



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 21
NUMBER 4

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'Tell them we care'

AIMS OF THE ASSOCIATION

- to provide facilities for the bringing together of the members of Home and School Associations for discussion of matters of general interest and to stimulate cooperative effort
- to assist in forming public opinion favorable to reform and advancement of the education of the child
- to develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education
- to raise the standard of home and national life
- to maintain a non-partisan, non-commercial, non-racial and non-sectarian organization

says Membership's Adams

Local and provincial executives and membership chairmen need to inform potential new members and/or associations WHY their support of Home and School is important. Don't hesitate to ask this question. We know you will want to be a member of Quebec Federation of Home and School Associations, a body composed of parents, teachers, principals, school boards, school committees and any interested individual who is in accord with the aims of Q.F.H.S.A.

The common denominator is

the *we care* about the education and welfare of children and youth. To better voice our concerns, we know that it is our independent status and the voluntary nature of each member's commitment that makes our organization so effective.

The larger our membership numbers, the stronger our voice will be.

PLEASE RENEW YOUR OLD MEMBERSHIP OR BECOME A NEW MEMBER IN OUR QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS.

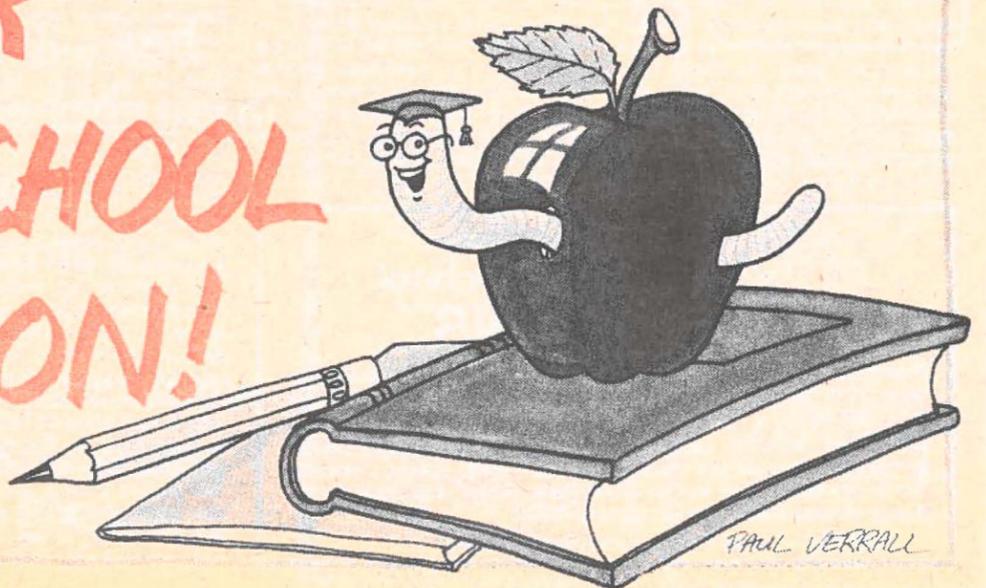


SYLVIA ADAMS
QFHSA Membership
Chairman

GET INVOLVED...

BE INFORMED...

JOIN YOUR HOME & SCHOOL ASSOCIATION!



PAUL VERRALL

Editorial . . .

Time for positive growth

September is a time of new beginnings. For students and educators, a new year of studies commences, renewing the annual cycle of excitement, challenges, and aspirations.

This year, election day also occurs in September. At the polls, citizens deliver a mandate for leadership and policies, and a new government begins. One ballot cast reflects an individual choice, but thousands of votes are a national statement of principles and direction, defining and affirming the role of government.

In Quebec, a QFHSA membership is also an affirmation — a testament to a system of education and the qualities and values it represents. Hundreds and thousands of

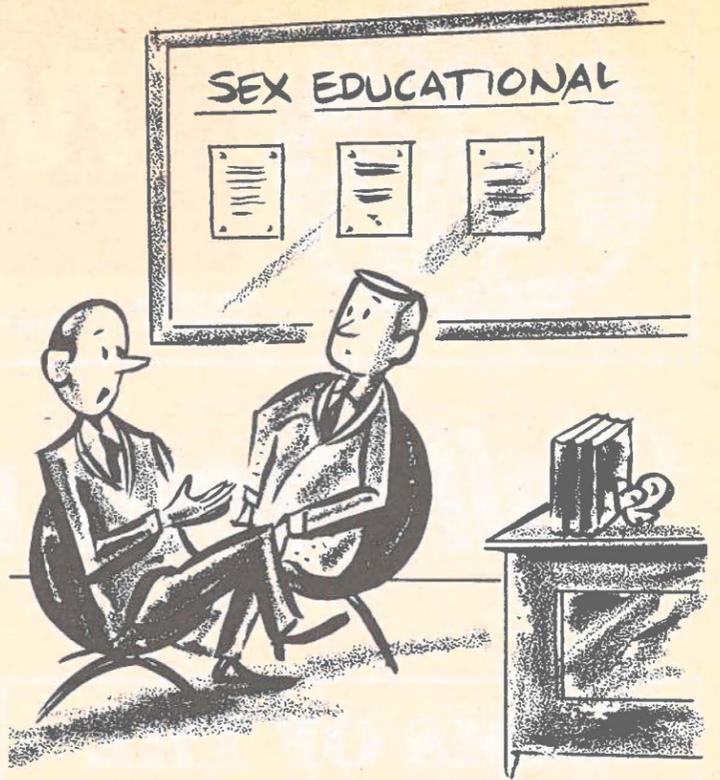
memberships are a collective voice — a powerful influence in the realm of education. Your vote has given your voice in the political and economic course of Canada; now is the time to speak for the education and culture and future of our children in Quebec.

Membership is the foundation upon which our strength depends. The numbers of members and their financial support make possible the many QFHSA programmes which benefit the educational environment. A network of communication and liaison is provided among parents, educators, and concerned citizens from the local school to the national level. QFHSA gives access to educational developments across North

America, while maintaining a clear focus on its role in Quebec.

Each current member should make a goal to introduce someone new to QFHSA. Not everyone is able to volunteer time or services to a school, but a commitment can be made with a membership. A pledge is an investment in today's education and in our nation's tomorrow. It is a small price to pay.

QFHSA has earned a strong voice in our community. It has a commitment to continue this leadership. We have a heritage to preserve, a future to ensure. Our students, our schools, our society need the Quebec Federation of Home and School Associations. QFHSA needs you. C.O.



"WE GOT OFF THE HOOK, BY LETTING THE COMPUTER DO IT...."

School drop-out: the final label

Parents should realize that if their children begin to encounter difficulties in any area of school work, especially in the lower grades, the chance of more serious learning problems in the later grades of public school becomes a very strong possibility. This is quite natural when children are labelled or, for that matter, ignored in any way because of any type of learning problem. The seeds of negative thought and action, by both teachers and students are allowed to grow, strengthen and expand, thus reaching every area of school activity. Over a period of years the result, of course, is continued failure with all its consequences.

As these children approach adolescence they find the pressure of poor grades and the accompanying negative feelings of failure difficult to accept or cope with. The only answer to their situation is to get out, to leave school. But this will not be done without a lasting and most indignant label being given to them. They will be called school drop-outs.

What happens to these school drop-outs, these children deprived of the opportunities to pursue educational goals to their true level of potential? Well, there are a variety of possible things that face them. Unfortunately, they are rarely pleasant.

School drop-outs have the difficult task of adapting to a new way of life. It is a frightening and empty world in which they find themselves. An emptiness that can only be truly understood by those who live it. They are caught up in an adult world and yet they are really too young to be in it. Friends are limited because most children their age (15-18) are still in school. It is like belonging to one world yet having to operate successfully in another one... a world filled with fear, and a cold emptiness far beyond the realm of literal definition.

Another problem for school drop-outs is the limited selection of jobs open to them. They can have all the sincerity and normal desire of job preference that is required but in most cases they never obtain the type of work they are after. This is an especially difficult problem for them because they simply haven't got the educational qualifications which are required in a society so conscious of higher education — and degrees. Their handicap is one of minimal education — nothing more, nothing less.

But the adjustment and unemployment problems, harsh as they are, seem only minor battles when they become, as in many cases, mere stepping stones to delinquency. A great many

Andrew Spowart, BA, MA (Psy), MEd
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drop-outs end up in a multitude of criminal acts ranging from petty theft to criminal acts of a much more serious nature. I become very concerned at this point because many problems face children who end up on this path.

The gravity of the situation is demonstrated by the fact that 70% of all children now in reform institutions had learning difficulties in school.

I do not believe these problems for the adolescent have to occur. If

Andrew Spowart is author of the book *I Was a School Drop-Out* in which he shares his personal experiences as a school failure, the damaging results it had on his early life and how he ultimately earned several university degrees. He has some 18 years' teaching experience, ranging from early childhood education to university level.

only educators, psychologists and other professionals became less concerned with pointing out youngsters' school failure and became more concerned with mending them.

We should all take a long hard look at the term "school drop-out". I feel we are going around the issue and covering up the real one. If youngsters are labelled, in any way, early in their school lives we have instilled a most damaging scar on their personal pride and human dignity. As they progress in their school journey the problem of being labelled, along with failure, necessitates some form of escape. We have discussed the major method, that of quitting school. But surely this is brought about by the pressure and humiliation of failure. Surely their actions are taken more from necessity than by choice. Perhaps we should take a second look at the label of a school drop-out (as we should at other labels). We may come to realize that we are

talking about school *push-outs*, rather than school drop-outs.

There is so much philosophizing, testing and labelling surrounding children's school failure that we overlook a very important fact. We overlook the fact that there are others who have failed. It is not only the children who have put in years of poor school performance. The label of school drop-out brings this point clearly into focus and should not be taken lightly by educators. For when children leave school prematurely, it is clear that they are not the only ones who have failed. Although their failure was not evaluated or observed during the years the children were failing, it is clearly evident by this last act of the children.

Of great concern also is the fact that many children with emotional or learning disorders are "encouraged" to leave school early or are "kicked out" at the earliest legal age because this makes it possible for the educational authorities to avoid the establishment of appropriate educational programs. This merely shifts the responsibility to other community agencies and no way solves the problem.

Quitting school at an early age is an unnatural detour in the life of any youngster. It is a road that

seldom brings those travelling it back onto the main highway of learning. Only a few ever find their way out of the hopeless maze of bumps and hard knocks of such an "alternate route". It is a highly emotional experience because no youngster truly wants to take such a detour, for they know their peers will not follow them. They will continue on the smooth highway of learning to high school graduation and perhaps beyond — without them.

Even if youngsters decide to return to school the same negative attitudes that forced them out will prevent their return. A quote from the CELDIC Report (1970) refers to this very point.

We believe that school authorities have a responsibility to young people who have already dropped out or who are likely to be rejected by the school. We are convinced that reaccess to school should be encouraged and made easier for those who can benefit. We have been told again and again of adolescents who, having made the decision to return to school, were greeted with comments such as, "What do you thing you're doing here? — You know you can't do school work and we don't want you back!"



Quebec Home & School NEWS

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OTHER PEOPLES OPINIONS

Pulp Theatre presents HAZARDOUS RACE

our new show dealing with intolerance and bad attitudes for grades 1-6

Performance includes workshop animation and a follow-up package of suggestions for the classroom. Agai this show is a multi-discipline performance with live music, dance, graphics, and a high level of audience participation.

BOOKINGS AND INFORMATION
(514) 279-3250

Thomas Morrison, 5164 Casgrain, Montreal H2T 1W7

Hearing from you...

Bill 40 and its' implications

Dear Sirs:

The members of our Parents Committee share deep concerns about the negative effects of implementing Bill 40 and, having not been permitted to appear before the Parliamentary Commission on Bill 40, decided to make some of these concerns known at the "grass roots" level, i.e., the School Committees.

Five of the concerns were expressed in written form and sent out in mid-March with a questionnaire attached for those who wished to respond. These concerns are summarized as follows:

1. Neighbourhood schools may have a new set of pupils, teachers, principals and a new name.
2. Choosing whether or not the school is Catholic, Protestant, or neutral may force parents into a religious debate.
3. Certain physical assets provided to the school by parents may be arbitrarily assigned elsewhere.
4. Commissioners will be answerable only to the majority of the population of the school they will represent — the broad regional outlook is diminished.
5. Any decision made by the parents who volunteer for the school council can be overturned by the Minister without explanation. In addition, this volunteer school council can change completely from one year to the next — what happens to the children's education while the new volunteers learn how to run the school?

Of the 2520 School Committees approached, 274 responses have been received to date, which appears to be a reasonable rate of return for this sort of survey. Responses have come from every part of Quebec (72% from outside

the Island of Montreal) and from both language groups (71.5% came from French-speaking School Committees).

Although our position on Bill 40 is still that it should be withdrawn, all those who share our concerns do not necessarily agree with this position.

We make no claim as to the statistical validity of the results, but summarize the responses as follows:

Concern	Yes %	No %	Undecided %
1	59.5	19.3	21.2
2	63.5	23.4	13.1
3	59.1	27.4	13.5
4	62.4	19.3	18.3
5	70.4	13.7	15.9
Average	63.0	20.6	16.4

The majority of respondents included the name of their school even though it was specified as optional. We were encouraged to find that many people, both positive and negative responses, indicated they appreciated the effort we had made in contacting them.

Those who had made negative comments generally disagreed with our interpretation of the articles in Bill 40, and some questioned whether or not the results of our efforts would be of any value.

Many of those expressing positive comments indicated serious concern for the subjects we had discussed and mentioned additional concerns as well.

The members of our Parents Committee feel that it is important to learn that our concerns about Bill 40 are shared by many others, and that addressing our concerns to the other School Committees in Quebec has helped to bring the community of parents throughout the province closer together.

Yours truly,
H.D. Lightfoot
Chairman, Parents Committee
Lakeshore School Board

Education Study

More Education, Less Unemployment

The more you study the better your chances of getting a job. This is the conclusion that can be drawn from two new studies carried out among high school and college graduates during 1980-1981. The studies, carried out by the Ministry of Education, gives a clear picture of the graduates and non-graduates, their situation, their integration into the job market and their views on the relationship between their studies and work.

According to the studies, it is only at the college level that one sees a significant decline in the rate of unemployment among graduates. In 1980-1981, 34.8% of male high school graduates were without jobs, while among college graduates the proportion was only 24%. A similar trend was seen among girls; for high school graduates the rate was 31.8% and for college graduates it was 24.8%.

In terms of salaries it is clearly evident that those who graduate from college are better off than high school graduates. While high school graduates earned an average of \$210 a week those with college education earned \$310.

The report also showed that girls earned less than boys.

Girls, however, fared better than boys with regard to job satisfaction. Not only were they more satisfied with their entry into the job market, but they were also more certain about the usefulness of the knowledge that they had acquired in school.

The study concludes that those who graduate from high school or college have a better chance of finding a job than those who haven't, that the prospects for finding employment increase with the level of education and that the weekly salary of college graduates is about \$100 higher than high school graduates.

What Do You Say?

Letters to the Editor
QFHSA
2535 Cavendish Blvd.
Suite 212
Montreal, PQ H4Y 2Y5



PRESIDENT'S MESSAGE

MARION DAIGLE
President

Now that schools open their doors to students during the last week in August, the lazy, hazy days of summer somehow appear shorter. I hope that everyone has had an opportunity to either put his/her feet up and relax at home, or to leave cares behind and explore outside interests normally reserved for holidays.

For many of our QFHSA Board members, the summer months include Home & School activities — in some cases winding up instead of winding down.

An annual event in late June is the Board of Directors' Think Tank session when, in an informal setting, we toss around and formulate ideas for improving membership, communicating province-wide, finding volunteers for committees, assessing our human resources, establishing our list of priorities for the following year and so on. It is always a challenging day.

As you know our Bill 101 Rights Committee organized a highly successful blitz on Ottawa in June — reported in the July NEWS — and, since then, the Committee has been planning and acting on the follow-up of that campaign.

The Membership and Publicity Committees held their annual on-island workshop in June and over the summer prepared further material for the Fall edition of the NEWS and co-ordinated efforts to circulate kits to our off-island locals. Please encourage your friends and neighbours to become members — there is no limit on membership in Home & School!

The Fall Leadership Committee, chaired by Helen Koeppe, QFHSA Vice-President and Area Rep for LaSalle, has been very busy putting together the agenda to meet the Fall NEWS deadline. As always, a stimulating and informative program has been structured for our local Home & School members. Do come and participate at Lindsay Place High School in Pointe Claire on October 13th. It's geared for inspiration and involvement.

Marilyn Ashby and Maureen Haynes of the Child Abuse & Neglect Committee have been busy preparing materials in connection with a workshop in which they

will be participating at the Fifth International Congress of Child Abuse & Neglect, September 16-19, here in Montreal. They are to be commended for their efforts in organizing a project. The Canadian Home and School and Parent-Teacher Federation (CHSPTF) is recognized as a leader in the field of public awareness on Child Abuse & Neglect through publication of an educational kit available to schools and organizations. Our own QFHSA Committee has been very active in promoting this kit.

One of my personal reasons for actively supporting QFHSA over the years has been its membership in the parent organization — The Canadian Home and School and Parent-Teacher Federation. At their annual meeting a major highlight for me was a workshop on Home & School given by Tom Wilkinson, of Prince Edward Island, a former CHSPTF President. Throughout his talk, he reinforced that, nationwide, Home & School is a link between the main partners in the education of our children — the parent and the teacher. In outlining the structure, constitution, resolutions and statements of policy of CHSPTF he showed that parents have the mechanisms for influencing and improving both the educational and social development of youth across this country. Having the opportunity to represent Quebec Federation of Home and School Associations' membership at the national level is always an enjoyable experience. Next year's conference will be hosted by Newfoundland.

Lastly, where would I be if I could not communicate this message without the work of our NEWS committee and our faithful secretary, Donna Sauriol who, with great difficulty, does manage some holidays during the summer — richly deserved. There are many others — including dedicated local association executives — who quietly think and plan a host of details for the coming school year during these summer holidays. That is what Home & School is all about — activity.

I look forward to seeing and hearing from you in the coming months. Best of luck for 1984-85.

Children and violence

The Superior Council recently completed a study dealing with the question of violence in the primary school. It found that violence tends to be more prevalent in the family and home context than in the school. However, home influences often have an impact that extends into the school. For primary school children violence most often takes the form of child-child interactions and generally involves quarreling with close friends or relatives (brothers or sisters). Next in frequency are child adult interactions within the family, followed by child adult interactions in the school.

For the purposes of its study the Council defined violence as "the abuse use of power (physical, hierarchical, psychological, moral, social), in an open or camouflaged manner, spon-

taneous or deliberate, motivated or not, by an individual, group or collectivity, in any way (physical, verbal, psychological, moral, social) which ensures the response to a need or desire and which is detrimental to another person or person's."

In the primary school violence seems to be more psychological than physical. Aggressiveness, sometimes to the point of violence, does exist in schools, mainly in pupil to pupil relationships. However, child adult relationships in school are not entirely devoid of physical or verbal violence. Such violence takes various forms: cutting remarks to pupils, refusal to listen to their explanations, collective punishments which arouse feelings of injustice in some children etc.

Outbursts of violence occur not

only within the walls of the school; society likewise exhibits signs of violence, especially in certain family situations where children are deeply affected. Children sometimes become victims of alcoholism, parental dissension and family violence. These problems eventually have repercussions in the school, which is responsible for contacting the Director of Youth Protection to bring cases of maltreated children to his attention. For this purpose the school shares its efforts with social services to provide help for victimized children. The Council considers it urgent and obligatory to implement effective procedures to integrate the resources of the school and the services of youth protection. This will permit speedy assistance to children who have been victims of violence in their family.

Superior Council

Quality Secondary Schools

The current barrage of reports on the status of education in Québec leaves no one in doubt that the public wants improved educational standards. Recent hearings of the Conseil supérieur de l'éducation on the status of the teaching profession have revealed that there is widespread dissatisfaction with the overall quality — especially in secondary schools. It is claimed that many secondary schools are plagued by a boring sameness of content, atmosphere and routine. Furthermore, secondary schools have at times been treated as

bureaucratic units rather than living organizations.

School effectiveness depends on what people in these schools do, how they organize themselves, how they relate to each other, how resources are allotted, how strengths are put to good use and how weaknesses are overcome. It is with this in mind that the Conseil supérieur de l'éducation recently transmitted to the Ministre de l'Éducation advice entitled: «La recherche de la qualité: les personnes qui font l'école secondaire».

It is the Conseil's view that ex-

cellence exists in many secondary schools. There are many competent and happy teachers. They are able and professional people that deserve the respect of pupils, parents and colleagues. They devote long days and real energy towards making excellence happen in their schools and they should be justly proud of their profession. *Their experience should be shared*; this is the key purpose of this report.

Excellence in secondary schools is the result of quality individual actions, quality team action and quality school projects. These factors have allowed for the emergence of successful academic, social, personal and professional development of pupils. Processes that contribute to successful and effective secondary schools include:

- The recognition that schools, as organizational units within a system, need relative autonomy regarding the management of human and material resources.
- The possibility of being different, while adhering to core objectives, in order to develop their own character.
- The advocating of effective in-school leadership by appointing principals that are pedagogically oriented rather than purely management oriented.
- The treating of teachers as individuals who have particular abilities, interests and experiences yet who must function as a team in collegiality.
- The authority to manage their own budget.
- The recognition that working towards excellence is a dynamic process that evolves over many years.

LAWS THAT GO BEYOND A RESTRICTION, LAWS THAT ARE A DENIAL OF RIGHTS

Even more encouraging is the recent ruling of the Supreme Court of Canada which confirmed those rulings already reached in the lower courts. The Supreme Court ruled that certain sections of Bill 101 go beyond a reasonable restriction, that such laws are a denial of basic rights and therefore are incompatible with the constitution. This has long been a theme of Quebec Federation's Rights Committee and now others know it as well. While such rulings are encouraging they are but a first step in reaching our goals. We believe in a much broader interpretation of the laws which guarantee our rights. Our two main objectives are:

Rights Committee (Bill 101)

Getting involved!

Involvement in the controversial issues affecting Home and School life is a trademark of Quebec Federation. So it was a matter of natural course when we initiated action to defend the rights of the English and other minorities, as early as 1977, when politics began to threaten not only our individual rights but our institutions of Education as well. For some time Quebec Federation has been an active and effective lobby group whose opinions are well respected in matters of education.

In previous issues of the H&S News, we reported on our Bill 101 efforts in past years and our current efforts as well. We recently presented our views in Ottawa before the Parliament of Canada where we left a profound impression on our MPs and several ministers, including then Prime Minister Trudeau.

1. Establish rights of parents in education

This includes choice of language of Education; right to determine what is taught in our schools and the right to manage these institutions. We must have control over

the language, curriculum and environment of the schools. These rights must be returned to the parents of our children, to whom they rightfully belong.

2. Re-establish equality of the English and French languages in Quebec

There is a much broader interpretation due to article 133 and section 93 of the Constitution acts. The so-called universal choice interpretation is our goal. This will confirm our rights for the use of the two official languages of Canada, English and French. It is, in our opinion, unconstitutional to deny this right and Quebec Federation has steadfastly clung to its position, refusing to accept "Bill 101" — rejecting one official

language as a denial of rights.

It is interesting to note that no other group has taken up this most vital issue, to restore equality of the two languages. This is another first by Quebec Federation. We realize the importance of and potential benefit to all Canadians of restoring duality of language to Quebec. For this reason we have chosen to pursue this objective.

The Wheels of justice turn slowly but surely

The next step is to meet with counsel and to bring our case up to date for a fall hearing in the Superior Court of Quebec and make our position clear to the public. We are cautiously optimistic for the future.

While we have been pursuing our objectives in Ottawa and in the Courts through legal counsel, we also recognize the importance of maintaining a high profile locally. To this end, our Committee Chairman, Dr. Calvin Potter, met with Pierre Deniger, MP for Laprairie, in a discussion on language rights and Education. This discussion will be televised on cable TV in the near future and we will keep you posted on the date and time.

Also on the local scene, we are

keeping in touch with the Secretary of State through his offices here in Montreal. This includes consultation on developments in related court cases in Ontario and elsewhere, as well as discussions on funding for Quebec Federation legal costs.

It has been a long and constant effort which has resulted in our achievements to date. The emphasis and support for this challenge will now shift to our local associations and general membership as well. It is time to get involved in the events that will shape our future and preserve our past. Many thanks to the Rights Committee executive whose organizational efforts provide us with the means to realize our goals.

Student Magazines

Award for excellence established

A new Program to Recognize Excellence in Student Literary Magazines has been established by the National Council of Teachers of English. Sample issues are being received from high schools, junior high schools, and middle schools throughout the United States and Canada, and from American schools abroad. The first annual submission period ends September 10. Names of literary magazines to receive citations for excellence in the first year of judging will be announced in March, 1985.

Charles Suhor, deputy executive director of NCTE stated that by honoring students who write, edit, and produce high quality literary magazines — and the faculty members who work with these students — we hope to highlight the importance of the kind of literary effort in education.

Literary magazines of individual schools, published between September 1983 and August 1984, are eligible for the first year's judging by teams of high school and college English teachers. "While literary excellence dominates, production values are important, and the extent of student participation in production is considered," the NCTE brochure on the competition states. Criteria are as follows:

- Literary quality: imaginative use of language, appropriateness of metaphor, imagery, symbol; choice of vivid, clear, precise words; variety, rhythm, flow of language
- Kinds of writing included: poetry, fiction, nonfiction (essays, reviews, writings from dis-

ciplines other than English), drama

- Editing, proofreading
- Design and artistic aspects: layout, illustrations, photography, typography, paper stock, press work

- Front matter and pagination: title page, table of contents, staff credits

Total points awarded to an individual entry will determine its placement in one of three categories: Superior, Excellent, Above Average and Unrated.

From the Superior-ranked journals, judges may confer one or more Highest Awards, special recognition for literary magazines "that fulfill extraordinary standards of excellence," in which "students handle virtually all aspects of writing, production, and business with exceptional skill."

Bob Lavery resigns

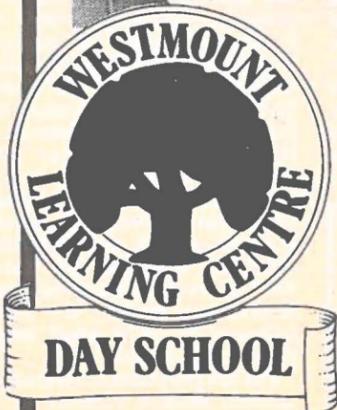
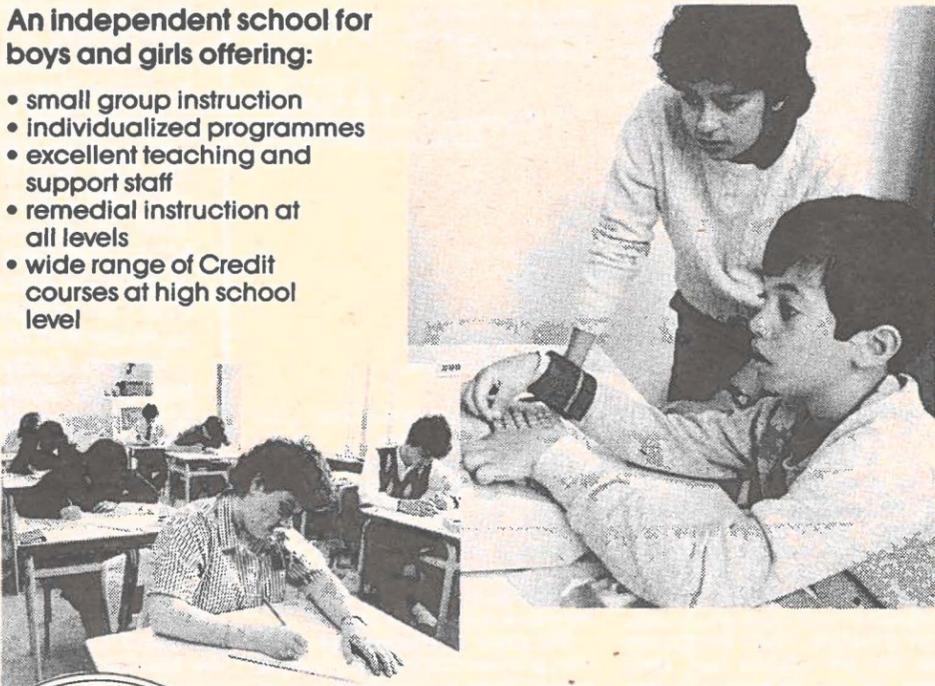
The Lakeshore School Board accepted the resignation, effective August 31, 1984, of Director General Robert E. Lavery, the Board's chief executive officer since January of 1978. Dr. Lavery will assume the duties of Director General of Dawson College, a Montreal CEGEP.

The Council has appointed a search committee to consider the modalities leading to the nomination of a successor to Dr. Lavery. A mandate for this search committee, with a budget not to exceed \$10,000 was also adopted.

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Director Irene Woods

QFHSA LEADERSHIP CONFERENCE PROGRAM

Saturday 13 October 1984

Lindsay Place High School, 111 Broadview Avenue, Pointe Claire, Quebec

8:30 am-4:00 pm

PLENARY SESSION Theme: Home & School: Why Belong?

An up-to-date explanation of what it means to be a Home & Schooler

WORKSHOPS I

- 1. Volunteers**
Integrating volunteer efforts with existing health agency workers and community resources
- 2. Programs—How-To Skills**
An exchange of ideas for possible school programs and some suggestions on how to run them smoothly and successfully
- 3. Fitness and Nutrition**
New program available for local associations, featuring short audio-visual presentation
- 4. Safety**
What aspects of safety concern the teachers and parents of your school? Are your school's tech/voc shops conforming to safety standards? Do your children know enough about bicycling/motorcycling to drive in the safest possible way?
- 5. International Year of Youth 1985**
Come and get some information about programs available for youth, such as Open House Canada, Terry Fox Youth Center in Ottawa, etc.

WORKSHOPS II

- 1. Home & School Cooperation**
Come and get some insights into how a good, successful relationship between the home and school can add to the learning environment
Leadership Development I—a two-part workshop
Discover the skills needed to work more effectively with others. Learn how to set goals and to accomplish them.
- 3. Communicating**
Repeat of an engrossing workshop designed to help us to communicate more effectively
- 4. How to Run a Meeting**
Emphasis on simplified rules to enable brand-new executives at the association level to run businesslike yet friendly and productive meetings
- 5. Does your school have a babysitters' training program?**
A highly recommended babysitting course for boys and girls will be featured. A short audio-visual presentation is included.

WORKSHOPS III

- 1. Fund Raising**
Successful fund raisers discuss their methods. Do they set up a budget first and then try to meet it?
- 2. Membership and Membership Development Off-Island**
How can we stem the tide of shrinking membership?
- 3. Leadership Development II**
Second session of a two-part workshop.
- 4. Newsletters and Publicity**
Winning schools will share their formula for newsy, eagerly awaited newsletters

DRAWING Win a book for your school library by handing in your evaluation form.

DISPLAYS Two or three fund-raising ideas will be presented and there will be a table featuring H&S publications and materials available.

PLEASE CIRCLE OCTOBER 13 ON YOUR CALENDAR

REGISTER EARLY

Registration forms are available through the president of your Home and School association, or call directly to QFHSA office at (514) 481-5619. The registration fee of \$4.00 includes lunch.

1984 / 1985 SCHOOL YEAR

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Mark your Calendar NOW!
QFHSA LEADERSHIP CONF. - Oct. 13
QFHSA AGM - May 10-11

**Come by bus, train or car
 ... but come!**
**Here's how to get to the
 LEADERSHIP
 CONFERENCE**

Experienced and qualified teacher available to help students with

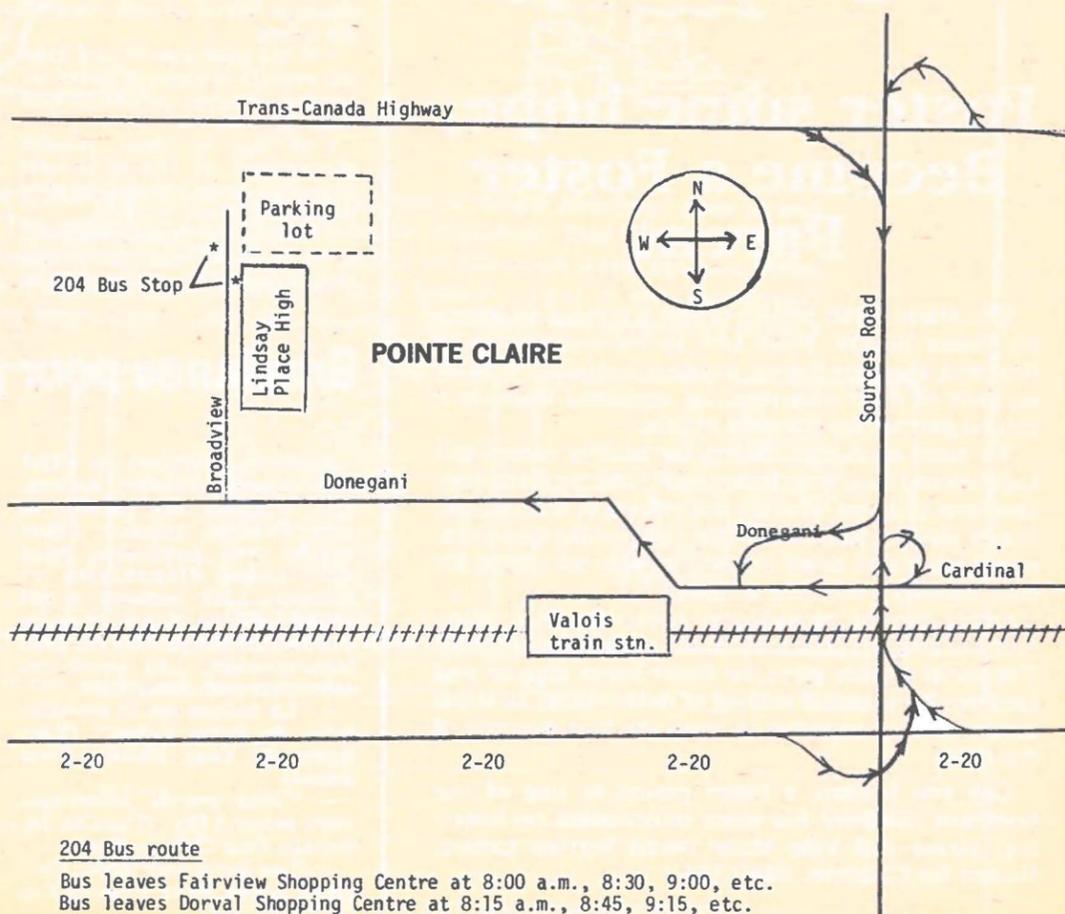
- READING
- LANGUAGE
- FRENCH

(elementary and high school levels)

as well as listening, working and study skills

REFERENCES

(514) 684-0324



Lakeshore School Board

French schooling — decision postponed

The elected Commissioners and Parent Representatives of the Lakeshore School Board have voted to delay for one more year any decision regarding the future of its network of French elementary schools.

The rapid growth of French elementary schooling within the Lakeshore School Board has been debated for several years. In September 1983 the Board started a five-month consultation with all segments of its community to solicit advice and recommendations. The only consensus which emerged regarding the situation, was one which foresaw no pressing need to expand the French network for 1984-85. The question regarding the eventual future of French Protestant schooling still remains unanswered.

For the 1984-85 school year, the Lakeshore School Board will continue to operate two French elementary schools, Ecoles primaires Beaconsfield and Pointe-Claire, with classes for students from kindergarten (maternelle) through grade six.

The delay means that in the spring of 1985 the Board's Council of Commissioners will once again have to face the difficult question of whether or not to establish a third French elementary school facility within the Protestant

educational system which serves the West Island, Ile Perrot and Vaudreuil-Soulanges regions.

While the numbers of students within its French-language sector have risen from 92 in September 1978 to 819 in February 1984, the majority of these students are still at the lower grade levels (80% at levels K-4). Only 64 are now receiving high school instruction, and just 38 others are enrolled in grade six, the final elementary school grade. The Commissioners and Parent Representatives did not feel that the decision regarding the establishment of a third French elementary program was obligatory at this time, since

study indicates that the existing two buildings can accommodate the projected September enrolment.

Another factor in the debate which led to the delay was the unsettled question of the Government's Bill 40. If enacted, this legislation could replace confessional school networks with linguistic boards, and there is little likelihood that the government would allow any English school system to operate French schools. Many community groups have cautioned the Lakeshore Board not to create a third French elementary school which then could be re-aligned with another school board.

Curb the slaughter

Quebec kids can't hold it

The continent-wide movement towards making it more difficult for young people to drink received a setback — though perhaps only a temporary one — when the legislative assembly in neighboring New York State voted last week against raising the legal drinking age from 19 to 21.

The narrowness of the vote — 80 to 69 — indicates, however, how far the movement has come in on-

ly a few short years. So does the fact that already 22 states south of the border have already enacted laws limiting the purchase of alcohol to those 21 or over. What's more, another four states have set it at age 20, and 17 more states and three Canadian provinces (including Ontario) have adopted age 19.

Only three states are as lax as Quebec, one of six provinces to allow persons aged 18 and up to buy any kind of alcohol.

Perhaps this is another example of a trend in which Canada will follow the States after a lapse of a few years. But it is to be hoped there will not be too many years, because such a measure would reduce teenagers' alcohol abuse and highway carnage. In Quebec drivers 18 and 19 are involved in three times as many fatal accidents as drivers of all ages — and needless to say, one big reason is their inability to handle alcohol.

Quebec society today cringes from puritanism in many areas. But common sense, not puritanism, argues for a higher drinking age. It saves lives. Surely no one can call California a party-pooper, yet it is the granddaddy of this trend, having pegged its drinking age at 21 in 1933. Quebec can do several other things to reduce alcohol abuse by the young:

- It can issue color-coded driving permits to make it easier for taverns or retail outlets to spot underage patrons.
- It can, as well, require photographs on driving permits to prevent under age persons from borrowing others' permits.
- It can press the police to make more checks of bars and taverns frequented by young people.

Life Membership for Joan Mansfield



Joan Mansfield, retiring President of the Canadian Home and School and Parent-Teacher Federation, was honoured with a Life Membership Award at the Annual Meeting held June 1984 in Winnipeg, Manitoba. She was nominated for the Award by Quebec Federation of Home and School Associations.

Quebec Federation of Home and School Associations is very pleased and honoured to nominate the President of the Canadian Home and School and Parent-Teacher Federation, Joan Mansfield, as a Life Member of the Federation.

Joan was born and educated in England. She received an honours degree in Latin and Greek from the University of Nottingham. With her marine biologist husband, Arthur, she emigrated to Canada in 1955. Her first active involvement in Home & School occurred in 1967 when her three children were attending school in Hudson, Quebec. Joan served in a number of positions on the local Home & School executive over the years, including that of President.

Her involvement soon expanded to encompass a much wider portion of the education spectrum. In 1972 she was elected a commissioner for the Harwood School Board. After school board amalgamation in 1976, Joan was elected to the Lakeshore School Board where she served as chairman of the Lakeshore School Board Education Committee from 1979 to 1983. She was also a Director of the Quebec Association of Protestant School Boards from 1979 to 1981.

During this period Joan also became actively involved with the provincial Home & School organization serving as Recording Secretary from 1975 to 1977. Our provincial newspaper *Quebec Home & School NEWS*, greatly benefitted from Joan's keen involvement for many years on the Editorial Board and from her stimulating articles on educational topics. In recognition of Joan's outstanding work on our newspaper, as well as her committee work as Programs Chairman, in 1979 she received the Leslie N. Buzzell Award for outstanding service to Quebec Federation of Home and School Associations and for furthering the aims of Home & School and education in general.

In 1975 Joan's activities broadened even further to encompass the national level of Home & School when she became chairman of the Education Committee of The Canadian Home and School and Parent-Teacher Federation. From 1979 to 1982 she assumed the responsibility of Chairman of the Constitution, Policy and Resolutions Committee of Canadian. Joan was elected as Central Vice-President in 1981 and as President in 1982. Her special interest in helping The Canadian Home and School and Parent-Teacher Federation become a bilingual organization of parents has led her to inaugurate a bilingual newspaper from the President of Canadian to the provincial Federations and, due to her efforts and dedication, our Constitution, By-laws and Standing Rules have all been translated during her two year term of office. Joan herself is very busy taking courses at Concordia University leading to a Diploma in Translation. Joan Mansfield has indeed served our national organization with distinction.

Our summary of Joan's accomplishments is far from complete. She has contributed unstintingly of her time and talents at the local, provincial and national levels in many, many ways. Education and the Home & School movement have greatly benefitted from her dedicated involvement.

Quebec Federation of Home and School Associations takes great pleasure in presenting Joan as a worthy recipient of a Life Membership in The Canadian Home and School and Parent-Teacher Federation.

Revoking more alcohol permits would send a message throughout the industry.

• It can press beer companies to refrain from pitching their product so ardently to young people. Their slick ad campaigns imply that fun and drinking are virtual-

ly inseparable.

These are obvious (and low cost) ways to cut tragedies. Quebec cannot afford to ignore them any longer.

Reprinted from The Gazette editorial page, June 4, 1984



Foster some hope, Become a Foster Parent

Ville Marie Social Service centre is making an appeal for Foster Homes. Right here in the community of Montreal, there are babies, toddlers and youth who by no fault of their own must be separated from their natural parents for a period of time.

We need short-term homes for healthy babies and toddlers and long-term fostering for intellectually handicapped children who do not belong in institutions. Scarce also are respite care providers who give occasional week-end relief to parents who are caring for their handicapped child at home.

Foster parents provide the day-to-day care, affection and love necessary for healthy emotional growth. The social worker gives the foster home support and back-up. By a mutual sharing of information, all those involved work together to serve the best interests of the child.

Can you become a foster parent to one of our homeless children? For more information on fostering, please call Ville Marie Social Service Centre, Homes for Children, 989-1781.

Brochures pour parents francophones

Plusieurs brochures de l'IRA (International Reading Association) destinées aux parents, et dont l'édition anglaise s'était avérée très populaire, sont maintenant disponibles en français. Leur contenu a été adapté afin de mieux répondre aux besoins des parents des pays francophones. Les brochures suivantes sont disponibles:

— "La maison est la première école de votre enfant" (Your Home Is Your Child's First School)

— "Vous pouvez encourager votre enfant à lire" (You Can Encourage Your Child to Read)

— "Des livres pour aimer lire" (Good Books Make Reading Fun for Your Child)

— "La Télévision peut servir la lecture" (You Can Use Television to Stimulate Your Child's Reading Habits)

— "Vous pouvez aider votre enfant à lire grâce aux journaux" (You Can Help Your Child in Reading by Using the Newspaper)

— "Lectures de vacances! Lectures importantes!" (Summer Reading is Important)

L'Association Internationale pour la Lecture a distribué plus de six millions de ses brochures à l'intention des parents depuis la première a été publiée en 1977. Les brochures contiennent des suggestions générales pour aider les enfants à devenir lecteurs enthousiastes et efficaces, et elles contiennent aussi des tuyaux et

activités spécifiques.

Les personnes résidant aux Etats-Unis peuvent obtenir un seul exemplaire gratuit de chacun de ces brochures en envoyant une enveloppe timbrée et portante leur adresse à: IRA, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, E.-U. Demandes pour quatre titres ou plus doivent être accompagnées par une enveloppe timbrée à votre adresse avec d'affranchissement de première classe pour deux onces. Les canadiens doivent envoyer une enveloppe timbrée à leur adresse, mais il ne faut pas inclure d'affranchissement. Veuillez de mentionner que vous souhaitez une édition française, et notez le titre.

Membership in Home & School is Voluntary and is...

... so fundamentally important in the Canadian community that its presence, like the sunrise, is sometimes taken for granted. When people associate for a common purpose which can benefit the community, they reduce their individual dependency and, through their interdependence, work towards independence, self-reliance, and a capacity to influence their lives and their community's life. This is a prerequisite to qualities upon which Canadians depend: the capacity to share with others, to care for their fellow citizens, and to belong in their local, provincial, or Canada-wide communities. When an individual learns to attain self-reliance, to reduce his dependency upon others, we describe this quality as 'maturity'. The strength of the voluntary sector, by extension, is a barometer for the maturity of our society. It exemplifies participation and reflects democracy.

THE VOLUNTARY SECTOR

INDIVIDUALS ASSOCIATING TO PROVIDE SERVICES FOR

- ASSISTANCE TO THE DISADVANTAGED
- ADVANCEMENT OF RELIGION
- ADVANCEMENT OF EDUCATION
- ADVANCEMENT OF HEALTH
- CONSERVATION OF THE NATURAL ENVIRONMENT
- OTHER PURPOSES BENEFICIAL TO THE COMMUNITY



Special Message to all Membership Chairmen

Did you know that:

Statistics show consistently that 63% of sales are made after the fifth rejection. If you give up on the first "No", your batting average will be pretty low.

Figures also show that 75% of all salespeople quit after the first rejection.

Teachers have a special place in Home and School. Twenty years ago, before the teachers had unions to defend their interests, the Home and School Federation

was an essential advocate for the teachers, and they showed their gratitude by taking a very active part in local Home and School activities.

QFHSA Membership Committee

Sylvia Adams
CHAIRMAN

Bev Forsyth

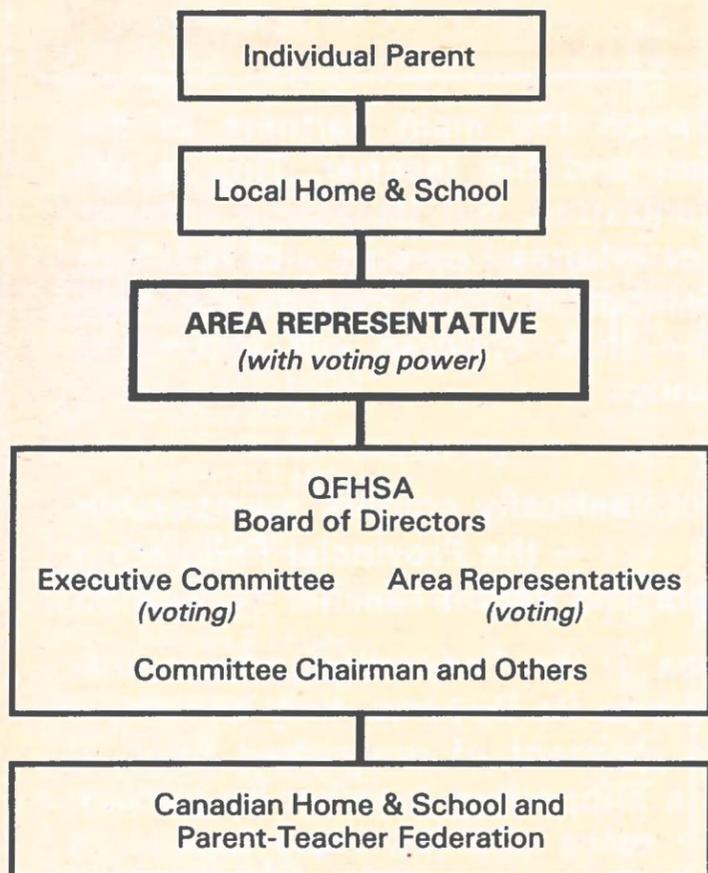
Carol Ohlin

Mary Jane de Koos
MEMBERS

Now there is a great variety in the degree of participation by teachers, and some locals who would like to encourage a closer relationship are shy.

Northview Home and School sends out a letter to each staff member, explaining Home and School and inviting the teachers to become active members. This is a copy of the letter they sent last year.

It all starts with your opinion



Reliable Life Insurance Company

SPECIALISTS IN STUDENT ACCIDENT INSURANCE

Delegates at the 40th Annual Meeting of Quebec Federation of Home and School Associations again chose the Student Accident Insurance Plan sponsored by Reliable Life.

For forms or information, call Reliable's representative, Elizabeth Jordan:

(514) 842-9881

or QFHSA office at:

(514) 481-5619

Dear Staff Member:

On behalf of the Northview Home and School Association, we would like to welcome you to Northview School if you are new here this year, and to welcome you back if we have already benefited from your educational efforts.

In past years, Home and School has contributed in many ways to enhance the quality of life and education at Northview. We would like to briefly acquaint you with some of our activities. We run the school supply shop as a non-profit convenience for the students and staff. We run a Block Parent program and a baby sitting course. We organize a vast volunteer program and we sponsor the Hibou, our monthly school newsletter. We have donated the proceeds of fund raising events such as the Towne Fair, a cheese sale, and an almond sale to help pay for a computer printer, stereo equipment, library books, field trips, and various other individual classroom needs.

Home and School is a national as well as a provincial organization that has supported the teachers in their fight against Bill 111, and is presently preparing a brief on Bill 40 which will be presented to the government.

We would like, at this time, to invite you to become a member of this worthwhile Home and School activities, your membership will include a subscription to the bi-monthly publication: The Quebec Home and School News. Your full support is essential to the continued success of our many endeavours.

- Membership fee: \$5.00 (1)
- Cheques payable to Northview

Home and School

Please complete the attached envelope and return it to the Home and School mail box. Your membership card will be forwarded to you.

Our services are always open to you. Please feel free to use them in the coming year.

Sincerely,
Delal Montesano
Debbie Brown
Membership Committee

(1) Ed. note: Membership fee for 1984/85 school year is \$7.00

**FITNESS &
NUTRITION**

**'Have I got
a deal
for You!'**

"Have I Got A Deal For You" is the title of a just-released audio-visual presentation from the Canadian Home and School and Parent-Teacher Federation. The message, aimed primarily at parents of children in elementary school, explains WHAT good nutrition is, and WHY it's so important to establish good habits early in life. A child can learn all about nutrition and fitness in school, but unless these factors are reinforced in the home, the knowledge will not be put into practise.

The audio-visual elaborates on the necessity for a good breakfast and the importance of physical activity as an integral part of each school day. The link is made between these factors and increased academic performance. Parents are reminded of the crucial role they play in helping their children attain their fullest potential.

"Have I Got A Deal For You!" is available in both English and French; the presentation is 12 minutes in length, and is designed to be a complete, self-contained workshop with supporting resource materials and a follow-up questionnaire.

It was produced primarily for use by local Home & School Associations across Canada, but will be made available to other interested groups upon request. It is available from the provincial Federations of Home & School Associations, or the national office of the Canadian Home and School and Parent-Teacher Federation.

"Have I Got A Deal For You!" was produced for the Canadian Home and School and Parent-Teacher Federation by Adfactory, Kirkland, Québec, with the financial assistance of Fitness & Amateur Sport Canada.

REMEMBER:

An interesting
program helps
attract parents



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484-4264**

Call for your Home & School Membership Poster Today

HOME AND SCHOOL

**1895 we were
here then..**



HOME AND SCHOOL is a link between the main partners in the education of our children — the parent and the teacher. This is the fundamental justification for the organization, but its scope extends beyond these boundaries as it aims for informed parents and teachers in the field of education and child development. Thus, parents may help to determine the quality of education their children will receive at home and school, and in their community.

MEMBERSHIP

The local fee in Home and School automatically confers membership in:

- the local Association
- the Provincial Federation
- The Canadian Home and School and Parent-Teacher Federation.

Any person interested in the objectives of the Federation, who is willing to uphold its policies and subscribe to its By-Laws, may become a member of a local Association upon payment of prescribed dues. If you cannot be an active member, be a supporting member by joining. The more members, the stronger the voice and the more people to work for a better education for our most precious gift—

"OUR CHILDREN".



**AND
WE'RE
HERE
NOW..**

FOCUS on MEMBERSHIP

These are last year's membership figures.
What will they be for 1984-85???

ALLANCROFT	185
AYER'S CLIFT	19
AYLMER	13
BAIE COMEAU	0
BEACON HILL	171
CARLYLE	72
CEDAR PARK	114
CHRISTMAS PARK	202
COURTLAND PARK	125
CHELSEA	21
DORSET	113
DUNRAE GDNS	147
EARDLEY	80
ECOLE PRIMAIRE BEACONSFIELD	93
ECOLE PRIMAIRE PTE. CLAIRE	149
EDGEWATER	229
EDINBURGH	120
ELIZ. BALLANTYNE	137
GARDENVIEW	182
GREENDALE	134
HAMPSTEAD	78
HOPETOWN-SHIGAWAKE PORT DANIEL	26
H. PURCELL	75
HOWICK	20
HUDSON	240
HULL	42
JOHN RENNIE HIGH	92
JOHN XXIII/DORVAL HIGH	39
J. RICHARDSON	34
KEITH	74
LACHINE HIGH	151
LASALLE HIGH	23
LINDSAY PLACE HIGH	141
MACDONALD HIGH	132
MAGOG (PRINCESS ELIZABETH)	48
MAL. CAMPBELL HIGH	56
MARY GARDNER	17
MEADOWBROOK	153
MOUNTROSE	84
MT ROYAL HIGH	138
NEW CARLISLE HIGH	84
NEW RICHMOND HIGH	36
NORTHMOUNT HIGH	17
NORTHVIEW	154
ROYAL WEST ACADEMY	133
SEIGNIORY	170
S. HULL	82
SPRING GARDENS	65
SUNNYDALE	153
THETFORD (Andrew S. Johnson — Mem. School)	45
THORNDALE	123
VALOIS PARK	158
WAGAR HIGH	214
WESTMINSTER	153
WESTPARK	192
WILLINGDON	121
WINDERMERE	183
WILLIAM LATTER	18

This column will appear in every News issue with the 1983-84 memberships appearing in brackets.

Our goal for 1984-85 is to increase all of these memberships, plus adding new associations to our list.

The membership fee

Why should I belong to QFHSA? I am only interested in my children's school(s) — what happens to this \$7.00 Membership fee? What can I expect in return for my \$7.00? Here are some answers.

1. \$0.75 of your membership fee goes to The Canadian Home and School and Parent-Teacher Federation*. Your contribution helps to strengthen the educational circle by calling for equalization of educational opportunities for ALL CHILDREN in Canada.

2. \$3.50 pays for each family's subscription to the NEWS which is published 5/6 times a year and mailed directly to the home of each family member. Our newspaper, a volunteer effort, enjoys a reputation as a well informed vehicle for disseminating information on educational matters — locally, provincially and from across Canada.

3. \$2.75 pays for everything else! To be effective a provincial group must be able to coordinate services. Thus it is necessary to have:

b) Communication services: mailings to Presidents, kits to Membership and Publicity Chairmen.

c) Conferences — to promote local associations. (We will send speakers if requested by a local association).

• Fall (leadership) Conference
• Mid-term Presidents' Meeting
• Annual General Meeting

d) Travel — sending QFHSA delegates to other provinces' AGMs where possible; attendance at conferences and/or workshops organized by other educational bodies. Delegates from locals are often asked to attend, e.g.

QACLD, Society for Emotional Development in children, Press conferences, World Conferences, Gifted and Talented, Council for Exceptional Children.

Situation normal!

Once upon a time, there were four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.

Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody didn't do it.

It ended by Everybody blaming Somebody when, actually Nobody could accuse Anybody.

National Conference of CHSPTF — QFHSA attempts to send 4 delegates to the yearly meeting of our national body. Recent national workshops have focused on Drug & Alcohol Abuse and Fitness & Nutrition and have resulted in us actively supporting these programs provincially.

Area Representative Travel Expense — we pay the travel ex-

Affiliate Memberships of: Boards/ School Committees/Parents Committees

Cedar Street S.C.
St. John Fisher S.C.
Valois Park S.C.
Vincent Massey S.C.
Welder Penfield S.C.
St. Augustine S.C.
Mountain View S.C.
Lennoxville Elementary S.C.
Queen Elizabeth High School S.C.
Margaret Pendelbury S.C.
St. Francis S.C.
Jubilee S.C.
Comité d'École Royal George
Royal Oak S.C.
Centennial Regional High School S.C.

Gault S.C.
Ormstown Elementary S.C.
Sherbrooke Elementary S.C. (all members joined as individual Supporting Members)
Jewish People's Peretz Schools
Massey Vanier S.C.
Beechwood S.C.
Lakeshore School Board Parents Comm.
South Shore Protestant Regional Sch. Brd. Parents Comm.
Bonaventure School Board
Commission scolaire du Littoral
Commission scolaire Greater Hall

REMINDER: A good program will attract and keep Home & Schoolers ACTIVE

penses for those who live a distance from Montreal so that they may attend the bimonthly Board of Directors meetings and inform us directly of the concerns in their areas.

PLUS 100 additional expenses!
• liaison with other provincial groups
• submitting briefs
• appearances before Superior Council of education
• Committee expenses
• stationary and postage (as you know these costs have risen astronomically)

*QFHSA has agreed, on a part-time basis, to give \$0.75 for school year 1984-85.

What Happens to my \$7.00 membership fee?

I can express my interest in my children's schools plus increasing the likelihood that my concerns will be taken seriously.

I can share my support with others, to attain mutual objectives.

I can be a more informed parent. My children will know that I care.

District of Bedford School Board
Lakeshore School Board
Laurentian School Board
Laurentienne School Trustees
Protestant School Board Greater Seven Islands
Regional School Board of Gaspesia
Richelieu Valley School Board
St. Lawrence Protestant School Board
St. Maurice School Board
South Shore Protestant Regional Sch. Brd.
South Central Protestant School Board
P.S.B.G.M.
Lennoxville District School Board
Protestant Regional Sch. Brd. Western Quebec
Protestant Regional Sch. Brd. Northwestern Que.
Eastern Townships Regional Sch. Brd.

APPLICATION — QFHSA

Supporting (Family) Membership \$ 7.00

Affiliate (Group) Membership \$25.00

eg. School Board
School Committee

Name: _____

Address: _____

Postal Code: _____

(Please do not forget to include post office box number or apartment number if applicable)

Your membership card will be forwarded to you, immediately, upon receipt of your application by:

QFHSA
2535 CAVENDISH BLVD. #212
MONTREAL, QUEBEC H4B 2Y5
PHONE: (514) 481-5619

Safety Education in the School System

△ SAFETY SCENE △

OCCUPATIONAL SAFETY & HEALTH

ERNIE EVES M.P.P.

Ministry of Education Viewpoint . . . setting up guidelines

Ministry of Education will advise schools of recommendations in safety. Guidelines for school on setting up a safety advisory to resolve safety problems. The ministry of education committee along with the advisory committee have met and will hold meetings. A safety liaison officer

ensures students and teachers are aware of safety measures, and to ensure a school safety memorandum is updated and distributed. The school safety policy should be considered in school material.

Students must understand the WHY of safety regulations.

In co-operation with the in-

dustrial association, appoint a school safety association comprised of workers, students, and a safety officer. The School Safety committee report will include: number of industry accidents, their cause, and measures to prevent their reoccurrence.

A record of occupational accidents allows the committee to recognize which occupations have a high accident rate, and allows for more accurate measures to be taken in preventing further injuries. The committee also develops among students an understanding that accidents can occur and how they can be avoided.

Driver's Education is vitally important!

Shops and labs do not have the highest level of injuries. Physical education in schools has the highest rate.

The accident rate is twice as high for males as for females.

ACCOUNTS OF ACCIDENTS —
(Ontario Secondary School Board)

Science Labs	3.5 %
Vocational Shop	1.7 %
Physical Education	48.6 %
Non-Supervised	39.4 %

(ex: falling down the stairs)

Close supervision may prevent accidents, but does not teach students for the future how to assess situations and avoid injuries. They need "risk awareness."

Should safety counter measure programs intervene in work or school?

They should intervene in school, industry and business.

Schools need to keep a report of accidents in order to receive ac-

curate information on where injuries are taking place and what improvements need to be made. Reporting accidents to the school board, which go to Statistics Canada, is useless as they are classified under one general category.

Both school boards and school federations should:

- Raise awareness among teachers and students.
- Familiarize teachers with occupational health and hazards act.

When I received the advertisement concerning the Canada Safety Council's 16th Annual Safety Conference you might well imagine my joy to find a workshop on Safety Education in the School System. After having registered, I was quite disappointed to find that my work schedule had been changed due to the Fête Nationale festivities.

Not wanting to let such an opportunity pass by, I approached Helen Dawkes, coordinator of the YMCA's West Island Crime Prevention Program. She proposed sending Cathy Smart who was dealing basically with safety programmes for children during the summer months. Not only was Cathy happy to go, but Mark Cresthol, also with the Y's Crime Prevention Programme, used his university press pass to attend. He chose traffic safety. The following are the reports that they made of their respective workshop. Many thanks to Cathy and Mark.

Don Smith

QFHS Safety Chairman

Paul A. Murdoch

The Young Worker

Murdoch focused primarily on how to improve the teaching of safety in Secondary Schools. Injuries to young workers is extremely high, especially among those who have just finished secondary school and have

entered into the vocational work force. Young people tend to be engaged in high risk occupations and tend to take higher risks than older workers. Below is the percentage of distribution of worker compensation cases:

Age of Worker	% of WCB Cases		% of Work Force	
	1974	1981	1978	1981
15-24 yrs.	31.1	31.1	22.9	18.2
25-44 yrs.	44.7	47.3	47.2	51.1

44% of injuries occur to young workers within the first three months of being employed.

Older workers experience only 17% of their injuries within the first six months of employment.

Industry should employ safety and occupational education.

The worker's compensation board states that people from secondary schools are most involved in occupational injuries. In an Ontario Survey (Sampling) of Ontario teachers, teachers in school shop safety are not teaching student's safety in shop. The students are well supervised and in that respect injuries are avoided, however, upon entering employment students are unaware of how to assess hazards and avoid injuries.

Practicing educators feel occupational health should be taught more in secondary schools.

Should teachers teach general safety, or only safety according to the specific activity, (ex: safety in welding). Do teachers have time to teach both, and will it help students when they enter employment?

Teaching safety in all areas is important, as the student may not necessarily be employed in the same trade he or she practiced in school. Also, the student may be employed before he or she finishes school.

Teachers do protect students in school, but don't tell students how it may differ from school shop and actual employment in shop.

THINK SAFETY

You'll live longer and healthier

MINISTRY OF EDUCATION

Understanding Native peoples

Towards a more just view of Indians and Inuit: it would be hard to find a more explicit title for a document released recently by the coordinator of Indian and Inuit activities of the Ministry of Education, M. Valere Gagnon. The program is designed to encourage the teaching of native cultures and ensure that the image of native people presented in the course be as exact as possible.

The document will be an important tool for teachers.

The establishment of new programs in human sciences in primary school and in history and geography of Quebec in secondary school, which permit the introduction of the subject of native peoples as an enrichment topic, is seen as a forward step by the native people themselves.

DR. R. A. McINENLY

High School Vocational Technical Safety

- Is there an accident problem?
- Can we identify causes?
- Do safety measures work?
- Where do we go from here?

Dr. McInenly presented a survey which contradicts that of Paul A. Murdoch. The survey shows that there was a high accident rate among new workers, not within the first three months, but rather after the first three months and within the first year.

59% of young workers have received little or no instruction on job risks.

47% of compensation cases occurring within the first six months of service, involved those in the 15 — 24 age group.

Schools need a list of safety objectives to bridge the gap between vocational courses and what is really going on in the industrial world.

Most school boards do not have a module with safety objectives.

Research and write safety instructions on 30 technical subject areas:

- construction and building (ie.: carpentry, electrical plumbing...)
- metals and plastics
- mechanics, woodworking, industry, health and beauty communications and business technology, science (labs) and

graphic arts.

Write safety objectives for each subject area in order of process.

Get consensus from a panel of experts. Ask workers in the specific field what hazards exist.

Objectives then will be provided to school boards across Canada as a resource.

Once objectives are made, resources must be developed. (ex: films, manuals etc...)

This comprehensive safety program will be mailed to every superintendent.

Professional Development days may be used by teachers in terms of safety content in the curriculum.

Safety Advisory Council — comprised of 6 advisory or liaison officers establish joint Health and Safety Committees.

Industries may be able to teach the teachers first about the particular hazards of their occupation, so teachers in turn will have a good knowledge as to what needs to be taught to their students concerning safety.

Recommendations for occupational safety

Increasing awareness of importance of teaching safety in schools.

A) Accident data should include detail about the injured workers and their educational background.

B) Increase educators awareness of occupational accident data.

C) Establish a liaison with health and safety educators and professionals in schools.

D) Develop learning materials

for secondary students on both general and specific safety topics.

E) Involve educators in an advisory capacity in the development of learning materials.

F) Develop joint distribution strategies for learning materials with the Ontario Secondary School Teacher's Federation.

G) Use annual meetings of professional associations and professional development days in schools for disseminating learning materials.

...TRAFFIC SAFETY

The morning discussion centered around "Engineering for Traffic Safety." The speakers were from the Regional Municipality of Ottawa Carleton (R.M.O.C.). Their discussion covered the various aspects of Road Engineering (eg. Traffic signals, signs, pavement construction, regulations).

Of interest in "Safety for Children" and "Safety for Seniors" was an explanation of how pedestrian signals are timed...

- **White man walking:**
Pedestrian may start across the street.
- **Flashing red hand:**
No further startings across the street. Those who have started across may continue, with complete priority.
- **Red hand:**
No person should be on the road.

Wilf Olscher, Chief Signals and Communications for the R.M.O.C. explained that pedestrians generally expect to be able to cross the street totally with the white man walking. Mr. Olscher explained that it is actually the flashing hand that is timed to allow people to cross the street. Walking time is calculated according to the class of people that mostly use the intersection.

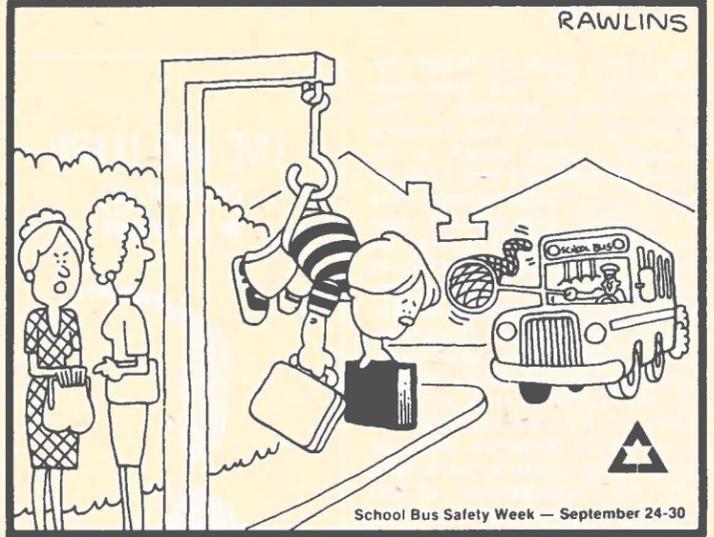
This system should be explained to children as part of their general "Safety training," and could also be incorporated into the program.

Some discussion was directed to the problems of drinking drivers and young drivers. Dr. H.M. Simpson explained that the number of drinks required to bring a person to the legal limit of 80 mg of alcohol per 100 cm of blood varies greatly from one person to another. He added that the

degree to which a person is impaired by alcohol also varies. Dr. Simpson pointed out that some people (particularly younger adults) are severely impaired at a level of 40 mg per 100 cm while others are not severely impaired at a level of 100 mg per 100 cm.

Dr. L.C. Bartlett of the Canadian Medical Association added that although the legal limit is pre-set at 80 mg per 100 cm this does not mean that this is a safe level. "When you have a missile weighing a couple of tons hurling down a road at 60 mile per hour with only a couple of feet of clearance, the only safe level is 0," Dr. Bartlett pointed out.

THINK SAFETY



CHILD PROTECTION

Fingerprinting

Each year, across the United States and Canada, several thousand more names are added to the growing list of missing children. It is one of those unpleasant aspects of our complex society which families would prefer not to think about.

A June 11th issue of *Maclean's* states that "parents who have lost custody battles in bitter divorces have resorted to abducting their own children. Indeed, police estimate that 40,000 parents in Canada now are holding their children."

As parents, we all hope that our own children will never be affected by these situations. In reality, we know that there can never be such a guarantee. In the event of a missing child, we can aid authorities by providing essential information for identification.

In Alberta and Ontario, local police have conducted campaigns to photograph and fingerprint children up to age 14. Although in Quebec this service is not yet available, some volunteer organizations have introduced fingerprinting in pre-schools with the encouragement of local youth protection police officers. Northview Elementary School in Pointe Claire has recently completed a fingerprinting session for its students. Home & School volunteers participated in a workshop, conducted by Lottie Vogt, co-ordinator of the Rendez-Vous Drop-In Centre in Dollard des Ormeaux, to learn the correct technique for fingerprinting.

Written parental consent was obtained prior to the fingerprinting of the students. It was emphasized that parents would receive the only copy of the prints.

Fingerprinting is a preventive measure. It has been endorsed by such non-profit organizations as Child Find, Kid-Check, and police departments. *Maclean's* quotes Sgt. Paul Cormier, co-ordinator of the Crime Prevention Bureau of the Halton Regional Police in Ontario: "Children's features may alter, but fingerprints never change." Fingerprints are the only absolute positive way to identify a person.

Lottie Vogt has accepted to elaborate on this program at the Q.F.H.S.A. Fall Conference.

Editor's Note: It has been suggested that 2 copies of the prints be made - one for Mom and one for Dad. (Should a custody case ever arise and, for example, Mom has custody and Dad kidnaps the child and he has the only copy of the prints....)

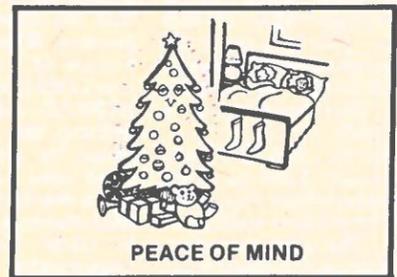
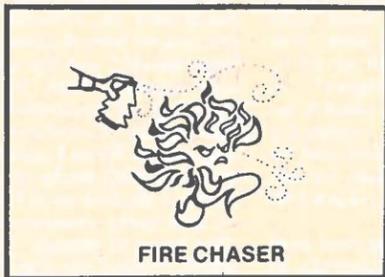
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* "FLAME KOTE" is a new product designed to flame proof natural Christmas trees as well as artificial trees. The product comes in an attractive "Christmas Tree" container with a push button spray nozzle. The formula is a non toxic non poisonous water solution. When applied thoroughly it will successfully prevent flame spread in case of fire. The product would prevent many tragic deaths over the holidays. One bottle will completely cover a seven foot tree.



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FLAME KOTE "THE LIFE YOU SAVE MAY BE YOUR OWN"

Black sheep and LOGO

Some four years ago, when I initiated the first full time computer literacy program at the elementary level in the province of Quebec, many people in the education field had very little insight as to the usage of computers in education. The primary goal for me, as well as others interested in this area, was to share our experiences and expand computer usage throughout Quebec schools. This in fact happened. Given community awareness, which was created locally through our efforts, along with external pressures, to catch up with the rest of North America, those involved in education began to take note. As a consequence of this computer awareness and the number of units entering the school system there has been a really dramatic growth. For those of us who pioneered this success it has been an exciting time for expansion and experimentation. But with all the new developments there are also many dangers, detours and pitfalls.

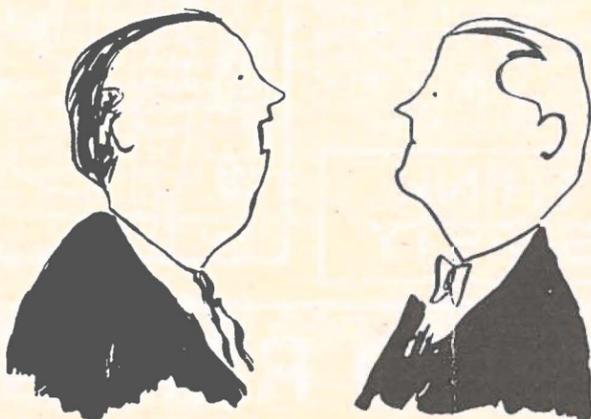
Out of ignorance and opportunism a number of pedagogues have jumped onto bandwagons. There is the hardware bandwagon. Many profess that certain brands of computers are better than others. Some advocate that their brand should be the only one for use for education. The current Department of Education's involvement is a good attestation of this. But governments, no matter how well-meaning or ill-meaning, can be excused! It is the individual so-called educators who show great ignorance when they fanatically support hardware brand names that need be made accountable. But no great harm is really being caused except that, in many cases, public money is wastefully spent in acquiring these computer systems that are so overpriced, technologically inferior and, worst of all, are insufficient to meet the purpose for which they will be used. This is wasteful yet very little can be done to offset this since the persons who make the final decisions on these matters usually have reasons for their choices other than pedagogical. I will not linger on this topic further. The current government and school board actions well exemplify this issue. The area I wish to expand on, and I will be as brief as I can, has to do with the application; the current trend to the introduction of programming, in particular the introduction of the LOGO language and all the mania that is resulting from it.

Look at the workshops listed at any educational computer conference and you will see LOGO as the main topic. Attend any number of these workshops and you will see that they are all about the same topic: turtle graphics. All this fervor, all this excitement — what is it really all about? In my opinion there should be very little to say. As a matter of fact, it may even have a negative impact.

Logomania, as I call it, is very much like a cult. Like all other cults, they preach harmony, well-being, and the general welfare of humankind. But like the other cults they make a big profit from their preachings and sales. I would love to know the total worth of its founder's estate today and the net profit of companies that peddle such wares. Faculties of education have had a bonanza offering courses in this field unlike that seen in past years. Their interests in supporting such non-validated teachings is quite obvious. What, now, does all this mean for us, especially those interested in pedagogy?

LIVE AND LEARN

COPYRIGHT ©
BY TIM WEAVER



*"It used to be teacher burnout.
Now it's computer burnout.
Half of our personal computers
aren't running."*

Claims vs Practice

When I first began to teach programming skills, it was to see if such skills would help children learn, to acquire logic, clarity and all the other niceties expressed in *Mindstorms* and in other similar literature. But as the months and years wore on, it became more and more evident that such claims were impressive in theory only. In practice someone must have cooked up the results. For one thing, in my observation, most students don't like to program, especially those children at the elementary level. There are two main reasons for this.

Firstly, if anyone took the time to examine the philosophy of learning as it applies to Piagian theory, most children at this level between the ages of three and 10 can deal with the concrete. Formal thinking is not yet developed. No matter how hard you try to overcome this barrier, it is there. It is observable and it is demonstrated. When a child draws a square *the object is the square* that the child sees. It is not the process. When the child uses a feature of a particular language like LOGO, such as the primitive REPEAT, and obtains a complex pattern, the child does not care about its mathematics. All the child sees is a pretty picture. From my observation, no matter how elaborate the pattern, there is little that is learned or transferable to the study of mathematics, geometry, etc. Such claims are made when special environments are created. Such environments usually require about a dozen PhDs setting up a lab where a number of children are chosen to interact with specialists, where the ratio is something in the order of 1:3. This has nothing to do with the computer or the language in use. It is not the reality of the real school setting.

Secondly, the other reason that children don't like to program has much to do with the first one, and that fact is that their ability to deal with the concrete and the physical yields more immediate results than they would acquire using the computer. An example would be in order at this point. Take the case of drawing a square which many of you are quite familiar with now — and perhaps sick of hearing about. Why would a child take to the task of drawing a square using the computer rather than drawing one on paper? At this point many of you perhaps would argue that is is a primitive argument on my part. Given the choice and the know-how, many children would choose a computer to work with rather than draw a square on paper by themselves. I grant you that this is because the child is using a novel instrument for the first time. He likes the idea of the computer, because it would have him perform this ritual for him. Or is it really the skill in learning programming and geometry the attraction? To go on and use these very few skills taught to the child and draw a house how much more teacher intervention must take place? Left on their own how many children actually go on to more complex structures? At what point does the child's interest begin to fade, especially when the child is introduced to more powerful utilities for acquiring similar results, if not better ones.

I have often been amazed how gullible we the intelligentsia in the teaching profession can be. The fact that someone is using a technology of some sort stifles our thinking and makes us numb. This we hear over and over again! When those pretty patterns, houses and flying sprites, are shown, what are you admiring in awe? Is it the skill of the programming? is it the mathematical concepts that the presenter exploits, with the child being oblivious to these analyses? or is it the art?

When they speak of creating microworlds are they admitting that the construct of the language is insufficient and a new language is needed or subset of?

The language of LOGO has now been available for at least 10 years, and for at least five or six years it has seen wide usage with microcomputers. I have yet to see a single study that substantiates most of the claims made by Papert and his group.

teachers loved it and that they had indicated so on the follow-up questionnaires. I finally asked the speaker if any of those follow-up questionnaires had been submitted using the word processor or if had they been handwritten. After a somewhat worried pause, she replied that only one teacher of the group had used the word processor.

Questions to be asked...

Most of the studies I have seen are what I call the hit and run type. A number of so-called researchers approach a school and place a number of systems using LOGO. The ratio of instructors involved is usually quite high, with many of them having PhDs in mathematics or having a direct interest with the manufacturer of the software. By the time the children get over their enthusiasm at having a computer to play with, and by the time they have built their first house, the study is terminated. The thesis is complete. The study is made. I have yet to see a long-term study scientifically set up with parallel observations that supports any of the findings professed by Logophiles. Nor, in my estimate, will there ever be one.

If I attend a session where a Logo preacher is spreading the gospel I ask some very pointed questions:

For how long have you been using computers?

Have you used or are you knowledgeable in any programming language other than LOGO?

How long have you been using computers with kids?

What was the teacher:pupil ratio in your study?

What was the objective of your study?

Was it achieved and what was the method used in the evaluation of it?

If your objective was such and such could it have been achieved by a less costly and less time-consuming means?

Most importantly, what did the children learn?

Could the persons involved in the study be interviewed by an independent body?

Finally, do you have any direct interests in this study? Are you employed directly or indirectly by any hardware or software manufacturer or do you teach programming in LOGO at some college or university?

Recently, I attended the ECCO conference in Toronto, where I learned of two studies that have been carried out by some PhDs and supported by the Ontario ministry of education. In both studies the hit-and-run approach was taken. When I asked the head of the LOGO study whether any parallel studies were being made, he was quite evasive and stated, "We have to change the way in which studies are done."

In the second study they tried to demonstrate the usefulness of word processing in language arts. The same approach was taken. When someone in the audience inquired about parallel studies, the speaker said that there was no need for any since there was much literature to justify the need for computers. When I asked what the teachers in the study had to say about the project, she enthusiastically mentioned that the

Teach thinking skills!

I suppose that after having said all this you are probably asking if I am so much against LOGO, then what am I doing with computers in education at the elementary level? I want to say that after four years of working and experimenting in this field with kids and computers, I truly believe that there are many skills and applications to which the computer can be put at the elementary level. But let me first clarify a point on which I may not have been too clear.

It should be clear that I am not against the language of LOGO per se. After all, how can anyone be for or against a computer language in pedagogical terms? I myself use LOGO when I wish to demonstrate my programming abilities or lack of them. For me, LOGO is a programming language, an interface between me and my machine, nothing more. It is the philosophy and the absurd claims that are made which I dispute.

The first and foremost objective should be to introduce the computer as a tool. Like all tools devised by humans, it can serve as an extension of our abilities, as an amplifier of our talents, and as a suppressant of some of our personal handicaps which are the strengths of others. Let me be more specific.

At the elementary school level, the child can greatly benefit if he is able to use a word processor. For many children writing has become a laborious task with mental processes being held back to keep up with the physical process of writing. This is true with other skills and talents as well. In the area of art, be it graphic or music, the physical handicap can be alleviated so that one concentrates on the primary objective rather than other skills not yet fully acquired.

Another area in which the computer will prove useful is in computer-assisted learning (CAL). In the past, this area was dealt with to some degree, but was abandoned by the general academia because of its workbook qualities. There were many reasons for its failure. For one, the technology was not up to par with the demands placed on this artificial intelligence.

Second, the workers who dealt with it did not have clearcut ideas as to what they were trying to achieve. Third, their objectives were too bold. In most instances, they were disheartened when they could not have the machine demonstrate true artificial intelligence. Today, the military, in particular, who have never abandoned this area of study, have developed very sophisticated systems that not only serve to guide weaponry, but teach new recruits very sophisticated technical objectives that in the

Continued on page 13

Skills! . . .

continued from page 12

past took a battalion of instructors thousands of hours to achieve. These artificial intelligence systems are now used in industry. They range from finding mineral deposits in the earth's crust to forecasting weather patterns many days in advance. *Develop these systems to teach factual material to our students and we have the greater part of our battle won.* Drill and practice and the teaching of facts do have some validity, but this method is a primitive approach to education.

What we should be trying to teach is thinking skills. I assert! But can thinking skills be taught in a vacuum? Can one progress to point D if one has not acquired the knowledge of points A, B and C? As a matter of fact, if humans had learned well the facts developed by those in the past — like the experiences of war or tyranny, they would not easily repeat them.

We pedagogues can remember the drudgery of learning factual materials during our youth. We have chosen to forsake this kind of learning for the more creative cognitive approach. But for that reason we are blamed today for having failed our society by producing individuals who cannot read or write or think, for that matter. It appears we have been too busy developing the children's creative talents to teach these basics.

The teaching of so-called facts, to my mind, is the basis of our sophistication as a species. Our ability to build on the factual material of the past serves as the basis of knowledge. After all, let's not think of ourselves as creating anything new; something that nature has not already produced. The most we can claim is to have unravelled a small part of nature's complexity.

For the future, let us exploit the vast storage capacities of the machine. This will permit us to develop highly sophisticated teaching tools which cater to every and each learning style. In this way essential factual material and skills are easily learned. Let us then use our time and talents as true teachers, in the Socratic style, challenging and motivating our students in the thinking process. It is this human dimension, so fundamental to teaching and learning, that the machine will never replace.

The above article was presented by me (in French) at the annual conference of l'Association québécoise pour l'utilisation scolaire des ordinateurs (AQUOPS), held at the University of Sherbrooke. As I was leaving the auditorium, I was met by a good friend of mine. An astute Logophile, his comment to me was that he respected my opinion and he went on to say, jokingly, that "there is a black sheep in every flock".

My immediate response was that of delight at his comment. This was exactly my point! Those who emphatically espouse the virtues of LOGO are so involved in labelling those opposing their views black sheep that they fail to see the real connotation of what they say. The key word is *sheep*. Having pointed this out, I will allow the reader to seek the deeper meaning.

Elias Leousis
President, AQUOS

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in your child's
education

Join QFHSA

TERRY FOX CENTRE

Applicants hard to find in central Canada

By Barbara Black Peden

Teenagers glow with pride and pleasure when they talk about their week at the Terry Fox Canadian Youth Centre in Ottawa, and the farther they've come, the more they appreciate the experience.

The centre opened in the fall of 1982 with the goal of bringing Canadians together through better understanding but organizers say it's hard to get applicants from Ontario and Quebec.

A representative who manned a booth at the Quebec Federation's annual general meeting in May said that there are long waiting lists and fierce competition among high school students in such places as Whitehorse, N.W.T., St. John's, Nfld., and

Brandon, Man., but students in urban centres such as Toronto and Montreal don't find the prospect of a week in Ottawa particularly exciting.

What they don't realize, she said, is the extraordinarily intense relationships that can be forged among dynamic young people who are living together.

"You should see the tears when they have to separate and go home. The friendships, sometimes even romance — it's a marvellous thing to see. It's why the Terry Fox Centre was established."

Students choose a topic, such as law, the economy, art and culture, or science and technology, and concentrate on learning as much as they can about it during the week they are living at the centre.

They take part in tours, seminars and workshops to give them an overview of their subject.

But they say that what they really learn is how many different and fascinating individuals fit into the Canadian mosaic, and how regional differences make the country great. Students who come a long way from Quebec are intrigued, for example, to find that they can communicate pretty well with francophone students on a variety of subjects.

Your high school principal will probably be sent a brochure on the Terry Fox Centre during the school year. A week at the centre would be a marvellous gift for a deserving student at your school. If the initial reaction to the idea is "But we've been to Ottawa

already," you can say, "But you've never been like this. This is an experience you'll never forget."

Ed. note: A brochure on the Centre was sent to each H&S President over the summer.

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SOFT DRINKS. THE HARD FACTS.

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

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

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

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

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

For enquiries into the film, please contact:

L.M. Media Marketing Services Ltd.
115 Torbay Road, Unit 9,
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2168 Willingdon Avenue,
Burnaby, B.C. V5C 5Z9
(604) 294-6231

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Association,
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443 University
Avenue, Toronto,
Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

FOCUS on the LOCALS

NEW RICHMOND NEW CARLISLE Graduations celebrated at Gaspé High Schools

This year 38 students graduated from grade eight on Friday, June 13th at New Richmond High School.

The whole school participated in the ceremony attended by parents, families and friends of the students. Improvement and endeavour awards were presented to the outstanding students from grades two to eight.

The Consolidated Bathurst Award for above average academic achievement and contribution to the life of the school was shared by Heidi Pettit and Maxine Sawyer.

Athlete of the Year Award went to Sharon Pidgeon.

Receiving academic excellence awards were Julie MacWhirter for grade six, Stephanie Barter for grade seven and Patti Fallow for grade eight.

New-Carlisle High School held their annual graduation ceremonies for Sec. 2 students, Thursday, June 20th.

Approximately thirty students from N.C.H.S. will continue their education at Bonaventure Polyvalent School next year.

Principal Mr. Cyrus Journeau, and speakers Kim Flowers, Cindy Richards, and Margaret LeBlanc addressed a packed gymnasium.

Following these presentations, a wide variety of prizes and awards, many dating from the early years of N.C.H.S., were awarded to deserving recipients. The L.R. Hayes trophy was awarded to Kim Flowers. Winners in the new vocational program were Tommy LeBerre and Judy Hottot.

The ceremonies were followed by a buffet for students, parents, and invited guests.

WINDERMERE Patrollers honored in Ottawa

Student safety patrollers from Windermere School in Beaconsfield enjoyed a trip to Ottawa in May. They attended the 25th annual Safety Patrollers Jamboree, along with principal Judy Grant and Mrs. Manker, the school's safety convenor.

As they marched past a reviewing stand in front of the parliament buildings, they were saluted by officials of the national safety organization. After the parade, they attended a special show at Lansdowne Stadium.

On June 3 the patrollers were honored for their care and concern for others at St. Mary's Church. Principal Judy Grant was presented with a plaque which will hang on the wall outside the school office. Mrs. Manker, as superintendent of the church school, presented the plaque on behalf of St. Mary's.

NORTHVIEW

Mini-Olympics is a great way to end school year



EARDLEY

Welcome to new parents

Eardley School's last fundraiser of the year was a flea market, which brought in \$271.50. The local marked Arbour Day by using the occasion of the flea market to plant 16 new spruce trees around the school.

The local's annual general meeting in June included a special invitation to all the next year's kindergarten parents. A special presentation of a plaque was made to Pauline Thomsing in appreciation of all her volunteer work done during the past five years. The meeting was followed by wine and cheese.

An open house was also held for

incoming parents, and was very well attended. The Aylmer-area school expects 100 new kindergarten students this year, of which nearly three-quarters are enrolled in French Immersion.

Eardley held their second annual New Games Festival in the spring. About 300 children and parents attended. The weather cooperated although there were plenty of mosquitos and black flies in attendance. The giant punch produced from donated juices was enjoyed by all and tasted surprisingly good!

from the Eardley School
News and Views

SHIGAWAKE - PORT DANIEL

30th Anniversary Celebrated

For some 30 years, Shigawake/Port Daniel School, has etched for itself a place of success and distinction in the history of English-language education on the Gaspé. In celebration of this anniversary, students and teachers from the first school year came together for cocktails, dinner and social evening, Friday, July 20, 1984.

S.P.D.S. first opened its doors to students in grade one through ten on January 15, 1954. The school was a consolidation of the Port Daniel, Shigawake, Gascon and Marcil schools.

Since its inception in S.P.D.S. has given literally thousands of young people a sound educational background. The teachings there have gone far beyond the rigors of the classroom, as it has become a second home for many of those who have graced its halls.

As well as being such an integral part of the lives of the children of the area, S.P.D.S. has served to be an anchor for the entire community. In his address, guest speaker Mr. Lorne Hayes described S.P.D.S. as an "identity of culture". Indeed S.P.D.S. as well as other English schools and institutions have been, and continue to be, vital to the survival of the anglophone population in Quebec.

In these threatening times one can look upon the histories of schools such as S.P.D.S. and draw courage; see the children filling its classrooms and draw hope; appreciate its contributions to the communities it serves and be proud.

Reprinted from Spec, the eastern Quebec weekly

Brightly-coloured flags of many countries identified the various groups of Northview School students participating in our annual field day in June. An Olympic Games-style procession inaugurated the day's activities. Pillow fights on a balance beam, wheelbarrow races, tug-of-war, parachute toss, and relay races rolling a car tire were among challenging events.

Home & School volunteers served nutritious refreshments at one of the stations. Each student enjoyed a cool, juicy fruit cup of finger-food snacks: slices of orange and apple, a bunch of seedless green grapes, strawberries, and a triangle of watermelon. Bulk purchases of fruit were made by Home & Schooler Delal Montesano at the Marché Central, using funds from a special grant provided by the Lakeshore School Board. Swimming in the afternoon at a neighborhood pool was a perfect ending to a fun day of activity.

Other year-end special events included the Adventure Club camping at Carillon Park in Ontario. Three groups of Grade 6 students enjoyed cycling in the Hawksbury area and canoeing on the Ottawa River. During the year, other students had experienced fall hiking and canoeing at Mont Tremblant, skiing at Camp Kinkora in the Laurentians, and spring hiking and canoeing in the Adirondacks.

Graduation ceremonies culminated a busy year for Grade



6. Directed by music specialist Sheila Stanley, the afternoon graduation began with a musical medley performed by the Recorder Club and Uke Group. This was followed by the awards presentation, the Graduation Address, delivered by Bryden Murray, out-going president of the Lakeshore Teachers' Association, and the awarding of the graduation certificates. An evening barbeque prepared by the teachers and staff and a swimming party concluded the Northview farewell to the graduating class.

Carol Ohlin

GARDENVIEW

St. Laurent boy wins prize in provincial math competition

Ian Keses, a grade six student of Gardenview School in St. Laurent, recently placed a close second in the Elementary School Math Competition sponsored by the Quebec Association of Mathematics Teachers.

Nearly 500 students from all over the province of Quebec wrote the examination. Ian's score was 80%, and the winning score was 81%.

Approximately 10 students from each of 53 schools were chosen for the competition, which the sponsors stressed was more difficult than a routine test given by the classroom teacher to measure achievement.

Gardenview School must be very proud of Ian, and he must be



very pleased with his achievement, which included a \$50 prize.

Here's a special announcement to all Home and School Associations.

If you need professional help with fundraising for your school projects, then CJAD wants to speak to you.

Call Marilyn Harrison at 989-3859 for information about how your group can become a CJAD affiliate, and help you get your message to the public.

FOCUS on the LOCALS

New Carlisle Students and staff scale Mount Everest in the Gaspé!

We began the steep climb to the top of Mount Everest on May 14 at New Carlisle High School.

Actually, we were stair-walking our way to the peak. Students and teachers participated in the task of climbing 900 flights to equate the distance to the top of Mount Everest. This project was sponsored by Fitness Canada, and we considered it a good way to salute National Physical Activity Week.

Each morning and afternoon students gathered in the basement of the school with Ron Kennedy, the physical education instructor, at the head of the expedition. A steady pace was kept as the students and teachers Shirley Kennedy and Anne MacWhirter did their part. They climbed 90 flights of stairs in each 30-minute

period.

The other staff members supervised those students who were not stair-climbing. Several teachers climbed part of the time with the students.

Students had to obey a set of rules as well as physically completing the climb. We began with about 150 students; 50 of those adhered to the rules and completed the program on Tuesday, May 22.

Buttons and decals from the sponsoring group, Fitness Canada, were awarded to each successful student. The Optimist Club and the students' council of New Carlisle High School also contributed financially to give each fitness candidate a small prize.

Anne MacWhirter

GREENDALE

Towers and Trolls: A Production to be Proud of

There are school plays and school plays, but the one produced at Greendale School in Pierrefonds this spring must have been something special.

Called *Towers and Trolls*, it was a play about children getting lost in a scary fantasy-come-to-life and having to defeat forces of darkness through their own courage and ingenuity.

About 200 children aged 10 to 12 took part in the production, which was written and directed by teacher and part-time drama instructor Cheryl Neill. Greendale has become known for its ambitious theatre events, which have four-digit production costs and admission fees.

Towers and Trolls was not only a problem fantasy with all the appeal of the *Dungeons and Dragons* game, it was a musical with a 100-voice chorus and a ragtime theme. Sets and costumes included an eight-foot-tall gold dragon.

Cheryl Neill says "drama is something every kid should do. They go from nervous and not self-assured to confident, and they simply blossom."



FITNESS PROJECT

SWIMMING, JOGGING,
SKATING, RUNNING,
BRISK WALKING,
DANCING, ETC.

- Appoint a record keeper (coordinator)
- Hold a school assembly to get participants
- Who will pay for button? Home and School or students themselves? (Buttons cost 25¢ each)

HOW IT WORKS

Students who join receive a button.

A fitness program is set up during school hours, or after on the honor system. Three 15-minute periods/week/ten weeks.

A record is kept for ten weeks.

Successful students/parents/teachers etc. will receive a ribbon bearing the following message:

**I'M A 'SIX'-CESS:
I DID IT!**

Questions:

Anne MacWhirter

P.O. Box 803, Paspébiac
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SAFETY SCENE

Back to school... SAFELY

— Do you know that the proportion of pedestrians killed is greater than those injured when compared with other road casualties?

— Do you know that in the Province of Quebec in 1983 there were 137 pedestrians killed in accidents?

— Do you know that in the same period 821 pedestrians suffered serious injury, while 3,113 suffered lesser injuries?

— Do you know that most of the pedestrians who were killed were either between 5 and 14 years or over 65 years?

— Do you know that the most seriously injured pedestrians are between 5 and 14 years followed by the 15 to 19 year old bracket?

— Do you know that 87% of the accidents, both fatal and/or involving injuries occur in urban settings where the speed limit is 50 km/h?

— Do you know that September to December is the period wherein the highest proportion of fatalities occur?

— Do you realize that these accidents tend to occur Thursdays or Fridays, mostly between noon and 8 p.m.?

Shall we continue?

— The highest number of pedestrians are killed crossing a street where there are no pedestrian markings or signals.

— The next highest number are killed crossing a road diagonally or walking on the roadside in the same direction as the vehicle flow.

— Also the highest number of pedestrians who are injured are crossing a street where there are no pedestrian markings or signals — and 30% of these pedestrians are 9 years or younger!

— Second place for injuries belongs to those who cross a street between two parked cars and over half are in the 9 years and younger bracket!

Every year around this time motorists are asked to be on the look-out for children going to and from school. This year is no exception. Children are fresh out of a happy-go-lucky carefree vacation. There is excitement, anxiety, and other emotions that accompany these children. Road safety is too often the farthest from their thoughts. You, and I — all of us — have to be alert and think for the many children who are darting to and fro.

This year the Comité Provincial de Concertation sur les Programmes de Sécurité Routière en Milieu Scolaire has come up with two programmes under the title Back to School... Safely! One programme consists of suggested activities for kindergarten and primary school children and the other programme contains learning activities for secondary level students.

Let's all help make it back to school... safely!

Policies, Guidelines and Checklists For A School Safety Program

"In the next twelve months, one out of four Canadians will be injured seriously enough in an accident to require Medical care. Over 11,000 of those injured will prove fatal to the individuals involved. Accidents rank fourth behind heart disease, cancer, and strokes as a cause of death in Canada. Accidents are the number one cause of death and injuries for children and young adults. The greatest tragedy lies in the fact that most accidents can be prevented!

A depressing introduction!
A recent letter from A.M. McInenly, Ph.D., Coordinator, Program Development, Canada

Safety Council, introduced the Council's recent publication "Policies, Guidelines and Checklists for a School Safety Program".

The letter states that "these policies and guidelines are intended as a reference guide for provincial education departments, school superintendents, principals, administrators and teachers in establishing and maintaining a comprehensive school safety program."

It continues "The booklet has been reviewed by professional educators, school administrators and safety specialists in the areas

of health and occupational safety, traffic safety, home, recreation and fire safety."

The letter is quite explicit as to the contents of the booklet. "The three major components found in an effective school safety program are safety management, safety education and safety services. Each of these components are dealt with in detail. In addition, a comprehensive safety checklist is provided to identify strengths and weaknesses of the school safety program. It acts as a guide for improving the organization, administration and supervision of the program."

Add to this 3 appendices — self-evaluation summary; sources of materials and services; and a Hazard rating for chemicals in educational institutions and you have a booklet that no school should do without. With regards to hazard ratings for chemicals, the list covers toxicity and/or corrosivity; flammability; explosivity; and disposal.

The booklet is available from the Quebec Safety League or the Canada Safety Council for \$6.00 (\$5.50 if you order twenty or more).

The Council's address is 1765 St Laurent Blvd. Ottawa K1G 3V4

yours, mine, ours ... BE ALERT



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More on
SAFETY

pages 10 & 11

Make school bus safety a priority