisters, a child would have to admit to himself that there is no chance of his parents getting back together.

Divorce is not the end of the family, just a re-organization. Remarriage is never a neat little package. It is meant to be versatile.

Sandra Posner
West Park School

YOUNG OFFENDERS ACT

New law holds kids liable

Speaker: John Pike, Youth Court Probation Officer, City of LaSalle

John Pike, an experienced worker with youth, stressed the fact that most children are good citizens and that a relatively few are real trouble makers. He stressed that all children, particularly teenagers, should know their rights under the law, and schools should take the lead in explaining these rights.

He outlined the complete arrest routine for a teenager step-by-step. The new law clearly states teenagers are responsible for their own actions — a change from previous legislation.

Efforts are being made to provide special arrangements for delinquent teenagers either by in-home counselling or by providing alternative living arrangements to help these children through a crisis and hopefully enable them to lead useful and productive lives in the future.

A new law . . .

If you are 12 or older, but under 18, you should know that there is a new law in force which might concern you.

It is the Young Offenders Act which applies whenever an adolescent is involved in a criminal offence (theft, vandalism, breaking and entering, use of drugs, etc.).

The new law states that adolescents involved in offences need "advice and assistance." It also states that 12 to 17-year-olds are responsible for their actions.

The Youth Protection Act, which formerly applied to young delinquents (e.g., where voluntary measures were proposed), has been changed and henceforth applies only to youth in need of help and protection (e.g. youth neglected by

their parents, victims of violence or having serious behavioural problems).

Young people also have special needs. The stretch between 12 and 18 years is a stage where it is easy to "go off the rails." Sometimes, an adolescent needs a little understanding and help, and at other times, more control and discipline.

The Young Offenders Act makes it possible better to take into account the offender's age and degree of maturity when decisions are made that could affect him. This is in order to enable him to take responsibility subsequently for his acts.

Two examples:

- in certain cases, it is possible to consider an "alternative measure" (e.g. voluntary work, etc.) rather than sending him before the court;
- all the records of offences committed before 18 years of age are destroyed at the end of a

certain waiting period when there is no repetition of the offence.

It is important to know that not all offences are handled under the Young Offenders Act. Others fall under the Summary Convictions Act, which applies when offences are committed against provincial law (for example: the Highway Safety Code), by youths of 14 years or older.

If you have questions about the new judicial system for youth, you may inquire in your own region:

- at a social service center (C.S.S.) ask for the Director of Youth Protection
- at the Committee for Youth Protection
- at the Office of Legal Aid, Youth Section
- at the Office of Communication-Quebec
- at the police station.

Science Education: Preparation for a Technological Society

Speaker: Peter Gilson, Science Consultant, Lakeshore School Board

Jon Percy introduced the session by voicing the concerns which parents are expressing about whether their children are receiving proper preparation for the technology of their world. He also mentioned a study which concluded that there is a divergence between the goals of the science programs which are being set and the actual achievement of them. He explained that the reasons for this divergence is that the people

setting the goals are from the science world while the people implementing the goals (i.e. teachers) are not as involved in the development of these goals. Jon said we should broaden our children's general science knowledge instead of narrowing it to specific science learning so that they can better understand and cope with scientific advances.

Peter Gilson outlined the new Regime Pedagogique courses in both Elementary Science and Secondary Science programs. At the Elementary level the program teaches procedures, skills and attitudes toward science as well as

content areas — including plants, animals, water, air, soil and manufactured goods. In the Secondary programs of science only some are actually being used; others are still in the process of being developed.

Parents at this session brought up many interesting questions. Some wondered how truly our children are being prepared for the science and technology of our world. Others commented that the children are not being made enough aware of the careers available to them in science areas and some parents suggested that more

field trips to industrial/scientific places of work would help to enlighten the children.

Parents expressed the opinion that we must get across to children that science is a changing evolving field and that they must learn that scientific methods and approaches are to be tried out, but that they are not infallible. We must encourage a healthy skepticism and encourage questioning and thinking if we are truly going to develop children capable of living and working in our scientific technological world.

Jan Langelier
Edgewater School

Children are influenced by a) their peers, b) the electronic media and c) their parents. We must start discussing MRE at home much earlier, even at infancy.

Some statistics:

- The average age for a first date is 13.8 years
- The average age for going steady is 14.2 years
- The average for first intercourse is 15.2 years.

Group dating has become very popular with 13 and 14 year olds. This is a positive step for them to be taking.

Some resource books are:

LET'S TALK ABOUT . . . S-E-X, Planned Parenthood of Fresno, Education Department, Suite C, 633 N. Van Ness Avenue, Fresno, CA 93728.

SEXUAL BEHAVIOUR OF CANADIAN YOUNG PEOPLE, by Ed. S. Herold.

Books by Sol Gordon, PhD, Professor of Child and Family Studies at Syracuse University and Director of the Institute for Family Research and Education, 760 Ostrom Ave., Syracuse, NY 13210

The Film "AM I NORMAL"

Margo Heron, Valois Park School

R 85/1 MEALS FOR STUDENTS

WHEREAS budgetary restraints make it no longer possible to use discretionary funds from educational budgets to provide for the nutritional needs of undernourished students, and

WHEREAS an adequate diet is necessary for a student to function in the learning environment, and

WHEREAS kitchen facilities and cafeteria personnel are in place and could be utilized easily were the funds available to provide the extra food needed, and

WHEREAS the boundaries indicating schools within areas of deprivation and, therefore, areas of

priority for available funds have been arbitrarily delineated, disregarding the make-up of the school population of larger comprehensive schools,

THEREFORE BE IT RESOLVED that QFHSA request the Ministry of Education and the Ministry of Social Affairs to make adequate funds available to the school boards for the purpose of feeding undernourished students on both emergency and long term bases.

R 85/2 SCHOOL NURSES

WHEREAS the current allotment, imposed by the Ministry of Social Affairs, of one school nurse for 2400 students is totally inadequate to serve the needs of growing children in a health promotion context, and

WHEREAS there is a current shift under way to remove school nurses from the school, the very place inhabited by all children during their formative years, and

WHEREAS the school nurses are currently allowed little input regarding their perceptions of the needs of the students they serve, and

WHEREAS, under centralized Ministry of Social Affairs structures, school nurses are subject to work schedules that often does not correspond to those of the schools they serve,

THEREFORE BE IT RESOLVED that QFHSA urgently request that the Min-

istry of Social Affairs increase the allocation of nurses to students population and further increase the numbers of nurses serving schools at high risk, and

BE IT FURTHER RESOLVED that QFHSA ask the Ministry of Social Affairs to elicit the input of school nurses regarding their perceptions of childrens' health needs and encourage them to institute within the schools programs that foster health promotion, and

BE IT FURTHER RESOLVED that QFHSA ask the Ministry of Social Affairs to recognize that the workplace of the school nurse must be the school and that the nurse's schedule must conform to the timetable of the school.

R 85/3 COUNSELLING SERVICES

WHEREAS our teachers and administrators, both elementary and secondary, are seeing more and more students whose academic problems cannot be solved until the psychological and/or developmental problems they face are alleviated, and

WHEREAS staff cuts have seriously depleted the ranks of guidance counsellors, psychologists and other specialists, and

WHEREAS only a very few guidance counsellors are available at the elementary school level, and

WHEREAS the identification of children with problems and the services they require are frequently delayed due to the lack of appropriate personnel, and

WHEREAS, if students are made to wait until high school to

benefit from the services of the limited number of guidance counsellors, it is often too late and the problems such students face cannot be solved at the high school level,

THEREFORE BE IT RESOLVED that Quebec Federation of Home and School Associations urge the Ministry of Education to make special funds available to the school boards so that mental health services, including guidance counsellors, psychologists and other mental health specialists for both high schools and elementary schools, will be an essential part of all school staffs.

R 85/4 SPECIAL ED STUDENTS

WHEREAS special education students are students with difficulties of a physical, emotional, and/or educational nature, and

WHEREAS the integration of special education students into regular classrooms can be a traumatic experience for both the special and the conventional students, and

WHEREAS when special education students are integrated with regular classes, too often the teacher of the regular class is faced with options for which he has not been prepared and which may be detrimental to either or both groups when a choice is made, and

THEREFORE BE IT RESOLVED that QFHSA request the Ministry of Education and the school boards to negotiate clauses in the next teacher contract whereby each special education student integrated into a regular class is weighted by a factor of three in calculating the class size, and whereby the teacher who is not provided with sufficient information and support may refuse to accept a special education student into his class.

Resolutions passed

R 85/5 PUPIL / TEACHER RATIO

WHEREAS the pupil/teacher ratio has been part of the teacher contract for many years, and

WHEREAS the pupil/teacher ratio gives a school the opportunity to form classes in accordance with the needs of the students of the local school, and

WHEREAS exceptional children — children with learning disabilities, slow learners, and gifted children — require a lower pupil/teacher ratio to realize their full potential, and

WHEREAS a pupil/teacher

ratio is not in the present decree,

THEREFORE BE IT RESOLVED that QFHSA urge that a pupil/teacher ratio be included in the next regular teacher contract as a basis for the calculation of the number of teachers assigned to a particular school, with a special ratio for exceptional children — children with learning disabilities, slow learners and gifted children.

R 85/6 “SMOKE FREE SPACES FOR KIDS”

WHEREAS the Canadian Home and School and Parent-Teacher Federation and the Canadian Heart Foundation have, for years, recognized the importance of dissuading non-smokers, especially children, from starting to smoke, and

WHEREAS more recently these organizations and others have recognized that passive or involuntary smoking creates discomfort, annoyance and a health risk for many non-smoking Canadians,

including children, and

WHEREAS the CHSPTF and the CHF have cooperated in the development of an educational programme to sensitize the public about the desirability of reducing, and eventually, eliminating, smoking in Canada, and

WHEREAS this programme, “Smoke Free Spaces for Kids,” emphasizes the responsibilities of the adult population to protect the rights of non-smoking young people to breathe smoke free indoor

air,

THEREFORE BE IT RESOLVED that the QFHSA endorse the goals of the programme “Smoke Free Space for Kids,” and

BE IT FURTHER RESOLVED that QFHSA urge school boards, and teachers and parents in the local associations to implement this programme.

R 85/7 EDUCATION AND THE CONSTITUTION

WHEREAS in the constitutional negotiations in 1981 both political parties in the National Assembly of Quebec endorsed a resolution of conditions for a national constitutional accord, and

WHEREAS the nine (9) dissentient members in the National Assembly who voted against the resolution could not speak against it because of parliamentary protocol when their party officially supports the resolution, and

WHEREAS as a consequence the minority official language view of what were constitutional prerequisites for agreement was suppressed, and

WHEREAS, although Quebec's conditions were not accepted, the signers of the Constitutional Accord, 1981, accepted an amendment to the proposed constitution, section 59, that excluded naturalized Canadians in Quebec of English mother tongue from the protection of minority official language educational rights under section 23 of the Constitution Act, 1982, and

WHEREAS constitutional talks are to be reopened this spring between Quebec City and Ottawa regarding Quebec's signature to the Constitutional Accord, and

WHEREAS Quebec Federation of Home and School Associations wrote Prime Minister Mulroney in December, 1984, welcoming his policy of national reconciliation and stating its view of what was the prerequisite for such reconciliation — namely, a meticulous respect for linguistic equality and cultural diversity in Quebec, and

WHEREAS Prime Minister Mulroney, in his reply of February 6, 1985, stated:

The Government of Canada is strongly of the view that provinces must respect the various linguistic and educational rights provided by the Constitution. Those rights constitute a minimum guarantee, not a maximum. The government will encourage provinces to expand minority official language rights in areas of provincial jurisdiction.

I can assure you, however,

that the government will not support any provincial attempts to restrict language rights in law or practice and will oppose any constitutional proposal which would diminish the language rights now in place.

THEREFORE BE IT RESOLVED that Quebec Federation of Home and School Associations welcomes Prime Minister Mulroney's declaration and urges the Prime Minister in his forthcoming negotiations with the Province of Quebec to seek the rescinding of Section 59, the Constitution Act, 1982, so that all Canadian citizens in the category of provincial minority official language mother tongue group enjoy an equality of minority language educational rights regardless of where they had their primary school instruction.

R 85/8 TEENAGE PARTIES — A GUIDE FOR PARENTS

WHEREAS teenage and pre-teen parties and their consequences are a matter of concern in our communities, and

WHEREAS there are many societal pressures on youth to use alcohol and other harmful drugs, and

WHEREAS many parents feel helpless and alone when trying to provide guidelines for their teens, and

WHEREAS the basic guidelines governing their behaviour should come from within the home, and

WHEREAS young people deserve to live and grow to adulthood in an environment where alcohol and other drugs are not misused,

THEREFORE BE IT RESOLVED that QFHSA promote Windermere Home and School

Association's pamphlet “Teenage Parties - A Guide for Parents and Teens” for distribution to their Home and School locals.

BE IT FURTHER RESOLVED that QFHSA encourage all Home and School locals to adapt and distribute this pamphlet to their senior elementary and high school students, and their parents.

R 85/9

FINGERPRINT IDENTIFICATION OF CHILDREN

WHEREAS increasing numbers of children in Canada are declared missing each year, and it is not always possible to identify them when they are located, and

WHEREAS fingerprints are a positive way to identify a person, and

WHEREAS some areas are not able to provide police resources for voluntary fingerprinting for children.

THEREFORE BE IT RESOLVED that QFHSA recommend that educational institutions and community service organizations promote the establishment of voluntary child identification programs, including fingerprinting, and

BE IT FURTHER RESOLVED that QFHSA through its local Home and School Associations conduct a public awareness campaign to inform families of the benefits of possessing this information about their children.

R 85/12

MEDIA AWARENESS IN THE CURRICULUM

WHEREAS school systems are concerned mainly with written literacy and the critical appreciation of items presented in print, and

WHEREAS statistical studies indicate that most young people spend more time watching television and films, and listening to pop music than they spend in school, and

WHEREAS there may be little or no instruction given in either

media literacy or the critical appreciation of items presented in other media forms, and

WHEREAS the pervasiveness of sexuality in the media includes, at one end of the spectrum, its exploitive use of advertising and, at the other, easy access to video pornography at local stores,

THEREFORE BE IT RESOLVED that QFHSA

request the Minister of Education to include media literacy and appreciation skills as an essential component in the existing curricula from kindergarten through high school, so that young people will have the opportunity to recognize and evaluate the nature of the mass media's value messages.

R 85/13

PORNOGRAPHY AND OBSCENITY

WHEREAS recent technological advances make possible the production, mass duplication, distribution, sale, rental importation and accessibility of obscene and/or pornographic materials, and

WHEREAS there is an increase of men and women, but more

importantly, of children being portrayed and exploited in sadistic and debasing sexual performances and visual depictions, including those in conjunction with violence, and

WHEREAS display of such materials is increasingly on premises frequented by young people,

THEREFORE BE IT RESOLVED that QFHSA encourage the local Home and School Associations to play a leading role in educating their local communities regarding the effects of pornography and obscenity.

R 85/14

WIFE-BATTERING — LAYING CHARGES

WHEREAS many police forces are reluctant to lay charges of assault in circumstances where

women have been beaten by their husband and

WHEREAS the police officers'

failure to lay charges places an extra burden on a wife who must then decide whether or not she should lay charges herself, and

WHEREAS the federal Parliamentary Committee on Wife Battering recommends "that police regularly lay charges in wife assault cases", and

WHEREAS the police department of the City of London, Ontario, has adopted a very commendable policy of laying assault charges in all wife battering cases where they have "reasonable and probable grounds",

THEREFORE BE IT RESOLVED that QFHSA request their local Home and School Associations to ask police forces to establish a practice of having the police regularly lay charges in instances of wife-beating.

R 85/15

FAMILY VIOLENCE

WHEREAS there are indications that family violence — spouse battering, child abuse, abuse of the elderly — is on the increase, and

WHEREAS The Canadian Home and School and Parent-Teacher Federation is already making a significant contribution in its Awareness Campaign on Child Abuse and Neglect through the Child Abuse and Neglect kits, and

WHEREAS social service agencies regard child abuse and other family violence as not just a fami-

ly problem, but also society's problem,

THEREFORE BE IT RESOLVED that QFHSA through their local Home and School Associations promote community action in support of all agencies concerned with family violence and also in support of the need for better reporting systems, more transition houses, more funds for hospitals and "expert" care, more child welfare and family care workers.

R 85/16

TEACH C.P.R. TO SECONDARY V STUDENTS

WHEREAS Cardiopulmonary Resuscitation (C.P.R.) is recognized as a basic life support technique and is proven effective in saving the lives of victims of heart attack, drowning, asphyxiation, electrocution, choking and drug overdose, and

WHEREAS the Canadian Heart Foundation and the Quebec Heart Foundation stress the need for public education and the implementation of programs teaching C.P.R., and

WHEREAS an important objective of our educational system is to prepare students to become

responsible and resourceful members of our communities, and

WHEREAS high school age students experience a declining level of adult supervision, and

WHEREAS students of this age are themselves often in positions of responsibility for younger children (i.e. babysitting, camp counselors, lifeguards, referees and coaches of youth sporting activities), and

WHEREAS C.P.R. training is readily available at reasonable cost and is easily mastered by high school aged students in a 5½-hour period, or one school day,

THEREFORE BE IT RESOLVED that QFHSA urge the Quebec Associations of Protestant and Catholic school boards to include C.P.R. courses in the Secondary V curriculum, and

BE IT FURTHER RESOLVED that local Home and School Associations in Quebec Secondary schools assist financially and/or otherwise to encourage the teaching of C.P.R. Courses to their Secondary V students.

R 85/18

THE USE OF SCHOOL WITHOUT CHARGE, BY LOCAL ASSOCIATIONS

WHEREAS Home and School Associations are not community organizations outside of the school system but are in fact an integral part of the school milieu and involve parents, teachers, principals, and, at the secondary level, students, and

WHEREAS cultural and social enrichment programs for parents, teachers and students are often sponsored by Home and School Associations without financial gain, and

WHEREAS income arising from fund-raising activities that involve the use of school premises are used for the direct benefit of the school, and

WHEREAS the policies and practices of various school boards differ greatly on the question of

charging local associations for the use of school facilities,

THEREFORE BE IT RESOLVED that QFHSA urge school boards to make school premises available, free of charge, for a reasonable number of Home and School activities that have been approved jointly by the school principal and the Home and School executive, and

BE IT FURTHER RESOLVED that the Quebec Association of Protestant School Boards be requested to ask its member boards to implement this resolution as early as possible.

R 85/19

CHILD TAX EXEMPTION

WHEREAS the Minister of National Health and Welfare, in the "Consultation Paper on Child and Elderly Benefits" tabled in January 1985, proposes the complete or partial elimination of tax exemptions for dependent children, and

WHEREAS Child Tax Exemptions were, in the words of this same consultation paper, originally introduced to "provide fairness through the tax system for taxpayers with and without children", and

WHEREAS the elimination of

tax exemptions for children would clearly violate this spirit of fairness and discriminate against all families with children to the overall advantage of childless citizens,

THEREFORE BE IT RESOLVED that the QFHSA ask The Canadian Home and School and Parent-Teacher Federation to petition the Canadian Minister of Finance to support the retention of the child tax exemptions for dependent children.

R 85/20

GUIDELINES FOR CLOSURE OR CHANGE

WHEREAS declining enrolment has become a fact of school life, and

WHEREAS the need for early and continuous consultation with the parents by the school boards concerning school change or closure is a necessity, and

WHEREAS many school boards have developed policies concerning this consultative procedure, and

WHEREAS school boards have not always abided by their own policies of consultation,

THEREFORE BE IT RESOLVED that QFHSA urge the school boards of the Quebec Association of Protestant School Boards to abide by their own policies of consultation without exception.

R 85/21

RIGHTS FOR MINORITIES

WHEREAS by its Resolution 83/18E QFHSA endorsed the retention of confessional school boards until there are Canadian constitutional guarantees for an elected English language school board system, and

WHEREAS the fastest growing segment of the confessional school board system in Quebec is that of the Franco-Protestants, and

WHEREAS the Ontario Court of Appeal in its decision in the summer of 1984 regarding the constitutional educational rights of Franco-Ontarians under Section 23 of the Constitution Act, 1982, ruled

they should have exclusive budgetary control of their linguistic segment within the existing confessional school board system,

THEREFORE BE IT RESOLVED that QFHSA call on the Quebec Association of Protestant School Boards to investigate and report on the modalities of granting Franco-Protestants in Quebec exclusive budgetary control of their linguistic segment within the existing confessional school board system.

...children are victims be they French or English

Despite the amount of money put into the renovation of Van Horne, however, such a transition from elementary into secondary is makeshift at best, and once in the school the dissatisfaction of the French Protestants has been constant and highly vocal.

Yet this quandary was partly of their own making. Had the French Protestant leadership been less obdurate and the school board less indecisive, if Monklands had been made the new French Protestant high school, French Protestant high school students would now have been benefiting from a first-rate high school facility set in a residential area of N.D.G., with high school laboratories, auditorium, substantial gym facilities and magnificent playing fields.

Well, Monklands is gone now, and instead on Jan. 30, the school board voted to turn Mount Royal High School into a French Protestant high school to open next Sept. 1.

It was a decision achieved by lobbying and self-serving coalitions. There were other communities that could have been chosen that would have been less affected by the decision than TMR. Of the five schools on the list, Mount Royal had the largest student enrolment, and consequently will suffer the greatest student dislocation.

Detractors of Mount Royal high have pointed out that the "Town" sent only a small percentage of its students to the high school. But for more than 15 years students from Park Extension have been attending both the Town's elementary and secondary schools; these "Park Ex" students have become part of the educational fabric of the Mount Royal student body and the board long ago recognized that fact by designating the municipality of Mount Royal and Park Extension as the Mount Royal sec-

tor, i.e., the territory to be served by Mount Royal High School. Seventy-one percent of the student enrolment at Mount Royal High lives in the Mount Royal sector, as opposed, for example, to the 47 percent student enrolment at Westmount High School from the Westmount sector.

Had the decision been made on the basis of educational considerations — the least number of students to be disrupted, the need for a high school with polyvalent facilities, and with a location near a Métro station so that French Protestant students from the east as well as from the west could be accommodated — the choice would not have been Mount Royal, but Westmount High School.

In an arresting article in *The Monitor* of Feb. 5, 1985, Christy McCormick describes how, in the planning committee's original list of three schools, Westmount was the one "scheduled for the axe;" how the tactics to change this began with the addition of the two other schools to the list, and how "the kill" (McCormick's term) of Mount Royal was managed.

Interested observers can read the article for themselves. I will not repeat his detail here, except to mention "The Map" — a magnificent relief map of Montreal brought to the board by the Westmount committee. On the map red dots illustrated where the Westmount High School students lived, 47 percent of them scattered around their high school. Green dots illustrated where the French Protestant students lived and showed a concentrated vertical block of green dots in Park Extension flanking the Town of Mount Royal on the east and joining another horizontal rectangle of concentrated green dots running south of the Town in the Côte des Neiges area, rather like a giant capital L backwards. Singularly

lacking was any indication of the Mount Royal students, 71 percent of them from the Mount Royal sector, clustered around their high school.

Singularly lacking also was any indication of the location of École de Roberval, just east of the green-dotted rectangle in Park Extension, and of École Van Horne in the other green-dotted belt in the Côte des Neiges area — the two French Protestant high schools already serving the students in those areas adjacent to the Town. But, incomplete and misleading as it was, "The Map," as Christy McCormick remarked in his article, "did something to seal Mount Royal's doom."

Why is it that the only battles we in the Anglo-Quebec community seem capable of are battles among ourselves? We turn on each other, and make one of our own the victim. We seem unwilling to face the real enemy. We cannot even bring ourselves to denounce the real enemy — that, we tell ourselves with our craven convoluted logic, would be "bigotry."

So we deflect our anger and frustrations upon those who under the pressure of the moment give way to an intemperate remark, while the real enemy — the militant, anti-English nationalist element within the French community — proceeds unscathed with the objective of ridding the province of the "polluting" influence of English and the people who speak it.

As I watched the parents gathering in the auditorium that evening, before the decision was made known to them, I would like to have asked how many had protested against Bill 101 and earlier against Bill 22, in a personal, visible way: buttonholed their MNA or MP and complained, marched outside banks and supermarkets protesting unilingual signs, picketed outside government buildings in Ottawa, Montreal, Quebec City, MNA's offices. The answer I already know — too few.

So that night there was school closing, and after that there will be more school closings. We adults have brought this upon ourselves, and perhaps we deserve it because of our reluctance to protest against injustice imposed upon us.

But our children do not deserve it.

Just as the present students of Mount Royal high are the victims of a situation they did not create, equally so the French Protestant students are victims. Ironically, many of them are Bill 101 children who in other times would normally have enrolled in English schools.

How will these students benefit from the Mount Royal closure? If Bill 3 is implemented, very few of the French Protestant students will be able to attend Mount Royal for more than one year. Under Bill 3, by July 1986 the new St. Croix French School Board will have jurisdiction over French schools in TMR and St. Laurent. But most of the French Protestant students live elsewhere and will have to go to schools within the territory of boards where they live. So the Mount Royal closure will have been effected — with much student dislocation and the break-up of a team of teachers offering a range of advanced science courses not easily duplicated *in toto* elsewhere in a single school — with little permanent benefit to the French Protestant students.

If Bill 3 is judged unconstitutional and not implemented, the benefits of the closure of Mount Royal High School are still questionable.

Mount Royal high is not a polyvalent. For its transformation the school board has requested almost three quarters of a million dollars

from the minister and it will take about another two years before the changes are complete. What will not change will be the difficulty of accessibility to the school, especially for students from the east.

Because the French Protestant population is increasing in the east, the board is investigating the possibility of regaining Dunton High School in the east which it now rents to Jérôme-LeRoyer School Commission. But even if it gets Dunton back within two years, Dunton is not a polyvalent. Will the board then request another similar sum to turn Dunton polyvalent? The minister may reasonably feel that such sums of money for two PSBGM polyvalent facilities is too much to expect in these straitened times. And will the French Protestant students in the eastern sector of the PSBGM who require polyvalent facilities as much as students from the rest of the island have to make do with a largely inaccessible Mount Royal

school, or will they have to do without?

How conscious were the French Protestant leadership (who live centrally and in the West Island) of their responsibility to represent the needs of all of the French Protestant student body in the choice of location for the new French Protestant polyvalent? Why did their expressed priorities change?

On Jan. 28 when they appeared before the school board, they placed Mount Royal fourth (in a list of five) in preference; two days later on Jan. 30, they announced they would accept Mount Royal High.

One wonders just how well served were the legitimate interests both of the school board and of the French Protestant parents. One thing is certain: somewhere along the way, the educational needs of the students, both English- and French-speaking, went missing.

Use your VCR to pick up school telecasts

Did you know that there's English-language programming — for children — on Radio-Quebec (Channel 17 on UHF)?

A well-kept secret to most Quebec parents and teachers, the shows are on when most children are in class, 11:00 to 11:30 a.m. and 1:00 to 1:30 p.m. from mid-October to May.

For 21 years the English-language school telecasts were on the local CBC (Channel 6) until network schedule changes squeezed them out. Producers May and Ken Perkins approached the Quebec government network with only five months to go before beginning a new season. To their relief, the overwhelmingly French-language network gave them a 140-hour sea-

son — 29 more hours than they had enjoyed on the CBC.

Programs cover the arts, economics, geography, self-awareness, health, language arts, mathematics, safety, science, and French as a second language, all dressed up to appeal to today's children, who can be television's most demanding critics.

One-third of Quebec's teachers make use of the broadcasts, and the producers (the English-language media services of the education department are now encouraging teachers to record the programs for class use at a more convenient time, or to borrow them on video cassette from the education department.

Give your child an opportunity to learn and prosper at Kells Academy, where education meets individual needs.

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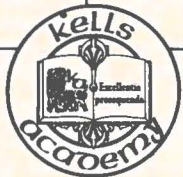
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FOCUS on the LOCALS

WINDERMERE

Teen Parties: Good Sense Means Good Fun

A committee of eight Windermere mothers has worked hard on a pamphlet addressing a thorny subject: "What should my attitude be towards my teenagers when they want to have their first party?"

The committee has publicized its pamphlet, titled "Teenage Parties: A Guide for Parents and Teens," through a resolution at the Federation's annual general meeting, and can make copies available to parents from other schools.

Here's a condensed version of the sensible advice offered:

- Set the ground rules for your teen before the party, and share the responsibility for planning it.

Local fun day benefits QFHSA

Our Family Fun Day in June featured a games corner, pony rides, bake table, toys, books, white elephant tables and crafts. Some of the proceeds will go to QFHSA to help out in their financial crisis.

Stress therapist Dr. Riva Soicher and Margaret Mitchell, a teacher at Allancroft School, presented a workshop to Windermere parents on children and stress, and autogenic training as done in the Lakeshore School Board under Dr. Soicher's guidance. We plan a follow-up workshop next year, dealing specifically with the way parents handle children's stress.

Norma Rennie

Volunteer honoured at church service

School safety patrollers from Windermere and Northview Schools, and the Brigade Scolaire of Ecole Monseigneur Albert Valois attended a special communion church service May 5 at St. Mary's Anglican Church in Kirkland.

A plaque was presented to each school on behalf of the church by RCMP officer Ron Lefebvre, who had some encouraging words for the patrollers. The sermon, by Canon F. M. Toope, was directed to the young people, in recognition of their valuable work.

Three patrollers addressed the congregation. Shannon Beaver recited the patrollers' pledge. Sanchari Chakravarty explained the objectives of safety patrolling, and Michael Brady thanked Windermere School and St. Mary's Church for their leadership and recognition.

Lottie Vogt, who has visited almost 30 Montreal schools to teach fingerprinting techniques, was honored for her continuing service to the schools.

Betty Lou Manker, who organized the church parade in her capacity as Windermere safety convenor, presented Mrs. Vogt with a gift from the church in gratitude for the love and wisdom she had passed on to others. Mrs. Vogt thanked the church on behalf of the hundreds of volunteers who had helped her with the fingerprint program.

- Be at home, if possible. Decide what parts of the house will be used. Meet the guests. If you're away on a trip, plan for some supervision of your teen.

- It's illegal to allow guests to use drugs in your home. Be aware of the signs of drug or alcohol abuse; these days, the teenager who does not use drugs and/or alcohol at some point is considered unusual. Notify the parents of a guest who is drunk or stoned to ensure that they get home safely. Don't let them drive.

- Limit party attendance and times so that you and your child maintain control over events. Guests shouldn't be allowed to come and go.

- Avoid easy access to alcohol or other drugs in your home. Serve food and non-alcoholic drinks. Try to get to know your children's friends. If after all these precautions things do get out of control, end the party.

Parents of teenagers attending a party are advised to obtain the address and phone number of the party-giver, and to contact the host parents to verify the occasion and offer help. The teenaged guest should agree on when he/she will

be home from the party, and how he or she is getting home.

The Windermere pamphlet was adapted from a U.S. publication Specific regulations applying to Beaconsfield have been added, including the prohibition of liquor sales to minors and the fines and terms of imprisonment for allowing drug use in one's home.

A paragraph was also added on the video-cassette recorder phenomenon. Parents whose teens are about to entertain are advised to screen movies and censor them, and to lock up video-cassettes which are not suitable for their children's age group.

Kathleen P. Brown, whose conversations with a friend led to work on the pamphlet, can be proud of the work her committee has done on this neglected aspect of parenting. She can be reached through Windermere School; copies of the pamphlet can also be obtained through the QFHSA office on Cavendish Blvd. (481-5619). See also Resolution 85/8 on page 10.

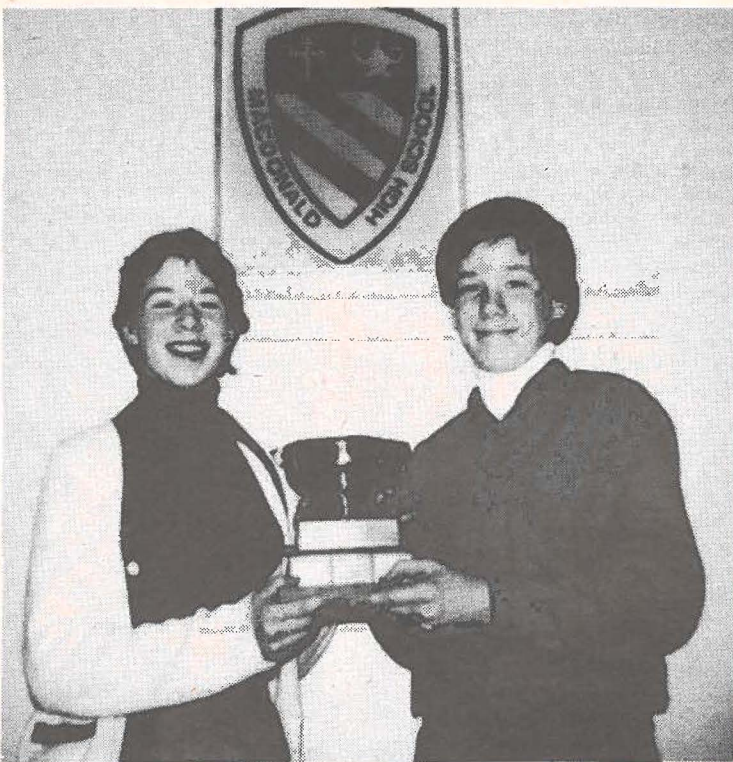
NEW CARLISLE

I Love to Read popular theme

A celebration of reading for pleasure, the "I love to Read" project is a popular one in many Quebec schools. In February, New Carlisle students held a book exchange and a poster contest, with books as prizes. They're also taking part in a province-wide button-design contest.

**PLAN
AHEAD
AND
GET
OTHERS
INVOLVED
IN H&S
MEMBERSHIP**

Mac students tops in tourney



Heather Bell and Mike deMartigny, Grade 9 students at Macdonald High in Ste. Anne de Bellevue, were winners in the Junior Pre-Provincial Debating Tournament held at Lower Canada College. Thirty-four teams debated the topic: 'Be it resolved that hunting for sport be banned in Canada.'

SEIGNIORY

"Alice in Wonderland" is a hit

Three months of rehearsal paid off for a group of Grade 4, 5 and 6 students at Seigniory School when their production of their children's classic, *Alice in Wonderland*, was applauded with enthusiasm by their parents and fellow students.

Working from a script by Canadian Clive Endersby, teacher-in-charge Lorna Varden directed with the help of fellow teachers Diane Kitching, Jeremy Talbot, Joanna Masseau and Mary Jean McDowell. Even teachers' husbands got

into the act, building sets and collecting props.

The children, who auditioned back in January for the April production, were accompanied by a 30-voice student choir under the direction of Edie Aker. Their parents made the costumes, and the Home and School helped with costs.

The musical production was seen by other Seigniory students, and children from Valois Park, St. John Fisher, Greendale and Northview schools.



AYER'S CLIFF

Combined Activities

The students at Ayer's Cliff have had a variety of interesting activities this year.

In the fall, the annual Stanstead County School Fair was held, sponsored by the Women's Institute. This is a terrific event which the kids really enjoy. They enter their garden produce, flowers, handicrafts, artwork, photography and many other items to be judged.

In October, the whole student body attended a production of children's poet Dennis Lee's *Alligator Pie* at the Centennial Theatre in Lennoxville.

In January, head teacher Leon Dyer and French specialist Johanne Richard took the students from Levels 5 and 6 for a two-night stay at Parkside Ranch near Magog. This was a learning experience for all involved and everyone took part in winter sports activities. The students composed journals when they returned to school on different aspects of their trip.

We got together with our neighboring school, Sunnyside, in Rock Island, for two special events: Elmer the Elephant's Safety Rules, and Youth Theatre. Both presentations were well done and involved lots of student participation. The play by the Youth Theatre was thought-provoking as well as humorous, with its scenario of a "Homelander" immigrating to Canada and his experiences adjusting to a new culture. The made-up "Homelander" language was especially interesting to the kids.

A unique learning experience was shared by the children of Levels 1 and 2, and Cycle 1 high school students from Alexander Galt School in Lennoxville. The older students wrote fairy tales and read them to the younger set. Then the tables were turned, and the younger children told stories. The Galt students helped them put their ideas into book form.

We also had a nature hike in the fall, our annual Christmas Concert, and sugaring-off in February. Our Level 5 and 6 students took part in a large regional choir at Christmas, performing in a church in Sherbrooke. A great deal of work and practice went into this, and we are indebted to music teacher Mrs. Church.

Students have been able to play in soccer, basketball and badminton tournaments, and a regional track meet in Danville. The sports enthusiasts in the school have really appreciated these activities, and hats off the Spencer Dunn, our physical education teacher, and our principal Tom Bean, and teachers and parents.

To finish off the school year, we had a special workshop on language arts for K to Level 2 with Joan Haines, a Kindergarten overnight campout at Quebec Lodge, a visit to Sherbrooke University for an Activity Day, and our Kindergarten to Level 6 graduation.

The students raised money this year with a Spell-a-thon, to purchase a VCR and a television set.

Students Luke and Rachel Bury petitioned their schoolmates to raise money for Ethiopia. Their \$306 was matched by the Caisse Populaire, and it was touching that the impetus came from the children themselves.

The school committee raised \$700 with a flea market, and compiled a school calendar illustrated with student's drawings and poems.

In a new good behavior campaign, students are awarded stickers for helpfulness, sharing, participation and effort. It seems to have worked well, with students eager to expand their collections.

Lastly, we would like to say a big thank-you to our principal, teachers, cafeteria workers and parents who volunteered time to the school during the year.

Nancy Loadenthal and Cathy Hortop

FOCUS on the LOCALS

J. H. JACOBSEN

"Parents" Involved volunteers

J. H. Jacobsen High School in Ste-Agathe-des-Monts is a small school (about 210 students from Kindergarten to Secondary V), but with a core of parents committed to improving the quality of schooling and school life for their children.

A dedicated group of mothers rotate on volunteer duty to keep the library open every day, and they also operate the supplies store several hours a week, providing competitively-priced supplies to the student body with profits going to fund additional activities.

Thanks to dedicated fund-raising committee members, this year alone we have had two bake sales, a wine and cheese party, and a

bingo, which have gone to fund ski days for the elementary students, and field trips and other activities that would not otherwise be possible due to limited funds.

The parents also involve themselves in the classrooms, enabling teachers with split classes to concentrate their attention better. They participate as volunteers in the speech therapy program, help the nurse and other staff to run nutrition awareness and no-smoking programs, help set up with the Air Force a fingerprinting session in February, organize an annual career day, and go out on the ski hills and into the swimming pool to guarantee the success of those programs.

Sheila Eskenazi

LASALLE

Near-winners in "Reach for the Top"



The Lasalle High School *Reach for the Top* team reached the provincial finals of this popular television game show for exceptional students.

Team members Nathalie Schiebel, Derrick Addis, Selena Woo and Jean Nelson lost out to Wagar High in the final minutes of the last sudden-death game,

broadcast March 28.

Congratulations and best wishes for the future to them, and to their team counsellor, Alan Walker.

Have science fairs missed the point? This parent thinks so

"The recurrent 'experimental' theme of the Science Fair disturbs me. Science is investigation, thinking, discovery — the life-loving excitement of newness. A rigid experimental design executed on household products is one of many investigative methods — it is not science."

"When a school for children is required to follow this single method using defined resources, the chances for newness, for excitement and discovery are drastically reduced. Taken

planet-wide (see, for example, D. Suzuki in A Planet for the Taking) this experimental, 'scientific,' comparison approach to thinking and doing has resulted in a critical anti-life threat to our planet and all of her creatures.

"By nature, children are expert investigators. Imagine what we adults could learn if treated to a true Science Fair containing real examples of the amazing investigation of our children's minds!"

— by Heather Lee, reprinted from the Northview Hibou

COURTLAND PARK

Riding a bike isn't as easy as it looks

Bicycle skills are not only useful, they can save lives and limbs. Courtland Park students tried their skills recently at a bicycle rally held in the schoolyard, on a set of drills and obstacle courses developed by the Canada Safety League. Fellow students kept track of their points earned.

We're proud of the way our students responded to the Quebec Heart Foundation's "Jump Rope for Heart" skip-a-thon. They raised over \$2,400! Neighbors and family members pledged them, and they skipped for several hours in teams. The skip-a-thon also involves class work aimed at good

cardiac health.

Two classes of students spent three days at a science farm at Arundel, Que., with their teachers and volunteer parents, working on science and language arts projects and enjoying nature. Other classes visited Ottawa, St. Lazare, Old Montreal and a local swimming pool.

We have some great public speakers at our school! All students participated in a contest, and the finalists went on to compete against public speakers from other schools. Our finalists were Sonalee Parekh, who gave a humorous speech on "Being a

Preppie," and Andrew Brosse, who discussed "Peer Pressure."

Our local plans a family barbecue and bike sale to finish off the year. The annual spring general meeting of parents was entertained by the "world premiere" of animated 8mm films made by students in an enriched art program organized by the school board.

Congratulations to our Grade 6 class, who will celebrate the end of their elementary school life with an achievement awards ceremony, featuring Home and School book prizes, and a party of their own in the school gym.

Barbara Peden

ALLANCROFT

Food from around the world: More than one way to nutrition

Nutrition Week at Allancroft was a great success this year, thanks to the assistance of many parents.

The week was kicked off with the movie *The Big Dinner Table*, a movie about eating customs in other parts of the world. A five-minute Health Hustle was led each morning by teachers, and nutritious snacks of celery, carrots, apples and peanut butter were provided (by donation) for recesses.

While all this was happening, students were busy in their classes preparing for Friday's cultural exchange. Each class chose a country of interest and developed a unit on it. Art, language arts, music, dance, social studies and even

math were incorporated into the unit.

The best part was tasting the nutritious snacks from the country chosen. Each class invited another class to join them for the "taste experience" and to see the displays made. In this way, students were able to learn about two countries. Some of the foods they tasted included Irish stew and soda bread, unleavened bread from Lebanon, knockwurst and sauerkraut from Germany, and spiced meatballs, chapati and dahl from India.

A special guest, Geordie Anderson, played bagpipes in his traditional kilt. It was a busy week, but well worth the effort.

Carolyn Malboeuf

WILLINGDON

Training pays off in speed and medals

Willingdon School in N.D.G., with a team of 66 runners under gym teacher Lance Dalton, dominated the elementary level races at the annual Halo Road Race this year by taking seven out of a possible 12 medals.

The children's race around the summit of Mount Royal is sponsored by the Greater Montreal

Athletic Association.

Willingdon credits its success to its physical education program. In the autumn students train to compete in the Cooper Aerobic Test. During the winter they skip to improve fitness and train for the "Jump Rope for Heart" campaign sponsored by the Quebec Heart Foundation.

Students also train to complete the Canada Fitness Test, and many compete in inter-school track meets.

Among Halo award winners were Kate Fitzpatrick, Wendy Sparks, Erik Fasano, Jessica Burns, Jody Ness, Sandra Paprocino and Catherine McKenzie.



Taking their bows after an exciting performance of "Cinderella" are the members of Willingdon School's drama club. The young actors and actresses were accompanied by the school's junior and senior choirs, under the direction of Francoise Lamarche.

ROYAL CHARLES

Student fee is preferred to door-to-door sales

Royal Charles School on Montreal's South Shore has found an alternative to door-to-door chocolate bar and other sales by school children. Parents were polled on their preference, and 89 per cent favored a student activity fee paid in October.

With safety in mind, our school committee has suggested to the principal, Mr. Horner, that when a

child is sick the parent should notify the school through an older brother or sister, or a phone call. Otherwise, the secretary would call the parent.

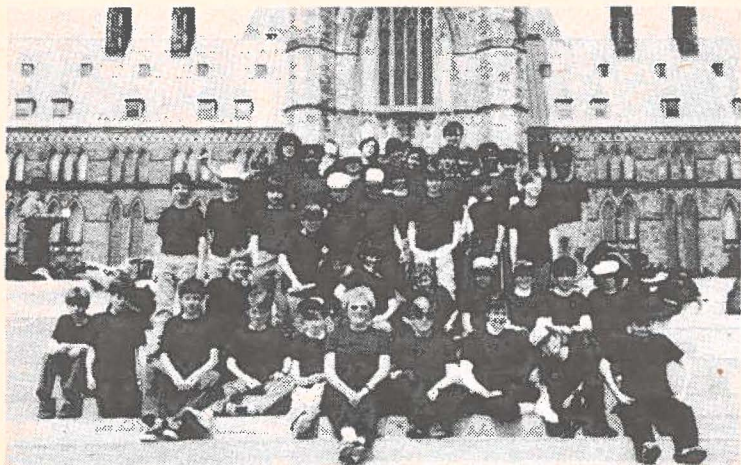
The principal accepted this plan on a trial basis, and discovered that it did not take up much of his secretary's time, so now it is a permanent part of her job.

Gloria Carlson

FOCUS on the LOCALS

TRIP OF A YOUNG LIFETIME Cross-Canada '85

During the Easter holiday, 37 Grade 6 Northview students and four teachers culminated a year's preparation with a cross-Canada excursion. Flying Air Canada to Vancouver on the first day, the group travelled back across Canada by rail, visiting Banff, Winnipeg, Toronto and Ottawa on the return trip.



Accommodations in the different cities included hostels, schools and church facilities. Public transportation was always used when possible, which familiarized students with the variety of modes of transportation. Breakfast and box lunches were usually prepared in the hostel or church kitchen. Each person carried a lunch box in an individual knapsack, which also included a manual, listing the daily itinerary, the day's transportation and lodging arrangements, and the police telephone number in the event a student became separated from the group.

The two-and-a-half days in Vancouver included a general sight-seeing tour, dinner in Chinatown, Stanley Park and the Aquarium, B.C. Place, the Capilano suspension bridge, and a boat tour of the port.

En route to Banff, Easter was celebrated with an egg hunt on the train, and a student's birthday was the occasion for a special birthday cake in the dining car. After a tour of Banff, a chartered bus took them to Sulphur Mountain where they observed many kinds of wildlife, and then went swimming in Sulphur Springs. A highlight of

the trip was a guided tour of the Banff Center of Fine Arts.

In Winnipeg, the group enjoyed a tour of the Manitoba Legislature Building and the Assiniboine Park Zoo.

Arriving in Toronto after 37 hours on the train, they gratefully enjoyed the hospitality of a local United Church before exploring

the city. Highlights of the Toronto scene included the CN Tower, a tour of the Roy Thompson Hall, the Hockey Hall of Fame, the Ontario Science Centre, Casa Loma, and the Eaton Centre.

Ottawa, the last stop of the voyage, was a whirlwind of activity. After a refreshing swim at the University of Ottawa and dinner at the Spaghetti Factory, other events during the two-and-a-half day stay included visits to the War Museum, the National Museum of Science and Technology. A musical production at the National Arts Centre, *Country Hearts*, was a special treat.

The Cross Canada trip was considered to be an unqualified success. Students experienced an educational and exciting view of Canada, becoming acquainted with many different forms of transportation and lodging, and cultural and historical activities.

The cost per student was approximately \$600, with more than half that amount earned through a variety of fund-raising events and a donation from the Home & School Association. The City of Pointe Claire also contributed \$50 per resident, which was

distributed equally among the students. Teachers accompanying the students were Marc Jalbert, Penny Ludington, Sheila Stanley, and Julie Wilson. Further information may be obtained by contacting Northview School, at 697-1420.

Carol Ohlin

Inaugurated Citizenship Awards

In an effort to encourage better student behaviour, Northview Elementary School has recently inaugurated Citizenship Awards.

A "Good Citizen" is chosen once a month by each homeroom teacher. These pupils are given recognition in three ways: they are presented to the school in an assembly, each name is mounted on a giant maple leaf plaque which has been made by principal Fred Argue, and each child is given a small Canadian flag pin to wear.

The Comportment Committee, composed of four teachers, set as its goals the standardization of school rules. As well, the committee decided to recognize the fact that certain students consistently act as "good citizens". It was felt that this recognition and the class discussion surrounding it could



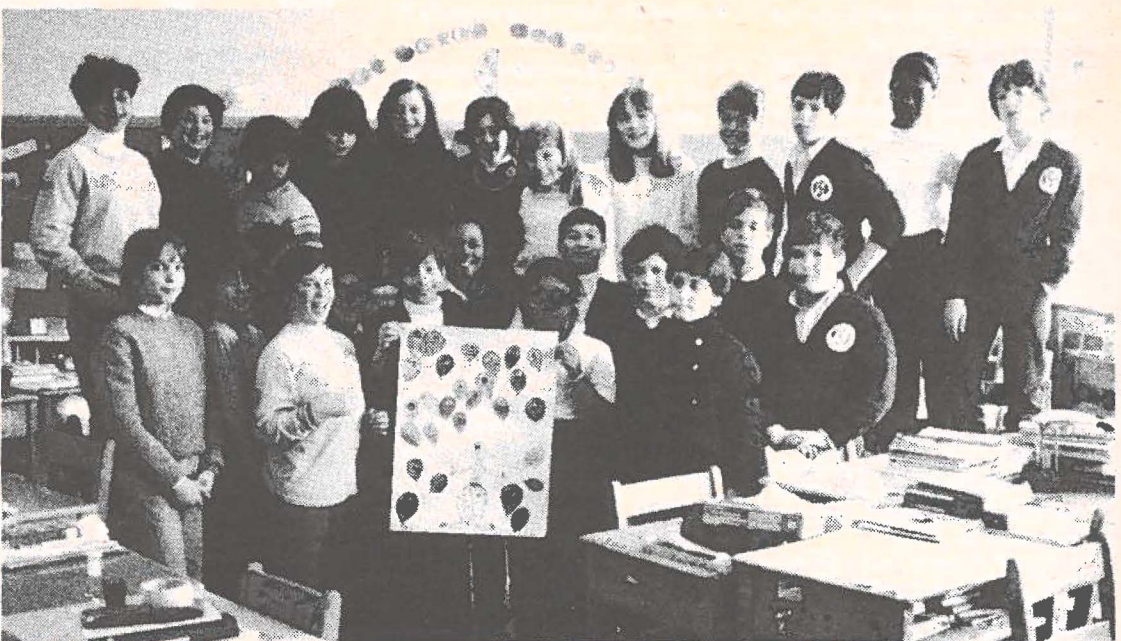
lead to a positive approach to personal comportment.

The choice of the "good citizens" is based on the positive qualities to be encouraged — honesty, a sense of fair play, responsibility, hard work, thoughtfulness, including others in play, in work groups, and in school activities. The teachers look for the student who is there to clean up after the fun is over — without being told.

The first group of Citizenship Awards honoured Christine Mascis, Sean Campbell, Tracey McLellan, Christian Lavallée, Roy Tuazon, Chris Alsop, Laura Ramsay, Ysabel Lavendel, Donny Deonarine, Tracey Davey, Daina Leimanis, Kori Wentzel, Charles Walker, Joanne Bernhaut, Jennifer Birnie, Richard Oldfield, and Greg Rauch.

HAMPSTEAD

Children care for African drought victims



Here are some excerpts from essays written by students. They tell an exciting story.

"Well, believe it or not, Hampstead School, Room 15 is collecting money till the end of the school year.

"It all started in November when the television program *What's New* aired a special edition of Ethiopia which made the teacher and students make posters and boxes to collect money for Africa.

"There were also raffles and auctions. In the auction, Room 15 collected about \$570. Corry Amro's uncle and aunt, Mr. and Mrs.

Kawalek, donated \$100 worth of goomie bracelets, rings and necklaces..." (Ivan H. C. Lee)

"Two for the price of one!" Georges Moubayed shouted as he was auctioning off two books... The grand prize was a transformer, which was won by Sanjay Patel, and it just happened to be his birthday. The participants did a great job..." (Joanna Friend)

"Finally some Grade 5 kids are concerned..." (Shari Bowen)

"It wasn't a real auction sale, but it was a success!" (Georges-Alain Moubayed)

"I was glad to see that so many

people took this campaign as serious as my class did. I was very surprised there were over 1000 items and they almost sold out in three hours.

"I am happy and proud to be part of Hampstead School because we raised \$570 for all the needy people and children. I hope they get the food, clothes and medicine that they need.

"I wish more schools would do the same. It's a very nice feeling." (Mitchell Fleischer).

Mrs. M. Boyer, Grade 5 teacher

BEACON HILL

Smoke-free spaces for kids

The Canadian Heart Foundation and the Canadian Home & School and Parent Teachers Federation are jointly sponsoring a two-year campaign to create an awareness of the importance of not smoking among young people. The theme of the campaign is "Smoke-Free Spaces for Kids."

Beacon Hill School in Beaconsfield was the first school in Quebec to win a special award for having created a non-smoking environment in the school. After a two-week push to distribute pamphlets from the Quebec Heart Foundation to every family in the school, to have class discussions on the problem and to allow students to make posters about the dangers of smoking, the school held a special assembly on Valentine's Day.

Grade 7 girls gave a special skit,

and younger students worked with the Physical Education teacher, Tom Ropeleski, to show how smoking affects the heart with a demonstration involving rubber balls. In addition, none of the 15 staff members at the school smokes; thus, the school is indeed smoke free.

A special plaque was presented to the principal, Ellen Wernecke, at the assembly, confirming that the school is a smoke-free space for kids. The news media picked up on this issue, and the assembly was covered by the Gazette, the Chronicle, some of the French-language radio stations, and on both the 6 and 11 o'clock news on CFCF, Channel 12. Beacon Hill School intends to continue its drive to make more smoke-free spaces available.

Pat Lewis

NEW RICHMOND

Gaspesians make good speakers

Thirty poised and polished young orators took part in New Richmond's second annual public speaking contest.

First-place winners received a trophy, and the top three speakers

in each category, Grades 3-4, 5-6, and 7-8, were given bank accounts of \$10, \$20 and \$50 by the Home and School local.

Tammy Arsenault won in the secondary school class for her

speech of child environment. Shelley MacWhirter won the Grade 5-6 trophy for her speech on the environment, and Karey-Ann MacWhirter won the trophy in the Grade 3-4 category.



SAFETY SCENE



SAFETY SCENE



July 1 - 7, 1985

Safe boating week should last all summer!

Safe Boating Week is an event sponsored by the Canada Safety Council in co-operation with Transport Canada to promote the benefits of safe boating.

This year's campaign has a special theme:

"Boating and Alcohol Don't Mix"

Not surprising when you consider that fifty per cent of all boating accidents are alcohol-related. A recent U.S. study shows that 40% of boaters carry alcohol on normal boating trips!

Statistics do not impress everyone, so let's look at this from another angle. Section 240(4) of the Canada Criminal Code states that "Everyone who, while his (her) ability to navigate or operate a vessel is impaired by alcohol, or a drug, navigates or operates a vessel is guilty of an offence punishable on summary conviction." Penalties range from heavy fines, suspension or loss of license to imprisonment. Automobile insurance rates will rise for anyone convicted of impaired navigating.

General Rules

Here are some general rules for safe recreational boating:

- Learn the rules of the road (waterways) and practice them; these include the unwritten rules of common sense and courtesy. For information on boating regulations, write away for a free copy of the Canadian Coast Guard's *Safe Boating Guide* (available from the Publishing Centre, Supply and Services Canada, Hull, Québec, K1A 0S9).
- Take care not to overload or overpower your vessel. The maximum load capacity and engine power are given on the capacity plate. To prevent your boat from capsizing or overturning, don't exceed these limits.
- The law requires that a Transport Canada approved life jacket in good condition, along with other equipment, must be provided for each person aboard. The Canada Safety Council strongly recommends that children and weak swimmers wear theirs at all times, and others when water conditions warrant. (Approximately 80% of persons who drown in boating mishaps were not wearing life jackets!)

Never drink alcoholic beverages while boating or before swimming

Never swim alone

Never go boating in unfamiliar areas alone

Never throw garbage — especially if breakable — in a public area.

Never race or "play chicken" while boating. Remember... a "DARE" is a cookie and should stay that way!!

- Leave word with someone on shore where you plan to go and what time you expect to be home.
- Head for shore immediately if a storm threatens.
- Carry the prescribed number of A, B, C, or D flares in case of emergency.
- Never stand up in a small boat. If you must change seats, crouch low, keep your weight on the centre line, and hold on to both gunwales.
- When sailing, keep an eye out for overhead wires especially when entering or leaving marinas or clubs.
- Never cruise fast enough to create a dangerous swell near other boats, marinas, an anchorage, or swimmers.
- If your boat capsizes, don't attempt to swim ashore; instead, hang on to the boat until you are picked up.
- Join a boat club, if possible, to keep up to date with changes in regulations and other safe boating information.
- Learn mouth-to-mouth resuscitation. Call your local St. John Ambulance for instruction.

For more information on National Safe Boating Week, contact: Heather Kyle, Canada Safety Council, 1765 St. Laurent Boulevard, Ottawa, Ontario. K1G 3V4

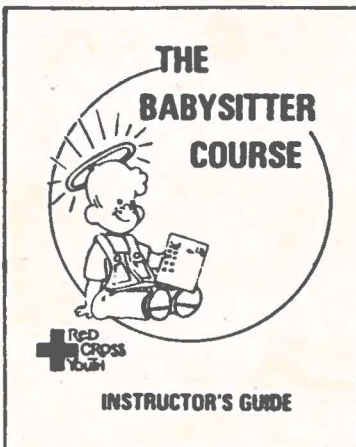


All in the family

"I am happy to welcome my wife, Barbara, and her contribution to this month's edition. The accompanying summer sketch and captions are in keeping with summer safety as seen through the eyes of a housewife with an itchy finger for sketching."

Don Smith, Safety Editor

For details on these and other Programs and Resources, write or call (514) 937-7761 2170 Dorchester Blvd. West, Montreal H3H 1R6



SAFETY TIPS

If you have one to share, send it to Don Smith.

Use common sense to prevent injury

According to the Chiropractor Association, one out of every five back injuries occurs in the home.

The fact about the high number of accidents that happen at home is the majority could have been prevented with a moderate amount of precaution and good sense.

One of the greatest hazards to safety is obstacles left on stairways and walkways. It may be

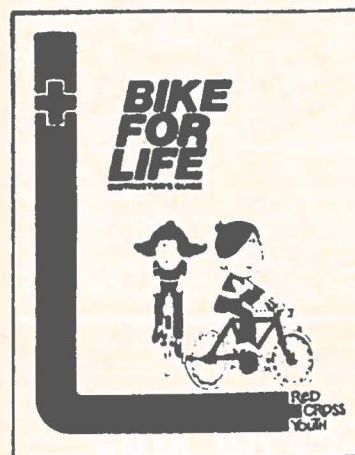
funny to see Charlie Chaplin slip on a banana peel in an old movie, but it's no fun to do it in real life. Toys and other items left in the wrong place might cause someone to trip and fall.

Probably what poses the greatest threat to safety in the home is the danger of falls. Never use a chair, stool or makeshift ladder to reach for high objects. When using

a ladder, to reach for high objects. When using a ladder, don't place it on a slippery floor or unlevel footing.

Do not try to carry loads that are awkward or too heavy to handle. Heavy lifting can be dangerous, and it is advised to get assistance.

And should you hurt your back, seek professional attention.



BOUQUETS & BRICKBATS

I am still waiting to hear from you! Send in your suggestions for other ways of saying Bouquets and Brickbats, and, most important, send in your contributions to the B

& B column. Send to Don Smith c/o The News.

(This month's B & B's are taken from the March/April issue of Safety Canada.)

Bouquet-s

This month we need bouquet-s for the more than 5,000 employees of Dupont Canada who worked a record setting calendar year without a single accident!

Brickbat

To Santa Rosa, California's James M. Rickard who was driving home one night when his car quit

on Fresno Avenue. He turned off the ignition and the headlights and walked home, and drove his other car back to the scene, intending to push the disabled vehicle out of the roadway. He ended up rear-ending the disabled car doing minor damage to it, but major damage to the moving car. He was unhurt, but charged with driving under the influence.