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BILINGUALISM GRANTS A Change of "Objective?"

In the September Home & School News, it was stated that "when (the) Federal-Provincial Agreement (on Federal Grants for Bilingualism in Education) was renewed.... in 1974, the basis for grants and formulas remained the same as in the original Agreement".

In fact, the wording of the Objectives of the Program was changed at the time of renewal.

"... to ensure that, .. Canadians have the opportunity to educate their children in the official language of their choice..." was changed to read "... to ensure that.. Canadians of either official language have the opportunity to educate their children in their own language".

The Secretary of State's office claims that the change in wording was made merely to clarify the intent and does not change the objectives.

Some people think differently. Read it over carefully.

- WHAT DO YOU THINK?

Barbara Moore, QFHSA Bilingualism Grants Committee

Parents & teachers must trust each other:

"THE STAKES WERE NEVER HIGHER!"

When Ontario's Education Minister has something to say, usually everyone sits on the edge of the chair and listens. They did at this year's Canadian Education Association Conference.

Doubling up:

Garneau adds Education to Finance

When Raymond Garneau took over the Minister of Education function September 26, he added considerably to his workload as Minister of Finance and chairman of the Treasury Board.

And as it turns out, he seems to have two portfolios that should work hand in hand.

Just how he will juggle the two functions remains to be seen. Money is a hot topic as H & S NEWS goes to press and the new Minister side-stepped the Teachers Convention in Montreal, November 13.

QFHSA President Elizabeth O'Connell says she has hopes for "an early meeting with the Minister to express parent concerns on educational matters."



In addition to finance, Garneau has some educational experience. He has a Masters degree in Commerce, a Licence in Economics from the University of Geneva, was a professor of Labour History and Economic Geography at Laval, and a professor of Economics at Laval.

"In Canadian education today there is an intense need for the meaningful involvement of the public" says the Hon. Thomas L. Wells.

This need he points out arises from the organized demand for a "formal sharing of power" between community or parental groups.

He says the converse is also true. In many communities there are no activist groups. There are just many ordinary citizens and parents who don't understand what is going on in the schools... and need to.

In his view, Wells says there is little problem dealing with organized pressure groups. Their requests are made known and eventually an "accommodation" is reached, "a new equilibrium is established and we go on."

The major problem he sees is communicating with the unorganized parents who tend to be "uneasy and suspicious about the things which are not explained."

What's going on?

The curriculum has changed since the school experience of today's adults. Youngsters are competing with themselves, not with their peers. And parents are anxious to know where their children really stand.

"Are the 3 R's still being

taught? I'd like to help my youngster more at home, but I don't really understand the methods the teacher is using. Could I come and watch?"

Says Wells, the answer is usually "well, I suppose you could, but..." There's a good chance the parent never does get to visit and "a person who might have become an enthusiastic supporter of the school and its programs becomes one more person who feels there is something not quite right with the system."

Change with the times

"There are many forces buffeting the educational system," says Wells, "which make a broad basis of public support more imperative than ever."

He says the system must change with the times and that schools must tell the public what they are about.

"We can only do that through involvement," says Wells. "And I don't mean anything highly formal or esoteric."

Rather he means welcoming parents in the schools as volunteers or just to observe.

He recommends "straight-forward, unambiguous communication about student achievement and school policy," making sure the community understands the schools program and why it goes about things as it does.

How to do it

One of the more difficult tasks Wells outlines is the wooing of parents into the school. He emphasizes that one can't talk to parents who aren't there! In many communities a parent body has been conditioned to expect little involvement with the school. It will take time and patience and a change in attitudes.

Says Wells:

"The place to begin is with our own attitudes. Around every profession there grows a certain mystique, that natural professional attitude of not wanting the layman to interfere can get in the way of open communication... we need to maintain the broad general support the public has always given education in Canada. To do that we can't stand professionally aloof; we must explain, over and over, what we are doing and why. And the place is in the schools and in the classroom, through parents and teachers who by involvement and dialogue, have come to understand and trust each other."

Local board bucks Bill 22

Bill 22 has been challenged by the Verdun Catholic School Commissions as a result of a decision by the Commission not to apply for a reduction in instruction in English given at its schools.

An enrolment drop of 166 students in its English schools

should, according to the regulations of the Official Languages Act, be followed by an official request by the Commission to the Department of Education for permission to reduce English language instruction.

1,872 students, out of a total enrolment of 10,000, attend English Catholic schools.

Misunderstanding erodes base of popular support

"Your child comes home from her ungraded class with a report saying 'Mary's progress in language arts is satisfactory for her stage of development.'"

Everything's supposedly okay. But the description is not as meaningful as Spelling 67, English Grammar 70, etc. used to be.

Assumption: things have changed and the new system is better for the kids.

Two years later the report is the same. But this time "the principal calls you in. He thinks more could be done for her by a transfer to a special vocational school."

Natural reaction... "you feel you are the victim of double-talk. Overnight you are transformed from a passive supporter to a resentful critic of the system."

Wells claims while there are hundreds of exceptions, there are simply too many communication failures. He hears about too many to be complacent.

Says Wells emphatically:

"I am convinced that the biggest challenge for education today is the involvement of parents in meaningful ways that will prevent these types of scenarios from taking place. Lack of involvement implies lack of communication."

"Lack of communication brings lack of knowledge, misunderstanding and mistrust."

"And misunderstanding and mistrust gradually erode the base of popular support on which the viability of any public institution depends, particularly our schools."

JOIN HOME & SCHOOL... support your children

75% of surplus teachers re-hired

The Ministry of Education of Quebec announced in September that 75% of the teachers designated as 'surplus' at the end of the last school year, have been re-engaged by their school boards.

The Ministry expects that the remaining surplus (54 of a total

454) will be reabsorbed by school boards.

Some teachers will for various reasons no longer make up part of the surplus, for example, those leaving teaching or who have on their own initiative accepted posts with other school boards.

Editorial:

Comments & opinions

'Elementary school reform ignored'

During the last decade, as educational reform has succeeded educational reform at an ever increasing pace in Québec, vast quantities of money have been spent on CEGEP-level students and those at the secondary level. The needs of the elementary school child have been all but ignored.

A Commission set up by the Department of Education at the insistence of the Catholic boards completed their report on elementary education in rural areas in October 1974. This 'Commel Report' has been received with enthusiasm by the Protestant boards who find great merit in many of its recommendations.

More recently, Gill Robert, president of the Federation of Quebec Principals (FQP), has publicly stated that educational reform has led to an "organizational and functional bureaucracy at the elementary school level" which must be changed in order to "furnish each child with services needed for his development".

Within the space of a year, two separate bodies, each of which is excellently qualified to comment on educational administration, have called upon the government of Québec to exclude teacher specialists from the pupil-teacher ratios and make possible smaller numbers of students in regular classes. Another recommendation common to each report is to have clearly defined objectives for the elementary school.

The government may choose to continue to ignore the swelling chorus of discontent in responsible circles. Only the parent, whose child is at the elementary level, can see to it that these reports are not shelved.

The recommendations of the Federation of Quebec Principals and of the 'Commission Elementaire' deserve close study. Without the support they merit from an informed community, the changes needed at the elementary level will not take place.

The time has come to give the inarticulate, non-protesting student at the elementary level his fair share of the education dollar.

M.D.

Book-buying Policy:

Should booksellers in Québec continue to be subsidized? A convincing argument, on cultural grounds, can be made in support of Québec's "politique du livre", which gives this advantage to the bookseller. The School Council of the Island of Montreal, however, questions whether booksellers should be subsidized by the educational system, with funds allocated by the government to schools.

In requesting, last August, an additional 93 cents per student, the School Council pointed out that the government should be prepared to further subsidize their schools which are caught in a financial squeeze if they intend to maintain this policy. Costs of books are rising but the accredited bookseller continues to enjoy a higher discount than the school boards. This discount is regulated by the Quebec government which also through the process of accreditation determines which booksellers may sell to school boards.

Although the experience of local school boards on the Island of Montreal at the beginning of the current year is much improved since the crisis of last spring, the price of books and their availability continue to be a source of concern.

More books are being published today than ever before. The range of books available to the classroom teacher in North America has never been greater. Students are encouraged to broaden the range of resource material used in work at the elementary and secondary level. When books are ordered, serious delays are still being experienced in delivery to schools. Sometimes this appears to be the result of a poor credit situation for the bookseller with the publisher, who consequently is slow to make delivery of schoolbooks.

"To be effective Federation needs your personal and financial aid"

So says Pauline Ashton, former Vice-President of Quebec Federation of Home and School Associations.

"Those who have never seen the operation of Federation office have no idea of the talent and expertise being given on a volunteer basis.

"The time and expertise put in by the President alone last year could be valued at some \$15,000 and she will probably put in double that time and effort in the coming year. There are people on the Executive who come in 2 and 3 full days a week. The contribution to Federation's work by the Editor of the H & S News and the Treasurer this year has been enormous.

"As a member of a local executive you are not expected to put in so much time, but when you are working at the Federation level, the issues are so important and so large. You also see that you can make an im-

It's a big job, Winifred!



POTTER

Winifred Potter, who acted as Editor of the H & S News for the past 10 issues, has stepped out of the post after a mom-moth job well done. Dr. Potter had taken over the editorship from Bill Miller and completed the revitalization of the newspaper which Mr. Miller had put under way.

A task force of people now produce the H & S News. Dorothy Chant, Vice-president, is the chairman of the Editorial Board which comprises Fay Richardson (Executive Vice-President of QFHSA), Gordon Perry (Vice-President), Joan Mansfield (Recording Secretary), Gillian Hayes, Maybelle Durkin, Beverlee Solby, Sandra Keightley, and Betty O'Connell (President, QFHSA, ex officio).

pact — you can go and talk to Claude Beauregard (about Bilingualism grants) and even sometimes to the Minister of Education.

"But Federation has to have the support of money. Many people who will object (to paying dues) will think nothing of belonging to a golf club or taking a weekend skiing trip. But we are not talking here of recreation, — we are talking about our children's education, and about our own education as well.

"We are telling you today what we have to have to run Federation. With your financial support, we will show that we can be effective."

IT'S YOUR NEWS

Letters and articles for future issues will be received with interest and gratitude — send them c/o the QFHSA office at 4795 St. Catherine Street West, Montreal.

Deadline for the next issue is January 3, 1976. Don't forget, a picture is worth a thousand words.

MAGOG (from page 3)

Provincial Association of Protestant Teachers:

Doug McCall, PAPT, described the teachers' point of view. He referred to QFHSA resolutions on pupil-teacher ratios and class-size and to a recently completed government study on teacher workload, the findings of which coincide with teachers' priorities. He asked H & S to study the report and make representations on it to the government.

McCall referred to Bill 95 under which agreement had been reached on which items should be negotiated locally and which provincially. The PAPT wished to negotiate provincial issues alongside CEQ because salary, workload and classification systems will be the same throughout the province. Negotiations were continuing without QAPSB at the common table and agreement was beginning to be reached on some issues.

The Board of Directors was concerned at the impasse at which QAPSB and PAPT seemed to have arrived and members asked for reassurance that the good of the children in the schools was being considered.

The President expressed the appreciation of the Board for the presentations of the three guests, and further thanked Barbara Kerr (Magog) for the meeting and lunch arrangements.

Invasion of privacy:

We would have thought that this province had learned a lesson about the invasion of privacy when it tried to circulate a nosey health form through the schools a couple of years ago and, later, when it attempted to accumulate a computer-banked dossier on each pupil in the province. Both of those efforts had to be withdrawn after public outcries.

Unfortunately, Quebec is at it again, this time under the guise of gathering census data. In requiring hospitals to ask pregnant women — including those entering for therapeutic abortions — questions about language, marital status, years of schooling and previous pregnancies (not just live births), the government is prying into matters that are none of its business.

If, as an official of Quebec's Population Register claims, the government simply needs statistical data, it can gather that material anonymously.

The government forms, it should be pointed out, are in

addition to the hospitals' own admission forms or doctors' medical records. They have no relation to a patient's health or right to enter hospital. And questions about the mother tongue of each parent and language spoken at home should be no concern of any hospital unless a patient or her family requires services of a translator.

There is something suspicious about all of this. Doctors and hospital officials are wary of the imposed undertaking. Yet many of them refuse to be quoted on the matter when, as professionals, they should be standing together and speaking out publicly against a grave and unwarranted intrusion.

The best way to deal with this would be for hospitals to refuse to comply with the government's request. If, as public institutions, they feel they cannot go that far, then patients should be forewarned and informed that they need not answer personal questions that quite simply are not Quebec's affair.

Editorial in MONTREAL STAR



Quebec Home & School NEWS

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Chairman, Editorial Board
Dorothy Chant
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Highlights — Board of Directors Meeting:**Board meets in Magog —
hears QAPSB & PAPT views**

Twenty-two Executive Committee members, Committee Chairmen, and Area Representatives attended the Board of Directors meeting held at Princess Elizabeth School, Magog, on Saturday, September 13th, 1975. Also present were seven guests and observers including Constance Middleton-Hope, Vice-Chairman of the Superior Council of Education, Bonar Lindsay, Vice-President of the Quebec Association of Protestant School Boards, and Doug McCall, and Sheldon Phaneuf of the Provincial Association of Protestant Teachers.

Among the items of business discussed and the decisions made were the following:

Correspondence:

- (a) from the Superior Council of Education thanking QFHSA for Bob Laker's contribution to its Annual Meeting in June;
(b) from the Westmount Municipal Election Returning Officer regarding QFHSA's vote as a business tenant (the President was empowered by the Board to vote)
(c) from S.F. White, Associate Deputy Minister of Education, enclosing a cheque for \$10,000 for the fiscal year 1975-76.

Area Rep. Reports:

Received reports from 11 Areas — Seven Islands, Lachine, Lakeshore, Magog, District of Bedford, Chateauguay, Westmount, N.D.G., LaSalle, Baie Comeau, and South Shore. Vacancies still existed for Area Representatives and it was decided that the nominating procedure for these posts should be reviewed with the possibility of reverting to the procedure of nominating Area Representatives at the AGM.

Appointments:

Ruth Pidduck to the Executive Committee to replace Robin John Dix whose appointment had lapsed through non-attendance; Barbara Moore, Chairman, Bilingualism Grants Committee; Gordon Perry, Chairman, H & S News Printing & Distribution Committee; and Sandra Keightley, Chairman, H & S News Advertising committee.

Bill 22

The Executive Committee was empowered to take any interim decision re fundraising in support of legal action.

Bilingualism Grants

Future plans included an information booth at the QAPSB AGM in October and development of a brief.

H & S News

Winifred Potter was commended for her contribution as Editor of the H & S news, on her resignation from the editorship.

Resolutions:

Letters have been received from Bell and the Department of Transport on telephone rates. The Minister of Labour in Ottawa and the Minister of Education have acknowledged receipt of the multiculturalism resolution. On bussing, a new formula is in use regarding dangerous areas, and regular meetings are planned with MUCTC in Montreal.

Immigration Green Paper:

Bill Clinton was thanked for his work and that of his committee on the brief which was accepted.

Conferences:

The Program for the Gaspé Conference was circulated and Diane LeGresley's plans approved. The Leadership Conference in October was well ahead in planning. For the '76 AGM, money was reported as starting to come in for advertising in the souvenir program booklet, due to Gordon Perry's effort with national advertising agencies.

Superior Council of Education:

Constance Middleton-Hope, in her address to the Board, said that it was the wish of the Council to meet this year with as many groups as possible in order to explain the Council and to discuss mutual problems.

The basic mandate of the

DEDICATED PEOPLE

One is generally impressed by the dedication most people have to their work when it is for remuneration but even more when it is not, such as in a volunteer capacity. I was most impressed recently when, as your President, I was a guest at the first festivity celebrating the Diamond Anniversary (60th) of The Ontario Federation of Home and School Associations and had the privilege of meeting many whose records of service in Home and School are to be admired. Tributes were paid to the members of the Ontario Federation by many including the Premier of the Province, William Davis; Minister of Culture and Recreation, Robert Welsh, the Department of Education, the Mayor of Ottawa, and the Durham Board of Education. I think it fitting to mention the name of one Ontario Life Member, Mrs. Siegel, who at 90 is the oldest and longest living member. Mrs. Siegel considers Home and School the most worth-while organization to which she has belonged because its prime concern has always been for all children.

Here the Quebec Federation, while not as old as the Ontario Federation, while not as old as the Ontario Federation, has had and continues to have many who have dedicated their services to children through work in Home &



Elizabeth O'Connell
President

School. Without these concerned people we would have no local Home and Schools and consequently no Federation. Yet, we tend to forget this and the value of the contributions of those without whom we would not be in existence today. There was a need for Home and School in the past and while some of our priorities have changed, because of the advent of School Committees, which we support, the need for Home and School and our Federation still exists.

To the Ontario Federation we extend our congratulations and good wishes for many more years serving children and the community.

Council is to provide the Minister with an annual report assessing needs and conditions of education at every level.

Mrs. Middleton-Hope made a plea for nominations to the Council and its Commissions, asking that QFHSA keep itself ready to put forward names, for the input of such people is vital and as liaison they are very important. The kinds of people to be sought for these consultative groups are strong parent-representatives, and people in the business community.

The English-speaking community is only moderately represented on the Commissions leaving a great deal of explanation to be done by anglophone representatives at the level of the Council.

Quebec Association of Protestant School Boards:-

Bonar Lindsay of QAPSB described the future of Canada as being written in the educational legislation of Quebec. Court action has been started as a challenge to Bill 22 on the fullest grounds possible. The funding campaign has been delayed because the Federal Government has said it would support financially such legal proceedings and application has made for its assistance. A national campaign is planned since the situation is important to all Canadian children.

Regarding provincial contract negotiations with the teachers, Lindsay said that Bill 95 had established the position of the school boards and the teachers' association and the QAPSB had made legal convocations of the teachers' association according to its interpretation of the regulation. However, each time PAPT has insisted that negotiations be carried on in a 'cartel' with the CEQ. QAPSB insists on its right to negotiate with its teachers at a separate 'table'. Legal action is to be undertaken by QAPSB against the PAPT.

See MAGOG, page 2.

What does a lighter teaching load for teachers in Protestant Schools have to do with quality education?**PLENTY.**

We think that a lighter teaching load will provide:

- 1 - Your children with class room teachers who are less pressured by work schedules of 27 and more periods per week thus allowing for a more productive learning environment for the youngsters.
- 2 - Your children's teachers with more time for much-needed class preparation and student evaluation.

Your children deserve a better deal in this area and a recent Quebec Government Study Commission (CETEES) backs us up on this point i.e. specialists in music, art, physical education, release time for class preparation, and increased support personnel for the exclusive use of teachers.

But what about costs?

We're taxpayers too and we realize that talking quality education means talking money. The workload equalization is one step on the road to achieving that value. We welcome the opportunity to improve services to your children by being better prepared for classes and increasing our ability to provide a productive learning environment for them with more time for careful evaluation of their problems and their progress. You bet it will cost more, but many parents like you feel that it's a sound investment.

Invest in the future of Canada ... Your children are worth the investment.



Provincial Association of
Protestant Teachers of Quebec

Montreal Teachers Association
Lakeshore Teachers Association
Chateauguay Valley Teachers Association
St-Lawrence/Richelieu Teachers Association
North Island Teachers Association

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Immigration Green Paper:

Brief presented by QFHSA

In September, QFHSA presented a brief to the Parliamentary Committee on Immigration Policy.

This brief was in response to invitations for submissions following the tabling of the Green Paper on Immigration in the House last winter.

The Executive asked me to head up a committee of study on the subject in order that a brief might be submitted by us.

The committee was a fairly broad one, representative of several elements in Canadian society. Though it never met together in its entirety, an opportunity was afforded all members to study the synopsis of the Green Paper, and several other materials, including the thick multi-volumed Green Paper itself.

The committee was gratified to receive responses and materials from M.P.s of each of three Parliamentary parties.

It was unfortunate that our first draft was prepared in mid-summer. Local associations and executives must not have been able to study it, for we did not receive one reaction to it by the dead line date. It was further unfortunate that we had to prepare the final draft and send it immediately to Ottawa with the approval of the Executive only.

All presidents of local associations have received copies of the completed brief.

I would like to make a few comments on the recommendations.

1. Our committee felt that any new Act must define in clear, simple terms what immigration ought to mean, pointing out what both Canada and the would-be immigrant each have

to offer, it being realized that all Canadians are parties to the immigration process.

2. Lip-service to non-discrimination is not enough; some of our committee members out of their experience as immigrants found a form of discrimination, which, it was felt, adequately kept many of their people out of our country either because they were ignorant of Canada, or because through red-tape they were not able to secure a hearing comfortable and effectively; thus adequate information and consular services must be provided, and not just in a favoured few countries.

3, 4 and 5. Hopefully, economic criteria ought not constitute the prime basis for selection — but, that with well trained, truly responsible officers, the total of personal qualities of applicants will be given due value; further, immediate automatic appeal to refusals will ensure a more just selection procedure.

6, 7 and 8. We recognize that the immigration process does not cease when the immigrant lands; without instituting any form of indentured servitude, we hope that structures will be established to enable the newcomer to fit in, to the Canadian life and the Canadian economy as expeditiously as possible.

We thus recognize the difficulty of balancing the three recommendations, but we do see the possibilities of mutual advantage to both established Canadians and newcomers where:

- a) the federal department of Immigration can add to schooling resources of provincial education systems,
- b) the challenge of the frontier is open to the newcomer, and



CLINTON

Schoolbooks & sex stereotyping

Schoolbooks do not reflect today's society. That is the conclusion drawn by Lise Dunnigan in the recently published "Analysis of Male and Female Roles in School Books in Quebec".

Statistical analysis points the finger at the deficiencies in the books which young girls and boys use as texts, both in elementary school and in high school.

In books still in use at primary levels, Mother always wears an apron or carries some other emblem of her primary function, such as a broom. In more recent publications, there are virtually no females at all.

Social studies books in high school give the idea that woman's contribution to the development of Canada or any other country was negligible. Fortunately in some countries women were able to inherit the throne, or history might have been written without a woman's name being even mentioned.

Does it matter? It may well matter very much. What the child sees in school books should reflect the reality of today's world, is the point of view of the Quebec Council on the Status of Women which commissioned the study.

No favour is done to young girls, especially, if they are unconsciously limited to traditional roles when their contributions might be more valuable elsewhere — and they might live happier, more fulfilled lives.

Summary of conclusions:

Any new Immigration Act ought to:

1. State the meaning of Immigration in terms of what Canada has to offer and what Canada expects of immigrants.
2. To make our immigration policy truly non-discriminatory by providing adequate information and consular services in all countries wherever possible.
3. Refrain from overstressing the economic criteria in selection process and to reemphasize other criteria in the total personal contribution of the applicants for immigration.
4. Provide for the appointment of Immigration Officers of the most responsible calibre.
5. Provide for immediate automatic appeal in respect of refused applications.
6. Institute a follow-up policy including a probationary period during which the newly arrived may attain the objectives of permanent status.
7. Encourage immigrants to move directly to more remote areas of the country.
8. Encourage the involvement of mechanisms and institutions within ethnic groups already established to welcome and to support newcomers.
9. Guarantee the freedom of new-comers from the restrictions of regional linguistic and cultural aspirations.

established ethnic groups can be encouraged to welcome their own people arriving as immigrants.

9. We reiterated our stand in favour of the "Personality Principle", as against the "Territorial Principle" in bilingualism in Canada, in our final recommendation. I might say that we borrowed heavily from an excellent paper on the subject produced by QFHSA's former Treasurer Dr. Calvin Potter. His summary of opposing philosophies was of great value to us.

I have heard two rather pertinent criticisms of the brief — both after it was approved by the Executive and sent off to Ottawa.

I acknowledge the validity of both — but I hope that my explanation in respect of each will clarify the situation and to some extent rebut them.

The first was that we ought to have confined our brief to educational matters. Admittedly, our prime interest is in educa-

tion — in Quebec; yet we felt that we ought to prepare recommendations on non-educational aspects of immigration policy because so many of our members are themselves, "New Canadians"; further, a liberal immigration policy which we expounded in our brief, is consistent with the liberal educational policies we have always espoused.

This liberal stand made it impossible for us to include reference to the need for structures to exclude truly unwelcome elements, for example, terrorist group members, or corrupt, or criminal elements, among refugees from countries undergoing radical, revolutionary change.

The second criticism was in the reiteration of our "Bill 22" stand. Again, this has placed us in the espousal of the "Personality Principle" as opposed to the Territorial Principle of bilingualism; to be consistent, we must apply this philosophy to our immigration policy, hence our ninth recommendation.

Top education slot for Lucien Perras

After serving Montreal's Lakeshore area for better than 30 years, Lucien Perras moves to the position of Executive Director, Council of Ministers of Education (Canada), headquartered in Toronto.

Perras has been Director General of the Lakeshore School Board since 1967, and is generally considered to be one of the best educational administrators in Canada.



Says William Leet, immediate Past Chairman; Lakeshore Board:

"The loss to education in Quebec as a whole is immeasurable... I know that he will bring enormous strength to the new and important challenge he is assuming".

The Council is an interprovincial educational agency set up for coordination, information and liaison purposes. It comes under the direction of the ten provincial ministries of education and is involved with educational matters at provincial, federal and international levels.

Perras assumes his new duties January 1976. His successor has yet to be named. Newly appointed chairman of Lakeshore Board is Beaconsfield resident Gerard B. Hopkins.

Admit two for price of one:

BUY ONE DINNER — YOUR PARTNER'S IS "ON THE HOUSE"

Once again Quebec Federation of Home & Schools offers its members Premiere Entertainment Passbooks. The vouchers in these passbooks allow you to enjoy good restaurants and entertainment at reduced prices.

A partial list of Premiere participants includes Rib n' Reef, La Grenouille et le Boeuf, Réveillon, Sambo, New Granada, Le Fripon, La Belle Poule, Aux Mouettes, La Vieille France, Montreal Steak House, Howard Johnson's, La Rustica, Vieux Amsterdam, Mai Tai, Bill Wong's, Piazza Tomasso, Kenny Wong's, Dionysus, Moulin de la Galette, A & W, Cattleman, Red Barn, McDonald's, Le Vieux Rafiot, La Poudrière, Sadye Bronfman Theatre, Pendulum Theatre, Planetarium, Aquarium, Nuns' Island Golf Club, plus many more.

The price is \$9.50 per book. Apart from personal use, Premiere Passbooks make excellent gifts, and are really a money-saver in these days of rising prices.

Complete the form below and send it with your cheque for \$9.50 per book to Quebec Federation of Home and School Associations, 4795 St. Catherine St., W., Montreal, H3Z 1S8. Phone: 933-3664

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Hope for the future:

A UNIVERSITY FOR PEACE...

By Pauline Ashton, Canadian Home & School and Parent-Teacher Federation

The idealistic dream of a United Nations University, a world campus where students from a multitude of nations can learn the techniques of peace, may be stillborn.

But men and women from many countries, particularly Canada, strive for the reality.

Montrealer Roger Gaudry, former Rector of the University of Montréal, is first Chairman of the Board of Governors of UNU - he took up his job this summer. But there is still no university, just the administrative superstructure, and hardly any budget.

Former Torontonian Harold Taylor, now a U.S. author and educator, has pushed and shoved and argued the idea to UN officials for two decades. And Montrealer John Parker, former president of Quebec Federation of Home & School Associations, got the Canadian Home & School and Parent-Teacher Federation interested in supporting it back in 1965. John Ricketts is the current watchdog for CHSPTF, and a source of information on the University's progress.

Taylor, writer of the controversial liberal-leaning book "Students Without Teachers", argues a simple thesis for UNU. "Every country has military academies teaching the art of war - Why shouldn't we have universities teach the art of peace?"

Taylor brilliantly outlines the history of the UNU dream in a booklet available to any H & S local interested in examining and discussing the idea, from the United States Committee for the United Nations University, 241 West 112th Street, New York, N.Y., 10014.

The long, arduous story of the United Nations University dates back to the League of Nations in the twenties when it was first suggested as a way of helping to create a collective security to counterbalance rising nationalism and the use of mass violence in international affairs.

But the trouble, then as now, is that contemporary nations

still believe that war and military strength are the most powerful instruments for achieving national security and international stability. They are prepared to pay exorbitant prices in social, economic and human terms to continue the institutions which feed the energies of the war machine.

Taylor says, "Now is the time to stop short and announce once again that wars can and must be stopped and prevented and that there is a strategy of peace-making, peace-building and global development which can be taught and can be learned."

Taylor also points out that from the end of the Second World War to 1973 there have been 103 wars with an estimated 20-30 million deaths and uncountable millions of refugees. Nearly all the wars have been civil actions to overthrow regimes. In only 18% of all the cases has it been possible for the UN or any other international agency to settle or prevent war by mediation, negotiation or non-violent solutions.

But in the Seventies people have begun to hope that there are practical alternatives to the continuance of an obsolete system of nation-states jostling for position while using their educational institutions to build social, economic, political and manpower resources to carry out the jostling.

By 1972, after half a century of talk and negotiations, the UN picked up the ball and passed a resolution directing that a charter be drawn up. A year later, the draft charter set out that the university "shall be an international community of scholars engaged in research, post-graduate training, and dissemination of knowledge in furtherance of the purposes and principles of the Charter of the UN - peace, social justice, the economic well-being and cultural nourishment of all men on this small planet of ours..."

The original idea was for a central campus and student body, but now it is hoped that the University will operate internationally using existing campus

ses in every country as branches governed by a central office at the UN.

Financial support must be voluntary from UN-member governments - and there's the biggest drawback.

To date, Japan contributed \$100 million, of which \$20 million has already been spent. Canada considered kicking in \$10 million, but our government has not moved yet. No other countries have given money yet - although eight have offered facilities and buildings.

It is hoped that research and training will be carried out for UNU by international teams of distinguished scholars and scientists from many disciplines, appointed by the Rector and Governing Council of the University, working in regional centres throughout the globe. Distinguished experts might leave their own universities for a year to lecture in other countries or research study papers.

A year ago, Toronto's mayor, David Crombie offered a regional campus in his city, but so

far nothing has been done. UNU is still in its formative stages with a rector, a board of governors from 24 countries, and very little money - and it lacks the support of world power-brokers like the USSR and the US.

The idea of a UN university is good, so good that leading experts like renowned architect Buckminster Fuller and anthropologist Margaret Mead have given full support. But very little general publicity has been given in the media so far.

The Canadian Home & School and Parent-Teacher Federation has been intrigued with the idea for years - until 1972 when they too lost heart. Perhaps it's now time for H & S locals to discuss the university and push their members of parliament for support with a Canadian contribution of cash.

It may sound like pie in the sky, but it's better than war. Remember that Canada has a sophisticated military college system - why not have students learning to be negotiators and conciliators for peace?

Federal grants available for cultural aims

Twenty-nine federal grants worth over \$51,000 were recently awarded to groups in Canada by Hon. John Monro, minister responsible for Multiculturalism.

Grants were valued from \$1,000 to \$7,500. The latter to assist in the establishment of a Byzantine art museum in Montreal.

Typical projects receiving grants:

● \$1,200 for a Scottish Concert in Dutton, Ont.

● \$3,800 for research and printing a Croatian Folklore Manual for teachers and students. Sudbury, Ont.

● \$1,000 for a five-day ethno-cultural celebration at Indian Head, Sask. This to create an awareness of the cultural diversity of the district.

This program is aimed at developing an awareness of Canada's cultural diversity and encourage Canadians to share their heritage.

ED.NOTE: If your local has a project that fulfills this ideal, contact Judith Heft in Ottawa. Phone 613-992-6243.

All these organizations have earned \$100 to \$1000 with our help.



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Economics helps students make realistic decisions

"If the public wants a first class education system for their children, then there is a cost they must and have to pay. If they won't pay the cost, then the only result can be poorer educational opportunities which will shortly result in higher education operating costs, to say nothing of the terrible cost to be paid by the poorly educated children".

That's the global message delivered by R.C. Scrivener, Chairman, Bell Canada, to educators and administrators at this year's Canadian Education Association Convention.

His topic: Economics in Education.

His overall message is that more emphasis should be placed on economic considerations in the educational system at all levels, primary, secondary and advanced.

"I appreciate it is very difficult to isolate economic considerations from sociological factors in trying to explain the functioning of the market place to informed people, let alone to students who haven't yet or are just starting to question things, but..."

"To this process of building real life experience situations appropriate to the age and educational level of students, into all subject matter wherever possible, I would add the importance of stressing standards and competition throughout."

Business is concerned too

Scrivener says "it is sad to see the cost to the individual of not being able to spell or write even passably; of not being able to do simple arithmetic and of being completely baffled by percentages; and of not being able to read readily and even then not being able to comprehend written direction".

The philosophy which underlies Scrivener's assertions is that a market place economy governed by the "millions of individual decisions is the one consistent with our democratic form of government and which will withstand pressure yet protect freedom." And while

he admits democracy and the market place have never been efficient, he says "they work better than any other approach."

"It is just for these reasons I urge you to build the teaching of economics strongly into every possible aspect of your curriculum, your texts and your methods, because our students should at least know the pros and cons and implications of the individual decisions they are making daily, trivial as each one may appear to be."

Start early!

"Children can be taught some very basic concepts at a very early age without understanding the philosophical base of the concepts." Says Scrivener, "true and false; pain and pleasure; reward and punishment are part of our upbringing, varying in each case but inevitably becoming "the basis for our individual value systems and therefore a fundamental base for future learning."

Scrivener stresses that he has no intention of telling educators how to run their show, but he urges the insertion of economics into the curriculum as a primary teaching tool. By itself as a subject he admits it to be "very dry indeed."

"In teaching future engineers, technicians, doctors, lawyers, scientists, accountants and historians (ED. Wonder why he did not include future businessmen) emphasis on the direct and implied economic considerations in the decision making process of these occupations should have as much emphasis as social implications, if for no other reason that the two can not be separated in real life decision making."

He suggests that the elimina-



SCRIVENER

tion of competitive disciplines has created an unrealistic evaluation of the world after school, and has built false expectations in the student.

"Education," maintains Scrivener, should establish an atmosphere "which resembles the real world the student must confront sooner or later."

"There appears to be a growing uneasiness, what Peter Drucker calls a 'discontinuity', that exists between the real world and the standards and the content of the teaching in our schools."

Often questions and criticisms are improperly directed to teachers instead of the administrators.

Scrivener feels that if those 'on the firing line' are to do a good job the process of change must begin with the administrators.

"Personally I think that some shift of emphasis is required rather than a wholesale restructuring." He thinks the stress should be on what the school and the world outside the school expects of students and questions that "this is consistent too with a growing discontent with too much emphasis on rights and too little on responsibilities in or our society."

RECOMMENDED FILMS

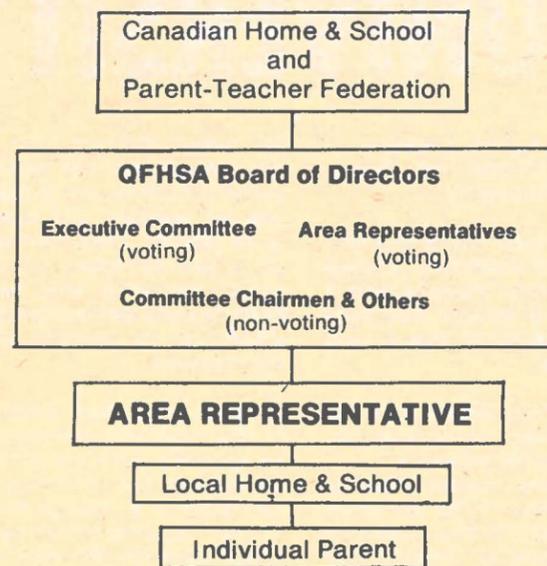
The Media Committee of Canadian H & S has reviewed and recommended two films, one for parents and one for students.

"Child Behaviour Equals You" advocates one way, but certainly not the only approach, to effective parenthood. The kind of adult a child becomes depends on the parents and on all those other influences including 'media'. An excellent film for parents of small children and for prospective pa-

rents, by Crawley Films, 15 minutes long and available through the National Film Board.

A Coronet film, "Masculine or Feminine - Your Role in Society" helps students compare different views of the roles of males and females in society, understand that traditional roles are changing, and re-examine their own attitudes. This 18-1/2 minute colour film is available from Coronet Films, 65E South Water Street, Chicago, Ill, 60601.

Area Rep ... essential link



Areas with Area Representatives: **Lachine**, Bill Lynn; **Mt. Royal**, Mrs. Janet Goldberg; **N.D.G. 1**, Mr. Viv Heller; **N.D.G. 2**, Mrs. Donna Sauriol; **LaSalle**, Mrs. Aldis Lee; **Dorval**, Mrs. Sandra Keightley; **Westmount**, Mrs. Jean Aguaro; **Lakeshore II**, Mrs. C. Walkington and Mrs. B. Milne-Smith; **Lakeshore III**, Mr. B. Warkinton; **Chateauguay**, Mrs. D. Mosily; **Saguenay Valley**, Mrs B. Hunt; **Eastern Townships**, Mrs B. Kerr; **Seven Is-**

lands, Mr. C. Barnes, **Bale Comeau**, Mrs. K. Darby; **South Shore**, Mr. L. Roberts; **Western Quebec**, Mrs. T. Lohoar; **Gaspé**, Mrs. D. LeGresley.

Areas without Area Representatives: Montreal Northwest, Pierrefonds, St. Laurent, Montreal North, Montreal Central, Montreal West, Cote St. Luc, Lakeshore Area I, Lakeshore Area IV, Ormstown, Bedford, Greater Quebec, North Island, Abitibi, Laurentian.

Who constitutes the local exec?

Parents, teachers, the school principal are all involved or should be.

So says Bill Asherman, life member of QFHSA and constitutional specialist of the Federation.

He adds there are no hard and fast rules but generally he sees the Local Executive Committee as follows:

The Officers, School Principal, three elected members, two members of the staff, the chairmen of standing committees and the official representatives to the Regional Council.

Of course there are many variations of this listing but the important fact, according to Asherman, is that everyone should be active... everyone should have an equal voice: Parents, Teachers and Principals.

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VOLUNTEERS IN EDUCATION---WHY?

By Joan Dougherty, Vice-Chairman PSBGM

The volunteer has a long tradition in North America, and in the field of education, where volunteer programs progress have grown tremendously in the last few years, I believe that volunteer participation has proven itself to be desirable and critical.

A community activity as precious as the development of its citizens - as children or as adults - can only be meaningful, and therefore successful, when its direction springs from and maintains strong links, with the community it serves.

It is my belief and my fondest hope that it is the power of volunteer involvement which will in the long run force 'schooling' to become 'education' in its fullest sense - an exciting community enterprise concerned with the intellectual, social, emotional and physical growth and well-being of all of its citizens.

In recent years school systems all over the country have discovered that the effort of recruitment, training and supervision of volunteers has been even more worthwhile than expected.

Thousands of school volunteer programs across the continent are living proof that volunteer involvement in the schools can indeed have these positive results.

One of the most thorough and encouraging investigations of this whole subject entitled "Volunteer Parental As-

jobs, part-time or otherwise. Perhaps part of the answer is to pay volunteers at least for certain types of work. However I do not think that it really matters whether they are paid or not, for from my point of view it is the 'spirit' which we must not lose; it is the nature of the involvement, the personal commitment which is important and which must be nurtured.

James L. Hymes, Professor of Education at the University of Maryland, has written - "Every teacher, no matter what the grade level, should have an aide, a helper, a coworker with her in the classroom. It makes no difference whether the helper is a paid aide or an unpaid volunteer. The aide can be a parent of a child in the class or a nonparent; the aide can come from the area served by the school or from outside the neighbourhood, the aide can be a young person or someone older, a trained aide or someone learning on the job.

"The qualities of the aide - whether paid or unpaid, trained or untrained, a parent or nonparent, a neighborhood resident, a youth - will shape the contribution that the aide will be able to bring to the classroom. But no matter who the aide is the basic fact remains clear: A program becomes better whenever there is more than one hand, more than one set of eyes and ears, and more than one pair of hands and feet.

"We have long operated, at most grade levels, on the assumption that one teacher can all that needs doing in a good

However not all volunteer programs are successful. Problems often cited are: staff resistance to the volunteer, irregular attendance by volunteers, high dropout and turnover rates among volunteers, recruitment problems, especially in low-income areas, problems with communications, too much time involved, etc.

I believe however that these problems can be overcome where School Boards take the time to develop staff awareness of and staff skills to use the enormous potential of volunteer involvement and where they make a corresponding effort to commit funds and personnel to insure the success of a volunteer program. School Boards must be prepared to make the

First of all, we contend that recruitment should be as open as possible in order that we can maximize the potential for enhancing the attitudes of as broad a range of the parent population as possible. We believe that selective recruitment policies which tend to bring into the school only those parents who already have positive attitudes toward the school or who are already perceived as being loyal friends of the school, will fail to capitalize on the potential that we visualize in volunteer programs.

— Dr. H.G. Hedges
Ontario Institute for Studies in Education, March 1973.

The Plowden Report, a correlational study involving 3000 British pupils in 173 schools, looked at factors affecting student achievement; home environment and relation to the parental attitudes. It found that the greatest variation in achievement occurred in relation to the parental attitude toward education. It has shown that by interesting and involving parents in the educational process there can possibly be an improvement in the academic performance of the children of those parents. Thus by becoming volunteers, one expression of paternal attitude toward education, it is potentially possible to enhance the parents' understanding and support for the school and possibly influence their children's progress and achievement.

Volunteer Program, Handbook
R. Cussons, Principal,
New Central Public School,
Oakville, Ontario.
Oakville, Ontario.

... the greatest obstacles to the development and maintenance of comprehensive volunteer programs in schools have to do with the security of principals and teachers. However, teachers are aware of the need to spend more time on professional functions in the classroom and to spend more time with individual students. Unless we develop plans and strategies for reducing

overcome the sense of alienation, hopelessness, and "don't care" which afflict far too many adults and students today. Volunteering can help people to feel useful. It is a small step by which people can begin to get hold of their social environment and influence it. Deep down everyone wants to do that.

Nowhere is this phenomenon more true than in so-called

A survey of volunteer's attitudes reveals motivations and rewards that relate more closely to feelings of worth, satisfaction, and accomplishment, a sense of making worthwhile contribution, pleasure in opportunities to work with adults, insights into instructional practices, pride in seeing evidence of student growth influenced by their work,...

"Volunteer Assistance in Schools: Help or Hindrance?"
Dr. H.G. Hedges,
Ontario Institute for Studies in Education, March 1973.

the obstacle of the insecurity of teachers and thereby making it possible for teachers to accept other adults who will share in their activities, the opportunity to improve the quality of the classroom experience for our youngsters will be denied.

"Volunteer Assistance in Schools: Help or Hindrance?"
Dr. H.G. Hedges,
Ontario Institute for Studies in Education, March 1973.

Perhaps it is time to consider why there are school volunteers. Until now both research and established program rationales have stated the reason in terms of the assistance provided for both students and staff.

Consider a second major objective for school volunteer programs - communication. In a period where schools are perhaps the most highly visible and misunderstood institutions in our society, any method whereby

clear, accurate information is exchanged about our function has to be considered a priority! There is no better technique for this information process in a school setting than a group of effective, involved volunteers who have an accurate, positive understanding of the school's objectives and daily operation, which they share with the school community. It is now time for every school desiring an involved, responsive and informed com-

munity to consider the advantages and values of a volunteer program! Don't let the myths and problems in volunteer programs (covered later in this edition) provide the excuses for not developing a plan to utilize the tremendous resources inherent in school volunteers.

— R. Cussons,
Principal, New Central Public School, Oakville, Ontario
in "Moccasin Telegraph", Autumn 1975.

Utilization of volunteers on a broad scope and basis in schools is a recent innovation which has its inception in England and the United States during the early nineteen-sixties. In this era of educational accountability and community involvement in education, volunteer assistance has the potential to provide a basis for understanding and inter-action between educators and the communities they serve.

Volunteer Program Handbook
R. Cussons, Principal
New Central Public School
Oakville, Ont.
Oakville, Ontario.

culturally deprived neighborhoods and I believe all enlightened schools can provide the opportunity for a community to renew itself through the meaningful growth of all of its citizens. By 'enlightened school', I mean a school which has the confidence to be willing to risk itself and get involved in all kinds of things that go way beyond traditional schools, a school that doesn't mind change. Not that the enlightened school should throw away the traditional objectives - I think most people really have the same objectives for education and they are good ones. The change would be in the means of reaching objectives. Who knows what variety of ways we will find to reach them when we let voluntary effort influence the school program's direction and form, and when we train our teachers to be able to capitalize on student, parent and community volunteer potential!

Schools must be concerned with education, and to be so they cannot exist in a vacuum. They must be continually generated, fed, guided and supported as a community enterprise by all the people in the community. Grass roots involvement in our schools can provide critical links with the community which will make this possible.

assistance in Elementary Schools' has been done in 1972 by H.G. Hedges, Director of the Niagara Centre of the Ontario Institute for Studies in Education.

In a speech delivered in March, 1973 at the University of Calgary, Dr. Hedges concluded "Considering the evidence provided we are prepared to contend that no school and certainly no school system can continue to ignore the potential in volunteer programs."

It is a pity however that just when volunteer participation has so effectively proven itself, many communities are now experiencing greater and greater difficulty finding volunteers. More and more potential volunteers are looking for paid

classroom. This is our tradition; it is a bad tradition. It is time for a change. We have to break with tradition so that every teacher may get the help she needs and **the children deserve.**" (*Aides to Teachers and Children Copyright 1968 by Association for Childhood Education International*).

Dozens of books have been filled with glowing descriptions of the thousands of special projects in libraries, community information, learning disabilities, career counselling and classroom enrichment which are being carried on as a result of volunteer initiative and commitment.

necessary commitment to reap the many important rewards of volunteer participation. One of the noteworthy aspects of the school volunteer development has been the influence of projects where students act as volunteers to help other students or to work as volunteers in the community. Reports indicate significant improvement in attendance, behavior and school achievement of the student volunteers themselves.

Students of all ages are helping other students in reading, math, foreign languages, science, art and physical education; providing noon hour and after school recreation; coaching gymnastics, aiding on field trips, in the library, work-

ing with gifted children, serving as club leaders and assistants, building creative playgrounds and working with physically and educationally handicapped students. In my view this is a significant development in volunteering because I think this is where it must all begin. Volunteering is a habit; an attitude which must be nurtured in our children. It springs from and results in a sense of social responsibility. For many students it can begin to bridge that ever widening gap between school and the stuff of real life. Volunteering can help to

Research into reading and literacy valuable tool for teachers

Reading problems can be solved

After intensive study, Dr. Hardy provides her own interpretation of the results of research in the field of reading and language arts as they apply to current educational requirements and in terms of practical implications:

- Schools can easily respond to the demand for the specific teaching of literacy skills (bearing in mind that language and usage are constantly changing). Increased emphasis on literacy would occur at the expense of other curriculum areas.
- With adequate classroom instruction, most children learn to read without difficulty. For some 15% to 25%, additional assistance is needed.
- Individual instruction is needed for about 3% of children with severe language difficulties. Non-reading is rare among children of reasonable ability.
- It is never too late to teach an individual to read.
- With some children, teachers and parents should delay reading instruction until the child can master the task without stress.
- Minimum literacy standards should be established as well as a monitoring system. In establishing standards, social and cultural differences should be taken into account.
- We know enough about how children learn to read to get on with the job, even though the reading mystery remains unsolved.
- In terms of perceptual (or decoding) versus the language (or meaning) approaches to beginning reading, there should be no polarization of views but a realization that the positions are not incompatible.
- There is no 'right' method for teaching reading. Many methods and combinations of methods are effective.
- There are no 'right' instructional materials for reading.
- The effective teacher of reading develops methods and uses materials in a way that 'work'.
- To be an effective reading teacher it is necessary to understand the process of reading. Beginning teachers need extended assistance, as they learn to teach reading by teaching reading.
- Beginning reading teachers need a specific program outline.
- Canadian reading educators and researchers need to pool their resources and information more effectively.

"There is no need to tell you that the schools are assaulted from all sides with allegations that standards of spoken, read and written language have fallen."

So commented Dr. Madeline Hardy to delegates attending 52nd. Canadian Education Association Convention.

"Nor is this situation peculiar to Canadian culture." She mentioned the Bullock Report of 1975, an inquiry into the state of literacy in Britain sponsored by the Secretary of State for Education and Science. It considered all aspects of teaching the use of English including reading, writing and speech. It studied ways to improve practice, initial and in-service training and how to monitor skill attainment.

Dr. Hardy says that literacy, both in Canada & Britain has become very important now that students are staying longer in school; that more service jobs are demanding literacy skills and there has been an expansion in junior management jobs which require report writing ability.

The recommendations of the Bullock report are valid here, says Dr. Hardy.

The results suggest that the-

re are better systems to be developed for assessing reading, writing and speech skills.

The report concludes that greater emphasis should be placed on the development of language skills of pre-schoolers and nursery children complemented by improving staff/pupil ratios in primary schools.

The report also advocates the organization of a developmental policy in reading competence for each age and ability level establishing each teacher's involvement throughout the years of schooling.

One of the main points mentioned was the need for close consultation between schools and keeping effective records to ensure continuity in language skills for every pupil.

In addition, specialists, early screening for prevention of cumulative language and reading failure, remedial centres, provision for increased assistance to adult illiterates and semi-literates are all among the useful and needed tools toward better literacy.

Humanize High Schools NOW...

"Senior students have great potential for responsible action", says Barbara Moore, a Montreal Home & Schooler involved in education matters for the last ten years. "In many high schools this remains largely untapped."

Mrs. Moore, in a brief to her school board, asks for community animators or 'facilitators' to plan and implement a program which will develop this potential. CEGEPS have them — why shouldn't high schools? And high-schoolers are more in need of this kind of support to make sure that school life fills their needs.

One example of such a program of animation could be

lunch-time activities, in which senior students or community volunteers would play a role. Regulation 7 of the Department of Education sets out guidelines for these and similar student programs but lack of manpower to handle the intensive planning required seems likely to have restricted implementation.

With the development of Leadership Training for senior students, this kind of activity becomes possible and effective, either in their own high schools or in the senior grades of elementary feeder schools. Teachers would continue to be involved along with their students, but the onus of planning and finalizing arrangements would be shared by the animator.

Students Councils would benefit from this sort of professional support to provide organization and training.

The cost of an animator's services, continues Mrs. Moore, would be more than paid for through savings on building maintenance and repair, where costs are now soaring because of vandalism encouraged by student alienation and frustration.

Make drinks weak and space them out.

Habitual drinking builds dependency, so a drink should be a pleasant, occasional, occurrence.

TEENAGERS AND DRINKING

Teenagers tend to drink the way their parents do, says the Ontario Addiction Research Foundation. So also said Dr. John Unwin of the Royal Victoria Hospital, Montreal, at the QFHSA Annual Conference last June.

Dr. Reginald Smart of the Foundation makes the following suggestions for parents:

Teach a preference for wine and beer over spirits.

Any drinking should be done with food in pleasant, sociable surroundings.



STAIRS

MCBURNEY

FIELD

Saturday Afternoon

SPECIAL EDUCATION

Campbell McBurney, Lars Field and Arlene Stairs of the Gaspesia Board began their session by describing the kinds of problems which are helped by Special Education programs: retardation, physical and learning disabilities, slow learners, cultural deprivation and emotional disturbance.

A slide show illustrated some of the activities useful to teachers working with children with such problems.

Then three groups set about discussing the needs of the

exceptional child on entering school, at the elementary and at the secondary level, and how such children can be integrated into the life of the school and of the community.

Though the leaders had hoped to get down to how to involve parents in support of Special Education, it was clear that information had been the most urgent need. They hoped, however, that parent groups will show an interest in taking part in Special Education programs at local schools, such as the new Hopetown Special Education School.

Feature of Special Education session was group action to work out specific problems and spread experiences.



Saturday Morning

PARENTS AND VOLUNTEERS

In the schools represented at this Conference, parents help in libraries but only one parent works in the classroom.

Mrs. R. Prévost, the parent in question, spoke to the workshop about what kinds of help she was giving, for the second year running, to children in the classroom at her school. Principal Mr. C. Journeau, New Carlisle High School, said that past efforts to recruit volunteers had met with little success, since parents did not seem to want to be involved.

Though a parent in the audience expressed her own frustration at not being allowed



PREVOST

to help make possible field trips and smaller classroom groups, there seemed some support of the idea that the tight-knit quality of communities on the Gaspé coast made the use of parent volunteers in some roles very difficult.

Federation's 'Shop-at-Home' service

H & S holds Gaspé conference

H&S Associations in far corners of the Province have a slim chance of taking part in their Federation's annual meetings and leadership conferences. To solve this problem, make the conference to them!

That is how the "Gaspesia 75" Conference held in New Carlisle, September 19/20th came about, the brainchild of President Betty O'Connell and Gaspé Area Director Diane LeGresley.

The New Carlisle, New Richmond and Shigawake-Port Daniel H&S Associations, and the Regional School Board of Gaspesia, supported Mrs. LeGresley in arranging the conference program. Between them, they hosted a supper, a dinner, a wine-and-cheese party and a square dance, and they provided billets for the out-of-town speakers and Home & Schoolers.

President Betty O'Connell, along with a 'headquarters' team of six vice-presidents and others, drove the 600-odd miles to New Carlisle along with Dr. Tali of McGill. Mr. Gavin Turley of the YMCA made two overnight train trips, there and back, in order to take part.

Nearly a hundred parents and teachers registered for the workshops, some from as far away as Murdochville and Matapedia.

What was accomplished? Reports suggest that the Conference will do much to increase the interest of local parents in their schools and the system of which they are part, through the development of informed and enthusiastic leaders.

For the visitors, it gave an insight into local concerns and conditions, a new relationship with some friendly and hospitable people, and happy memories of the natural beauty of the Gaspé coast in the Canadian fall.



Saturday Morning:

TESTS AND EXAMINATIONS

The school board and the school each year in May-June have to cope with an amazing array of errors and confusion originating at the Department of Education".

So said Lorne Hayes (Assistant Director-General of the Gaspesia Board), Ferne Howatson (member of the Board executive), and Shirley Duncan, Principal of Murdochville School.

And when all the wrongs have been righted and the exam completed as well as possible, students too often receive marks plainly incorrect.

In discussing alternatives to provincial or any other kind of examinations, many people felt that the competition inherent in exams was desirable, and that traditional ranking of students

on the basis of exam marks was in line with society's way of distributing rewards — unequal — as well as nature's way of distributing ability.

Discussion turned to provincial Grade 6 tests in maths, English and French. The results were so late, error-ridden and therefore unreliable, that no profit was felt, the speakers agreed.

From the Gaspé, the Department of Education's Measurement and Evaluation Service looks like an overstuffed, bungling, make-work project for computer programmers.

Friday Evening:

COMMEL AND THE RURAL SCHOOL

Dr. Ron Tali of McGill's Faculty of Education spoke on the recommendations of the Commel Group, set up to study small elementary school boards.



TALI

Three recommendations appeared most significant, said Tali, a member of the original team. One was the idea of a 'minimum program for a school system instead of a budgetary figure within which administrators calculate what they can afford, choosing between specialists and curricula (which may all be regardable as minimal). From this idea comes the recommendation that a budgetary formula be developed to support the 'minimal' program.

The third significant recommendation is that the Department of Education should study systematically what are the effects of school programs, and how they are being carried out.

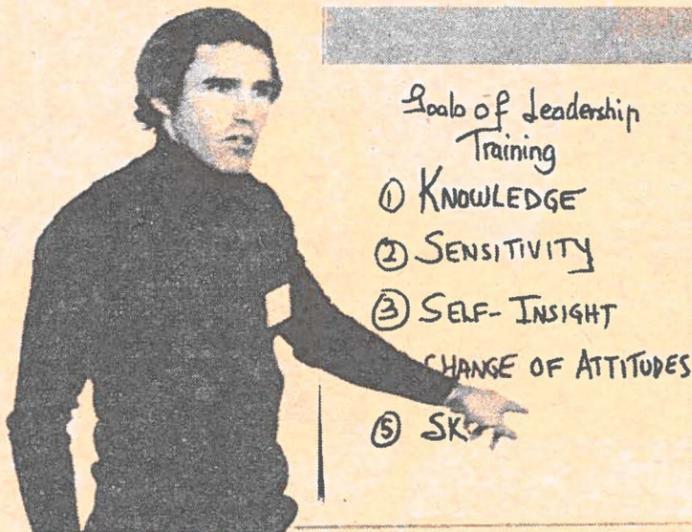


Saturday Afternoon LEADERSHIP

What is leadership, and how to lead a community into rational change, were the basic questions of Gavin Turley's workshop.

The YMCA Director from Westmount set the participants to work developing some of the ideas and information arising from the preceding discussions.

Better communication between the home and the school, proved a priority of each small group asked to rank in importance three topics which had come to the fore during the Conference. Was this possible or not possible, groups of Optimists and Pessimists were asked. Yes, said the Optimists for the home and the school share a concern for the child, H&S and its leadership is there



TURLEY

to help, and education is important in the world today. No, said the Pessimists, the Gaspé's population is small and scattered, the teachers are a cut above the parents financially and socially, education is not important when one lives off the land, and teachers and parents cannot speak to each other frankly and kindly.

Everyone present participated in making these statements and felt important to the discussion. This is the secret of animating meetings, says Turley. The concerns of everyone present should be able to be revealed. From that point on, the leaders of a group will be those who 'accurately assess the most appropriate behaviour at a given time'.



JOURNEAU

Yet, as the workshop came to an end, both parents and teachers were thinking up ways in which parents might be involved — in a French class, library projects, field trips and special presentations...

What Habitat means to you

By Pauline Ashton, Publicity Chairman, Canadian Home & School and Parent-Teacher Federation.

In June 1976 Vancouver will host a mammoth United Nations conference on Human Settlements called HABITAT — and it's a golden opportunity for Home and School locals to set up stimulating discussion programs.

These won't be dead-end discussions. The Canadian Government is looking for feedback this year from community groups as a basis for consideration and action by the more than 100 nations slated to attend Habitat.

There is no end to the topics to be tackled. Consider — by the end of this century world population will double to over six and a half billion with more people living in cities than in rural areas. For Canada this means that the equivalent of 40 new cities the size of Halifax will have to be built — or eight cities comparable to Vancouver. This is already happening in Quebec with the onslaught of Mirabel, the James Bay project — and in Labrador.

The Vancouver conference has a commitment to come up

with ideas to improve the quality of life in settlements — throughout the world. Delegates will discuss how to create better arrangements for living and try to formulate effective action through exchanges of information on living problems found in individual countries.

If you wonder just how your local area fits into this realm of high flown ideals — look deeper into your community. How does it deal with such things as ease of finding work, shelter, transportation; along with the broader issues of pollution, land use, social and cultural amenities — all the goods and services and intangibles which together make an effective community or a dismal disasterous environment?

Feedback from local meetings

and discussions can be sent to the Canadian Participation Secretariat, Ministry for Urban Affairs, Ottawa, Ont. — or phoned to Ottawa direct (613) 995-9315. Groups can get a folder of discussion materials on Habitat by writing or phoning that office. There's an important booklet included, written by famed British economist Barbara Ward setting out the issues. Also a little digging around in your own community might turn up a speaker on the subject from the high school, university, or CEGEP.

Here are a few suggestions for discussion topics on a local level:

What expanded role will schools play in large settlement areas to stimulate both the intellectual, social, and athletic needs of the entire community?

How can we ensure sufficient housing will be available at reasonable cost?

How can cities and towns be made more pleasant places to live?

How can Home and School improve the community?

The United Nations hopes that Habitat discussions will mark the beginning of a three-fold process both in Canada and internationally to determine goals and priorities for the future — by identifying the problems

to be overcome and making firm commitments for action individually, regionally, and nationally.

Economist Ward calls future human settlements "a crisis of sheer quantity — with urban settlements growing twice as fast as population — and the big cities of over half a million growing twice as fast again."

Ward sees settlements existing to satisfy the many and varied needs of its inhabitants and she warns — "throughout history, societies have only been able to stand so much

disproportion between the rising frustrations of the majority and the satisfactions of the elite. Ghettos and slums, in which poverty and hopelessness destroy family cohesion and personal self respect, have always bred violence."

It seems that some of Ward's concerns and warnings are coming true in the hopelessness of New York City which has been skidding out of control into bankruptcy and chaos. Does your community have similar problems? Could you avoid them?

Teachers' classification:

Study calls for changes

A classification system based, as now, on scholarship and experience, but with qualifications receiving greater emphasis than years of schooling, is the recommendation of the Quebec Classification Study Commission.

A restriction should also be placed on the quantity of studies by a teacher at the same level, says the Study.

Other recommendations are for a 'Classification Bureau' of employers and teachers to evaluate qualifications and

issue attestations; for a system of categories grouped in four sections each of which would be based on initial diplomas; and for special recognition for technical-vocational teachers with more than the minimum experience.

Teachers with non-Quebec qualifications should not be evaluated either more or less favourably than those with Quebec training. All teachers should be integrated into the new plan and, to advance, meet all requirements.

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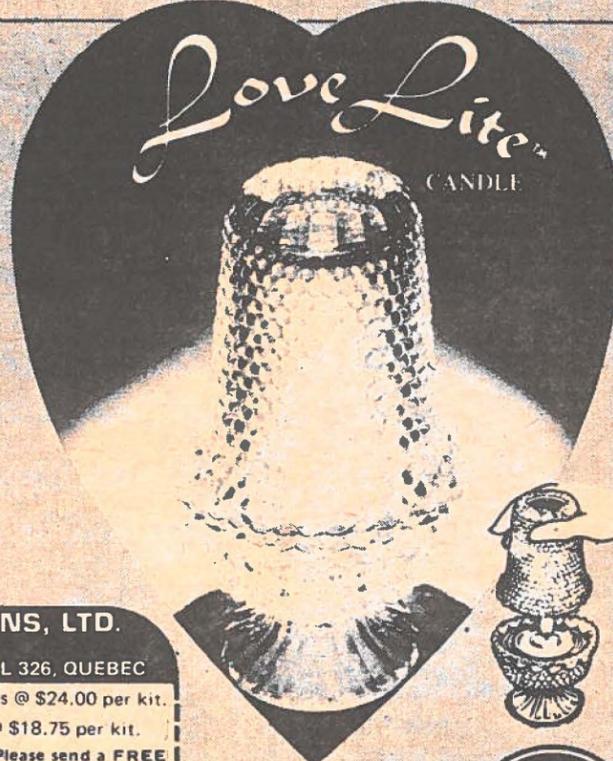
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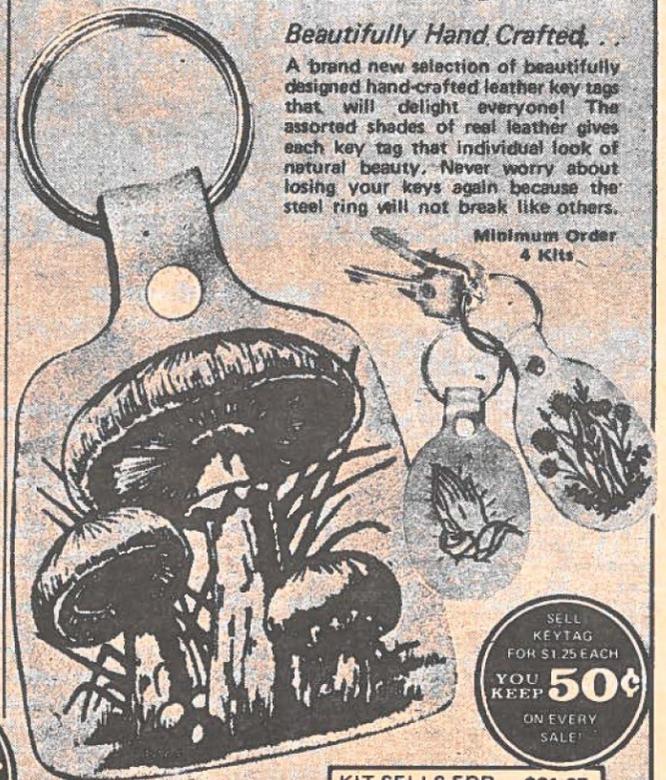
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WHO'S IN CHARGE?

Collective bargaining and public policy

At this difficult moment in the process of contract negotiations between Quebec's teachers, school boards and government, an article in a recent edition of the Pennsylvania School Boards Association Bulletin raises some interesting questions which parents and other onlookers to the ongoing battle of wills might do well to consider.

- Where is the line drawn between a teachers' union bargaining in the interest of its members - and the public policy which is entrusted to the charge of elected public officials?

- Should a school board bargain over items such as class

size, deployment of assignment of personnel, basic services and extra-curricular programs?

- Employee union have a very legitimate interest in representing their membership - but can they represent children or the general public?

The article goes on to say that school boards have the power, and the duty to use that power, to preserve the public interest. Collective bargaining laws should therefore explicitly limit the scope of bargaining, so that the general public interest is given precedence over the self-interest of the employee organization.

What teachers want

- **Salary increase** of 43% over their last (1971) contract - 23% 'catch-up' and 20% over cost-of-living adjustment.
- **900 minutes teaching time** for both elementary and se-

condary teachers. It is said that at present Catholic teachers average 22 periods (990 mins.) and Protestant teachers average 25-27 periods (1125 minutes plus).

- **Elementary specialists** in elementary schools outside the pupil-teacher ratios.
- **Maximum class size** according to grade level and course.

Bill 95 conflict

A court ruling has been requested by boards to decide whether boards and teachers will meet separately from, or together with, their French Catholic counterparts.

Workload and Job Security

A lessened teaching load, use of specialists and a maximum class-size are opportunities to improve teaching quality. However, they also promote job security for teachers threatened by a dropping birth rate and lowered enrolments.

Similar concerns, different practices

Teachers' demands coincide, but board practices do not: Inequity in workload is indefensible, but Protestant boards prefer adjustment 'up' rather than 'down'.

QFHSA

"End centralization"

At its October meeting, the Executive Committee of QFHSA prepared the following statement on the position of H & S with regard to teachers' contract negotiations:

Quebec Federation of Home & School Associations deplores the power struggle resulting from provincial-level negotiations between government, school boards and teachers.

Quebec Home & School recommended the setting up of a Ministry of Education to the Parent Commission of the sixties, but regrets the extreme centralization which has since developed, to the detriment of all those concerned with education, including the child.

For this reason, QFHSA calls for a return to school board-level negotiations, and a system whereby school boards, with the aid of government funds, are able to maintain (in consultation with administrators, teachers, parents and other educators) schools designed to meet the educational needs of the children in them. Only in this way will the flexibility necessary to meeting local priorities be possible.

A factor in the discussions

now going on is security for teachers whose jobs are threatened by the low birthrate.

Retraining and career-changing is a fact of the present and the future for people in all walks of life. In the case of teachers, QFHSA suggests that future entry to the teaching profession be limited, with better evaluation than at present of the teaching potential of candidates for the profession.

QFHSA also sees a role for teachers in retraining programs for those in the labour force for whom a career change becomes necessary.

QFHSA policy on decentralization and on some of the items under negotiation is based on resolutions passed at its Annual General Meetings. It has in recent years requested specialist elementary teachers outside the imposed pupil-teacher ratios and a pupil-teacher ratio of 15 to one in the French (second language) classes which are mandatory in English schools. We can see no benefit to reduction of workload in any other manner.

The teachers have our sincere sympathy and support in their efforts to secure salaries more in keeping with those across Canada.

SAFE DRIVING WEEK DEC. 1-7

CUT THE TOLL OF LIVES

Matriculation Exam Farce

I teach high school mathematics to level 4 and 5 students and have done so for twenty-two years. For a long time I have been of the opinion that matriculation exams are both unfair and unhealthy for the students. For the teacher they are degrading, stifling, and are a never ending source of frustration. It seems to me that if a teacher can be entrusted to teach and take charge of her students for 180 days of the year, she should be allowed to evaluate them as well. After all, who is better qualified to evaluate their ability?

Teaching all year long with an outside exam at the end frustrates the teacher's desire to innovate. Our sole objective must be to finish the course and to prepare the students for an exam set up by an outsider. Ideally we should be teaching content which would be a prerequisite for the next course. There are many topics which would be interesting to cover. Unfortunately time prevents them from being introduced. There are other topics which a teacher might like to cover - but if she takes too much class time on some topics it leaves too little for others.

From a student's point of view matriculation exams are a Damocle's Sword held over their heads throughout Grades X and XI. In some cases, a student's complete mark rests on one exam.

Several years ago the Department of Evaluation and Measurement introduced a system whereby 50% of the final mark would come from the classroom teacher and the other 50% from the final exam. However, what the department neglected to tell teachers was that they would apply some "magic" formula to our marks to stabilize them. In effect this almost nullifies the school mark.

In conclusion, it is my hope that parents, teachers, and students can work together to rid themselves of this annual farce.

Frances Nemetz

Math Department Head, Mount Royal High School, Town of Mount Royal

dawson college



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After High School:

What can your children do?

At this time of year grade eleven students and their parents are anticipating the next step after high school - C.E.G.E.P.. When the student is the oldest child in the family, there is often trepidation and confusion as to what C.E.G.E.P. is all about.

This article attempts to clarify the role of the C.E.G.E.P., and provides a list of English-speaking Colleges in the Province.

The C.E.G.E.P. (Collège d'Enseignement Général et Professionnel) was formed on the recommendation of the Parent Commission, a government-appointed Royal Commission on Education to study "The organization and financing of education in the Province."

It proposed a separate level of study interposed between secondary and higher education. The impact of this change was much greater on the existing French-language regime, because the post-secondary private collèges, écoles and instituts, through which every student was channeled on his way to higher education, was completely transformed into public post-secondary colleges.

The C.E.G.E.P.s are today a network of regionally dispersed colleges, established under the Quebec General and Vocational Colleges Act of 1967, offering a two-year program leading to University, or three-year technical programs serving a wide variety of interests. They are intended to help young people sample many disciplines, to specialize in those of their choice, or to defer specializing if they need more time to choose a career.

It is important to study all the aspects before choosing the course and the C.E.G.E.P.. Parents tend to funnel the student into the two-year course automatically, without studying the three-year technology programs.

These career programs give the student the skill and training to enter the job market plus the opportunity to continue on to university if desired. The technology programs are diverse and job-oriented giving the student a skill to use to be financially independent, and able to pay for his furthering education.

The two-year pre-university programs are divided into five major areas of study. Sciences (Health and Pure and Applied), Social Sciences, Commerce,

Literature, and Creative Arts. Generally speaking all pre-university programs are offered in all Colleges.

The three-year specialized career programs are also divided into five major categories. Biological Science, Physical Science, Social Science, Administrative and Applied Arts. Not all programs are available at all colleges, and some research will be necessary to determine the right college.

The present system provides for more options and diversity in the social science and arts section of the pre-university programs than in the three-year technological programs. The main reason is that the university requirements are comparatively flexible, while the professional associations more rigorously define the requirements for employment in the various technical fields.

The basic entrance requirements for any program offered in C.E.G.E.P. is the Quebec High School Leaving (secondary V) Certificate (18 academic units) or its equivalent. However, this is a minimum requirement, and, for some programs additional courses are either required or recommended for successful admission.

In special cases, students who have failed a maximum of

two examinations for the Secondary V Certificate can be admitted to a C.E.G.E.P. as long as they are not included in the area in which a student wishes to concentrate. Admission is granted by special permission of the academic dean of the C.E.G.E.P. and the student is required to obtain the Secondary V Certificate before his entrance to the second year. Special admission requirements may apply to students who are at least twenty years of age, and who have been out of school for the previous year. In some colleges students who do not qualify for an academic program, may register through the Centre for Continuing Education.

It is important, if possible, to 'shop around' before choosing a C.E.G.E.P.. Do not choose a college simply because it is nearby. Read as much as possible on all colleges, visit them, talk with students, graduates, and administrators. Then, and only then, decide which is the most suitable college to attend. If, unfortunately, after a semester the student finds that the college is not to his liking, he may transfer, along with his credits, to another C.E.G.E.P..

The C.E.G.E.P. courses are not restricted to those leaving high school, but provide an opportunity for adults, from young married couples, right through to senior citizens, to extend their learning processes.

Editor's note:

For inclusion on the Department of Education mailing list, contact the Services des Communications, Dept. of Education, Fullum Street, Montreal, noting which bulletins are re-

quired and the language in which they are required.

Copies of "What is the superior Council of Education?" may be obtained from QFHSA office, courtesy of Mrs. Middleton-Hope.

Here's a rundown on CEGEP's

DAWSON COLLEGE

SELBY CAMPUS
350 Selby Street
Montreal H3L 1W7
(514) 931-8731

VIGER CAMPUS
535 Viger Street
Montreal H2L 2 P3
(514) 849-2351

LAFONTAINE CAMPUS
1001 Sherbrooke St. East
Montreal H2L 1L3
(514) 525-2501

NEW SCHOOL
1501 McGregor Street
Montreal H3G 1C6
(514) 931-7287

Dawson College was the first C.E.G.E.P. to be formed, and offers both the two year and three year programs. It puts just as much emphasis on learning to be an adult as it does on acquiring professional and technical skills. The emphasis is growth and it has a fairly loose structure. The New College is a co-management school, with teachers, students and administration governing and sharing the decision making process. The students work in small groups called Bands and decide together which general area they will study. They must get involved and maintain the required standards.

VANIER COLLEGE

ST. CROIX CAMPUS
821 St. Croix Blvd.
Montreal H4L 3X9
(514) 333-3811

SNOWDON CAMPUS
5160 Decarie Blvd.
Montreal H3X 2H9
(514) 333-4020

Vanier College was established in 1970 when the Provincial Government agreed to open a second English language C.E.G.E.P.. There are 5,500 students and over 400 faculty located at the two campuses. The emphasis at Vanier is to provide a thoroughly general and professional education at the college level for all qualified graduates of secondary schools in the Province of Quebec.

JOHN ABBOTT COLLEGE

STE. ANNE CAMPUS
P.O. Box 2,000
P.Q. H9X 3L9
(514) 457-6610

KIRKLAND CAMPUS
16889 Hymus Blvd.
Kirkland Quebec
(514) 286-6168

John Abbott is located on the west end of the Island of Montreal. The main campus at Ste. Anne de Bellevue shares its lakefront acreage with Macdonald College. Business Administration, Fine Arts and certain technologies are located at the Kirkland Campus. At John Abbott more education goes on outside the classroom than within the walls of the buildings. It has recently received authorization from the Ministry of Education to proceed with renovations.

CHAMPLAIN REGIONAL COLLEGE

LENNOXVILLE CAMPUS
McGreer Hall
Lennoxville P.Q. J1M 2A1
(819) 563-6881

ST. LAMBERT/LONGUEUIL CAMPUS
900 Riverside Drive
P.O. Box 37
St. Lambert P.Q. J4P 3N4
(514) 672-7360

ST. LAWRENCE CAMPUS
1145 Jean Dequen Street
Ste-Foy, P.Q. G1V 3E3
(418) 656-6921

Champlain is mandated as a regional college to serve all

For more information on any C.E.G.E.P. write directly to the campus or call them on the phone number listed.

CENTENNIAL ACADEMY INC.

6493 Somerled Avenue
Montreal H4V 1S6
(514) 481-7672

Centennial Academy is a private C.E.G.E.P. located in the west end of Montreal. It combines a high school and a C.E.G.E.P. under one roof, making it easy for the student to pick up needed high school credits at the same time as taking a C.E.G.E.P. course. It is the only completely private English speaking C.E.G.E.P. in the Province of Quebec. It offers a two year academic program in all the sciences, Health, Pure and Applied, as well as the Social Science and Commerce programs.

OUTAQUAIS COLLEGE

Hull, Quebec

Outaouais College is a French speaking C.E.G.E.P., but it includes an English pavilion. It offers both the two-year and three-year programs.

C.E.G.E.P. GASPE

Gaspé Quebec

An article outlining the facilities available, appeared in the September issue of the News.

MARIANOPOLIS COLLEGE

3880 Cotes des Neiges Road
Montreal, P.Q.
(514) 931-8792

Marianopolis was formerly a degree granting institution affiliated with University Laval and Université de Montreal. In 1969 it began admitting C.E.G.E.P. students, gradually phasing out the degree courses, until it became a C.E.G.E.P. only - granting its final degree in 1972.

Marianopolis is an independent college, offering the two year pre-university program. There are 1,200 students, and it is fairly structured and academically oriented.

1975 LEADERSHIP CONFERENCE

The fourth annual Leadership Conference of QFHSA took place at Westmount High School on Friday evening, October 17th, and all day Saturday, October 18th, 1975.

To open the Conference on Friday evening, Mr. Gavin Turley, Executive Director of the Westmount YMCA, gave a workshop on Leadership to sixteen H & S members, combining an analysis of the process of group action with exercises to improve communication and set objectives. To begin with, those present were set to work in groups of three to identify the three problems of leadership which were of most concern to them.

When these concerns were shared, it became clear that H & S is worried about how to choose or develop leaders; how the leader should communicate, delegate authority, ensure the selection of objectives, overcome apathy, stimulate self-confidence in the group, conduct effective meetings, and consult his membership for decision or consensus.

To help resolve these concerns, Mr. Turley then led his group through a survey of how leadership training can help. He defined its goals, and spoke about the roles of the members of a group, in building and maintaining the group. A useful observation sheet can help leaders in training to define the

problem, to test for individual understanding, to find the facts, suggest solutions, and reach the discussion and decision-making stage.

An important reminder to people involved in group action is 'never equate an individual with his or her behaviour'.....

Mrs. Constance Middleton-Hope, Vice-Chairman of the Superior Council of Education, opened the Saturday session of the Conference with an address on the role of the Superior Council and some advice on QFHSA's relationship to it.

The Superior Council is an independent body, the 'privileged advisor' to the Minister of Education. It was set up in 1964 on the recommendation of the Parent Commission, and consists of 24 members, at least 16 of which are Catholic, at least 4 Protestant, and at least one who is neither of these.

Since 22 of these members are appointed by the Lieutenant-Governor in Council after consultation with associations representing parents, teachers, school boards and socio-economic groups, among them QFHSA, Mrs. Middleton-Hope made a strong plea for QFHSA to search out and nominate candidates who will represent the English-speaking community both on the Council, the Protestant Committee and on the 5 Commissions (of Elementary, Secondary, College, Higher and Adult Education).

"Try to recruit good people, active people, dedicated people for those openings on the Council which will become vacant next year", said Mrs. Mid-

Report by Ruth Pidduck, Vice-President, Quebec Federation, and chairman 1975 Leadership Conference.

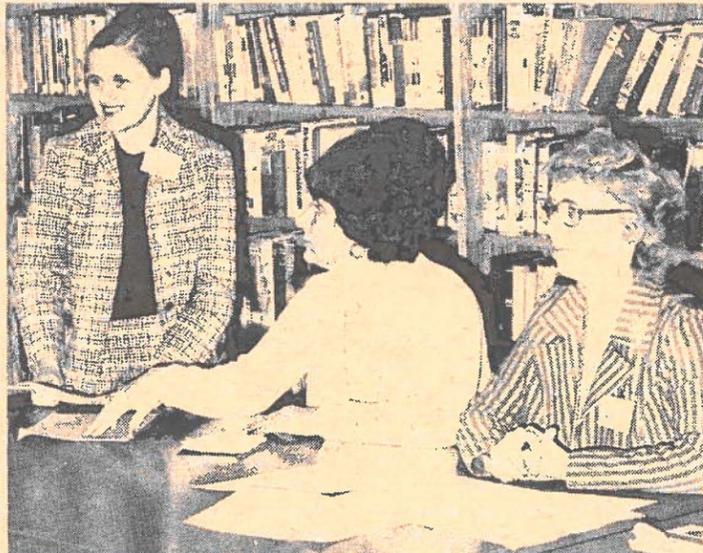
leton-Hope. "Recruiting representatives from among your membership to sit on various councils such as the Superior Council may become vital to your organization, because most of the time in Quebec and elsewhere in the Province, you are



HOPE - USE CHANNELS

ignored; the English-speaking group in particular is ignored."

Mrs. Middleton-Hope added that this is not always intentional. Most of the time English-speaking groups tended to isolate themselves from the mainstream of the Province, from other organizations to which



Conference Chairman Ruth Pidduck did double duty as information officer to delegates; with her are Fay Richardson, executive vice-president and Betty O'Connell, president QFHSA who shared duties as moderators in addition to being workshop leaders.

Quebec is very sensitive, she said.

"Make good use of existing channels of information - the Official Bulletin of the Ministry of Education, its new INFORM-EQ, your school board's bulletin, the Island Council bulletin", said the Vice-Chairman. In this way, parents will know about legislation before it is enacted, and know about the system which their children are part of. Parents should also try to attend school board meetings and work with school committees.

Nor is perfect French essential to participate in these ways, according to Mrs. Middleton-Hope.

"I can assure you that a few meetings conducted entirely in French will provide the best immersion course there is."

On a final note, Mrs. Middleton Hope urged H & S to better utilize its best resource people, and plan ahead for better representation.



HILL - BE INFORMED



Workshops drew active support

Six concurrent workshops were held on Saturday morning. They covered membership development, program projects, and financial record-keeping, with a special workshop for H&S Association presidents and Area Representatives. Two new workshops added this year dealt with the effective use of volunteers in the school and with communication and liaison

(how to work with educators, parents, students, school committees).

After lunch, the workshops opened up again, repeating the topics of membership development and program projects but at a different level of the school system, and including a discussion on publicity, on QFHSA, and on legislation and resolutions, with particular emphasis

on the problems of bussing and bilingualism grants.

At the closing session, Mr. David Hill, past president of Allancroft H&S and principal of Macdonald High School, emphasized the importance of the workshops which had taken place, and of Mr. Turley's workshop on leadership in particular, in developing informed and effective leadership among H&S members.



Winners of the "Guinness Book of Records" for their school libraries were from left: Lenore Rapkin (Algonquin) accepting on behalf of Dunrae Gardens, Sandra Riddell, Christmas Park and Ethel Penney, Keith School.

Need to respect differing viewpoints:

Parents' role in schooling challenged

"The Parent as the Prime Educator of the Child" was the topic of a panel discussion at the Superior Council of Education annual meeting at Lac Delage, north of Quebec City, last June.

Robert Laker of QFHSA joined moderator Jean Paul Desbiens (Frère Untel), Monique Gauthier of the Quebec Catholic Parents' Committee, and Claude Paquette of the University of Quebec, to put Federation's point of view on Mr. Paquette's provocative article in *Le Devoir* in April, which questioned the rights of parents to have a say in the education of their children.

In his presentation, Laker described how the "instinctual knowledge that the advent of the professional teacher into the child's life did not diminish the parents' role, but only changed it, led to the development of the Home & School movement in North American English-speaking schools".

Since teachers and principals recognized their task as educating 'the whole child', they needed the support of an informed and cooperative community, and opportunities for parents and teachers to know and recognize each others' strengths and weaknesses.

From this sprang school committees, required by law to consult parents via their representatives.

"This consultation, though, is an art," says Laker, requiring willingness of all present to listen, learn and respect differing points of view and opinions. Though parents bring to the discussions a variety of experience, "sometimes they are regarded as lacking the competency to comment on education". Because the parents' interest in education starts from their own child, this does not

mean to say that it cannot grow into a concern that embraces the child's community.

"Since schools are the mirror of the society they serve, schools today are reflecting in a disconcerting way the changing face of our society. Family life has been weakened, parents compete with other influences for control over their children, the social and moral values associated with the Judaic-Christian tradition have faded, and an affluent youth has emerged, with increasing independence as a result of its economic power."

But "it is neither fair nor right for the school to set up a values system without incorporating into it the fundamental code of the community it serves", through consultation with parents. "Parents may need educating about methodology and techniques, but the school needs to be educated about their values.

"Policies set at the lowest

common denominator, reflecting a lower standard of moral behaviour, relationships, academic excellence and effort"... will prevent Quebec's investment in education from yielding the dividends it should.

Unless parents' demands for high standards in behaviour and personal effort are recognized as valid, young people will not be given the basic tools for living in a confusing and evolving society.

"They may have the intellectual capacity to make... decisions and choices, but they will lack the moral values which must be their basis.

"Long after the child leaves school, our society awards to the parents praise or blame for what the child does with life. The parents' material or social success never makes up for the failure to carry out their responsibilities to their children — through their personal example, their care, and the decisions they made for them, as the prime educators of their children."

Tougher code for childrens TV

The Code issued by the Canadian Association of Broadcasters with regard to advertising directed at children is to prevent publicity which abuses the child's imagination and gives rise to unrealistic expectations.

The Code bans advertising of products not specifically designed for children's use, as well as pharmaceuticals, patent medicines and vitamins. No exaggerated pressure on parents is permitted, and no commercial can be repeated more than once every half hour, except for sponsored programs. No more than eight minutes of commercials can be transmitted during one hour of children's programming.

Toys must not be compared

with the previous year's model nor with competitors, to 'avoid marring the pleasure of a child with the present of a new toy'.

Neither children nor adults can be depicted acting in a way incompatible with safety. Values not compatible with contemporary Canadian morals, ethics or legislation must not be enhanced by advertising, which moreover must not suggest that ownership of a product makes the owner superior or that a child without it risks ridicule.

Any complaints of breaches of the Code should be sent, in writing, to the Children's Advertising Committee of the Council of Advertising Standards, 1240 Bay Street, Suite 302, Toronto, Ont., M5R 2A7.

MORE HOMEWORK — NOT LESS?

Parental interest and encouragement is of supreme importance, according to research into why some children succeed and some fail at school.

Through homework parents become acquainted with what is going on at school, and indeed often with what is going on in

the minds of their own children, says an education professor in a letter to a British newspaper.

"We should be planning now to extend homework rather than reduce it."

Seems that there are still some professors around who believe in the work ethic, for parents too!

The case for a student union

"The students are the schools. The students have begun to realize this and to take action to make their schools more responsive to their needs; (they have begun to form) student unions."

Postman and Weingartner "The Soft Revolution"

The concept of a student union is not new. Student Councils have been around for years. University students have been given the right to speak out on their education. But only relatively recently have high school students been even minimally involved in the manner in which they are educated. Montreal is just discovering this contemporary movement in education; attempting to realize the potential of students' involvement in pedagogical policy-making.

Student participation is significant. Not only does it make the school system more responsive to their needs, but it probably even enhances the quality of the learner's education.

Student input into decision-making has many possible forms. Outside the planning of social activities (the main focus of student councils up to now), action can be extended to the channelling of comments and reports by elected student representatives, i.e. the student council, towards the school's teaching community as a whole. This could take the form of curriculum evaluation, re-evaluation, course enrichment, through outside sources, text-book studies, etc.

Furthermore, within the individual schools, students or their representatives, could become involved in priority-setting, matters of student discipline, or have

input into administrative decisions.

But such input, to be effective, must be extended to the school board level, and then to Quebec City. Not only are most essential educational questions decided at these levels, but the need for a central student information clearinghouse becomes evident.

A couple of years back, there was strong resistance to the idea of a student union not only from the school board but also from students. It did not strike a responsive chord.

Now, three years later, there is progress. The Central Student Council has 300 members and an elected executive. It is recognized as a consultative group, along with parents, teachers and administrators. The Council has spoken up at board meetings, been represented on board committees, and held day-long seminars on student affairs.

This kind of student participation is a valuable preparation for future participation as citizens in a democratic society. The success of the Central Student Council depends not only on its own initiative and the support it gets from students, but also on a commitment from parents and teachers.

By Adam Kahane, Vice-Chairman, Central Student Council, Montreal, and Jay Ladlin, co-founder, Big Cities Students Coalition, New York State.

BED WETTING INFORMATION

Many procedures, such as restricting liquids and taking children on a schedule to the bathroom do not usually end bed-wetting. We are a total Canadian organization and will provide, free of charge, a booklet that will answer many questions on this problem.

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FOCUS... *your local in action*

ALLANCROFT:

Waiting list for French classes

Activities took off with the membership campaign at the October 1st 'Meet the Teacher' night, quickly followed on the 18th by a Skate and Ski Boot Sale. For the first time, this year a H & S-School Committee liaison, in the person of Mrs. Robert Murrant, was established. French classes after school

have resumed and there is a waiting list. A fourth teacher is to be hired for the next session. The school supplies store has entered its third year; on the first day of school children were able to buy supplies according to lists prepared by the teachers. The store is to be open every Tuesday.

AYLMER-EARDLEY:

Emergency phone group operating

President Christine Lohar's committee has sent out a new letter reporting end-of-year activities and plans for the current year. A bicycle raffle in March raised some \$500 for school projects, with students selling tickets at 25¢ each. Prizes were awarded to top-selling classes. \$557 was the reward for all the work that went into the Annual Flea Market held in May in the parking lot at a local shopping centre in fine weather. These funds bought playground equipment for Eardley School and snowshoes and music supplies for Aylmer School.

The H & S is to purchase or make costumes for the Eardley School French Immersion program, and buy carpet circles for classrooms and dark drapes or other window coverings for use with audio-visual equipment. More snowshoes are to be supplied to Aylmer School and sweaters with school name for away-from-home events.

The School Supplies service is being run by Elsie Gutsell, with starter kits prepared for each class at school opening, and regular Monday sales throughout the term for other supplies.

An Emergency Telephone Committee is to continue with 40 mothers taking part, to alert parents to emergency school closing or the bus situation.

The membership campaign has been underway since the first day of school, and memberships were taken at the Eardley 'Meet the Teacher' night and the H & S AGM on October 14th, at which a panel of school administrators and board members fielded questions from parents and teachers. The questions and answers covered a variety of topics and were followed by a film of the school camp at Ramsey Lake by Mr. Cooper, Outdoor Consultant.

MOUNTROSE:

Years activities all planned

The new executive of Mountrose H & S has decided to start off the year's activities with a film show, of 'Ichabod-Mr. Toad'. Another movie will entertain the children in December. In between, November will see a novel 'Bowl-a-thon'.

When skating starts after Christmas, there will be a Skating Party, hopefully as successful as last year's. The annual Bake Sale will take place in the month of February, followed by an Amateur Night in March.

To end the season, it is hoped to hold a Country Fair in May.

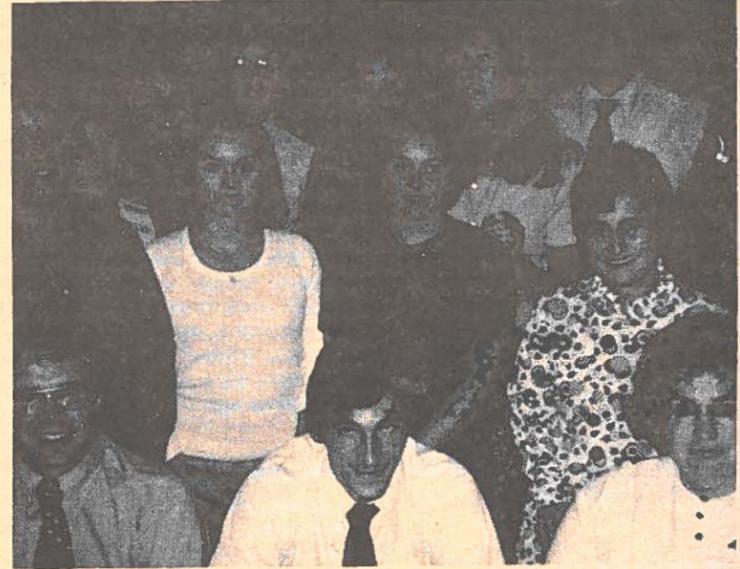
MEADOWBROOK:

All courses full

A 30-member executive has set up an interesting program for the year, starting with a 'New To You' sports equipment sale on October 16th. On November 10th a film and discussion on child abuse will take place, led by a social worker.

Courses sponsored by H & S are 'Keep Fit' for women and extra-curricular art, gym, ballet and guitar lessons, with full registration.

H & S and the School Committee have set up a joint Safety Committee. Extra stop signs have already been set up by authorities at busy intersections after a child was hit and badly hurt despite the presence of a crossing guard.



MOUNTROSE EXECUTIVE

Front: Me. Robertson, Hon. President; Me Alexander, Pres; Mrs Odinoski, Past Pres.
Middle: Mrs Stanbridge, Mrs McCallum, Mrs Alexander, Mrs Grekoff.
Rear: Mrs Lombardo, Mrs Zigayer, Mrs Thomas, Mrs Rimeikis, Mrs Robichaud, Mr. Frank, Mrs Bourassa.
Absent: M. Donna Kay.

NORTHVIEW:

Civics for students

H & S and School Committee have held their first joint meeting. H & S has already held its Skate and Ski Exchange on October 18th, to be followed by a 'Trash and Treasure' sale on November 29th.

The first week of November will see a Civic Awareness Week, with all grades studying civic government and a visit to the school by the Mayor, Aldermen and civic officials. Grade 6 students will also attend a Council Meeting.

JOHN RENNIE:

Runs driver program

Neighbourhood representatives deliver the H & S Bulletin to homes and other parents are already at work as volunteers in the school, though more are always needed.

Meetings are held monthly on topics of parental concern by the School Committee. 'Meet the Teacher' nights were held on September 23rd and 24th.

John Rennie H & S administers the Driver Education program for its students.

COURTLAND PARK FAIR



Mix 40 plus booths, add in a group of willing workers plus a whole group of children who enjoy being involved - publicity, some careful budget and planning and you wind up with a profit-over \$1,800 for a cash outlay of little more than \$200.

HUDSON:

Orientation program planned

Skates, skis and other equipment changed hands at the Sale on October 4th and a bake sale brought in extra revenue. A 'Guitar for Beginners' class has begun on Wednesday evenings for students 12-16, and two French classes for adults are under way on weekday mornings.

Volunteers are at work in the libraries of Mount Pleasant and Hudson High Schools and carrying out various other assignments. An Industrial Orientation program is to be set up by H & S to give opportunities for young people to look more closely at the kinds of careers for which they may be suited.

COURTLAND PARK:

Country Fair - Big money spinner

The newsletter from Courtlund Park H & S and School Committee reports a 'think session' with Gaby Ostro, Parent Animator for the PSBGM, on Friday, October 17th, to try to identify the kind of programs which should be set up by this year's Home & School. The very successful Country Fair of last

year was repeated on October 25th, bringing in both crowds and dollars by the hundred.

Skating parties are scheduled for afternoons in November, January and March. Meanwhile the collection of Dominion Store receipts, to be exchanged for equipment useful in the school, stands at \$37,000.

Why Home & School?

Have you ever defined why you are a member of Home and School? How did you come to take out membership?

If you make the attempt to define your reasons, you will begin to regain the feeling you had that H & S membership gives a potential for improving the quality of our children's education.

But what H & S actually achieves of this potential will depend on the quality of our involvement at both local and provincial levels, that is, in our local H & S Association and within the Quebec Federation of H & S Associations.

As members of H & S we need to become involved at both of these levels. It would be so nice if we could affect all the improvements we desire through our local H & S Associations, but this is impossible!

Sharing the Load

We need a strong, unified provincial voice for many reasons, one of which can be to reduce the work load at our local Association. Why, for instance, should, say, 40 groups work individually on the same problem, when representatives of some of these areas could pool their resources and evolve recommendations acceptable to all 40? The Quebec Federation of H & S Associations has the mechanics for working in this fashion and they are in good working order. We should put them to good use.

Setting Priorities

As members, we have to de-

cide whether the priorities of our local Association meet with our approval. Do we, in fact, look at our priorities *each year* and change them according to current situations and issues? Or do we just carry on from year to year following much the same programs as we did last year?

Do we identify our priorities and decide whether our manpower had best be used to tackle problems locally, or to become part of a QFHSA committee? Which, will depend on the concern under consideration. We will want to meet the needs of our local community, but we must also assess our manpower and make sure we use it to our best advantage.

Executive responsibility

Some local Associations do phenomenal jobs in their own schools, but they do not fulfill their responsibility to represent their members at the provincial level. We must see that this does not happen; we have elected our executive and they are obliged to look out for our rights in both spheres. We must let them know that we expect this of them, and we must also offer to help in this effort. If everyone participated in a small way, every year, the work we could accomplish would be quite exciting!

At the very least, we must financially support our H & S Association by feeling *obliged* to join annually. Our children are the poorer in schools that do not have functioning H & S Associations.

By Silvia Adams,
Membership Chairman,
QFHSA.

Our School... part of a system

We now have School Committees in each of our schools (dealing with local and school board matters), and these free out Associations from some of these concerns, so that we can deal more effectively with broader issues. We can do this through QFHSA. *We have effected changes in government policies* (remember the Cumulative Record and the Health Forms which were an invasion of the privacy of our children and ourselves?)

It is this role of 'watchdog' which is very important for a local H & S Association. It is not a 'coffee club' or a 'service-only group'. It can be a most productive and innovative force when it combines its efforts with those of other H & S Associations in the province.

We have the tools - let's use them!

Assess the priorities of your local and your provincial Home & School Association! Suggest changes! Provide financial support by taking out membership! Offer your services, even if only in a small way! Expect that *all* the parents in your schools will become members, as their way of expressing interest in furthering the common goal of our children.

DON'T ACCEPT LESS than this, for it is merely the starting point in fulfilling our potential.

To Membership Chairmen.

As QFHSA Membership Chairman, I wish all local membership chairmen success with their membership drive. I hope all your Executives stand behind you and give you all the support they can, that they have fully informed you about their local and provincial priorities for the coming year.

I hope they have given you all the background information you need, about the constitution, standing rules and history of your local and provincial Associations, so that you may intelligently inform your new members.

I hope that you know your Area Representative, your most important communication link between the local and provincial Associations.

I hope that you are informed of and feel free to attend all your local H & S meetings, and the special meetings of QFHSA, such as the October Leadership conference, the Annual General Meeting (in May) and as a visitor to the Board of Directors meetings (of which your Area Representative is a member and *your spokesman*).

A good membership and good communication are the fundamental steps in having a viable organization. Let us hope that our positive attitude regarding the importance of our job will help us to make this a record year - in membership numbers and in objectives attained!

Sylvia Adams,
Membership Chairman, QFHSA.

QFHSA keeps busy

The following list compiles some of the important actions taken by Federation since 1969. Anything before that time pertaining to Federation, its aims, activities and achievements will be found in "A History of Quebec Home & School" published in March 1970 and obtainable from Federation office.

When briefs are submitted, all local associations are consulted and given an opportunity to voice opinions and make suggestions. Replies from locals are used in the preparation of the respective brief.

Fall 1969 Questionnaire prepared by Federation's Better French Committee, sent to parents (through the locals) and answers compiled and brought to the attention of authorities concerned.

March 1970 Brief on Bill 62 (school board reorganization)

May 1971 Questionnaire re. Bill 27 (reorganization of school boards off Island) prepared and sent to off-island local associations; replies compiled and brought to the attention of the authorities

Dec. 1971 Brief submitted on Bill 28 (replacing Bill 62) with comments in detail on school committees

Jan. 1972 Brief on Regulation 6 (pertaining to Bill 63)

Feb. 1972 Repeated expression of interest and concern in connection with teachers contract negotiations, particularly re. workload and security of employment.

March 1973 Federation asked for postponement of implementation of Bill 71 (re-organization of school boards

on Island) a special Federation Committee worked on this subject.

Sept. 1973 Petition to Ministry of Cultural Affairs against Quebec Book Buying Policy.

Nov. 1973 Brief on Teacher Classification

March 1974 Brief on Cumulative School Record

Spring 1974 Brief on CE-GEPS

June 1974 Brief on Bill 22

Jan. 1975 Position Paper on Measurement and Evaluation

Feb. 1975 Position Paper on Regulation on the Compulsory Enrolment of Pupils and on the Draft Regulation on the Knowledge of the Language of Instruction

May 1975 Brief (to School Council of the Island of Montreal) on School Board Reorganization of the Island

Oct. 1975 Preparation of Brief on Federal Grants for Bilingualism

Two items of action taken by Federation where Federal authorities were involved:

May 1971 Participation in Brief by ARE (Association for Reform in Education) to Senate Committee on Canadian Constitution in connection with intended School Board Reorganization
Summer 1975 Brief on Green Paper re. Immigration.

FOCUS...

continued from p. 15

SUNNYDALE:

"We never close"

Sunnydale H & S kept going through out the summer with a 2-week 'Fun en français' program for 96 children.

The School Supplies store handled on its opening day some \$3,500; and most of the items cost under 20¢! It is open regularly every day at recess.

Classes in Conversational French, Ballet and Judo have started for the children, and two classes of Yoga for adults. Santa's Sunnydale Fair will take place on November 15th, with crafts as well as used toys and baked goods for sale. The 'Here and Now' singers will present a program of Christmas songs on December 10th.

During the Kindergarten interviews H & S members served coffee and cookies to parents and children, gave tours of the school and looked for additions to the corps of volunteers. An evening for book repairs has

CEDAR PARK:

Storytelling - K to Grade 3

Patty Wilcox: Membership chairman, is off to work in an effort to keep up Cedar Park's high membership tradition, and class mothers took dues at the October 11th 'Meet the Teacher' night. Other committees are already in action, among them the School Supplies store which has gym shorts and t-shirts on sale for the first year. Wednesday will be the store's day for follow-up sales.

'Parlez français' classes started October 20th, with four teachers and a program of songs, stories and games. Betty Sorenson's library staff have initiated story-telling during the day for K to Grade 3 youngsters - a grandfather is one of the storytellers.

H & S's Jean Millan and a free-flow teacher are animating parent participation throughout the school.

The Cedar Post has as editor

enabled mothers with younger children not free during the day to lend a hand and work together.

Marg Taylor; this bulletin is sent only to H & S members. Activities scheduled include a family gym night and a skating party for after Xmas. In the spring a repeat of last year's profitable dance is on the books.

LINDSAY PLACE:

Meeting on contract progress

A public forum on Teacher Negotiations was held on October 27th with teacher and school board speakers. Joyce Wainwright as Membership co-chairman with Shirley Lafontaine is leading the membership drive to sustain the high level of recent years.

'Keep Fit' classes started on October 8th in the gym, sponsored by H & S, as is the Driver Education program under Gordon Robertson.

Volunteers are still in need in certain areas, helping with IPC classes or motor coordination programs.