



Volume 19 Issue 3

QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

Canada Post Postage paid	Postes Canada Port payé
Bulk third class	En nombre troisième classe F - 29 MONTREAL
Return postage guaranteed Return to publisher	

OJ7V3N8 74DAIG17210
 M DAIGLE
 74 SOUVENIER DR
 PINCOURT PQ J7V 3N8

Index	
H&S AGM & Conference Reports	starting on page 5
Focus on the Locals	starting on page 13
Feature	
Safety Scene	page 16

Keynote speaker

Perceptions of the changing family structures

The theme of the 38th Quebec Federation of Home and School Associations' AGM, **The family — key to the future** was highlighted at our Friday evening banquet when we were addressed by Mrs. Kari Quareshi, a home economist and teacher.

Mrs. Quareshi stressed that while we agree that the family, as an institution, is going to be part of our future, we have to recognize and acknowledge the diversity of contemporary family structures. We may expect to see even more variations to these in the future.

We were reminded that industrialization has changed the course of family structure — introducing the nuclear family, the extended family, the cluster family and the communal family — each with an emphasis on interdependency as opposed to independent and individualistic behaviour. How this concept of interdependence works is also dependent on the values perceived within the family structure.

"There is a revitalization of the importance of the family as Canadians seek meaningful family relations within these many structures. Because of the dehumanization of our highly technological and mobile society, the importance of relationships within a family structure is going to be more important than ever before, to those who choose to live within it."

Mrs. Quareshi points out that the youth of today, because of more and more emphasis being placed on interdependence, relationships and bonding, will take more of an active part in the functions and developmental tasks of the family. The roles in the family will be defined not as male or



female, but according to who is most suited to a certain role. They will be persons sharing in a partnership which is essential for the success of any future family structure.

The family as an institution is going to be part of our future and the traditional definition of the family will remain. At the same time, we have to recognize and acknowledge the diversity of future family structures based on changing value systems.

Another summer project from the Government!

The long awaited plan for School Reorganization was unveiled by Dr. Laurin, Minister of Education, at a press conference in Quebec City, June 21st. The plan had received prior Cabinet approval on June 16th. The document, entitled *The Quebec School: A Responsible Force in the Community*, was presented as a plan for legislation. This legislation to be tabled in the National Assembly in December 1982.

The government therefore will not consult further on school reorganization although it does intend to hold information meetings throughout the province to explain the new system.

All parents who are interested in the education of their children should read this document over the summer very carefully.

Canadian Constitution & Bill 101

The Quebec government continues to preclude changes to Bill 101, the Charter of the French Language, in order to make it compatible with educational rights in the Canadian constitution.

Children of English citizens moving to Quebec will continue to be ineligible for English education. A school board which accepts such children will not receive credits for educational costs, nor will a private school which is receiving government funding.

Baldwin Cartier S.B. told cease English immersion

An English immersion program for French students in Baldwin Cartier School Board schools must be discarded because it contravenes Bill 101. The Deputy Minister for elementary and secondary education has sent a letter to this effect to the Board. Whereas French immersion in

English schools is accepted by MEQ as a French Second Language program, the converse is not the case for English immersion, even when it is offered after the Grade 4 level, in accordance with regulations regarding English as a second language.

Student Insurance

Reliable gets nod

In conjunction with a representative - Mr. Tom Merson - from the Lakeshore Parents Committee, we studied Proposals submitted by four Insurance Companies, for Student Accident Insurance for the 1982/83 school year.

"It is our opinion that the Proposal submitted by Reliable Life Insurance Company affords the

best value. We therefore recommend that Reliable Life's Proposal be submitted at our Annual General Meeting for recommendation to local associations and schools.

"Cost of the plan would be as follows:

With \$1,000. Death Benefit - \$3.50 per student

With \$3,000. Death Benefit - \$5.50 per student

With \$5,000. Death Benefit - \$7.50 per student at the option of the parent.

"We also recommend that we enter into a two year contract. (A copy of the working sheet upon which we based this recommendation is available from the office.)"

Insurance Committee Report
by Everett Alexander, Chairman

Problem Disappears

Consumer Protection Act and Student Insurance

The Consumer Protection authorities last year drew attention to the provisions of legislation with regard to advertising 'directed at children' and warned that the sale of student insurance through the schools might be a contravention.

Not so, says the Consumer Protection office in the November issue of "MEQNEWS", provided that no pressure is put on the child, "it appears reasonable" to allow information to be distributed, 'in a sealed envelope', for transmission by the

child to the parents. With this further opinion, Home & School's support for student insurance distributed via the students in the schools can continue unimpeded.

YOUR RIGHTS... HOW MUCH ARE THEY WORTH?

I want to help fight Bill 101. Please accept my contribution of \$ _____.

Name _____

Address _____ Postal Code _____

City _____ Tel.: _____

Please make cheques payable to: QFHSA Rights Fund and mail to: 4795 St. Catherine Street West Montreal H3Z 1S8

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

Editorial comment

THE FAMILY:

An extension of individuals

Participants to the most recent annual convention of Quebec Federation heard a variety of presentations on the Family. Panelists and workshops alike focused on what influences the family in modern day society. Anything from nutrition to nukes has a very direct bearing on what happens to the family, and how the individuals within the family relate to one another.

The guest speaker at the Friday evening dinner exposed the hearers to many possibilities, some already with us and some in the future, of structured and re-structured families. After some reflection on the presentations during the two days most participants probably became more aware than ever of how fragile is our concept of the "family".

Upon further reflection, however, one will no doubt be led to the conclusion that

in spite of the seemingly endless varieties of relationships which we call family, in spite of the numerous influences of society, the unit of two or more people which we will call the family is only as good, solid, and lasting as the individuals in it, and can only command as much honour and respect as it shows to its own members. For the family, or whatever else we want to call it, is and always will be made up of individual persons with all their foibles, eccentricities, faults, shortcomings, but nevertheless with distinct personalities worthy of support, honesty, encouragement and recognition.

Home and School has always stressed the worth of the individual. Perhaps now more than ever individuals need that sense of worth that can only come from the "family."

Parents' Committees Association

Statement of Specific Requirements for the Structures of our Educational System

Basic concerns of the Association of Parents' Committees of Protestant School Boards are the quality of education provided in our schools, the preservation of the English culture in the Province of Quebec, and the protection of minority rights.

Our association does not choose to present, at this time, a position paper on education and educational structure, but wishes to make the following statement of specific requirements for the structures of our educational system.

AN EFFECTIVE SUPPORT SYSTEM FOR RURAL ENGLISH SCHOOLS IS ESSENTIAL

Scattered and widespread English schools cannot function without an effective support system. Thus boards with at least the powers of the present confessional boards and functioning in the language of their schools are needed.

IN ALL REGIONS OF THE PROVINCE EFFECTIVE BOARDS ARE NEEDED

To look after local concerns the boards must continue to have local taxing powers and discretionary control.

Mandatory province-wide courses of study are unacceptable. Boards should be encouraged to maintain and develop their own programmes to achieve MEQ curriculum objectives. Nevertheless,

the MEQ should also develop programmes to be available to boards at their request.

An effective intermediate structure must be in place, large enough to be representative and small enough to be efficient (Approx. 12-20 members). This intermediate structure must be

The newsletter, *Ethics in Education*, has devoted issues since December chiefly to a series of special reports on different schools of thought and practice in moral/values education. The current April issue, dealing with Values Clarification, will be followed in May by a report on the Reflective Approach of Clive Beck of the Ontario Institute for the Study of Education; and in June by examination of the ethical theory and applications of John Wilson of Oxford.

The series will continue next fall with reports on the Public Issues/Critical Issues models projected by Donald Oliver, James Shaver, Fred Newman, John Eisenberg, and others; on the Lifeline Program of Peter McPhail; and on the National Humanities Faculty Project.

If this series does nothing else, it makes clear to readers that there are as many pedagogical approaches to moral education as there are to school subjects like

English, history, art or biology. Teachers and their curriculum supervisors and administrators tend to become wedded to single methodologies, and like good spouses often cling to them unto death and shut their eyes to the attractions of other approaches to a subject. This may be a virtue in marriage, but it is sinful for educators.

Staying with it—change that is!

Partly, it's just human laziness or too much work to do. Partly it's the fault of big educational publishing houses which push their lines as complete answers to a subject curriculum and try to condition teachers to think that way about any approach. In moral education it is also partly

table to it.

These boards must retain all powers necessary for efficient administration of the schools under their jurisdiction and respond to the needs of their individual communities.

There must be sufficient flexibility in teacher contracts to

allow schools to respond to the specific needs of their students.

A PARENT CONSULTATIVE STRUCTURE IS NECESSARY

The present system of school committees and parents' committees must remain; it is becoming increasingly effective.

economics or government.

What is definitely not needed is condemnation of the whole subject because of faults found with one or another of the theories or applications. Also not needed is wholesale condemnation of some single approach because some of the lesson plans or activities recommended are poor stuff; because in the hands of some untrained, unspecialized teachers a program comes a cropper; or because the approach doesn't surpass Aristotle's as a total response to all the moral needs of humanity.

Ethics in Education is available from Box 580, Lunenburg, Nova Scotia, B0J 2C0, at \$12 p.a.

Cartoon of the Month:



Education in Quebec — Heading where??

OTHER PEOPLES OPINIONS

To my grown-up son

To my grown-up son
My hands were too busy through
the day;
I didn't have much time to play
The little games you asked me
to.
I didn't have much time for you.
I'd wash your clothes, I'd sew
and cook,
But when you'd bring your
picture book
And ask me please to share your
fun
I'd say, "a little later, son."
I'd tuck you in all safe at night
And hear your prayers, turn out
the light,
Then tip-toe softly to the door...
I wish I'd stayed a minute more.
For life is short, the years rush
past...

A little child grows up so fast.
No longer is he at your side
His precious secrets to confide.
The picture books are put away,
There are no longer games to
play,
No good-night kiss, no prayers to
hear...
That all belongs to yesteryear.
My hands, once busy, now are
still.
The days are long and hard to
fill.
I wish I could go back and do
The little things you asked me
to.

-Author Unknown-
From the Journal of the
Canadian Society for the
Prevention of Cruelty to
Children



Quebec Home & School NEWS

Published by the Quebec Federation of Home and School Associations, 4795 St. Catherine Street West, Montreal H3Z 1S8. Telephone (514) 933-3664.

EDITORIAL BOARD: Layout: Gordon Perry; Advertising: Sandra Keightley; Focus on the Locals: Dawn Barrett; Articles, Rewrite, Policy: Alex Morris, Joan Mansfield, Fay Richardson; Editor: Dorothy Chant.

Legal Deposit Quebec National Library

Hearing from you...

Applause!

Once again the A.G.M. has come and gone and the dedicated 1982 Convention Committee carried out its mandate with enthusiasm and care.

A special "thank you" to Joan Locke for her flawless efforts as Hospitality Convenor and to Marion Daigle and the Program Committee in its tireless pursuit

of an A1 presentation.

Every member of the A.G.M. Committee is to be complimented upon the professional calibre of the conference and I wish to thank you for giving me the privilege of working with you—it was a happy experience.

Dorothy Chant-Hannah
General Arrangements 1982 AGM

Gifted children not neglected at PSBGM

As a volunteer "mentor" in a new PSBGM enrichment program, I think I'm learning as much as the children in my class.

The program was announced in the fall, and I responded to a call for volunteers from Michael Thomas, the board's consultant for the gifted. Having heard him at last June's Home and School convention describe gifted children as a neglected minority, I was eager to be part of any attempt to keep bright children challenged by learning.

The idea behind the program is simple: adults from the community take a very small number of children out of their classes for one period a week, and work informally but intensively on a subject on which the volunteer is an expert.

As a result of this personalized approach, the programs and subjects vary widely. More than half the elementary and high schools in the PSBGM have a Mentor program, and children are doing exciting work in such subjects as photography, art, computer science, gourmet cooking, creative writing and even bookkeeping.

My own profession and interests prompted me to teach journalism and debating in my neighbourhood elementary school, Courtland Park (Dorval). I have one Grade Five student and

three Grade Sixes, chosen by the staff, and we've been working together since January.

I had ambitious objectives for them: to learn to write in news style, clearly and concisely; to be sensitive to news events in their own environment; to gather facts well; to understand different kinds of news stories, such as interviews, opinion surveys and features; and to organize arguments for formal team debating.

I've been giving them exercises in finding a "lead", or opening sentence for a news story, assigning them to cover community and school events, and taking them on tours of the Gazette and television studios. We've produced one edition of a newspaper, and we're starting work on another one. I've been trying to get them to listen regularly to the excellent CBC radio program for their age group, "Anybody Home?" (Saturdays, from 10 a.m. to noon), and I hope we can do some work with a tape recorder.

My expectations were probably unrealistically high for children so young and a period of only one hour a week. But they are full of enthusiasm and energy. I've gained some insight into the teacher's role, and I've made four lively friends!

Barbara Black Peden

Changes must be democratic

Dear Mrs. Chant:

I am very aware of the Home and School Association position with regards to school board restructuring and I send you a copy of our paper in the hopes that you might find it suitable to publish as is or in part, in your News edition, either as an article or as a letter to the editor. Please let me know if I could be of any further assistance in this regard.

I enjoy the Quebec Home and School News so very much and compliment you and your staff on the excellent material presented.

Yours sincerely,

Hally Ruth Siddons
Member, Education Committee
Alliance Quebec - South Shore

Statement of Position:

The Education Committee (Alliance Quebec - South Shore), is not opposed to reasonable change in the present system. However, any proposed restructuring must be implemented through democratic and consultative measures. It believes the intentions of the government, insofar as they are known, are unacceptable. The Committee, therefore, affirms that the status quo should be maintained. The status quo provides us with confessional school boards, elected democratically and locally by universal suffrage. All efforts should now be directed to stop the proposed legislation.

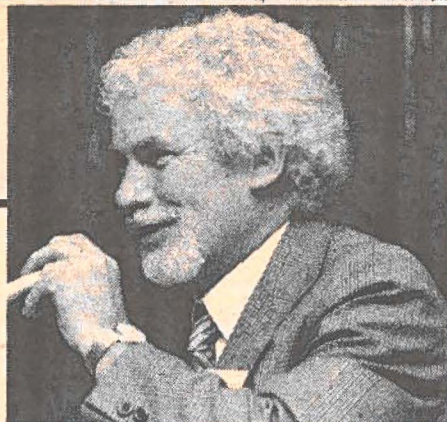
The best value for \$5.00

Dear Parents:

This year, more than ever before, it is important that all parents support Quebec Federation of Home and School Associations. This is your way of working towards a better English Language Education System in Quebec. English speaking parents need a provincial body to voice our priorities and concerns; and to help in these times of financial

cutbacks and political pressure. The proposed reorganization of the existing school system in Quebec will have serious implications on the future education of our children. Parental input at the provincial level will be essential. Each and every member is vital to the overall representation to the Provincial Government.

Nina Stein, M'ship Chairman
Wagar High School



PRESIDENT'S MESSAGE

OWEN BUCKINGHAM
President

Our Annual General Meeting for the school year 1981/82 took place on May 14 and 15 at Loyola Campus of Concordia University. Although our A.G.M. signifies the end of a Home and School year our problems of this year are still there for next year. Federation will still have to be active, as will our locals, with regard to school reorganization since Dr. Laurin's plan for reorganization has still not been made public.

We will also be very active with regard to our Bill 101 court case which is to be heard this fall.

I would like to personally thank all Home & Schoolers for the support they have given Federation this year. A special thanks must be said to our Executive and Board of Directors. The Executive and Board have worked hard this year on behalf of all parents and the children in our schools and we intend to work as hard, if not harder, next year to keep parents informed about our educational system and in performing tasks that show those in control of this system that parents must be heard, must be listened to, and must have their and their children's rights protected and respected.

Superior Council of Education

'Improve Collective Agreements'

The Superior Council of Education has told the Minister of Education to improve certain clauses of collective agreements for teachers and non-teaching professionals employed by school boards. The measures recommended are in the spirit of article 8-1.01 of the teachers' collective agreement which maintains that: "The conditions for exercising the profession of teaching must be such that the pupil may benefit from the quality of education which he is entitled to expect and that the school board and the teachers have the obligation to provide to him."

Without wanting to interfere in the process of imminent negotiations, the Superior Council points out aspects of collective agreements that can be improved upon and that have direct effect on the climate of schools, on the attitude of personnel and as a consequence on the pupil-teacher relationship.

Beginning with the (too often forgotten) principal that a school is in the first instance, made for children and young people, the Council believes it is imperative for the benefit of the latter, that clauses that have bearing on the pedagogical activity must be conceived accordingly. Although outside factors, such as the location and size of schools, pupils admission age, the pupil school calendar, family status, and the socio-economic level of pupils affect the educational activity, it is the pupil-teacher rapport which makes education dynamic and determines its quality. Collective agreements determining work conditions and professional practice for teachers can help or hinder schooling, especially the 'rapport' between teacher and pupil.

The pupil-teacher relationship depends on the overall climate of the school. Negotiations must be short and simple. Collective agreements must safeguard the good climate of the school.

Fair working conditions for personnel must be comparable with the right of pupils to receive quality educational services. The well-being of pupils should prevail in negotiating, adopting and applying collective agreements.

LIFE IN HIGH SCHOOL

In another advice, the Superior Council comments on living conditions in high schools in Quebec. 'Drop-outs' are deprived of the right to a complete secondary education and the school must change to meet the needs of such students.

High schools must carry out an examination of their strengths and weaknesses, says the

Superior Council, and they must be given the tools to do the job that is theirs.

The Superior Council of Education sees as important for students an understanding of the Charter of Human Rights and Responsibilities, in order to help them insist on their right to an education and to the school conditions which permit social and academic development.

Press Conference-April 29, 1982

Secondary School needs

There were two topics discussed at this press conference—"Life In The Secondary School—Difficulties and Hopes" and "After Secondary School: To Study or To Work. Is There Really a Choice?"

The Superior Council of Education recently made a study of our high schools, looking at them from the students' point of view, and found that, while a good number of our high schools do satisfy a good number of the students, many of them according to the students are not meeting their needs.

The Superior Council has therefore submitted to the Ministry of Education twenty recommendations suggesting simple and effective solutions that depend on the initiative of the school and for which the school's partners must provide backing and assistance. They state that what most students want most is to be involved participants in the life of the school, and to have a good rapport with their teachers. Some of these recommendations are that schools encourage the participation of pupils in community projects, participation of teachers with pupil activities, and an increase in the participation of parents in the activities of the school.

The other study recently completed by the Superior Council is of how and why students make their decision to continue their studies or to go directly to work. Their study indicates that success or not in school, the socio-economic position of the family, and the sex of the student are determining factors when the

time comes for students to decide whether to continue studying or to go to work.

The research has also shown the importance of pupil attitudes and values toward the school and toward the work market. Pupils from the regular secondary sector react according to different motives than students from the vocational sector when they decide to continue their studies.

From the study the Superior Council have suggested orientations and procedures to urge educators to reflect on actions that will help students be better prepared to decide. A few of these recommendations are to:

- make provision for planned remediation projects on behalf of pupils whose scholastic progress is in doubt.
- make provision for measures suitable to pupils from disadvantaged areas.
- encourage school success for pupils from the vocational sector so that they attain a level of development that makes likely and possible their access to post-secondary studies.

- bring to young people in the vocational sector greater assistance with vocational guidance and not act as if guidance services no longer concern these pupils.

Complete details of both of these studies (in French) and sets of recommendations (in English) are available in Quebec Federation office.

by **BARBARA MILNE-SMITH**

Got an opinion or special point of view?
Drop us a line—share your mind.

Quebec Results!

Phys Ed is fun say kids

Report on findings from survey on Fitness & Nutrition May 1982 27 local Home & School associations responded out of 75 contacted.

Physical Education

Number of minutes specified by Board and followed by schools:

35 min. 1
50 min. 1
60 min. 6
90 min. 4
120 min. 1
150 min. 2

Nine schools reported less time for physical education than specified by board.

Three schools reported more time given to physical education than specified by board.

Most schools felt that gymnasium equipment was good.

Schools having a full time physical education teacher, (21 schools); part time physical education teacher, (6 schools).

In the physical education program: Do all children participate? Yes: 23; No: 4.

Are children excluded if not good enough in sports? Yes: 1; No: 26.

Most schools thought intramural teams did not exclude many students.

Classroom teachers participate in physical education, (13 schools); do not participate, (14 schools).

All schools have a gymnasium where students report physical education as fun. Nineteen schools report that children want more physical education. Most, (21), agree that administrators see physical education as important every day. They see a heightened academic performance from accelerated physical activity.

In two schools, parents use the gymnasium equipment — one school has evenings for parents to play volleyball; another has parents try out equipment for use with students.

Nutrition

Nutrition education varies from 20 min./week to 4 hrs./week. A six week intense course is given in one school, with a 10 week course in another. Fifteen schools have a Food & Nutrition policy. In some schools Nutrition week is the yearly focus.

Most of the work is done or is assumed to be done by the classroom teacher, (21 schools). From daily distribution of milk as a minimum, to Government Nutrition programs in the Home Economics Courses, it is the class teacher who has the responsibility.

Only nine schools have a cafeteria with seven schools telling parents what is served. Three out of nine have some parental control over foods to be served or deleted. All elementary schools have access to the milk program. Some, (2) schools serve nutritious food at some time during the year.

Lifestyles in the Community
Twenty schools reported that students appear to eat well. Most were realistic enough to admit that all children eat a certain amount of junk food, although it is not readily available in many schools.

Sports and recreation facilities were reported to be readily available in 25 school areas. It was felt that these were available to all.

I want to thank all those who took the time to fill out and return the survey form. The information will be useful in planning future suggestions for fitness and nutrition for the children in our province.

Anne MacWhirter, Chairman
Fitness and Nutrition Committee

Summer schools

French and English featured

The PSBGM will operate French and English Summer School programs. A French program will be offered for Elementary Grades III to VI at Willingdon and Barclay Schools, for Secondary Grades I to IV at Westmount High School, and an English program for Elementary Grades III to VI at Barclay School.

Locations: Barclay, 7941 Wiseman Avenue, Montreal 276-2581. Willingdon, 5870 Terrebonne Avenue, Montreal - 484-2881, Westmount, 4350 St. Catherine Street West, Montreal 933-2701.

Dates: Monday, July 5 to Friday, July 23, 1982

Time: 9:00 a.m. to 12:00 noon, Monday through Friday

Transportation of the pupils will be the responsibility of the parents.

Cheques for fifteen dollars per pupil, or twenty-five dollars per family, payable to the Protestant School Board of Greater Montreal, should now be forwarded to Mr. Félix Mélou, Assistant Director of Instructional Services, French Sector, together with your registration.

Further inquiries should be directed to Mr. William H. Ford, Regional Director, Region II, 482-6000, ext. 427, or to Mr. Félix Mélou, 482-6000, ext. 452.

Looking for \$100,000

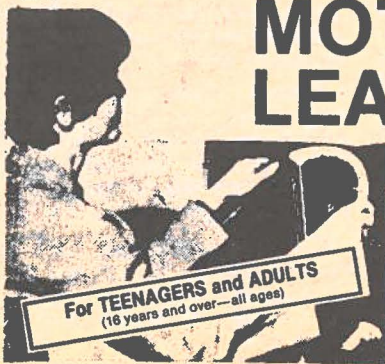
Lansdowne Tutoring Center, a non-profit service for children with learning disabilities, is launching a fund-raising campaign with a goal of \$100,000. These funds will permit an expansion of services and will allow more youngsters, particularly those needing scholarships, to utilize a program they so badly need.

Lansdowne has serviced up to 120 students each year for the past ten years. Now located at 5371

Queen Mary Road, the Center offers one-to-one tutoring to students age 6 to young adulthood. Tutors, trained in special education, help the parents of the children they tutor, act as advocates in communication with the regular school and coordinate work at the Center with the school curriculum through frequent contact with the classroom teacher.

ENROLL NOW accredited driver education courses

CONDUCTED BY **MONTREAL CITY MOTOR LEAGUE**



1123 St. Catherine W.
YMCA Pointe Claire
also at your high school

844-7303

CALL FOR FREE BROCHURE

For TEENAGERS and ADULTS
(16 years and over—all ages)

Introduction to EDUCOUNCIL

At the 38th Annual QFHSA Convention, a new publication entitled *Educouncil* was introduced. The bulletin aims at answering the need to inform the English language school community on the activities of the Superior Council of Education.

As an independent branch of the Quebec government, the S.C.E. has the role of advisor of the Ministry of Education.

The specific role of *Educouncil* will be to report on current matters and issues. Many articles will be translated from Conseil-

Education; others will appear only in *Educouncil* since they will be of interest mainly to English language readers. It is expected that this bulletin will be published, on a trial basis, five times during this introductory year.

Readers interested in obtaining a free subscription are requested to contact the office of the Superior Council. *Educouncil*, Direction des communications, Conseil supérieur de l'éducation, 2050, boul. St-Cyrille ouest, (4th), Sainte-Foy, QC, G1V 2K8.

Under new management

The National Film Board of Canada production *Under New Management* is about Quebec and the francization of the province that has taken place since the Parti Québécois won power from the Liberals in 1976. More precisely, it looks at the erosion of the English power base as seen through English eyes.

The film explores the wide range of responses to the new status quo. Opinions culled from government officials and housewives, businessmen, teachers and students show the great diversity that exists both within and between the two cultural com-

munities. Many of the English, once a largely unilingual community, feel like immigrants in their own country while others, such as the young generation of bilingual English Quebecers, seem willing to adapt to a Québec where "on vit en français".

Directed by Tina Viljoen a NFB filmmaker, *Under New Management* concludes by asking a sobering question: Can the Canadian nation survive if neither of its major language groups is really welcome in the territory of the other?

The film has been shown on CFCF TV and is available on loan.

No More Local Negotiations

New Contracts Provincial

The Quebec government has announced that local negotiations re contracts between employers and

employees in the school system are to be discarded. All negotiations will be centralized.

The last set of contracts included provision for local negotiations on some subjects at the school board level. Two years later three school boards and their unions are still without agreement. Some observers have found local negotiations used as a method of retrieving provisions lost at the central negotiations.

The adoption of central negotiations to the exclusion of local contracts means loss of powers to local boards and unions.

Current contracts are due to expire on December 31, 1982, and negotiations are due to begin this July.

Fund Raising Campaign

Money for fight

The Quebec Association of Protestant School Boards (QAPSB) has officially launched a province-wide fund-raising campaign to help the Association and its 32 member boards offset the cost of opposing Dr. Laurin's plans to dismantle the entire education system.

QAPSB believes that the present system of democratically elected local school boards serves both the child and the community well. Universal suffrage would be abolished under the Laurin proposals.

QAPSB is also committed to a legal challenge, all the way to the Superior Court if necessary. Officials say the legal battle could be quite costly. The fund-raising campaign is necessary to assist QAPSB in this effort as well as its social action program.

QAPSB's Special Task Force, a provincial body created to deal with school board reorganization, has produced bilingual "ACTION KITS," "DOSSIER-SAUVEGARDE", to assist local boards and communities in their fund-raising efforts. The kits contain various items, such as buttons, bumper stickers, and picket signs, to help people organize participation at the local level.

The kits have been produced in the school crossing colours of blue and white, and contain historical prints suitable for framing of heritage buildings still in use, a little red schoolhouse for children and an historical brochure with highlights from the Quebec education scene. The action kits are being distributed throughout the province by the local school boards and community task forces.

The fund-raising campaign is a fully bilingual effort and the Association hopes to alert the entire province of Quebec — French, English, and other — to the issue of education reorganization.

Parents and community

Summer Repeat

English: Past and Present

Why do we speak the way we do? Although we're surrounded by English every day, we seldom stop to look at it as a language. That will be remedied on CBC Radio, when an authority on linguistics, Professor Henry Rogers of the University of Toronto, and some of his distinguished North American colleagues, examine the long history of English and investigate its many variations, in a three-part series. *English: Its Past and Present*, will be seen Sunday

nights at 9:05, (10:35 adt, 10:35 ndt), on *Ideas Present*.

Written records of English go back about 1,000 years, but the language of that period is not intelligible to the modern reader.

The June 13 program looks at the way English has changed, from Chaucer to Shakespeare to the present.

The June 20 program focuses on how language is learned.

The June 27 program examines how various social environments influence the way we speak.



MONTESORI SCHOOL INC.

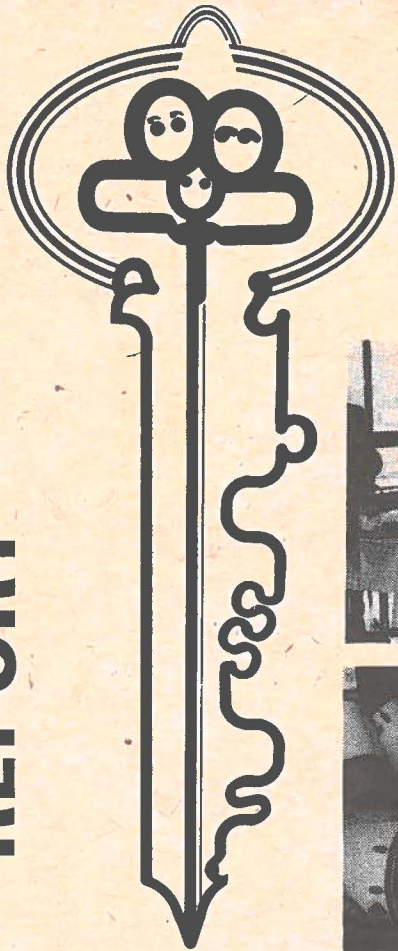
REGISTRATION NOW OPEN
FOR SEPTEMBER '82 and '83

8 branches

Brochure upon request

For information call head office:

272-7040/272-2826



SPECIAL REPORT

The Family— KEY TO THE FUTURE



AGM Conference evaluations — 1982

The evaluation forms handed in by AGM participants are an essential part of the follow-up by the conference organizers. Assessing these returns enables them to hand on to next year's planning committee both the positive and negative feedback of the 1982 participants and to have clear recommendations for the 1983 AGM. Here is what you said:

The Plenary Session — 'Influences on the Family' — All speakers made a good impression — it was difficult to choose a workshop; All the speakers gave you something to think about; Interesting and stimulating; Topics well related, easy to integrate; Must stress that each speaker adheres to his time limit.

THE PLENARY WORKSHOPS

Nutrition — Sylvia Adams

Very informative — excellent handouts and good references given. *Fit Not Fat* by Covert was mentioned as an excellent source on this topic.

Media — Roger Blais

Enjoyable, informal session; When speaker (M. Blais) leads to change the speaker has done his job — I intend to watch less T.V.; Very good as we all participated in the discussion; M. Blais is willing to communicate in ways that are not always openly accepted by the Establishment.

Values — David Nadler

Some dissatisfaction with informal discussion format; Interesting to hear what other delegates had to say on transmission of values to our children; Would have preferred him to follow up his excellent presentation.

Stress — Dr. William Tally

Brought home the reality of the implications of poor economy on home life — especially the emotional stress on youth; Good exchange of ideas; Ideas tied together well by the speaker.

EVENING PLENARY SESSION

"School Reorganization"

Unfortunately the banquet ran late and there was insufficient time to field all the questions or to engage in more in-depth discussion on this topic. Perhaps the most telling comment was put forward by one participant who said, "(Mr. Spiller) may not have the ear of the Minister (of Education) but inspires confidence that we are reacting to a real threat, not just to rumour."

Others commented: Panelists were interesting and inspiring; I do not believe the Ministry is listening to me and I feel time should have been allotted to tell Mr. Spiller exactly how we, as parents, feel; It was interesting to hear Mr. Spiller put school restructuring in context of ongoing French secular reform, as opposed to the anti-English plot theory so many of us subscribe to!; It was extremely aggravating to hear ALL these different groups speaking separately. Why isn't everyone working TOGETHER on ONE council? All those little squeaks will not make the impact of one loud BANG. There seems to be much duplication of effort. It is a terrific waste. Then Mr. Spiller said everything is all in place to go. What good will policy statements do? What we need is ACTION NOW. I'm tired of going to all these meetings while the government machinery is going on despite us!; Jocelyn Girard — Lucien Rossaert — dynamic speakers, can we get them to the people?; McCall — good to hear some background to teachers' position.

SATURDAY WORKSHOPS

Social Services and the School

Excellent and a red alert to what QFHSA must be concerned with in the future — the disenchantment of students — the alternatives they are choosing and the breakdown of families — parents must be brought into the picture; We could lose a lot if we lose our

counsellors; Pleased to learn that the social workers cover such a vast and diversified area. Impressed with what Lasalle (High School) is doing; There was so much good material here, current concerns, pressures, needs well documented.

Recognizing the Signs — Drug and Alcohol Abuse, Cults (Cults was the only topic covered due to absence of speaker on Drug and Alcohol Abuse.)

Excellent information by two dynamic ladies — a real beginning knowledge of a little known problem; Informative — on a topic often ignored or glossed over; Will bring this subject up to our Principal — everybody should know about this; Good distribution of literature; Very informative and educational — literature available for use at school is great; I sincerely think that more positive action should be taken by parents and schools to combat this negative situation; I appreciated the information they presented especially as I have a 13 year old in high school; Should certainly be part of the school curriculum.

The New Curriculum: Régime Pédagogique

Lots of information; Very informative and enjoyable; Useful hand-outs; Both panelists were excellent and gave me the clearest understanding I have received yet on what the régime will mean to education in this province; Devoted too much time to "history" and left too little time to be able to deal with details and examples; Cleared up misconceptions we had about time allotments.

Technology: Kids and Computers

Super presentation of a very exciting program and potential of the computer; Assistance of video equipment, i.e. slides contributed greatly — should be seen by more teachers and principals; Excellent — it's a shame nothing is done at the (school)

Board level. This should be done for them, not us; Helped overcome fear of technology; Most interesting coverage of application to handicapped children.

Communication in the Family

Excellent. Good overview of basic communication concepts and Helen (Constatine) was excellent in her ability to give participants an opportunity to express concrete problems, directing others to answer to these issues and keeping them on the subject; Good explanations and then productive discussion; Trading of insights among parents is always valuable; Excellent leader — good participation.

Nutrition: A Family Affair

A very well prepared speaker; Excellent presentation by a well-informed nutritionist; A very good presentation.

Positive Approaches to Discipline

A dynamic person; Best workshop I've attended in a long time; Please run this again in future years; Mr. Baker really seems to understand his subject and is 'practically' helpful; A super presentation that not only parents but also teachers at our school could benefit from; Learned a lot, well presented, enlightening speaker — A+; Very good common sense answers to today's problems; Good sense of humour, kept everyone's attention; Do teachers have workshops on this topic?; Constructive techniques offered.

Is There Life After High School?

Too much content for one workshop. We need more CEGEP accountability — have this for next year; Very formative and interesting, particularly in a philosophical sense; Very informative; There are many avenues available to students if the motivation is there and support from the family; Highlighted the fact that students must have meaningful experiences, practical and learning — if they are to

persevere — and there is an urgent need for more creative approaches; Professor Wagschal — interesting but could have been more specific; John Britton — informative, concise; Too much discussion on Professor Wagschal's humanities course, not enough on futurist course.

General Comments on Meals, Accommodations, etc., included:

Conference needs more publicity. To continue at Concordia (Loyola) and with the same format; an option for 'fish' should be made available at meal time; more women at the head table, please; no more caffeine overloads after this 'Year of Nutrition'; the lunch paper plates were too small; wooden chairs rather hard for AGM; extra blankets for overnight in residence — hot water early in the morning; meals good — service slow.

Suggested Topics for Next Year's AGM

Future educational trends — must meet the reality of our real job needs; Is There Life After High School? — but break it up into more in-depth workshop; Alternatives to the present (school) system; Assertiveness — how to say NO to your kids and others; Quebec Health Services — untangling the red tape; Health Food and Vitamins — is it all bunk?; Reconstituted Families; Single Parent Families; Bringing back religious education; Supplementing French instruction; Parent-Teacher relations; More on curriculum, etc.

A further suggestion was for taping concurrent workshops and having tapes available to locals or individuals.

As you can see the evaluation forms are a definite means of gathering input not only regarding this year's conference, but also in determining a plan of action for next year's conference committee.

Thank you so much for taking the time to give us your comments.

Plenary Session

Influences on the family

The Plenary Session of the 38th annual convention of the Quebec Federation of Home and School Associations was held at 9:15 a.m. on May 14, 1982. It consisted of a panel presentation on "Influences on the Family". It was chaired by the Rev. Alex Morris, Past President of Quebec Federation. The panelists included Sylvia Adams, Community Health Nurse, Town of Mount Royal, and Chairman, Fitness and Nutrition Committee, Canadian Home and School and Parent-Teacher Federation; Roger Blais, Consultant in Communication, film maker, Baldwin Cartier School Board; David Nadler, Consultant in Moral and Religious Education, Lakeshore School Board; and Dr. William Talley, Director of the Counselling Program, Department of Education, McGill University.

The first speaker was Ms. Adams, who identified some of the characteristics of our society which affect nutrition and fitness in families: an increase in one parent families, more families where two parents are working, the effect of T.V. on food selection, an accompanying lack of activity with hours spent in front of T.V., and different schedules of family members. We have become a "grazing society" rather than having family members sit down together for three regular meals a day. Ms. Adams showed a chart identifying the main causes of death for people 45 years of age and up. Most were nutritionally related. She cited problems of overweight teenagers, poor physical fitness in school age children, skipping meals on the part of children. Many of the problems she encounters among the elderly are related to their own eating habits as children. She suggests that parents follow a well researched concept, such as Canada Food guide, reduce fat, sugar and salt intake and ensure that children eat a nourishing, balanced breakfast.

Mr. Nadler discussed values in the family, the source of values and strategies for transmitting values to our children. Priorities must be established, realizing that both priorities and values change. The key questions he posed were:

- 1) Do your children know your values?
- 2) Do you know what your children value?
- 3) When there are differences, how do you handle it?

He stated that children learn values primarily from the peer groups, secondarily from the media and least from parents. He reminded us that forty billion dollars is spent annually in media advertising. By the time a child graduates from high school he has seen 350,000 commercials, which teach values re love, romance, sexuality and normal roles. He suggested parents can be most effective in transmitting values by:

- 1) Being a good model.
- 2) Giving youngsters supervision and guidance.
- 3) Allowing independence.
- 4) Taking an interest in child's activities and friends.
- 5) Letting children know what is expected from them.

Mr. Nadler cautioned against trying to be the perfect parent, but rather, "learn to love, to laugh and to be adaptable."

Mr. Blais referred to T.V. as "junk food of the mind, a family drug." It is the most important medium as it reaches millions of people all over the world. He discussed the amount of time that all people, particularly children, spend watching television. Mr. Blais emphasized that T.V. affects all activities, creates needs, and controls our emotions, telling us when to be happy, when to be

angry, when to weep. It is part of the consumer society "which lives only to consume", a "plastic artificial world". T.V.'s image making manipulates politics by selective focus on certain events and aspects of a politician, often unduly influencing the public by magnifying the trivial. T.V. is seen by Mr. Blais as a "seductress", never punishing, eliminating the need to talk, providing the first communication gaps in the family. He quoted Locke: "One must never drug the children."

Dr. Talley spoke about economic strain and its effects on the family. These effects can often be long term and pathogenic. Some of the effects could be increases in stealing, robberies, vandalism, child abuse and wife battering. When he hears of 500 layoffs, he wonders how these families will be affected and how underlying problems may be aggravated. He described three stereotypical families and possible outcomes for these types.

The first type of family is the status conscious family, characterized by conspicuous consumption. Since so much of the

VALUES — David Nadler

Life decisions are based on your values. Whether to rob a bank, invade a country, or buy an expensive outfit, all are decisions based on value judgments. This topic of values was aimed at helping us find out where our children's values are made. Many of their internal conflicts are due to differing values. Mr. Nadler suggested that for our children, the order of importance of values is:

1. Peers
2. Media
3. Parents

Most of us found this surprising. In the workshop discussion these are some of the points that were discussed:

1. Peers

How to cope with peer pressure. Get to know your child's friends.

Get involved in child's activities — attend events at school as well as sports.

A child wearing jeans like everyone else, will not lose his individuality if this value had been fostered earlier.

Some peer values are negotiable (i.e. dress) while others are not (i.e. honesty).

2. Media

Industry telling us what to value.

Commercials advising whether we're pretty enough or wearing the right clothes.

Video recorders can be used to eliminate commercials.

Can't eliminate completely, but be sure to teach children how to judge for themselves.

Show them other side of commercials, point out what is wrong. Watch television with children and discuss programs.

Explain unreality of problems being solved in one hour.

3. Parents

Do our kids know what we value? Do we just tell them or do we show them?

Are family dinner discussions gone? (Mother is out, father is working late, grandma's in Florida.)

Children will be less influenced by dishonest acts if proper role models have been set for them.

The more time spent with the kids, the more influence parents will have on them.

family's self worth is tied to money, the effects could be devastating.

The second kind of family is the thrifty, careful family who has learned to live within its means. Since there is less emphasis on spending money and more on relationships, these families will probably survive relatively intact.

The family which is most likely to encounter financial strain and emerge even stronger is the resourceful family which works together as a team, all members making contributions to the whole.

Dr. Talley is worried about the young people who have always expected instant gratification. If they cannot adapt to financial hard times, irrevocable damage can occur.

This was an excellent panel with each member giving an important point of view. These viewpoints were tied together with the thread of continuity of the impact of certain characteristics of our society on each aspect discussed.

Recorder: Anne Kiss
Montreal West High School



How to help our kids

1. Set a good role model — Do as I do.
2. Provide a lot of supervision and guidance — they WANT rules.
3. Foster the child's individuality and independence.

4. Take an interest in your children's activities and their friends.

5. Let them know what is expected of them. Both parents should try to give the same message.

FITNESS AND NUTRITION — Sylvia Adams

The Friday morning workshop on nutrition was led by Sylvia Adams. Prior to formal discussion Mrs. Adams circulated pertinent literature on diet, physical fitness and a healthy lifestyle. It was noted that this literature was funded by tax dollars. A good base to begin with would be "Shopping for Food and Nutrition" and "Canada's Food Guide".

The discussion centered mainly

on the over consumption of sugar, fat and salt. Much of these three are ingested unknowingly as an additive or inherent ingredient in particular foods. Ways of avoiding these substances were discussed and it was noted that using substitutes could be just as harmful.

Physical fitness was also discussed, with Mrs. Adams describing aerobic exercises. They promote an enzyme to burn and

break down fats and sugar. Energy intake must balance with energy output to maintain an optimum weight. When dieting or maintaining your weight, physical exercise will limit appetite.

Mrs. Adams could not stress enough that the health and future well-being of our children is directly related to the nutrition and lifestyle they have today.

FINANCIAL STRESS — Dr. William Talley

Traumatic episodes in our lives, such as in the case of financial stress (loss of job, etc.) have many future implications. Of course there will be the primary implications such as a change in lifestyle, feelings of uncertainty and perhaps an assault on the ego. It can go on though, to secondary implications such as depression, battering of spouse or children, vandalism or drugs. There is a "trickle down" problem where the stress causes little problems to appear as large ones.

Dr. Talley categorized families into three major stereotyped kinds. The kind of family involved would indicate how they would cope with the new pressures of financial stress.

1) The High Life Style Status Family

They live beyond their means. There is a need for immediate gratification. The feeling in this family is that it is their right, not a privilege, to have things. To them, worth equals money. You can see where this family would have a hard time coping with financial problems. The children find it especially hard and cannot adjust to the loss of income.

2) The Thrifty Careful Family
They are living within their means and know the value of saving. They realize natural things are better than bought. There is less use of credit cards here. This

family's values are stable and practical. They know some things can wait. The family can cope better with a financial setback.

3) Resourceful Family

This family can be resourceful as well as either #1 or #2 above. There can be a good income but the individuals are very versatile.

In financially bad times the father can do carpentry or hang wallpaper. The mother can tutor in her spare time. Clothes can be recycled or sewn at home. The children can get little jobs here and there. In a financial reversal, this type of family fares best in their ability to cope.

MEDIA — Roger Blais

The media, television, radio, the press and films are all forms of communication. In the past, father was the one who brought home news of the outside world. This encouraged a respectful hero image towards him. This also applied to the preacher and the teacher. Nowadays all these other forms of media have replaced their roles.

Television is not all bad or all good, it is simply a tool that must be controlled. Uncontrolled it can become a habit forming drug, a form of cancer of the mind.

Television is an excellent provider of information programs such as Sesame Street, which provides a great body of information that helps form a good basis for later classroom education.

For the same age group, Saturday morning cartoons were discussed. Are they good or bad?

Relaxation or stimulation?

Music is also a form of communication. Loud rock music seems to be the exclusive domain of the teenager. Is it because they really like it or because their parents do not? What are the long term effects on them (other than impaired hearing)?

Television, when used correctly, can be an excellent family exercise. If the family watches a specific program all together, interesting discussions can be provided before or after. One must remember to use the "Off" switch and go on to other activities.

Parents must help their children differentiate between what is real or imaginary (i.e. news vs dramatic show). Parents should keep themselves as well as their children in touch with the real world and not use television as a substitute for it.

Plenary session — school reorganization

The question of school reorganization has been a major preoccupation of a great many Home and School members for the past six months or more. It was inevitable therefore that the issue should surface at this year's Annual General Meeting of the Association held recently at Concordia University. At the well attended plenary session on the evening of May 14th a distinguished panel of six speakers from different areas of the education community presented their views on the issue.

Marion Daigle, Executive Vice-President of the Quebec Federation of Home and School Associations briefly reviewed QFHSA's attempts to come to grips with the problem during the past year.

The QFHSA executive has served as a special Task Force to coordinate the Association's activities with those of the many other groups across the province who are fighting the plan. She emphasized that the Association has taken a firm stand on the question and read part of the policy resolution embodying that stand: "Any changes in our present educational structures must in no way affect the present status of confessional school boards until there are constitutional guarantees for elected English language school board systems with administrative and pedagogical English language support services."

In addition, she took the *Montreal Gazette* to task for its failure to adequately alert its readers to the many shortcomings in the minority language education rights section of the new Canadian constitution.

Ruth Eatock, of the Quebec Association of Protestant School Boards' Task Force, outlined the basic structure and aims of her action group. It serves as the principal body for coordinating the activities of school board and community task forces across the province. She outlined the overall strategy for the attack on the Laurin plan. "We are presently in the first part of a planned four-phase program of resistance." Public information meetings have been held in most regions of the province and local task forces are active. The emphasis is now on raising funds for what may develop into a prolonged and expensive battle.

Jocelyn Girard, President of the Association of Parent Committees of Protestant School Boards, presented a spirited defense of the existing board structures. She emphasized that "we still believe in democratically elected school boards." She was disturbed when the Minister of Education claimed that his proposals are in response to parent demands and concerns. "Our school boards have served us well," and although there may be need for some improvements, the necessary changes should be made gradually and only after considerable thought and consultation. We don't need to demolish the whole structure in order to improve parts of it.

Doug McCall, executive member of the Provincial Association of Protestant Teachers, expressed surprise that the "winter leaks have so far failed to result in a spring flood". He stated that his organization has spent a great deal of time in developing its policy on restructuring. If reorganization is to take place then a reasonable hypothesis that might prove workable is language boards. The teachers are hoping to demonstrate that nine such language boards province-wide would be a cost effective way of running the school system.

The roles of the many groups in the education community, from

the provincial government to the parents, have been carefully defined in the proposal. It supports the idea of universal suffrage in school board elections, but seeks improvements in the election process itself.

Mr. McCall emphasized that although his organization's proposals differ considerably from the stand taken by most parent groups, all are really striving for a common goal — to maintain control of education in our local communities.

Lucien Rossaert, Vice-chairman of the Superior Council of Education, was emphatic in his declaration that "1982 will be a pivotal year for Quebec schools." The number of education issues demanding solution is mind boggling and the restructuring question only adds to the immensity of the challenge facing educators. He touched upon some of the currently hot issues to demonstrate the turmoil in education. These include budget compressions, contract negotiations, rising drop-out rate, implementation of the Régime Pédagogique to name but a few.

He decried this continuing "inflation of issues" and suggested that we need to make some critical decisions to solve existing problems before taking on complex new issues.

Changes, if there are to be any, must come about gradually. The roots of Quebec schools are firmly set in confessional structures and changes in this tradition cannot be made overnight. In fact, improvement of the school system should be and has been an ongoing process of gradual evolution. It is only recently that a small group of bureaucrats has pushed for radical and rapid changes and thus created the existing crisis atmosphere that makes any change very difficult.

What the public wants and needs is calm and stability and the assurance that quality education will be maintained without major upset. What is required is a period of meaningful consultation and some evidence that the views of all concerned groups are being taken into account at the decision making level. "Such an approach is a commitment to excellence."

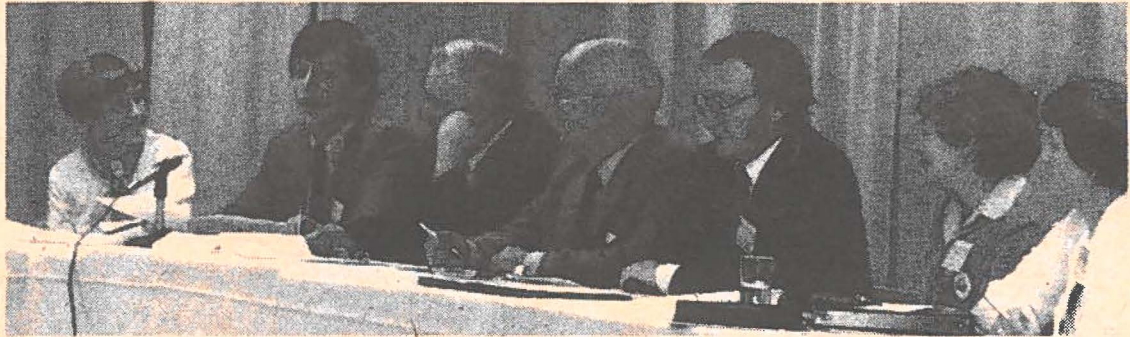
In introducing the final speaker, the chairman stated that it was perhaps appropriate that **Mr. Ernest Spiller**, as Associate Deputy Minister of Protestant Education, should have the last word on the subject. For his part, Mr. Spiller quipped that it was his understanding that in baseball at least, the player at the tail end of the batting line up is usually the weakest hitter.

In his presentation he emphasized that it is important that those in authority make available to all in the school community the basic information necessary for them to make an informed judgement on the issue. His ongoing goal was to provide such information.

In spite of wishful thinking in some quarters, he stated that "the school reform plan is not a cloud that has blown over." He added that "the minister is determined." In fact, the only reason he accepted the education portfolio was in order to bring in his education reform plan. This plan and the associated legislation is now ready for publication and tabling in the National Assembly. It has already received the approval of the Permanent Committee on Cultural Affairs. However, there will be no public revelation of the documents until they are given clearance by cabinet.

At the moment, several other

Education reorganization — "Not a cloud that has blown over"



issues such as the constitution, the economy and contract negotiations outweigh the education bill in the minds of P.Q. ministers. The bill is still poised and ready to go at the first opportune moment. "No decision has been made to postpone indefinitely the school reform plan — or to postpone it to a fixed date such as next autumn." Mr. Spiller saw the education minister's proposals as a further step in a continuing attempt to affirm the role of the state in education by taking

control away from the church where it has traditionally resided and investing it in the state. This is a process that has been going on for a number of years under several different governments.

In concluding he stated that in any education system there has to be a well developed system of checks and balances built in. There is a "necessity for some kind of check on any government having unbridled authority in deciding curriculum for schools." Perhaps this could be achieved by

returning power to the school boards. Over the past twenty years power has systematically been transferred from the school boards to the ministry. During this time the opportunity for governments to influence the education process and curriculum by arbitrary regulations has increased greatly. He warned that the potential for "possible abuse of using schools for purposes of indoctrination is too great."

Recorder: **Jon Percy**
Hudson School

GORDON PATERSON AWARD

for outstanding service to the education of children

ERNEST SPILLER

Born and educated in Quebec, Mr. Ernest Spiller has had a long and distinguished career as a scholar, teacher, principal, school board administrator and currently as Associate Deputy Minister (Protestant) M.E.Q.

Mr. Spiller graduated from West Hill High School followed by a Bachelor of Arts degree and High School Teaching Diploma from McGill University. Later he earned a Master of Education degree from the University of Pennsylvania, Philadelphia, USA and was the recipient of the award of the Institute of Education from the University of London, England.

Mr. Spiller commenced his teaching career as a history teacher at Lachine High School for the PSBGM where, among his many extra-curricular activities, he was teacher representative of the Home and School Association executive. His first principalship was served at Carlyle School in the Town of Mount Royal followed by Westpark School in Dollard des Ormeaux and as Vice-Principal of Verdun High School.

As an administrator with the PSBGM he served in many capacities: Director of Personnel, Regional Director, and Deputy Director General. He was chief negotiator for the Quebec Association of Protestant School Boards during the first negotiations at the provincial level 1967-70.

From 1975-79 he served as Assistant Director-General for the School Council of the Island of Montreal followed by his present appointment as Associate Deputy Minister, M.E.Q.

Professionally he has been active in the past with the Provincial Association of Protestant Teachers, Association of Directors-General of School Boards, Quebec Association of School Administrators and has been a member of the Board of Directors of the Canadian Education Association since 1975. Mr. Spiller served in the Royal Canadian Navy during the Second World War. An active and keen sportsman, he has participated in a number of sports: hockey, curling, squash.

Mr. Spiller has recognized the role of parents in education. As an independent voice in education QFHSA has cherished its links to the M.E.Q. through the offices of the Associate Deputy Minister. Mr. Spiller has always responded to our concerns, sought our advice on matters affecting parents and children in education, participated at our leadership conferences as well as at the A.G.M. At this particular time in the history of education in Quebec it is fitting that we should recognize someone who has literally dedicated his working life to service in education.

The Gordon Paterson Award is given to honour an outstanding educator who has also encouraged parent participation in the education of their children. Ernest Spiller is a most worthy recipient of this award.



LESLIE N. BUZZELL AWARD

for outstanding service to Quebec Federation

GORDON PERRY

Gordon was born in London, England, and educated at the Royal Masonic Schools and the Rugby College of Technology and Arts where he graduated in electrical, and mechanical engineering. He came to Canada in 1957 and is presently employed with Bell Canada in Internal Communications. Gordon is the father of two children, Mark and Michelle, who are students at John XXIII/Dorval High School.

Gordon began his involvement in Home and School at the local level when he was elected president of Courtland Park Home and School Association in his first year! From there he was active on the executive of Dorval High Home and School Association and was a member of the Major School Change Committee which saw the eventual amalgamation of John XXIII and Dorval High Schools.

In 1975 Gordon assumed the task of preparing the layout of the AGM program book and has been responsible for its professional calibre ever since. In 1976 he began working on the layout of the Home and School NEWS and spends hours of his limited leisure time preparing the five issues each year. The quality of QFHSA's NEWS is due in no small part to Gordon's efforts.

Along with these activities Gordon has served Federation as a Vice-President from 1975-77; Recording Secretary 1977-78 and again in 1981-82. He has agreed to have his name stand for Recording Secretary for 1982-84. As co-chairman of the QFHSA Publicity Committee, Gordon undertakes all the audio-visual and photography arrangements for our press conferences, leadership conferences and annual general meetings.

The Buzzell Award is meant to recognize service to Quebec Federation of Home and School Associations at the provincial level as well as the furtherance of the aims and objectives of Home and School. Gordon Perry has served Federation well and the quality of his contributions has been outstanding. He has made us look good many, many times. Gordon is a worthy example of the qualities this award honours.



Social Services and the School

On Saturday, May 15, at the Annual General Meeting, we were treated to detailed and busy accounts of the working lives of three very involved and interesting women who put their hearts into helping our children on a non-academic basis.

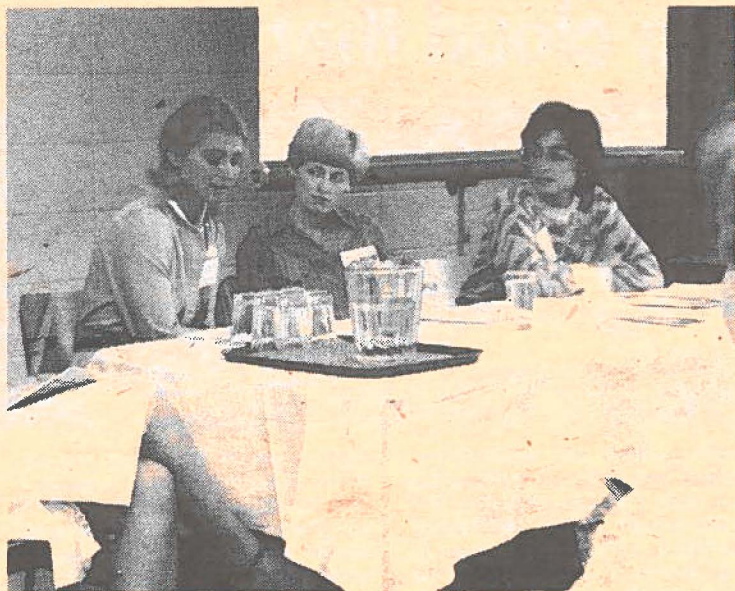
Rosemary Steinberg is Department Head of Social Work at PSBGM and is contracted out to them by Ville Marie Social Services. She wants to help the child reach his fullest educational potential. After a child with social or emotional difficulties is referred to her, she assesses and treats the problem, hopefully before it gets out of hand. Often the family is seen as well. Unfortunately, Rosemary feels frustrated by her inability to see all who need her help.

Barbara Good is a Guidance Counsellor and teacher at Beaconsfield High. She teaches, responds to crises and acts as a liaison or ombudsman between adult and child. She also calls in outside help when needed. However, she deals mainly with career counselling, advising students about their future. For example, a career library is available to help her outline entrance requirements to colleges. Barbara is very active during and after school helping students and parents deal with the normal stages that all adolescents go through.

Joy Coldwell is a Career Advisor at LaSalle High. Her Work-Study Program offers on-the-job training, giving students a chance to use up-to-date technology. They also learn other skills such as interview techniques. At least 45% of these students were offered jobs by the host companies. In addition, her Teacher's Aide program sends girls to elementary schools where they can practice reading skills and feel useful. Joy is instrumental in maintaining good relationships with all these resource people.

These social services are used as deemed necessary by the principal and staff of the particular school. However, all are being threatened by budget cuts. As Chairman Margo Purvis stated in closing, we as parents must be aware of the needs of our schools and speak up.

Recorder: Bryna Gartenberg
Jewish People's School



Kids and Computers

Stanley Squires, Head of Children's Services of the Oakville Public Library, outlined various programs he employs to teach children the use of computers.

One such program helps handicapped children, especially cerebral palsied children, whose intelligence is difficult to measure except by computers specially adapted to their needs. Some of these children have even gone on to university.

Another program adapted for pre-school children teaches shape recognition, letters of the alphabet, simple vocabulary, sentence structure, memory and concentration skills, and simple math.

The overall objective of the program is to make children familiar with and at ease with the computer. Parents are invited to come along and participate in a computer literacy program so they

will not be left behind by their youngsters!

Slides were also shown demonstrating the ease with which children use a computer. **Iain Mackay**, Guidance Counsellor at the Lakeshore School Board, demonstrated one of the computers this Board has been using in its elementary schools.

The audience was fascinated by the scope and interactive nature of the software controlling microcomputers, as well as their general use as teaching aids for school children.

A spirited question and discussion period followed during which the audience indicated a desire for increased use of computers in schools and a concern for the difficult problem of selecting appropriate hardware and software.

Recorder: Joan Wiener
William Latter School

Discipline:

Values must be taught

Patrick Baker, Principal, Northview Elementary School, opened the workshop by asking the participants for suggestions of discipline problems, e.g. not listening, backtalking, television, erratic behaviour, different standards or values in different homes, etc.

This was followed by a brief discussion of communication: early men communicated directly and instantly with each other to discuss and solve problems; the printing-press made communication less direct and lengthier; the electronic age has brought us back to instant communication and involvement.

Discussion then took place on power versus authority; legal authority which has now diminished and is differently interpreted; charismatic authority; and the authority of expertise.

Mr. Baker then reviewed the changes in styles of leadership in education: the changing role of the principal or parent's authority.

Mr. Baker pointed out that values have to be taught, whether at home or at school, and they should not be assumed. These influences vary according to the people or things having influence over children, e.g. television, a babysitter, a single parent, etc.

Discussion then took place of the principles to be observed in managing conflicts, and the following were suggested: make sure everyone knows the rules beforehand; don't ask a child why he did something — he will be forced to lie; describe the incident as you see it, without making judgments; make good on threats; be alert to problems which may be indicated by a deviation from normal behaviour in a child; the approach or process is the key to

discipline as much as the actual content.

A film on handling disruptive behaviour in the classroom was then presented, with commentary by William Glasser, a noted authority on discipline. He advises us to recognize problems and then ask ourselves the following questions or examine these suggestions: Step 1: "What am I doing?"; Step 2: "Is it working?" — if not, consider changing methods; Step 3: "Give a trouble-prone student the time of day when he is behaving correctly"; Step 4: "What are you doing?" — rather than "why"; Step 5: "Is it against the rules? — this is what I saw and it is against the rules"; Step 6: "This has got to be worked out" — by changing his seat, talking to him after school, etc; Step 7: "Isolate the student from the rest of the class — until he is ready to work it out"; Step 8: "Put him out of the class — to the office, principal — his disruptive behaviour prevents other students from learning"; Step 9: "Send him and phone his parents"; Step 10: "Get professional help — if parents are also unable to cope". Glasser's premise is that disruptive behaviour cannot be tolerated either at school or in the home, therefore problems must be worked out and rules followed. He also strongly emphasizes the importance of communicating pleasantly with a disruptive child any time that he is not causing trouble.

Pat Baker concluded his workshop with the thought that we should see an example to our children and practice what we preach. A family is a group that co-operates and pulls together, with each pulling his own weight.
Recorder: Vivien Dagher
Northview School

AGM Resolution 82/1

Constitution Act (Canada) 1981

From: Board of Directors, Quebec Federation of Home & School Associations

WHEREAS, by resolution of November 21, 1981, the Board of Directors of Quebec Federation of Home and School Associations has appealed to the Parliament of Canada and to the Provincial Premiers requesting them to abide by the stated intention of the federal government "to obtain legal definition of the extent to which the Constitution protects official language minorities", and

WHEREAS, by the same resolution, they ask for the suspension of the amendment to Article 23 (1) (a), that would make an exception for Quebec, until such time as the Supreme Court of Canada has ruled on the constitutionality of Quebec's Bill 101,

THEREFORE BE IT RESOLVED that the Canadian Home and School and Parent-Teacher Federation be asked to take note of the petition of Quebec Federation of Home and School Associations to the Members of the House of Commons regarding the exclusion of the citizens of Quebec from the protection of Section 23 (1) (a) of the Constitution Act 1981, and to assist Quebec Federation of Home and School Associations in making representation to the end that there be equality of minority official language educational rights for all Canadians.

Destination: Canadian Home and School and Parent-Teacher Federation (for transmission to the Prime Minister of Canada and the Provincial Premiers)

AGM Emergency Resolution 82/2E

Francization of English Institutions

From: Rights Committee, QFHSA

WHEREAS the tradition of elected commissioners who manage local school boards is a cornerstone for a democratic society, and

WHEREAS the compulsory francization of the administrative and decision-making process of such school boards in Quebec when their electorate and commissioners in majority are of another language is the denial of a right of free public discussion of school affairs, which freedom is the breath of life for democratic institutions, and

WHEREAS Section 2 of the Canadian Charter of Rights and Freedom states:

"Everyone has the following fundamental freedoms:
b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication,..."

BE IT THEREFORE RESOLVED that Quebec Federation of Home and School Associations appeal to the member boards of the Quebec Association of Protestant School Boards to refuse to proceed with francization of their administrative and decision-making processes until such time as the Supreme Court of Canada has ruled on the power of a province to interfere with the individual's right of freedom of speech.

Destination: Quebec Association of Protestant School Boards; Ministry of Education; The Prime Minister of Canada; Minister of Justice; Leaders of the Opposition Parties, Federal and Provincial; Quebec Association of School Administrators.



camp tara

ACADEMIC AND RECREATIONAL CAMP

- in the Adirondack Park
- Magnificent location on Lake Champlain
- Full academic program including French
- Water sports and nature hikes
- Highly qualified staff

WESTMOUNT LEARNING CENTRE

245 Victoria Avenue, suite 702
932-4109

Recorder: Gretchen Code
Macdonald High School

You are what you eat

Given by Mlle. Manon Lebel, nutritionist and dietician, Community Health Department, Montreal General Hospital.

Mlle. Lebel presented a very well prepared and documented workshop, covering key topics regarding family life and nutrition. Mlle. Lebel addressed issues such as:

1) **Feeding Families and Children from 1700 - 1982** drawing the interesting comparison of putting our Great grandparents into a modern supermarket; they would probably not be able to say if they were in a toy, hardware or grocery store!

2) **Our Changing Food Habits** and how we have come a long way from such traditional foods as bread, carrots and milk to soft drinks, frozen french fries and the variety of other convenience foods.

3) **Children at Suppertime by Themselves.** Mlle. Lebel who has worked in various Montreal School Commissions has found in her practical work that children often see themselves alone when eating, with the T.V. set on.

4) **The Evergrowing Food Industry.** The nation's vast food industry plays a major role in influencing our food habits. Profitable foods are marketed aggressively with 3% of our total

food bill going to advertising (\$6 billion in the U.S.A. per year) and 13% of our food bill going to packaging.

5) **Eating Habits of Quebecers.** Mlle. Lebel pointed out that one half of Quebec's adults are actually obese and cholesterol levels are higher than normal. Quebecers consume 100 pounds of sugar per inhabitant per year.

6) **Family as Environment for the Child.** The family plays a key role in providing the conditions for interchange between the developing organism and the more distal environment. The family develops food patterns in children and acts as an educator.

Good nutrition education is to enable persons to choose diets which are nutritionally and ecologically responsible. Young children should be the prime target group promotion of good nutrition, as they are the ones most affected by T.V. advertising. Young mothers are another key group to be taught to choose wisely; they are the heavy consumers.

Mlle. Lebel concluded by offering the following thought: Today's children are tomorrow's consumers and if they are what they eat they will also eat what they are.

Recorder: Angelika Redahl
Edgewater School

Is there life after High School?



... there is. But there's but!

Yes, says **John Britton**, Work Study Placement Officer for the PSBGM. Predicting trends to high technology "the paperless office" of the future, Mr. Britton advised parents to become more active in influencing educational trends and in advising their youngsters.

Future trends, says Mr. Britton, are towards increased specializa-

tion. For example:
1) the traditional trade of automobile repair will be replaced as cars become more computerized.
2) the professional engineer will use the computer in calculation and design.
3) business administration graduates will advise companies on economic trends.

4) workers of the future will have to become English and computer literate.
5) workers of the future will undergo 3-4 retraining periods in their life.

Canadians, traditionally a very regional people, will have to become more mobile and go to where the work is.

To meet these trends as educators and parents we must make our children aware they have a role as workers. As many students are not Guidance or Career aware, the Career/Guidance program must be integrated before Grade 10.

Most of today's Guidance Officers have career orientation and work study programs, career days and career libraries. With budget cuts schools cannot afford to update their equipment so cooperative programs with industry will give students hands-on experience.

A good booklet for parents: *What Will They Do?* is put out by the Association of Guidance Counsellors and available in the Guidance Office at your school.

Yes, says **Harry Wagschal**, Coordinator of Future Studies at Dawson College. Futurists don't predict the future but analyze in detail present trends. Wagschal feels high school kids are dying intellectually and that CEGEPs attempt to create an environment for ethical, spiritual and social growth.

He quoted the Metgar Study of 10,000 students interviewed after ten years "Beyond High School". The study conclusively proves that college education for the majority of students has enormous influence on a person's ethical values and intellectual life. Wagschal feels that Liberal Arts programmes, Social Sciences and Humanities courses help students to think, to analyze evidence and to develop intellectually. He believes in experiential education, i.e. link teaching to experience. Students learn and learning is a need according to Wagschal.

Wagschal feels teachers should encourage students into the productive mode so that as future citizens they can do good for their fellow man. He feels parents and family play a significant role in influencing children toward intellectual growth and productivity. The bad guy is T.V. which develops narcissism, makes consumers of us all and turns us into the "me generation". Students should explore their own value systems. (A handout was supplied. Available from Quebec Federation office should anyone wish a copy.)

AGM Emergency Resolution 82/1E

Amendment to the Canadian Constitution, by the deletion of section 59

From: Rights Committee, QFHSA

WHEREAS English law was established for Quebec with the coming of British jurisdiction by the Royal Proclamation of 1763, by which the Crown bound itself as follows:

"... all persons inhabiting in or resorting to, our said colony may confide in our royal protection for the enjoyment of the benefit of the laws of our realm of England," and

WHEREAS by Article 8 of the Quebec Act, passed by the U.K. Parliament in 1774, French law in regard to property and civil rights was restored in Quebec, but only to the eighty-two parishes already then in existence, and not, as commonly believed, to the Province as a whole, and

WHEREAS the Quebec Act specifically excluded from such restoration those vast tracts of the Province designed for new settlement, namely, townships, where lots were granted in free and common socage and not according to seigneurial tenure, as is evidenced by Article 9:

"Provided, always, that nothing in this Act contained shall extend, or be construed to extend, to any lands that have been granted by His Majesty, or shall hereafter be granted by His Majesty, his heirs and successors, to be holden in free and common socage", and

WHEREAS the Tenures Act, 1825, passed by the U.K. Parliament declared that all lands in Quebec outside the seigneuries were of English tenure, and this enactment was an affirmation of the statement in the House of Commons of one of the oldest of the then townships settlers, the Hon. J.W. Horton, who testified that:

"English law prevailed throughout the Province of Quebec between 1763 and 1774, and, so far as regards the townships, has never been repealed", and

WHEREAS, notwithstanding the provisions of the Quebec Act, in the Province of Lower Canada (Quebec) by convention the French language acquired legal status throughout the province and was treated on a basis of equality with English, and

WHEREAS Section 41 of the Union Act of 1840 establishing the Province of Canada by a union of Lower Canada (Quebec)

and Upper Canada made the English language the only language of the Legislative Council and the Legislative Assembly of the Province of Canada, and

WHEREAS by the Union Act Amendment Act, 1848, Section 41 was repealed, so that thereafter a convention of bilingual enactment of policies was followed and subsequently was given status in the legal sense by Section 133 of the BNA Act, 1867, and

WHEREAS although between 1848 and 1867 there was no enactment of language rights in the Province of Canada, there nevertheless was in common law the Royal Proclamation of 1763, the equivalent of an entrenched provision of the Constitution, which made English law (including the language of the sovereign) the law of the Province of Canada except for the restoration of French law in the matter of property and civil rights in Canada East (Quebec) and for the convention of bilingual documentation and enactment in the Legislative Council and Legislative Assembly, and

WHEREAS the Federal Government in its reply to Quebec Federation of Home and School Associations' petition of November 23, 1981, for deletion of Section 59 of the Canadian Constitution, 1981, stated that:

"Section 23 does provide for the first time a constitutional guarantee for most English language children in Quebec to receive their education in that language"

which statement ignores the status accorded English by the common law of the province, and

WHEREAS Section 59 of the Canadian Constitution, 1981, insofar as it facilitates the denial of English language rights to Canadians in Quebec is a denial of rights introduced by the Royal Proclamation of 1763, accorded by the common law of the province, and guaranteed at the time of Confederation in regard to denominational and dissentient schools,

BE IT THEREFORE RESOLVED that Quebec Federation of Home and School Associations petition the Prime Minister of Canada and the Premiers of the ten provinces requesting that the first amendment to the Constitution Act, 1981, be the deletion of Section 59.

Destination: The Prime Minister, Provincial Premiers

Recognizing the signs Drug and alcohol abuse, cults

Because Dr. Unwin was unable to attend, our workshop focused solely on cults.

Our panelists, Mrs. Joan Smyth and Mrs. Evelyn Finn, described cults, specifically Rev. Sun Myung Moon's Unification Church. This is a destructive cult, not religious in content, whose purposes are mind control, the recruiting of new members, and fund raising. Most cults are led by a charismatic leader who centers the love, devotion and allegiance of the members on himself. These leaders make huge amounts of money and live very well.

There are a number of reasons why a normal, intelligent, well-educated young adult would join such a group: a disillusionment with the scientific community, the military, big business and labour, schools and colleges, government, family relationships and religion — in fact, every aspect of our society. A longing for moral authority and a sense of purpose is another reason.

Both panelists emphasized the importance of educating our young people to be made aware of what belonging to a cult involves. They have gathered slides and films and are prepared to speak to any group, adults or teenagers, on this subject.

Recorder: Juliann Shuter
Willingdon School



Regime Pedagogique

Mr. Bill Corrigan, Math Consultant, Lakeshore School Board and Mr. Rod Elkin, Executive Director, Provincial Association of Protestant Teachers expounded on the background and details of the Regime Pedagogique at a well attended workshop chaired by Mrs. Betty Bouchett.

The Regime Pedagogique is not a term always easily understood; it doesn't quite mean curriculum but rather a PLAN of what is supposed to be delivered in the schools.

"Schools are a means of changing society" stated Mr. Elkin. They reflect values and actually can change values.

There was a general feeling in the 1960's that schools could do everything — well "schools can't," stated Mr. Elkin. At that time, there were teachers' handbooks which indicated what to teach but gave no objectives. From 1965 until the present, the curriculum incorporated a much greater flexibility which allowed society's needs and wishes to be much more closely reflected. The Regime Pedagogique provides a plan with general, terminal and immediate objectives while still allowing some time for interpretation.

The main question is: How do we evaluate something we haven't yet seen, the effects of which may well be felt for a generation?

A few concerns expressed by Mr. Elkin were:

- Will the programs allow teachers enough flexibility to meet the needs of students?

- Will materials be sufficiently well developed in ENGLISH? When?

- Will there be sufficient time and resources to retrain teachers properly? (Especially as teachers are the ones expected to make the Regime work).

Mr. Corrigan agreed, noting that in times of recession, resources may not be available. He pointed out that what may work elsewhere on an ample budget will not necessarily work on a shoestring budget. He also felt that flexibility was a necessity because needs can vary from class to class.

Summaries of new elements in the Regime Pedagogique Elementary and Secondary School Educational Services and Organizational Framework were distributed and discussed. These summaries covered the following areas:

For Elementary:

1. Educational Services: (A) Curricula (B) Textbooks (C) Pupil Evaluation (D) Informing Parents (E) Storage and Handling of School Marks (F) Evaluation of Curricula (G) Pupil Personnel Services (H) Auxiliary Services for Pupils and (I) Special Educational Services.

2. Organizational Framework: (A) School Calendar for Pupils (B) Time Prescribed (C) Allocation of Time, Breakdown of Subjects (D) Teaching of English as a Second Language (E) Teaching of French as a Second Language.

For Secondary:

1. Educational Services: (A) to (I) as above.

2. Organizational Framework: Areas (A) (B) (C) as above. (D) Optional Courses Offered in Secondary School (E) Specialized Vocational Courses (Secondary VI) (F) Specialized Vocational Courses Before Secondary V (G) Teaching French as a Second Language (H) Rules for awarding Secondary Studies Diploma (I) Rules for awarding of Vocational Studies Diploma (J) Passing Mark.

Information for the above summaries was taken from books of the same title (Blue colour: Elementary; Green color: Secondary). These books are available in French, with a limited quantity in English, from the regional offices of the M.E.Q.

Tables indicating Subjects and Time Allotments are re-printed below.

Mr. Corrigan briefly discussed "Development of the Curriculum", "Common Elements of New M.E.Q. Programmes" and also provided an example of the types of objectives contained in the Regime Pedagogique, based on the subject of Math. (These will be covered in detail in the next issue of the News).

The speakers concluded by noting that these are minimum objectives to be met and that the Regime was not written for the benefit of English Protestants but to raise the level of education province-wide. It is felt that this overall objective will be met. However, using the sciences as an example, the Regime includes more compulsory subjects than before but less than what English Protestant students have been taking as options. As there are less options as such available than before, the net result may in fact be a drop in science courses within the protestant sector.

The workshop concluded after a lively question and answer period.

Doreen Canavan, Recorder
Edgewater

Communication

Starts with respect for others

The workshop entitled "Communication in the Family" was led by Helen Constantine of the Peel Centre (formerly known as the Mental Hygiene Institute).

As a background for our discussion, Mrs. Constantine presented five models of communication. She stated that all of us fall into one or more of these categories: the Placator, who does not want to rock the boat; the Blamer, who chastizes and demands, saying "you should"; the Computer, who elicits information but reveals little of himself; the Distractor, who changes the subject; and finally, the Leveller, who does not avoid tensions, and relies on straight talk.

We discussed the vulnerability of the person who levels; levelling, while it is a growth process, can leave one feeling open and can be followed by pain, retaliation, or even rejection. We decided that levelling was, in most cases, the most productive form of communication. One cannot deny one's feelings; effective communicating involves being open and taking risks.

Through parent participation in the workshop, we learned that our problems of interaction in our families are not unique. We decided that one must check out one's understanding of another: "Did I understand you to say that...?" One cannot mold people against their will.

Effective communication in the family depends on allowing another member his needs and individuality, while expressing one's own, in a non-threatening and respectful atmosphere. We all left with new ideas to develop and a new awareness of ourselves as family members.

Recorder: Judy Kalman
Hampstead H&S

THERE IS AN ALTERNATIVE

to large classes or
the pressures of competition

ÉCOLE WESTON INC.

established 1917

CO-EDUCATIONAL • NON-SECTARIAN

ELEMENTARY & HIGH SCHOOL

GENERAL ACADEMIC COURSES

Recognized by the Department of Education
for the purpose of grants—secondary level

Permis #749804 pour enseignement
général élémentaire gr. I-VI accordé aux termes
de la Loi de l'enseignement privé

WESTON SCHOOL INC.

124 Ballantyne Avenue South,
Montreal West

488-9191

SUBJECTS AND TIME ALLOTMENTS - SECONDARY SCHOOL (Effective July 1, 1986)

	Credits per Year*				
	Sec. I	Sec. II	Sec. III	Sec. IV	Sec. V
Language of Instruction (E or F)	6	6	6	6	6
Mathematics	6	6	4	4	4
Second Language (FSL or ESL)	4	4	4	4	4
MRE	2	2	2	2	2
Personal & Social Development	1	1	1	1	1
Physical Education	2	2	2	2	2
Career Choice Education	1	1	1	1	1
The Arts (Plastic Arts, Drama, Dance, Music)	4	4	-	-	-
Ecology	4	-	-	-	-
General Geography	4	-	-	-	-
General History	-	4	-	-	-
Home Economics	-	4	-	-	-
Geography of Quebec and Canada	-	-	4	-	-
Biology (Human)	-	-	4	-	-
Intro to Technology	-	-	4	-	-
History of Quebec and Canada	-	-	-	4	-
Science (Chemistry or Physics)	-	-	-	4	-
Economic Education	-	-	-	-	-
Sub Total	34	34	32	28	24
Options**	0-2	0-2	0-4	8	12
TOTAL	34-36	34-36	32-36	36	36

*1 credit = approx. 25 hrs. of activities per year

**See details in Course Options offered in Secondary School, attached.

36 credits - approx. 36 weeks @ 1500 minutes per week.

One-time compulsory subjects (such as ecology) may not be moved to another year. A school Board may reapportion the time allotments, providing the obligatory course objectives are met.

SUBJECTS AND TIME ALLOTMENTS - ELEMENTARY SCHOOL (Effective July 1, 1986)

	Hours per week	
	1st Cycle	2nd Cycle
	Primary 1, 2 and 3	Primary 4, 5 and 6
Language of Instruction (E or F)	7	7
Mathematics	5	4
MRE	2	2
Phys. Ed.	2	2
The Arts (Plastic Arts, Drama, Dance, Music)	2	2
History, Geography, Economic and Cultural Life	2	2
Natural Science	1	1.5
French Second Language or English Second Language	2	2
Manual Activities	-	.5
Sub Total	21 or 23	23
Unallotted Time	2-0	0
Hours per week-Total	23	23

A School Board may reapportion the time allotments providing the obligatory course objectives are met.

Canadian Home & School Resolutions

Parents should have choice of language of instruction



The Canadian Home and School
and Parent-Teacher Federation
(INCORPORATED)

Honorary President:
Her Excellency Mrs. Lily Schreyer, C.C.

Dear Home & Schooler:

Those of us who act as the executive and board of directors of the Canadian Home & School and Parent-Teacher Federation do so with great pride in the achievements of Home & School across this country from Newfoundland to Vancouver Island. We bring together Home & Schoolers to take concerted action to promote the education and welfare of our children and young people, just as your provincial Home & School federation does in your province.

With knowledge and skill, we can tackle together projects which focus on the needs of young people, their families and teachers. Canadian educational and social agencies, as well as federal ministries, need CHSPTF's advice and opinions as parents as they adapt laws and services to deal with the changing environment in which we live. We have shown that we can influence for good the quality of family life and schooling.

Can you help us? A few extra dollars over the 50 cents of your membership fee which goes to CHSPTF would go a long way to making our organization even more significant in Canadian life. Your personal financial support is welcomed and your gift will be well used.

Many thanks and best wishes,

Joan Mansfield

Joan Mansfield
President



Joan Mansfield, a commissioner with the Lakeshore School Board since 1977, and re-write editor for this newspaper, was elected President of The Canadian Home and School and Parent-Teacher Federation on May 30th, 1982, in Charlottetown, P.E.I. She is the first Quebecker to hold this post in many years and was chosen by the delegates from all ten provincial Home & School associations. The meeting in Charlottetown, May 25-30, was the 55th annual meeting of the Canadian Federation.

"All residents of Canada should have the right to have their children receive their education in the official language of their choice where numbers warrant" is the substance of a resolution passed by the Canadian Home and School and Parent-Teacher Federation at their recent annual meeting in Charlottetown, Prince Edward Island.

The Annual Meeting started Wednesday evening and continued until Saturday and during that time all the ways we can work towards helping our children's development were discussed. Some of the other resolutions that were passed are:

- that we petition for the suspension of the amendment to Article 23,1,a of the Canada Constitution Act 1981, that would make an exception for Quebec.
- the resolve that Canadian Home and School and Parent-Teacher Federation progressively use both French and English in its deliberations and services.
- that guidance services, delivered by qualified personnel, be implemented in all schools.
- that all school buses be equipped with radio communication equipment where necessary.
- that we ask for the improvement of school bus construction and safety features.
- that Ministries of Education be asked to develop programs to help bring about public awareness of the problems of vandalism.
- that provincial governments be encouraged to establish Fitness and Nutrition programs whose policies will promote daily physical activities and recommended dietary changes as a part of the lifestyle of Canadian students.
- a request that CHSPTF participate in the preparation of the drug education programs the federal government intends to conduct.
- that Ministries of Health be asked to implement (where not already in existence) compulsory immunizations programs against measles prior to school entry.

etc. There are also some materials covering common usage—weather, travel, shopping, health, etc. and a general information booklet entitled "Moving to Metric". Information about metric can be obtained from - Metric Commission Canada, Box 4000, Ottawa K1S 5G8.

The Canadian Home and School Parent Teacher Federation representative sits on the Education Committee of the Metric Commission. Conversion in the schools should be completed by 1985. Quebec is among the leaders in Metric Conversion in Canada. Ask your children about it.

Why Metric?

By DOREEN RICHTER, CHSPTF

Much of the information that is communicated around the world has been easier to understand since the 1700's and 1800's when countries standardized their measurements. However, because each country used different standards, a great expenditure of time was necessary to convert the standard of one country to that of another.

By general agreement, a common standard—the Systems International (SI), a metric standard—was chosen by the world community to simplify communications between nations, particularly in the sciences and trade. The result has been the conversion to the metric system by all countries except the United States, which has a Metric Commission set up, but where actual conversion has taken place unevenly from state to state and industry to industry.

As with any new program, there has been some objection to the conversion in Canada, particularly in agriculture and consumer areas, where older people are more involved. In the schools, students are presently working with the metric system, although even here, teaching in trade schools and courses involving mechanics and other major tools still use the Imperial standards, often as well as metric, until all industries using these skills are fully converted.

The purpose of the Metric Commission has been to bring representatives of industry, consumers, education and business together to plan a conversion time-table that would be put into place gradually and with a minimum of turmoil and expense. This Commission has been meeting for 10 years, with the members volunteering their services, except for the permanent government staff.

A vast amount of information on the Metric System is available from the Metric Commission, much of it related to specific areas—e.g. building materials, cooking with metric,

Fitness and Nutrition

Be an active eater

Good physical fitness is important for all our children and it requires lots of good physical activity and sensible eating practices. To this end, Home and School delegates from all across Canada met the end of May in Charlottetown, Prince Edward Island, for a two day concentrated workshop on Fitness and Nutrition, prior to the Annual Meeting of The Canadian Home and School and Parent-Teacher Federation.

Delegates were told that Fitness and Nutrition go together

and that everyone must encourage children to be physical active and to eat well. Good nutrition and a sedentary life will not result in a healthy child any more than it will be accomplished by lots of good physical activity and junk food.

All parents are advised to remember that there must be a balance of "energy in — energy out". Watch for more on Fitness and Nutrition in one of the fall editions of the News.

Send your
donation to

Canadian Home and School
and Parent-Teacher Federation,
Suite 11, 1262 Don Mills Road,
DON MILLS, Ontario M3B 2W7

A tax-deductible receipt will be issued for donations over \$5.

BIOLOGY
STARTER

Our 30-ton diet

How much food do you eat in your lifetime? This is the intriguing question which the makers of "The Body", a major film about the human body, decided to ask. And after weeks of research the medical team advising the film makers came up with the staggering figure of 30 tons. They also found out that people able to indulge their appetites can tuck away up to 100,000 pounds of food and drink in a basic 50 years.

To illustrate the enormous diet of people in Western countries, the makers of "The Body" assembled all the food an average Briton is likely to consume in an average lifetime. To do it, they had to rent an aircraft hanger! For two days a stream of trucks unloaded their massive cargoes of meat, fish, vegetables, fruit, processed food, sauces, spices and drink. The lifetime diet comprised of:

Milk	12,896 pts	Potatoes	7,800 lbs	Salt	154 lbs
Cheese	505 lbs	Fresh Greens	1,872 lbs	Canned Soups	500 lbs
Meat (carcase)	6,183 lbs	Other Veg.	2,980 lbs		(1,000 cans)
Sausages	2,600 (actual)	Fresh Fruits	3,427 lbs	Ice Cream	145 lbs
Fish	931 lbs	Canned Fruits	1,186 lbs	Pickles/Sauces	200 lbs
Eggs	11,700 (975 doz)	Bread	6,270 lbs	Biscuits	930 lbs
Butter		Tea	423 lbs	Cakes/Pastries	900 lbs
Margarine	1,886 lbs	Coffee (Instant)	50 lbs	Bread/Cereals	470 lbs
Lard		Coffee (Real)	16 lbs	Flour	1,000 lbs
Sugar	3,200 lbs	Cocoa	34 lbs	Oatmeal	120 lbs
Preserves				Rice	100 lbs

As a stark contrast they also calculated and filmed the lifetime diet of an average Asian. It amounted to about 12 tons in a lifetime (18 tons less than the average Briton's diet) and consisted of:

Rice	7 tons	Milk	2,460 pts
Pulses	2,280 lbs	Meat, Fish, Eggs	573 lbs
Vegetables	4,590 lbs	Fruit, Nuts	245 lbs
Ghee & Oils	590 lbs	Sugar	807 lbs



Source: Christian Aid of Great Britain, as reported in The Development Game.

TV Canada

THIS LAND

CANADA, wondrous lady that you are

We will praise your beauty and your future

This is your hour.

It's a place to look ahead and dream

A place to watch the stars

It's a home that's filled with happiness

THIS LAND

(from THIS LAND theme)

"That pretty well sums up what *This Land* is all about," says executive producer John Lackie. "We recognize that people are frustrated by inflation, unemployment, environmental problems. We want to show Canadians what is really worthwhile about this country. What we have to lose."

This Land returns to CBC television for 13 episodes beginning Saturday, June 5 at 10:30 p.m. EDT (11:00 ndt). After four episodes it moves to Tuesday night at 10:30 (11:00 EDT) beginning July 6.

Canada has many faces. Most Canadians never get a chance to know them all. *This Land* introduces viewers to a different region, a different lifestyle every week. "If you look at a map you see that regions and people from the whole country are represented by the end of the series":

- The history and development of the Great Lakes as one of the most crucial transportation systems in Canada (Saturday, June 19)

- The history of Ontario's Air Service, the Fire Birds, and the dangers faced patrolling the forests (Tuesday, July 13)

- The Inuit living along the Beaufort Sea pretty much as their ancestors did (Tuesday, July 20)

- The multi-million dollar sport-fishing industry in Ontario, threatened by acid rain (Tuesday, July 27)

- Toronto's Glenn Loates, one of Canada's most successful commercial wildlife artists (Tuesday, August 3)

- The growth of Val D'Or, Quebec, from a mining town to a multi-resource city (Tuesday, August 10)

- Newfoundland's Exploits River, a rich spawning ground for salmon (Tuesday, August 31)

"The people in our stories are not professional actors. Often they're afraid of the camera and intimidated by television crews and their equipment. We live with them, work with them, let them get to know us. And wherever possible use local film crews who know and understand them. In Temagami, Ontario, several years ago, we spent the first day with an old canoe maker rewiring his shop, fixing his boiler, didn't even touch the camera. By the time we shot the film he was directing us! You do it their way. That's what makes a story work."

What also makes *This Land* work is it's aimed at everyone. A story on forests isn't for scientists and experts. It's for the viewer who doesn't know the first thing about trees. But would like to learn. "That is how we approach resource issues in regions all over the country," says John.

While news in Canada is often dominated by continuing conflict between the western provinces and Ottawa, Quebec's anger over the constitution and talk of separatism, *This Land* is giving Canadians a chance to know one another.

Don Francks narrates *This Land* and writes, arranges and performs the majority of the music.

How Would You Like YOU for a Teacher?

Report on
QACLD Conference by
Anne MacWhirter

Sometimes a title is misleading, but this two-part workshop was a testimony to the title in that most people would love to have William Page, Nashville, Tenn. for a teacher.

At the outset, Mr. Page let us know his underlying philosophy of teaching children. We as teachers have no control over learning disabilities, junk food habits, etc. "The one and only thing we have control over is what we are," he says.

As classroom teachers, "we get what we get" in September. These children are ours for the school year. We cannot change this fact. What we can change is what we are for each student."

Teachers have to ask the right questions. We have to discover what we can do to enhance each child's self concept.

When we want to motivate children, we have to see their point of view. Why should they be motivated to do what we ask? The key is to do assignments for real. In English Composition have student write to their principal, mayor, Premier and so on. They will sense a purpose in assignments.

Another technique for real experience is the use of cross-grade grouping. Each child is getting individual attention, and therefore class time is well utilized.

Teaching is a great way for students to learn. By teaching other children they gain rich rewards in learning for themselves. Teachers have to be prepared to show ways for children to teach other children. Materials for younger children can be hand-made by older children.

Life skills and tech-voc Sheltered Workshop

John Grant High School in Lachine is offering a special program for trainable mentally retarded students 18-21 years of age. The program is open to students from other school board areas as well as the PSBGM which operates John Grant.

The program starts in September and runs for the school

A further exercise in cross grade grouping could involve a Grade 6 and Grade 8 class. Samples of unsigned Grade 8 papers are given to Grade 6 student to read. Each Grade 6 student then writes a letter to condemn or praise the writing.

The next exercise would involve a set of Grade 6 papers being given to Grade 8. Each Grade 8 student would write a critique pointing out the good qualities, then the bad. If the class works in small groups, the idea of consensus before commenting could be seen as a valuable tool in evaluation.

After one or two exposures to this type of cross grade grouping, students will most likely see the value of neatness and correct spelling.

Another valuable idea for classroom growth is to bring in real people to be interviewed. Don't make long introductions. The children will begin to ask real questions if the guest is at home with the students.

TECHNIQUES FOR TEACHERS

- We all act according to what we believe. If we believe it is our job to teach all students, we behave in a certain way.

- Students fail what we teach because of the way we teach it. We should test and evaluate so we know how to teach the students.

- Always give a test again and again until the student passes it.

- Give every test before you teach the unit. In this way, the goals are communicated before the unit is begun. Relationships are illustrated before the teaching is begun.

Mr. Page gave the following idea as one of his most successful in motivating students to try to pass tests and assignments. He gives one floating, free "A" grade to each student in each subject at the beginning of the term. If a student does badly on a test during the term, he or she may use this free "A" as a substitute for the failing grade. Mr. Page found that students try their best not to have to use the "A". Rather, they try to keep their marks above passing so as to keep the "A" in reserve for a real emergency.

Mr. Page had a few significant things to say about the markings (usually in red) on papers that are returned. Rather than mark up all of the mistakes and make the paper look like someone had a sale on red marking pens, we should respond in ways to help the student learn something from his mistakes.

Once a paper has been marked, a little "to do" note should be written, folded, and stapled to the returned paper. This note give positive direction to correct errors and learn from mistakes.

Adult Education

Learn how to help children with learning disabilities

"Educational Techniques in Learning Disabilities" is one of several unique Adult Education programmes that Collège Marie-Victorin offers to the Anglophone community. This programme is open to all persons of mature status regardless of academic background. The graduates can avail themselves of opportunities as private tutors or assistants to psycho-educators. The curriculum is focused around the exploration and examination of all the relevant issues concerning learning problems in children. It provides an opportunity for the student to acquire Specialized Techniques in "Identification", "Remediation" and "Helping the child become more productive at home, at

school, and in the outside world".

The programme entered its fourth year in September, 1981. It is a twelve course certificate programme approved of by the Ministry of Education. Classes take place one full day per week at Collège Marie-Victorin, Downtown Campus, 1501 St. Catherine St. West, corner of Guy St. The Downtown Campus is the Anglophone branch of a much larger Francophone Collège. Whereas the main campus offers regular and adult education, the Downtown Campus only offers "Adult Education". The Collège aims to offer programmes that serve the needs of the community. Phone no.: 932-3155.

July 3 to August 21

We're back... and better than ever

Come join us in a celebration of theatre in the Eastern Townships

Festival Lennoxville

Call us toll free: 1-800-567-3400

FOCUS on the LOCALS

MALCOLM CAMPBELL

Double First!

In the past few weeks Malcolm Campbell High School students have taken first place in the province in two well known competitive events.

Stephen Pietrusiak achieved the highest mark in the province in the Senior Mathematics contest, sponsored by the Mathematics Teachers' Association of Quebec.

In the C.B.C. TV series, "Reach For the Top" which is open to all high schools in Canada, the team of Gary Ng, Gerry Moschopoulos, Andy Tom and Michael Farsidakis won the Provincial Championship. They will now compete against the winners of all the other provinces to be held in Winnipeg. The scores of the games this year, were as follows—Malcolm Campbell 450, Westmount High 245; Malcolm Campbell 490, Beaconsfield High 175; Malcolm Campbell 445, Laval Catholic 310; Malcolm Campbell 470, Bialik 190.

Championship game, televised May 13th, 1982, was won by Malcolm Campbell High who defeated Marymount High School 350 to 345.



Winning team with P. Spink (staff advisor), R. Oulton (Principal), R. Cadman (C.B.C.), Gary Ng, Michael Farsidakis, Gerry Moschopoulos, Andy Tom.

LACHINE HIGH

Career seminars well attended

Lachine High Home and School Association started the year by hosting the Graduation Exercises on October 19th, 1981. Refreshments were served after the ceremony.

A Dinner Dance was held on November 28th. Music was provided by a professional disc jockey and by the High School Band. A buffet dinner was served at the end of the evening.

Career Day

Career Day was held on November 13th. It was organized by the Home and School and the School Committee. There were 42 disciplines represented, and many students took this opportunity to learn about these professions. The Universities and CEGEPS held a seminar for both the students and parents. Lunch was provided by the Band Committee and the money raised went to the Music Department.

Driver Education

There have been two Drivers Education courses held this year. A total of 63 students were enrolled. This activity was sponsored by the Home and School.

Babysitters Course

Sixteen students graduated from the Babysitters Course on March 16th, 1982. Presently a second course is in session and 20 students are enrolled. The course is sponsored by the Home and School and School Committee, and organized by the Red Cross Society.

During the year Lachine High Home and School Association held two bake sales. The money raised was used to cover the cost of the Babysitters Course.

Music and Drama

The High School Band held two concerts during the year. At the PSBGM Fine Arts Festival, Lachine High came first in the "A" category; this is the second consecutive year they have won.

The Drama Group presented "Guys and Dolls" on the evenings of May 5th and May 6th.

Students Go to Ottawa

Two Lachine High students, Kate Smart and Wayne Bryce, were chosen to attend the Forum for Young Canadians in Ottawa. They spent a week there learning how our federal institutions work.

EDGEWATER

Creative Playground

Often one of the aspects most overlooked in the planning and construction of schools is the presence of durable beneficial and enjoyable playground equipment for the school. We at Edgewater School in Pincourt knew of this problem because our playground, although spacious, had no equipment at all except a few tether ball poles.

Committee formed

A Committee was formed in the Fall of 1980 to investigate the possibilities of erecting equipment for our children. We wanted the structures to satisfy the needs

of the school and the community in the space provided and at minimal cost. The Committee was made up of parents, teachers and administrators who met every two weeks to plan this playground.

After much investigation, examination of other playgrounds and gathering of information, a proposed playground consisting of 10 different apparatus took shape. A proposed budget was difficult because we felt we could get a large part of the supplies needed from the community.

Fund raising activities began in the Spring of 1981.

Jogathons and car washes were held to support the efforts of the Committee. We appealed to local businesses to contribute either money or materials to our cause. The lunch program at Edgewater gave a generous donation and our hard working Home and School raised money for our expenses.

Construction begun

September brought a new school year and with it the start of construction. A group of volunteer parents were divided into work parties, each responsible for building 2 structures each. The playground committee coordinated the building, making sure that all the materials needed were attained. After 8 Saturdays of hard work the playground had taken shape, consisting of 10 different structures. Where possible each apparatus has two different levels so children aged 5 to 13 can experience both challenge and

success. To ensure durability, cedar posts and galvanized steel piping was used. Safety was a high priority and we tried to keep dangerous areas to a minimum but still keeping the excitement of the apparatus. Fine sand was placed under each station and all joints were covered or countersunk to avoid injury.

Thus after a year and a half of planning, fund raising and construction, we now have a beautiful, safe and enjoyable play area. The community also uses this area in non-school hours and it has become quite a busy place in Pincourt.

We are very fortunate to have such a dynamic and energetic group of parents, teachers and administrators at Edgewater and this playground is just one of their many great accomplishments. The students and community thank you.

Hans Bulow

LACHINE HIGH

Paterson Award Winner retires



Mr. William H. Ralph (former QFHSA Paterson Award winner) and Mrs. Phyllis Bennet will be retiring from Lachine High School at the end of this school year. Mr. Ralph has been with the PSBGM for 29 years. He has spent 17 years at Lachine High School,

11 as Principal. Mrs. Bennett has been with the PSBGM for 31 years, and at Lachine High School for 17 years. She has been Vice-Principal for the past 15 years.

Both will be sorely missed by pupils and parents.

KEITH

Funds Wisely Spent

The Keith Home and School Association sponsored a bazaar at the school in November. Proceeds from the bazaar have been used to purchase an Apple II computer for the students.

Keith School has a thriving Drama Club. The Home and School has provided funds to refurbish the stage with backdrops that will surely enhance future performances.

School letters have been provided by the Home and School. These letters will be provided in June to those students who have demonstrated qualities of good citizenship, industry, and sportsmanship. Participation in team sports is acknowledged by the awarding of crests and trophies that have been donated by the Home and School.

We continue to subsidize the various outdoor education field trips our children enjoy.

Folksinger Benjamin Russell was invited by the Home and

School to entertain our children at three performances in the school gym on May 5th. A marvellous time was had by all.

Judy Cloutte

MEADOWBROOK

Teachers Appreciated

Meadowbrook Home and School presented a Teacher Appreciation Luncheon on April 29th (a professional day). Members of the Home and School Executive made delicious casseroles, salads and desserts to say "thanks" to the many wonderful teachers we are lucky enough to have at Meadowbrook. Needless to say, they were very appreciative of this special event.

Funds Raised

We have held our first every garage sale, and on rather short

notice too! But we raised \$450. in two hours.

Over 250 kids and parents enjoyed our movie evening in April. Admission included a drink and we raised \$250.

Family Fun

A highlight of our school year in June is our annual Family Bar-B-Que. Volunteers cook hot dogs and hamburgers. We sell home baking which has been donated as well as chips and drinks. It is a really great get-together.

Louise Preyost

FOCUS on the LOCALS

JOHN XXIII/DORVAL HIGH

Joint school working well

The experience of the past two years has shown that two school boards can successfully administer one school. Faced with declining enrollments and the inevitable closures, parents in the Dorval area, anxious to maintain an English language high school in their community, requested the amalgamation of two schools into one building. The result is John XXIII/Dorval High School which successfully combined within its walls both an English Catholic and an English Protestant school. The students at John XXIII/Dorval enjoy all the usual activities that an active high school generates.

Active Band

The high school band gave its first performance of the year at the Dorval Gardens Shopping Centre in October. Public concerts were held in December, March and April. A very successful Dinner Dance and Raffle was held in February. Several concerts were given during the Christmas season at neighbouring elementary schools, and a special Christmas concert for parents was held in the John XXIII auditorium.

The highlight of the year for the students in the band was an Open House Canada exchange with students from High River Alberta. Held between April 21st and May 3rd, the first part of the exchange saw the students from Alberta at Dorval while the last section involved a visit to Alberta by our students.

There was a very extensive program organized for the students in both locations. A big vote of thanks goes to Mrs. C. Finney, the band mistress at John XXIII Dorval and to Mr. John Brisbin, the band master at Senator Riley High school as well as Dorval parents Mrs. Cathy Doucet and Mrs. May Richardson for their hard work in planning such a great educational and musical experience for our students.

Forum for Young Canadians

Edward Griffiths, a Secondary V student at John XXIII/Dorval spent a week in Ottawa participating in a Forum for Young Canadians. Ed found this week in Ottawa to be a very educational experience.

Drama

An enjoyable presentation of the play "Pyjama Game" played to a sell-out audience at the John XXIII Auditorium on March 23rd to 27th. This involved 77 of our students and 16 faculty, under the very talented direction of Barry Loker, Jim Barrett and Ingrid Lavergne.

ELIZABETH BALLENTYNE

Computer Coming

Elizabeth Ballentyne School held its 6th annual craft fair in the school gym on May 6th. A great deal of hard work was put in by staff, parents, and children to make this event an overwhelming success.

Over \$2000.00 was raised and some of this will be used toward the purchase of a computer for the

Social Studies Fair

A Social Studies Fair was held in late March and featured projects of the social studies classes. Two of John XXIII/Dorval students won prizes for their projects in this Provincial Fair sponsored by the Quebec Association of Teachers of History. Congratulations to Teresa Szulewski who won 2nd prize for her project

NORTHVIEW

Bubble, bubble, toil—but not trouble

An incredibly busy winter season of activities has furnished Northview School with a challenging array of educational opportunities.

A Crazy Contest

February's Winter Carnival found all classes participating in skating, tobogganing, and an outdoor fun day. A new event added to the festivities was enthusiastically enjoyed by all, as students created their personalized versions of head gear for the Crazy Hat Contest. Home and School Volunteers helped supervise the activities and served hot cocoa.

Science Fair

A record number of 166 students submitted individual projects in the annual Science Fair held in March. In addition, primary grades entered class projects. Each participating student received a Science Fair button, a hand-lettered certificate of participation, and prizes were awarded to the winning exhibit in each grade level. An evening opening house permitted parents and visitors to share in these scientific endeavors. Photos show grade four students Paul Merk and Scott Bent with their exhibits.

And in the Library

Library co-ordinators Judy Jennings and Lois Summer have organized and taught a series of workshops on library skills for two grade 3 classes. Four one-hour sessions have introduced the students to the organization of the library, the Dewey Decimal System, and the use of the card catalog. Students progressed through a series of stations, completing exercises to practice the new skills.

A book fair was also planned for students and parents, with profits used to purchase new library books.

Bicycle Safety

A bicycle safety presentation has been prepared by Safety Committee Chairman, Shirley Caplan. A two-part program will include a film, an explanation of the new highway code regulations by a

use of the children of the school.

The Home and School would like to thank the parents and the staff for their help and support. Also the children are to be commended for their high standard of work. Without them we wouldn't have had a Craft Fair.

Ann Silverthorne

"King Tut" and to Tracey Wright who received honorable mention for "Ancient Boat".

Debating and Public Speaking

John XXIII/Dorval students, both junior and senior, participated in six debating tournaments and hosted one of these tournaments.

Students also participated in public speaking contests sponsored by the Lakeshore Civitan Club and the Optimist Club of Dorval. These organizations are to be thanked for encouraging our students to participate in such

worthwhile projects which they benefit tremendously.

Social Events

Four regular dances were held throughout the year plus a highly successful Principal's Dance in March.

A series of theme days was held - Hallowe'en, Spring, a Dress-Up Day, a Mix-and-match Day, a Hat Day, and a 50's Day.

145 students attended the graduation exercises on May 27th.

Sports

Students participated in team

sports during the year such as boys soccer, girls soccer, mixed badminton, rugby and wrestling for the boys, and volleyball for both boys and girls. Girls Midget and Juvenile Volleyball won their leagues and were finalists in the play-offs.

Parent Involvement Crucial

Parents are urged to become more involved in their community high school, through direct participation and through support of their children's activities.

Sandra Keightley

policeman, and a rally where students can have their bicycles checked by volunteers.

Oh! What a Task

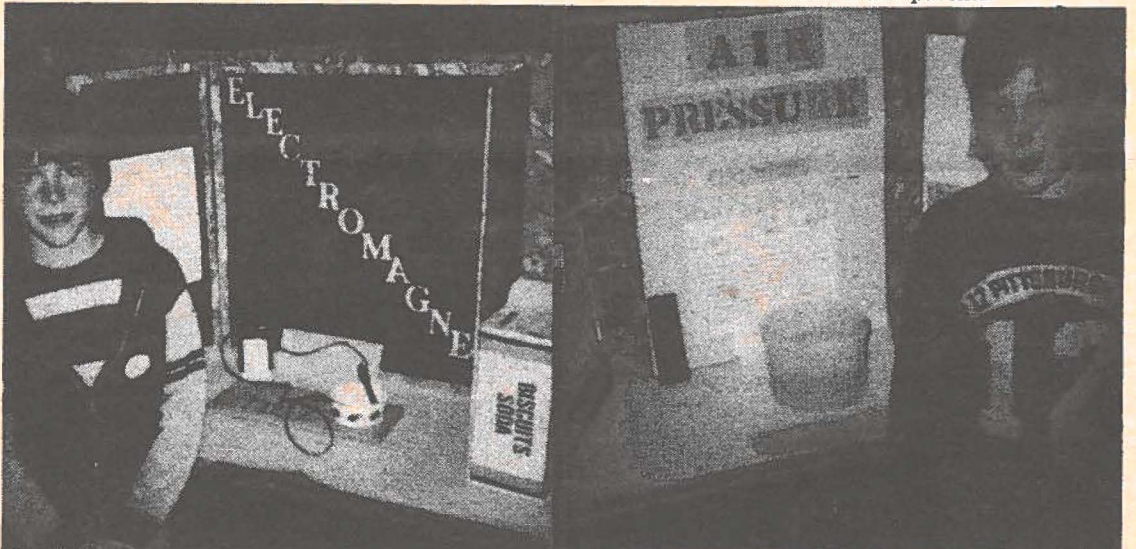
Chaired by Ken Kalman, the Northview Task Force on School Reorganization has held regular meetings since November. A series of informative newsletters has been sent to parents, an LSB information meeting was held in February, and fund raising plans are now under discussion.

Drama

Witches and kings, lords and ladies, prophecies and terrible dreams, all came to life once again on the stage of Northview School. Grade 5 PFI students performed an eight-act version of Shakespeare's *Macbeth* as part of their English Language Arts program under the direction of teacher Pat Lewis.

"Please, Sir, I'd like some more..." These famous lines from *Oliver Twist* are heard

many times as the senior grades rehearse their Spring musical extravaganza "Oliver". Practising almost daily since January, a choir of more than 100 students was directed by teachers Penny Ludington, Martine Blue and Marc Jalbert; costumes were designed by Neville Kendall, and sets were assembled by Vice-Principal Fred Argue. Many hours of planning and effort went into organizing this wonderful thespian experience enjoyed by almost all Grade 4, 5, and 6 students. Several performances were held in early May for fellow students and parents.



PAUL MERK

SCOTT BENT

COURTLAND PARK

Young sculptors win awards

Courtland Park School students joined the City of Dorval in their carnival festivities by creating marvellous snow sculptures with a transportation theme. The winners—a train by the grade threes a pair of roller skates by grade six room nine—were each presented with a copper tooling plaque made by the grade six class.

Courtland Park students also marched in the city's annual Carnival Parade. The Home and School/School Committee formed a broomball team to play during Carnival Week.

Bonhomme made a visit to the school to open our own winter carnival and join in the parade around the school block where many clowns and decorated toboggans were seen. During carnival time the children were sporting buttons designed by students Andrea Palmer and Tracy Mearns.

One day students appeared in weird and wonderful headgear. It was Hat Day. Another day was spent skating, snowshoeing,

cross-country skiing or downhill skiing.

"I Love to Read"

During the week of February 22nd to 26th Courtland Park celebrated "I Love to Read" Week. Children participated by having ten minutes each morning of uninterrupted silent reading. Book reports were written and a "What Book Character am I?" contest took place.

Gymnastics Display

Budding gymnasts were given an opportunity to perform. They had been practising after school and at lunch hour. A superb show was put on by all, the juniors one night and the seniors the next.

Children Raise Money

The entire school is planning a field trip to the Arundel Science Center, some grades for the day, some grades for overnight. To help finance this the children sold first aid kits and a total of \$2200. was collected.

Grades three, four, and five are also participating in an intensive two day trip to Quebec City.

Nutrition Week

Nutrition Week was celebrated by the making of the most nutritious sandwich. Reen Johar of grade one was crowned Nutrition Queen. Her sandwich was judged the most nutritious.

Arts Festival

The front hall of the school is filled with various forms of creative art work from students in grades one to six. This will be entered in the Arts Festival there.

EARDLEY

Theatre Comes

On February 26th, through the sponsorship of the Home and School Association, Le Theatre des Lutins put on a production of "Quand mon cour est un jardin" for the children and guests of Eardley School.

Le Theatre des Lutins is a theatre group founded by Monique Landry and Gilles Provost. It receives grants from the Arts Council of Ontario and the Secretary of State of Canada.

The troupe is Ottawa-based and works throughout the year doing 200 performances for both elementary and secondary school audiences.

FOCUS on the LOCALS

MACDONALD HIGH

Delegate to Canada-wide Science Fair

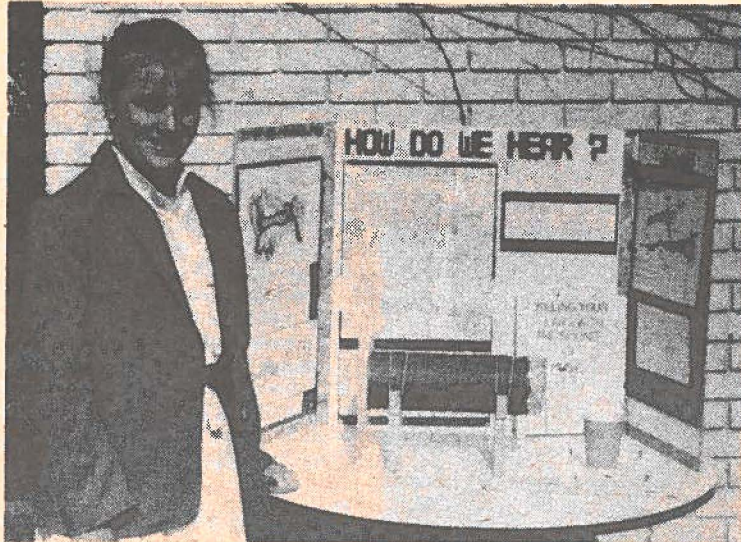
Christine Dean, a grade eight student at MacDonald High School in Beaconsfield, recently won the Junior Biology Division of the Montreal Regional Science Fair with her project on "How Do We Hear?". Now Christine and her project are off to York University in Toronto to represent the Montreal Region in Toronto to represent the Montreal Region in the Canada-wide Science Fair on May 15th to 23rd. Last year over 200 students from nine provinces attended the fair, with an even greater number of participants expected this year.

Another Win for Mac

Mac successfully hosted the Provincial Debating Finals on March 4th and 5th. Seventeen teams of four representing one CEGEP and 14 high schools from as far away as Quebec City and Lennoxville competed.

After four debates the top five schools were: MacDonald High, Selwyn House, the Trafalgar School for Girls, Chambly County High School, and West Hill High School.

The final debate took place between teams from Mac High and



Christine Dean, Grade 8 Mac student with her winning project on "How Do We Hear?"

Loyola High School with the team of Nancy Dlouhy and Jack MacDonald from Mac emerging as Provincial Champions. David Skinner of Selwyn House was awarded the prestigious McGill Trophy.

Diane Dean

MAGOG

Successful Carnival

Magog's Winter Carnival Day began with a parade on the skating rink. Featured in this parade were masks and costumes the children had made themselves.

A King, Queen, Prince and Princess were chosen at an election presided over by Mr. Magwood. These celebrities then officiated at the ribbon cutting ceremony.

Teachers supervised stations and the children went from station to station where they participated in activities such as cross-country skiing, curling, snowshoeing, and a tug-of-war.

The highlight of the day was the sleigh ride. Thanks go to Mr. Charles Patterson and Mr. Fred Warnholtz for providing this.

Hot chocolate, served by ladies of the Home and School Association, kept the children warm.

The day ended with the release of helium-filled balloons containing messages to the finders of these balloons.

Baked Bean Supper

On Friday, March 19, the Magog Home and School — School Committee, held a Baked Bean Supper at the Princess Elizabeth Primary School. Everyone gathered in the cafeteria to enjoy a most delicious homemade meal.

Our thanks to all those who attended and to the parents who donated their time, food and money for groceries. Special thanks to: McDonalds for their many donated articles; Buanderie Magog for supplying tablecloths; Richard Lussier (Kerrs) for Hot Dogs; La Boutique des Gourmets for meats donated; Estrie Lait for milk; Boulangerie Marchand for a discount on bread; Salaison Bonne Humeur for a discount on meat; Magog U.C.W. for the loan of kitchenware.

A profit of \$716.00 was realized. These proceeds will be used for the library, cafeteria, graduation tea in June, and many other projects throughout the year for the benefit of the students.

WILLINGDON

Uniforms wanted by parents

An Inter-School Chess Tournament was held recently between Roslyn School and Willingdon School. Twenty eight children participated, and guests were invited to watch.

Roslyn School won the tournament by a score of 10 to 7 and was presented with a plaque donated by the Home and School. Thomas Burjan and Philip Lehir of Willingdon School were presented with books for winning the games in their sections.

Dress

A recent poll of parents at Willingdon indicate that 280 families would prefer the adoption of a Voluntary Dress Code, with 99 voting against such a code. The autumn of 1982 will see the children sporting their new uniforms, with responsibility for seeing that the students wear them resting with the parents.

Canada Post Gets Competition

The Post Office network was a popular feature of "I-Love-to-Read Week" celebrated at Willingdon School on February 22nd to 26th. Inter-student letters were delivered daily by school monitors, and the children enjoyed communicating in this way with their friends.

BEECHWOOD

Music and Movement

Beechwood School's tenth annual music and movement presentation was held recently in the school's gymnasium. It was attended by over eight hundred persons, families and friends of the students and staff. The performance is a culmination of the year's music and movement program, under the direction of Mrs. Jenny Jones.

This year's program was divided into four parts;

- A demonstration of the music and movement program by the children in-grades one to three.
- Recollections from past performances by children in grades one to three.
- "Hoe-Down" - a tradition piece by the children in grade five.

CHELSEA

Patriation celebrated

The 157 children of Chelsea Elementary School will long remember the day the Canadian Constitution was patriated. Waving flags, the children marched into the gym for a special celebration.

Special Cake

Six ladies of the Home and School Association had each baked two large cakes. They were assembled into one large rectangle and decorated in red and white icing in the form of the Canadian flag. Sparklers were lit and placed on the cake while the children sang "O Canada". And the cake tasted as good as it looked!

Participation Stressed

Previously each teacher had explained to her class the importance of the day and why they were celebrating. Then each class

prepared something special for the assembly.

The Bob and Doug McKenzie look-alikes were a big hit. So were the two children who came dressed as Inuits. Other children demonstrated Inuit Games. One class recited verses of a poem written after a child and his mother had toured across Canada. In another class each child wrote and presented a summary about a different area of Canada. Provincial crests were constructed by another class. Children made up their own speeches about Canada.

Many children wore red and white clothing in honour of the special day.

Said Principal Hilda Lane, "We hope the children will remember this occasion. They all contributed in their own way to make the celebration a lot of fun."

Lasting Mementos

Marilyn Liddard, an active Home and School member, assembled loot bags for the children. These bags contained mementos supplied by the federal government. Each child received booklets, a badge, a special pencil, a calendar, a fridge magnet, a stick-on flag, and a lapel pin.

The day ended with the singing of "O Canada" in English and French.

Ada Benard

GREENDALE

Fitness First

Feet pounding on pavement heralds the arrival of Spring in the West Island suburb of Pierrefonds as the Greendale Jogging Club gets under way once more.

The members of this club include teachers of Greendale School, children from grades three to six, and any interested parents. Twice a week, on Tuesdays and Thursdays, they meet at lunchtime for a half an hour or more of exercise and jogging before they eat.

The jogging courses wind among the streets surrounding the school for lengths of 1 km., 3 km., and 5 km., each. Each participant chooses the course which best suits him and works at increasing his own level of fitness.

The culmination of all this exercise is the Greendale Marathon, held annually in June. For this 5 km. run children are encouraged to set their own goals. The individual goal might be to finish the course, to finish without walking, to better last year's time, to place in the top ten, or even to win.

Emphasis throughout the program, as in all gym activities at Greendale, is on maximum participation and on striving to increase his own level of fitness.

Gym teacher Miss Janet Logan firmly believes in the value of establishing good fitness habits early in life and in maintaining a lifelong personal fitness plan. Her teaching reflects this attitude and the children love it. They are looking forward with much anticipation to having gym every day next year.

**BE
AWARE**
Join
Home & School
Today



Helen Tomassini



SAFETY SCENE



SAFETY SCENE



Provigo & Quebec Safety League plan twelve million safety messages

To help the Quebec Safety League remind parents of the vital importance of securing children in approved car safety seats, Provigo Inc., Quebec's food chain giant, has printed the ongoing child car seat campaign artwork and slogan "Because We Love Them So..." on 12,000,000 grocery bags.

The public education campaign designed to encourage the use of child car safety seats was launched by the League in May 1981 with the assistance of the Canadian

Society of Pediatrics, Health & Welfare Canada and car seat manufacturers. The food chain's action will give the campaign renewed impetus.

"Provigo's gesture is deserving of the highest praise", declared League Board Chairman Alan Maislin. "All children should be given the best existing protection against the risk of serious injury—even death—in car accidents, because they are our most precious possession and "Because We Love Them So..."

School bus week changes

Following several requests from school bus committees, and on the advice of the Traffic Section Advisory Committee of the Canada Safety Council, School Bus Safety Week dates will be changed to **October 17-23 for 1982** and all subsequent years.

The 1981 week was delayed due to the postal strike, so the change will not be unfamiliar.

The new period gives some additional time for local arrangements to be made after the commencement of each school year.

Summer is rapidly approaching and with the disappearance of the snow and ice, most of us feel a sense of freedom from the hassles and constraints of winter. However, we need to be reminded of the hazards that go along with warm weather activities.

Wired for sound

As you stroll about in most cities, you probably notice many young people with portable radios equipped with headphones enabling them to listen to music while jogging or biking.

It may make our streets quieter but it does bring on a bit of a safety worry: If the music is loud enough to drown out street noises, it can also drown out sirens, bells, horns, shouts, and other sounds that warn of danger.

Drivers should be wary when they see a pedestrian or cyclist with headphones and a little box strapped to the waist, as that person could be far more tuned into the top 10 than to the surrounding traffic. (*Signal*, Vol. 9, No. 4, Winter '81/82)

burns to become more serious or even fatal.

There is no vacation from fire. Fire can serve us well but it must always be used with due care and attention. Outdoor fire safety must be learned and practiced, but when practiced, adds enjoyment to camping, boating and outdoor cooking.

(*Safety Canada*, Aug./Sept. '81)

Barbeque safety tips

The summer months in particular become hazardous in various ways. Often right in our own backyards!

How many people have been tempted to add a bit more charcoal lighter fluid because the barbeque seems lethargic? But even the safe-when-used-as-directed liquid charcoal lighter is hazardous if not used according to instructions. It can cause explosions and serious burns as the flame shoots along the squirting liquid and into the container.

Many people get a backyard barbeque started without giving much thought to wind direction. The result can be smelly fumes drifting in the faces of the consumers.

The rules are really simple and common sense:

- Check wind direction and strength.
- Use charcoal lighting products only as directed.
- Have all required utensils on hand before starting to cook.
- Keep a bucket of sand unobtrusively handy for emergency dousing.

(*Safety Canada*, Vol. XXV, No. 8, Aug./Sept. '81)

Happy summer holiday!

The Safety Committee members of the Q.F.H.S.A. join in wishing all our readers a happy, relaxing summer holiday, but most of all, a safe one. See you in September!

Camping can be hazardous

Many campers will say there is no feeling quite like relaxing around an evening campfire with family or friends after a day in the open air.

Campfire placement is of vital importance. Never light one if there is a fire warning, and never assume there is not without checking. The fire should be on cleared ground, well away from all underbrush, grass, tents, and vehicles. Water or sand should be on hand in case it grows too large and for putting it out at the end of the day. A fire should never be left burning when campers retire for the night.

Children must be supervised at all times around the fire. People who camp under canvas should never take a naked flame into a tent. Flashlights should always be used and spare batteries always kept on hand. A dropped match, tipped over candle or oil burner can ignite tent canvas in seconds. Zippers which keep out insects can also keep people in a burning tent long enough for

Safe Boating Week, July 1-7

Thousand of Canadians are out enjoying boating, swimming or water skiing. Unfortunately, the pleasure of many is sometimes marred by tragic accidents. In a continuing effort to reduce such accidents, the Canada Safety Council sponsors Safe Boating Week from July 1 to 7. It is a national safety information campaign focusing on recreational activities.

Statistics for 1979 show that drownings claimed 863 victims in Canada of which 162 died in the month of July. This is a very high

price to pay because of carelessness, negligence or ignorance of the rules of water safety.

It is hoped that Safe Boating Week will encourage everyone to become conscious of water hazards and to help prevent drownings by adopting safe behaviour. By wearing approved flotation aids, by observing regulations on boat capacities, and by learning and practising the Rules of the Road, boaters can prevent accidents and reduce the unacceptable loss of life.

Canadian rules on flotation aids

Drownings claim about 860 victims each year in Canada according to statistics released by the Canada Safety Council. The Council, which sponsors Safe Boating Week from July 1 to 7, says many would be alive today if they had worn the right flotation aids.

Boat owners and operators are required by law to equip their boats with specified types of approved flotation aids.

A flotation aid must meet minimum requirements for the class of boat and it must have the Department of Transport approval prominently displayed. It should fit comfortably, and should be tested in the water as soon as possible. Lifejackets are designed for emergency situations and have more buoyancy and turning ability than Personal Flotation Devices (PFD).

Safety Canada, May '82

are required by law to equip their boats with specified types of approved flotation aids.

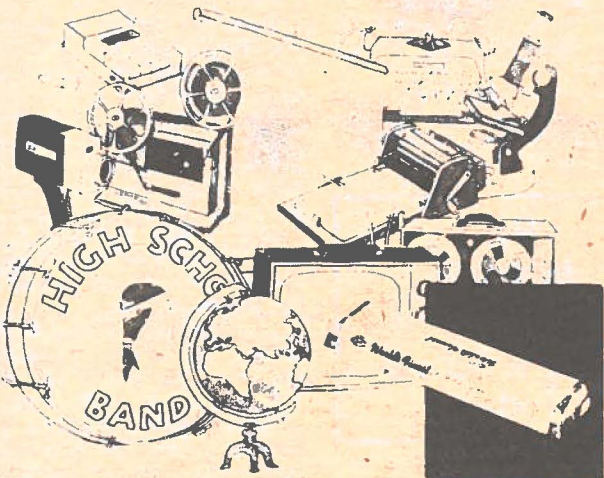
A flotation aid must meet minimum requirements for the class of boat and it must have the Department of Transport approval prominently displayed. It should fit comfortably, and should be tested in the water as soon as possible. Lifejackets are designed for emergency situations and have more buoyancy and turning ability than Personal Flotation Devices (PFD).

Safety Canada, May '82



Copyright © The Quebec Safety League, the Canadian Society of Pediatrics, Health and Welfare Canada and their manufacturers of child car seats.

Raise the funds to outfit a classroom or a schoolful of classrooms



We offer you a lot more than the world's finest chocolate. We also put the world's best fund raising directors on your team. We assign an expert to work closely with you throughout your fund drive. On the scene. Beginning to end. He provides leadership and direction. He helps organize your selling team, structure it, stimulate it. And provides sales aids — control sheets, charts, finance reports — everything you need to make your fund

drive a smooth-running, richly-rewarding success. World's Finest Chocolate is success-oriented. A prestige name. Nationally known. A wide variety of products, each personalized for your group.

For more information, call or mail coupon below to:

Robert Poirier

C.P. 1213 St-Laurent, Montreal, Quebec H4L 4X1, 937-4826.

Name _____

Address _____

City _____ Prov. _____

Organization _____

