



QUEBEC HOME & SCHOOL

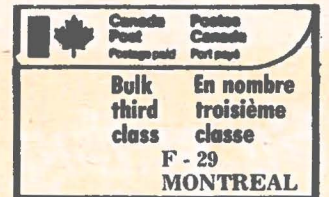
NEWS

"The Voice of the Parent in Education"

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Leadership Conferences: TOPS FOR IDEAS

The President and Membership Chairman received a request mid-November to attend a combined meeting of the New Carlisle and Shigawake-Port Daniel Home and School associations and to give a few workshops to their members who had not been able to attend the October leadership conference. In addition to Alex Morris and Fay Richardson (Membership Chairman), Aldis Lee and Ruth Pidduck were prevailed upon to go along and arrange three workshops.

The workshops chosen were membership, programming and fund-raising, and conferences. They were all well attended, as were the two plays put on by Grade VII students of New Carlisle High School for our entertainment. Many favorable comments and numerous suggestions came out of these workshops and the wrap-up session which followed. These can be summarized as follows:

Programming and Fund-raising

The parents were not aware and were delighted to find out how to use the resources of the community to better the educational milieu of their children. The teachers themselves are dedicated to the community and the school as well as the total life of the child and, in return, the children show total respect for the teachers. Each tries to help the other and enjoys doing so.

1) Parents should be asked to register their specific talents and interests to enable the school to set up a talent bank or resource center for career nights, workshop leaders, extra-curricular activities, etc.

2) The problem of getting parents out to meetings and to participate and volunteer was discussed at length and some helpful suggestions put forth.

3) It was recommended that for 1979 the locals should look into ways of celebrating the International Year of the Child, with emphasis on local needs and interests.

The area of main concern for the locals at New Carlisle and Shigawake-Port Daniel was the problem of the inability of about 90% of the children to belong to, or enjoy, extra-curricular activities because there is no public transportation and most of the children live too far from the schools (which are the main centers of cultural and social activities) to join Guides, Scouts, etc. Ways of setting up and subsidizing a shuttle bus or car pool service, possibly even manned by parents, will be looked into.

Membership

1) The problem is that pro-

spective members do not receive our newspaper, the NEWS, and do not know what they are missing. It was agreed that a large supply of the next edition be sent to the schools and handed out for distribution to all parents.

2) It was agreed that the best way to recruit members was by personal contact—either door-to-door or by telephone.

3) Local newspapers should be used more for membership recruitment and for publicity.

4) An art program tied into Home and School was suggested.

Conferences

1) The main complaint of these locals was that our leadership conference and AGM were too far away and too expensive



for them to attend. They have made a formal request that we debate the merits of having at least one AGM or leadership conference in an area outside Montreal, to enable the rural members to attend. They suggested Quebec City as the most central location.

They would also like to have the constitution changed to have the AGM held early in September to enable locals to strike while the iron is hot. They feel that the enthusiasm and interest generated by the AGM tends to dissipate over the summer.

2) They would like to have a mini leadership conference in the Gaspé next summer. The June 23 weekend has been suggested. There are over 100 hotel, motel and private rooms available in the area at a most reasonable cost. It has been suggested that it would be an ideal time for the family to take a short vacation with school just out and the American tourist season not yet in full swing.

3) Regional boards will be asked to include in their annual budgets a subsidy for as many parents as possible to attend out-of-town AGM's and/or leadership conferences, in the same way as they send delegates to the QAPSB or PAPT conferences.

4) It was suggested that local



- "Feel desperate need for better communication between parents and school"
- "Chairladies of each committee very informative and helpful"
- "Needed more time for each workshop"
- "More opinions of rural Home and Schools maybe could help greatly"
- "It was interesting to me to see people drawn into the discussions who normally don't participate"

Membership workshop:

- "Very interesting and valuable to participate"
- "One evening does not seem to be long enough"
- "I think that at the first meeting all new members should be given a full outline of work done by Home and School so he will feel comfortable and know where he is going and what is to be done. Also should know need and use of the association"
- "Very informative with a bank of ideas"

Some comments from evaluation sheets:

- Fund-raising and programming:
- "Interesting to find out resources of parents"

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- High School Leaving Exam Results—The intriguing story of how they are compiled
- Municipal Legislation and How to Get What You Want
- The Real Story Behind the Gaspé Visit by Four QFHSA Members

Again — Most Informative

"I found the events were most informative—I feel more confident to go back and work with my school now... We have had a chance to see our H&S in action and now can go back and remedy some of our problems."

That was a comment from one delegate at Federation's 1978 Leadership Conference, held Saturday, October 28, 1978, at Westmount High School.

As usual, getting away from everyday problems and spending a day discussing with one another the best ways of running the organization was again a stimulating experience for all.

Ninety-seven people from thirty-nine local associations attended and went home with new confidence to improve their locals.

Workshops were held on leadership development, membership, local presidents, fund raising, publicity for locals, communication, programs for locals, volunteers and an up-to-date on committees. Write-ups for most of these workshops are to be found on pages 8 and 9.

The evaluation reports indicate that all were worth while and that most delegates were pleased.

A few interesting quotes were:

"Very comprehensive—a bit mind-boggling for the uninitiated. It will be challenging to sift through all this information."

"Other than the lunch... as always it was food for thought."

The only negative note was the state of the school—which was deplorable! However, that didn't dampen anyone's enthusiasm. The only problem some people had was in deciding which two workshops to attend as many wanted to get to more.

Many thanks to everyone who worked to help make this such a success. For those who stayed home, watch for it next year and be sure to come.

New Carlisle hosts QFHSA

The New Carlisle Home and School Association held a special meeting in the school on Monday evening, November 20, at 7 p.m. to welcome the president of the Quebec Federation of Home and School Associations and three other members of the executive.

They were entertained by grade seven students who presented a play and a skit.

Three informative workshops were conducted. The topics were membership, programming and fund raising, and organization of conferences. This visit was appreciated by all concerned and it is hoped that it will be the first of many. **Freda Duguay**
Publicity Convenor

Editorial comment

No sitting on the fence on this one

From this time forward members of Home and School can expect to be questioned, congratulated and criticized. This association is, and has for a long time, been in a no-win situation. Damned if you do and damned if you don't. Like it or not, believe it or not, agree with it or not, it has at least taken a stand. That stand has been to defend the constitutional rights of parents to determine and choose the language of education for their children. Many attempts will be made to denigrate this position; groups and individuals will claim that this position is indefensible, that it is not politically viable.

Home and School is not in the business of making politicians comfortable, whoever they may be or whatever party they may represent. This association is not made up of yes-men ready to

bend with any political wind. It is composed of parents who feel that they have certain rights which cannot be taken away from them by an arbitrary decision of government. It represents people of all classes, languages and origins who believe in freedom and justice for themselves and others.

This association's court challenge to Bill 101 must be seen in this light only. It must not be diverted by tactics which are designed to digress or divide; it must not be turned aside by arguments which are based on ignorance, misconception and misinterpretation.

It must maintain that justice and truth must prevail, and it depends on each and every member to uphold that principle.

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

Parents, not governments, should take note of 'Year of the Child'

By JOAN BECK

The small, fragile child with the sad-wise eyes looks wistfully out from the big poster and the caption says: *You knew I was hungry, so you held a conference. Thank you very much.*

This time, it's the United Nations, holding not a single conference but a 12-month International Year of the Child (IYC) in 1979, when it will urge the world to "think children" and "to put a fresh focus on children's concerns."

Already the publicity motors are revving up for 1979, spitting out suggestions for seminars, announcing commissions (Jean Young, wife of the United States' ambassador to the United Nations, Andrew Young, heads the United States' commission on the IYC), urging lobbying for legislation on children and promoting the 1958 Declaration of the Rights of the Child.

Just so many words

What the United Nations year aims for, its backers say, is to stir up public opinion to demand more government spending on programs for children.

Clearly implied in IYC planning materials is that the state—not the family—is responsible for the welfare of children. Nowhere is there any mention of parents.

For example, the United Nations' Declaration of the Rights of the Child is to be heavily promoted next year as a list of goals nations should seek for their youngsters.

The declaration says a child has the right "to affection, love and understanding; to adequate nutrition and medical care; to free education; to full opportunity for play and recreation; to a name and a nationality; to special care if handicapped; to be among the first to receive relief in times of disaster; to be a useful member of society and to develop individual abilities; to be brought up in a spirit of peace and universal brotherhood; to enjoy these rights, regardless of race, color, sex, religion, national or social origin."

Yet without effective, caring parents, these goals are just so many words on paper.

The state is not an adequate substitute for family, no matter how much money it spends.

And unless the IYC puts more emphasis on families and less on governments, it will do about as much good as a conference does a hungry child.

In North America in particular, most of the major problems children face result from inadequate parenting—not from lack of government spending.

Most can be remedied only by better parenting, regardless of how much money the government is persuaded to throw at the problem.

Forexample:

- Tens of thousands of babies are born every year with serious birth defects that could have been prevented if their mothers had followed standard precautions.

- Even though free prenatal care is available, many pregnant women don't use it or follow doctors' advice.

- Surely, a child should have the right to be born free of preventable mental and physical handicaps.

- Almost half a million babies—one in every seven—are born to unmarried mothers.

- Not only can't the government provide fathers, but some of its welfare and tax policies discourage marriage and reward single parenthood. Certainly a father should be the birthright of every child.

- More than 600,000 infants are born each year to teenage mothers, many younger than 18.

- Yet a child deserves to have a mother who is not a child herself, one who is physically and emotionally ready to mother well.

- Millions of children have not been immunized against serious communicable diseases, even though laws require it and free immunization is available.

- Surely, freedom from preventable illness should be a child's right.

- Accidents are the largest killer of North American children, as the American Academy of Pediatrics notes as part of its IYC participation. Again, it's primarily the parents' province.

The environment

- Hundreds of thousands of children suffer physical and

OTHER PEOPLES OPINIONS

sexual abuse at the hands of family members—a difficult area for government intervention.

Yet a child certainly has the right to feel safe and be safe with his caretakers.

- The years before formal schooling begins are most crucial to learning and the environmental components of intelligence are determined primarily by home, not classroom.

A child has a right to a mentally stimulating home so

his mind can flourish.

Parenting is not as esteemed an art and occupation nowadays as it was a decade ago—even though the needs of children have not changed.

Good parents are still absolutely irreplaceable.

And all the government spending the United Nations can promote in an International Year of the Child won't change that at all.

Reprinted from the Gazette, Oct. 16, 1978.

DECLINING ENROLMENTS:

FRENCH GOES FIRST... Ontario principals says

A survey of Ontario elementary and high school principals has found that many Ontario schools would chop French courses first if declining enrolments forced them to reduce the number of subjects taught.

More expensive equipment-centred options such as instrumental music, swimming and industrial arts were selected less frequently for elimination by the principals polled.

"In times of the crunch... it seems that many principals would choose to rid themselves of an emotionally charged issue, the problem of teaching French, which may be adding to

the many pressures on their position as a peace-keeper between community and educators," the report concludes.

Would Parents Agree?

75% of the community supported continuation of the Core French program in elementary schools in St. Boniface, Manitoba, in spite of an evaluation which showed that the knowledge of French achieved by pupils with from one to six years of exposure to French were similar, and virtually at levels of chance accuracy.

The Core French program provided for 30-40 minutes per day of instruction at least four times in a six-day cycle. Test scores showed that one year of the program made no measurable difference to students' knowledge of French. Nor does six years of the program. Bright and poor students scored similarly.



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Our thanks to the many locals who took the time to bring in their membership lists during the postal strike. This was a big help to us in keeping our lists as up to date as possible.

LAW and FREEDOM OF ACTION:

Manners maketh Man

by Joan Mansfield

An article printed in the *Atlantic Monthly* of July 1924 and recirculated recently by the Industrial Accident Prevention Associations offers some moral guidance to educators and citizens in tackling current problems in schools and in society. The article is a transcript of the speech on "Law and Manners" given by the British jurist Lord Moulton at a time of great social tension.

By "Manners," Lord Moulton explained, he meant all those things which men and governments should impose upon themselves. They lie within the domain of "obedience to the unenforceable," which is bordered on the one side by "positive law" and on the other by "absolute freedom of choice."

Manners and the individual

"The principle of obedience to the unenforceable is strong in the hearts of all except the most depraved," said Lord Moulton. He saw it as based on self-reliance, on the sense of personal duty which comes with the experience in life which "teaches (men) to appreciate better their true position and to feel that it is still needful for them to see for themselves that they behave as worthy men should do."

Educators have been called upon by parents to reinstate an atmosphere of discipline and respect in schools and reverse the spread of unmannerly behaviour which leads to violence and vandalism.

According to Lord Moulton's concept, such an atmosphere cannot depend on school laws or regulations:

"The infinite variety of circumstances surrounding the individual and highly influencing his action make it impossible to subject him in all things to rules rigidly prescribed and fully enforced."

This being so, the school's mission is to give young people the experiences which will form their self-reliance and sense of personal duty and to help them to learn the lessons which such experiences offer them.

Two things militate against optimism in this regard. One is the reluctance of teachers to take on the formal teaching role in classes devoted to the moral and religious instruction which has self-reliance and personal responsibility as its aim.

The second is the fact that teachers themselves are, by virtue of their collective agreements, 'subject ... to rules rigidly prescribed and fully enforced.'

A third might also be added to this list, by the educators themselves. This is the absence in many homes and milieux of examples of the sense of personal duty which Lord Moulton relies on in the domain of "obedience to the unenforceable."

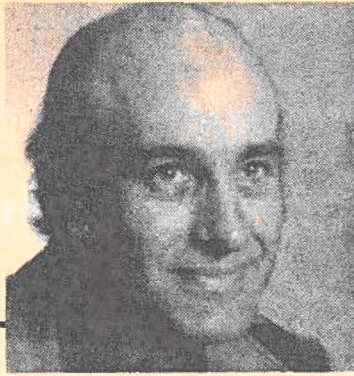
Both schools and their communities, in fact, can be said to demonstrate, in Lord Moulton's words, "a growing tendency to treat matters that are not regulated by positive law as being matters of absolute choice."

Manners and the government

"It is the fundamental principle of democracies," said Lord Moulton, "to bow to the decision of the majority. But in accepting this principle we do not surrender ourselves to the rule of the majority in all things, but only in those things which are of a kind fit to be regulated by government."

In other words, a government may have the power to do everything. But this power does not make it a matter of absolute choice whether or not to legislate on certain matters. Between "can do" and "may do" exists a whole realm which recognizes duty, fairness, sympathy and taste and all the other things which make society possible. Such matters are for the individual alone to decide.

Many in Québec feel that the language of schooling should be a matter for decision by parents alone. Lord Moulton's reference to the "variety of circumstances surrounding the individual and rightly influencing his action" describes the situation of many parents whose wishes for their child's education do not conform with the regulations of the Québec government.

ALEX MORRIS
President

After months of preparation, during which time the mood has ranged from elation to qualified optimism to skepticism to outright cynicism, Québec Federation is doing what no other organization of individuals has managed—we are taking positive action to question and challenge the constitutionality of a piece of legislation which the government of this province has conditioned, i.e. brainwashed, the populace into accepting. Messrs. Laurin, Morin and Lévesque notwithstanding, this parental body has refused to be verbalized or brow-beaten into acquiescence and submission to a law which it has regarded as deplorable, objectionable, retrograde and suppressive. I personally am proud to belong and

"The wellbeing of a society in which matters are indeed left to the decision of the individual will depend," said Lord Moulton in his speech, "on whether individuals treat such matters as belonging to the realm of absolute choice or as belonging to the realm where, though not restrained by positive law, they yet recognize

the duty of obedience to the unenforceable."

Freedom of action for the citizen, in other words, brings the need for responsibility in exercising such freedom. People must see the trust being reposed in them, whether they are members of the minority or of the majority "newly come to larger powers."

PRESIDENT'S MESSAGE

be associated with such an organization as QFHSA. At the same time I deplore the insipid attitude of our federal government and its elected representatives who would remain speechless, inarticulate and utterly submissive while citizens of this country are deprived of their rights and made into second-class citizens. Such compliance can only be regarded as an abdication of responsibility and a repudiation of all that the Fathers of Confederation regarded as justice. It is reprehensible that citizens of Québec should be subjected to the intimidation of an unscrupulous provincial government and the spinelessness of a federal government.

A sad state of affairs indeed! It is up to Home & School to put it right. It seems that no one else is willing.

Nominations

Le ministre de l'Éducation, M. Jacques-Yvan Morin, est heureux d'annoncer la nomination de cinq (5) nouveaux membres au Conseil supérieur de l'Éducation. Ce sont Soeur Jeannine Savoie, professeur de français à l'Université du Québec à Trois-Rivières, Madame Monique Vézina-Parent, secrétaire au conseil d'administration de la Fédération des caisses populaires Desjardins et vice-présidente de la Fédération Girardin-Vaillancourt, M. Guy Boulizon, professeur d'histoire de l'art à l'Université de Montréal et au Centre des Arts visuels, M. Olivier Hudon, vice-président à la Banque canadienne nationale et M. Jean Proulx, professeur de philosophie au Cégep d'Ahuntsic. Le ministre annonce également le renouvellement du mandat de M. Jean-Marie Beauchemin, comme président du Conseil.

HELP WANTED

QFHSA Bilingualism Grants Committee needs members. Requirements are:

1. Interest in bilingualism in education.
2. Willingness to become familiar with QFHSA studies on the grants.
3. Willingness to monitor news media.
4. Two or three evening committee meetings per year.

Please phone Donna Sauriol at QFHSA office—933-3664

The Ethics and Religion Educators of Quebec

The Ethics and Religion Educators of Quebec (EREQ) was organized to provide a forum in which educators of all grades from kindergarten to postgraduate, and all shades of opinion from the sincerely religious to the avowedly pragmatic, might meet, exchange ideas, and mutually assist one another in the task of giving values education, which aims at putting before the students in our schools the best kind of life of which human nature is capable.

While functioning mainly within the Protestant school commissions of the province of Québec, it is not confined to such activity. Teachers of both school commissions are fully participating members. Protestants, Catholics, Orthodox, Jews, Hindus, Buddhists, Muslims, Philosophers, Lapsarians, and Nothingarians are all eligible for membership and welcomed to join.

In many ways, Erich Fromm

has provided a framework for the activities of EREQ. In his book, "The Sane Society" (Fawcett 1955), Fromm describes an experiment which took place in Boimondeau in France during World War II. These people were looking for better labor-management relationships. Each one tried to find the practical form of ethical behaviour which their experience of life (not the training they received as children) taught them was necessary for corporate living. As a consequence, people of different faiths or inspiration worked and lived together without laughing at the faith or inspiration of anyone else in the group. They lived and let live. They developed certain commandments of human behavior.

Following several years of development, and now with the emphasis which the education authorities place on moral and religious instruction, a trend is

clearly visible throughout the province. Titles vary from place to place, but in general terms, three courses are being offered in Québec schools, viz:

1. Moral and Religious Instruction (Catholic)
 2. Moral and Religious Instruction (Protestant)
 3. Moral Instruction (without religious bias or content)
- Sometimes all three courses are being offered simultaneously in the same school. This three-pronged approach to the subject has been a very formative influence in the development of EREQ.

The society was originally called the Québec Association of Moral and Religious Instruction Teachers. However, no sooner was it formed than there was an outcry against the title containing the two words "Moral" and "Religious" in such close juxtaposition. Efforts were made to change it,

and EREQ is the result. 19 people signed the original petition in August 1977 following a two-week workshop held at Bishop's University. This event was promoted by the Department of Education of the province. The fledgling society was in evidence at the 1977 PACT/PAPT Convention with a reception room and a display of literature. More than 80 contacts were made, half of whom signed up as members. At the time of writing, there are more than 60 paid-up members. 5 newsletters during the first year of existence kept the membership informed and aware of some new ideas, and also endeavored to develop a family spirit among the members. Other teachers, besides the editor, made contributions to the newsletters based on their experience in the classroom.

Today EREQ is ready for new things:

1. We want to meet and enroll anyone engaged in values education.
2. We want to hear of successful ideas which have been tried in class.
3. We want to hear of unsuccessful ideas in hopes of improving them.
4. We want to help in the development of curricula by assisting task forces engaged in specific projects.
5. We want to hear from parents, board members, administrators, university professors, teachers and even students in high school who would help discover and promote the teaching methods etc. required in our schools today to help promote a sane society.

E. Geoffrey Tenneson
President

The Ethics and Religion
Educators of Québec
East Farnham, P.Q.

CONFESSIONAL SCHOOLS! . . . WHY ?
RELIGION IN PUBLIC SCHOOLS! . . . NO!
INDOCTRINATION IN MORALS! . . . ABSOLUTELY NOT! ?

A "Value in Education" Workshop

(for parents and others interested in values education.)

In the course of the last twenty years we have experienced an almost total reversal of trend in two areas of our Quebec education system.

Twenty years ago in Quebec, we were chafing under a bi-confessional school constitution—which, we felt, kept Protestant and Catholic apart, in two solitudes, perpetuated mutual ignorance, and prejudices, and prevented the most progressive trends to take place. And what about those who were neither Protestant nor Catholic?

Twenty years ago in Quebec, Catholic schools had a Church dominated curriculum, for even the readers—designed to promote the skill of reading—were penetrated through and through by Catholic culture to the exclusion of anything else, and it was obligatory in Protestant schools to have daily religious opening exercises and to have specific lessons in all grades on the content of the Bible.

We longed for the "Age of Enlightenment" to dawn upon us, for an end to divisive, discriminatory, religious and credal domination in our schools, and for the introduction of a tolerant, liberal, neutral and homogenous policy and program.

Q.F.H.S.A. was in the forefront of the movement for neutral, unified school boards and schools—and for the emptying of the curriculum of values—reducing it to the mere supplying of a minimal content of interesting information.

TODAY we find ourselves defending with all our heart the constitutional arrangement of bi-confessional schools, and we want "values" back in the classroom.

Why the change? Why have we become increasingly concerned with value questions—with ethical questions?

Consider the following: a popular minister has to resign because a succession of morally questionable acts lead up to an illegal criminal act which was brought to light; another, a well-liked Member of Parliament is indicted, found guilty and sentenced to a jail term for wilful arson; bribery—or the appearance of it—on a wild, wide scale over the '76 Olympics installations; and right nearer home—unexpectedly, neighbours being divorced, children "orphaned", widespread application of easy-to-come-by clinical abortion, young people cohabiting without benefit of wedlock but with varying degrees of casualness and seriousness, the increasing V.D. rate, the drug scene, the suicide rate, the generation gap, test-tube babies, etc. (You name it!)

Discriminatory legislation in favour of the linguistic majority (Bill 101)—discriminatory legislation in favour of minorities, traditionally regarded as immoral (Bill 88 in its ramifications).

All these are forcing us to re-think our attitudes—and for Q.F.H.S.A. to re-think its policies!

We intend to Re-think!

On Saturday, 3 February 1979, at 9:00 a.m. at Westmount High School, we are co-sponsoring with the Protestant Education Service of the Ministry of Education a *Workshop in Values in Education* for parents—members of local Home and School committees and others.

The morning sessions will include a rapid contemporary and then historical survey of "Where we are at" today, followed by an outline of both what can be done and what is being done in our schools.

Afternoon sessions will include opportunities for participants to take part in simulations of classroom activities and techniques, conducted by keen, imaginative teachers in moral and religious instruction.

Participants' expenses, travel and meals, will be subsidized at least in part.

Thus we look forward to representation at the workshop from the Magdalens, the Gaspé, North Shore, New Quebec, the Saguenay, the Gatineau, the Townships, as well as from the urban areas around Montreal.

Q.F.H.S.A. has to guarantee

COMMITTEE ON THE STATUS OF WOMEN:

Pornography re-defined

Nothing which depicts sexual relations between equals in non-coercive circumstances should be considered to be pornographic and hence subject to prohibition, according to a brief prepared by the National Action Committee on the Status of Women.

However, any sexually explicit materials which depict sexual relations between persons who are not equals, or in circumstances which are coercive, are legitimately considered to be pornographic and should be prohibited.

In the view of the National Action Committee, it is materials which infringe women's right to be treated as equal persons by depicting them as inferior subordinates who willingly or otherwise suffer abusive, humiliating and degrading practices, that must be regarded as harmful.

Sexually explicit materials

which utilize children as participants, or any materials which generate sexual arousal by depicting children as sex objects, are also justifiably prohibited on the ground that children are not the equals of the adults and cannot be considered to be voluntary participants in mutually satisfying sexual relationships.

Feminists, says the brief, are not in any way opposed to the distribution, sale or manufacture of materials which stress the positive aspects of human sexuality. But they see as pornographic the use or threat of violence as a means of achieving sexual gratification or the involvement of an inappropriate object of sexual gratification.

Historically, pornographic or obscene materials have been defined as those which are sexually stimulating—to the judge—and have to do with non-procreative sex.

**CONCERNED ABOUT WHAT'S
HAPPENING! THEN JOIN H&S
AND DO SOMETHING ABOUT IT!**

the Protestant Education Service of at least 200 participants—as many as attend our Annual Convention.

Let's get to work—to make this cooperative venture be-

tween Q.F.H.S.A. and the Ministry a tremendous success!—and success means that we will be able to put more into the improvement of education of our children.

LITERACY SKILLS:

CEGEP reports lower standards among high-school leavers

A Montreal CEGEP, John Abbott College, reported this summer that the results of English-language placement tests given to entering students show lowered standards of language competence.

Over recent years, U.S. educators have noted a drop in the verbal scores achieved by students in the scholastic aptitude tests taken by university-bound high school students. In Canada, in 1976, the Chamber of Commerce surveyed employers in both commercial and professional enterprises to ascertain their perception of the standards prevailing among high school leavers with regard to English and math—and came up with a strongly negative opinion.

In Ontario, a survey of English skills of Grade 8 students found that only 6% were able to communicate in clear, lucid grammatical prose. Another 6% were unable to communicate at all in writing.

Against this background of public disquiet with reported standards in English skills, the report from John Abbott College does little to provoke complacency.

Purpose and method of JAC tests

The English placement tests at John Abbott College were initiated some years ago. Since then their form and content has been modified to make them more reliable indicators of general writing and com-

prehension skills for students of the age group being tested.

The tests comprise a short essay paragraph on a general topic, vocabulary tests and tests for grammatical structures and precision. Their purpose is to aid the College's English department to allocate the 500 places in English language improvement courses which it is permitted to offer by the Ministry of Education.

The College is not permitted to offer credit courses in English (second language) to the substantial number of non-English speaking students in its enrolment. These students can only be allocated, where necessary, to the improvement courses.

The English Department at John Abbott College defends the testing procedure as the best means it has found to establish the language needs of its entering students. If schools or school boards could find a way to assist the College in this process and eliminate the need for testing (which it does not claim to be perfect), the department says that would welcome such cooperation.

Why lowered standards?

The wide range of achievement reflected in the results of tests such as those undertaken at John Abbott College each year is held by some to be the result of the retention in the education system of many students who in

earlier ages would have been automatically disqualified from further education by reason of lack of financial resources, inability to comply with narrow criteria, and above all the feeling that high school, college or university was not for such as they.

That more students are finishing high school and going on to post-secondary education is unquestionably true.

But such reasoning does not explain how students come to graduate from high school with low standards of written expression and sketchy knowledge of the structures used in correct expression.

To explain this situation others point to the dominance of non-print media in public communication. Television, in other words, is at the root of the problem. Young people have the feeling that writing is old-fashioned, useless in modern business and professional life, superseded by the telephone, the computer and the teletype machine. There is little doubt that the pace of modern life often makes written communication inappropriate.

The most popular complaint, though, is that the schools are not doing their job properly. In some past Golden Age, the myth has it, the schools excelled at teaching reading and writing. Yet Canada is estimated to have 5 million adult illiterates, the great majority of them Canadian born and educated.

WORKSHOP ON VALUES IN EDUCATION

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Time and Date: 9:00 a.m. to 4:00 p.m., Saturday, 3 February 1979.

Place: Westmount High School
4350 St. Catherine Street West
Westmount, Quebec

We apply to attend this workshop

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Address: _____

Postal Code: _____

Board: _____

Home & School School Committee Other

Send applications by 30 November 1978 to:
Quebec Federation of Home & School Associations
4795 St. Catherine Street West
Montreal, Quebec H3Z 1S8

Why don't fewer kids cost less?

by Wilfred Brown

The political debate over how to adjust, financially and administratively, to declining enrolments during the next few years comes down to a contest between quality advocates and cost-cutters.

The quality advocates recommend smaller classes and improved or enriched programs. They imply a shift of emphasis from enrolment to program analysis as the basis of financing during the enrolment decline or, at the very least, the adoption of techniques to cushion the financial impact of the decline.

The cost-cutters, on the other hand, stress competing public needs and opportunities to reduce tax burdens with teaching staff cuts if necessary. They assume a continuation of funding based on enrolment and a reduction in costs proportionate to the decline in numbers. The cost-cutters imply

that if more kids cost more, fewer kids should cost proportionately less. This is erroneous.

There are several reasons why fewer kids do not cost less. The most important is lost economies of scale. (Economies of scale refers to the fact that it usually costs progressively less, per person, to provide goods and services for two or more persons than for one.) Capital costs, debt charges and building maintenance, including energy, are largely fixed and must be amortized over fewer students. In addition, costs of education will not fall over a fairly wide range of enrolment declines because of the need to provide the same program whether there are 25 or 20 pupils per classroom.

Since elementary enrolments in Canada began to decline in about 1971-72, secondary enrolments have been increasing as a share of total enrolments (i.e., from 45% in

1971-72 to 48% in 1976-77). This trend will continue until about 1980 when there will be a 50-50 split. Since unit costs of secondary education are substantially higher than elementary, combined unit costs of elementary and secondary education have been driven higher in the 1970s.

As teacher turnover is reduced, new hiring curtailed and the existing teaching force ages, average teacher salaries will be pushed higher even in the absence of grid changes. In addition, staff cuts do not reduce unit costs. Since the teachers released are usually at the junior levels where salaries are lowest, senior teachers with higher salaries are usually retained and unit costs may be expected to rise.

The closing of local schools is rightly viewed as a sign of decline and decay and is often resisted by local residents despite the economies which may be possible. However, underutilization of existing schools has a tendency to drive up unit costs. (Statistics Canada has estimated that, given the 1975 average of 370 pupils per school and the expected decline in enrolments, 3,000 fewer schools may be needed in Canada by the mid-1980s.)

Despite all of these upward pressures on costs, most financing formulas are tied directly or indirectly to numbers of pupils so that declining enrolments result in proportionate declines in funding and

It is with great regret that we report the passing of an outstanding former member of our Federation, Mrs. C. E. (Runa) Woolgar, who died in Halifax this past August.

A native of New Zealand, Runa lived for years in Rosemere, Que., where she was active in Home and School at the local level. Later she was elected to the Federation's executive as Vice-President and became its first woman president in 1957, serving until 1959.

One of Runa's principal concerns was the role of the home in education. She wanted the family to play its part in the child's personality, providing a good cultural and moral background, and she considered it a great challenge for Home & School to help give parents the tools to build cohesive and stable families. To this end, Runa worked hard to build up Federation's Family Life Committee. In co-operation with the Mental Hygiene Institute she was instrumental in promoting more child study groups at the local association level, so as to enable

parents to discuss and try to cope with their problems; the Institute provided group leaders. Runa tried also to create greater awareness of changing standards in family life, e.g. increasing pressure on the family through larger numbers of working mothers, early marriages and broken homes. After her retirement as president of Federation she stayed on as chairman of Federation's Family Life Committee till she moved from the province a few years later and continued trying to arouse more interest of Home and Schoolers in building sound and satisfying lives for children, both in and out of school. She also was quite concerned about nursery schools, warning of the adverse effect on children of low-quality institutions.

Runa Woolgar was a dynamic lady and an inspiration to her co-workers. She will always be remembered as a shining example of great dedication to and of hard work for the cause of children's education and welfare.

Bill Asherman

SUGGESTED PROGRAMS HIGH SCHOOL LEVEL

1. Teenage panel discussion—"WHAT'S WRONG WITH OUR PARENTS?"
2. Tour Laval Institute of Technology (during evening) or some other technical institute.
3. The comprehensive high school and "streaming" of academic subjects.
4. Problems of teenagers including sex education, family life.
5. Introduction to the Catholic system of education, emphasis on the high school.
6. What role should OUR high school and its facilities play in OUR community—a frank discussion involving civic leaders, elected officials, educators and parents.
7. Homework and study habits. How much time and emphasis should be given to sports and other extra-curricular activities?
8. Guest speaker on proposed

two-year post-high school institutes.

9. Career night for pupils, possibly 10 but definitely 11, and their parents.
10. Parents' go-to-school evening. The parents sit in classrooms (as their children do during the day) and are taught by the school's teachers (new subjects in the curriculum — new methods of teaching — use of learning devices and audio-visual aids — the language laboratory, science labs, etc.)
11. A science fair or history or geography exhibit can be held in conjunction with a meeting so that parents can see examples of children's work. Also exhibits from home economics and shops. Student entertainment (including school choirs) may also be used as part of some meetings.
12. Public meetings also on occasion should start with brief business meetings so that all parents may hear the executive committee minutes, be apprised of the group's finances, etc.

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Why I Believe In Canada

by Geoffrey Moore

Six lucky Westmount-area students won prizes for their essays on this topic. The awards were made possible by the generosity of George Springate, MNA for Westmount. The judges were Dr. Gerald Bissett, Academic Dean of John Abbott College, Norton Segal, lawyer and political scientist, John Sancton, journalist and Westmount Examiner publisher, and Alain André, lawyer and educationist. Outstanding entry of all those submitted, the four judges agreed, was that of 12-year-old Geoffrey Moore. The News is especially proud to reprint Geoffrey's essay for your enjoyment as he is the son of W. Herbert Moore and Barbara Moore, QFHSA Bilingualism Chairman.

and jack rabbits. The lake had beautiful clear blue water and had a sandy bottom with very few rocks, and was full of bass. The trees in the forests were full of chipmunks and a variety of birds. The activities made possible by all these things were very enjoyable and it was interesting to me that the camp is an area passed through by the early voyageurs. All these things, which are typical of Canada, helped to make my thirteenth summer a very enjoyable and memorable one.

Another great thing about Canada is the services that are available. The hospitals for the sick; the institutions for the blind, the deaf and the crippled. There are also many services available for the fortunate people who haven't any of these problems. For instance good public transportation, bus and subway in cities, intercity bus, train and plane services. There are also parks and libraries, YMCA's and YWCA's with sports and other programs for all ages. All this adds up to many chances to do things and the more things to do, the more pleasurable life can be.

There are a variety of amusements and entertainments Canadians can go to see. For instance there are many amusement parks across Canada with fun rides and games to go on and to try. There are theatres and plays Canadians can enjoy. There are many professional teams across Canada, six hockey teams, two baseball teams, nine football teams, as well as professional wrestlers, boxers, bowlers, tennis and golf players and of course there are many amateurs in these sports as well. Canada has the pride of having the best hockey team that ever lived, the Montreal Canadiens. These things just partially explain why Canada is such a great place to watch sports and other events as well as to participate in them.

Over the years Canada, through its peace-keeping forces and foreign aid, has built up a reputation with other countries as being a strong, friendly, healthy country willing to help other countries when the need arises. Since we have good ties with the rest of the world, Canadians are able to go to other countries and feel welcome. Our good relationships are helped by the import to Canada of anything from cars to beers. These trade ties expand the things Canadians can do and build for the country.

Of course most Canadians are well off compared to many other countries of the world. Most people have houses or apartments, and a car. Usually people nowadays can afford some type of vacation every year. Fortunately for the people who do not have very much money or do not have a job there are welfare plans, pensions and other services which can help them. All in all the people of Canada are very well off financially.

The culture in Canada is very varied and is a great example to the rest of the world that people from different races, religions and languages can live together normally and peacefully. People are free to practice their religions in Canada and to speak on many subjects without fear of being put in jail or taken to labour camps.

If the people of Canada would just think of all the good things that this country offers, they would appreciate how fortunate they are to be living here. If people would just realize their good luck and do their best to help Canada, Canada would remain the strong country it has been for one hundred and eleven years.

I believe in Canada, all the way from British Columbia and the Yukon to Newfoundland, Canada is and will be a great country for a long time to come.

Canada in my opinion and millions of other peoples' opinions has been a great country since 1867 and will continue to be in the future. There are hundreds of reasons why Canada is such a great country. For instance there are many public facilities available for general use such as parks,

swimming pools, tennis courts, skating rinks, libraries, football and baseball fields, to name but a few. There are many good schools in Canada for Canada's future generation of workers.

There are a lot of quiet places in Canada where you can have

fun and relax like the mountains, lakes and forests. Earlier this summer I was camping at a Scout Reserve at Haliburton, Ontario. It was a great example of how beautiful lakes and forests can be. There were many types of wildlife at the camp that are abundant in Canada. For instance bear, deer, racoons

CANADA: ADVANCE STATISTICS:

Numbers are down all over

Enrolment in universities and colleges decreased this fall by 0.2% from that of the past academic year and the decline of the past few years in elementary-secondary schools will continue, according to Statistics Canada estimates.

The outlook, published in Advance Statistics of Education, 1978-79, an annual report on recent and projected enrolment, number of educational institu-

tions, number of teachers, degrees granted and finance, spells it all out.

About 615,740 full-time post-secondary students will enroll—372,330 in universities and 243,410 in colleges. This is the second year in a row that university enrolments have declined, and after decades of steady gains. A turnaround in college enrolment also appears in the offing due mainly to a

significant decline in enrolment in Quebec colleges.

At the elementary-secondary level, 5,237,915 students were expected in September, 131,066 fewer than last year. Enrolment at this level is projected to decrease by about 2% in each of the two subsequent years due to the low birth rate of the last decade.

Unhappily Quebec is leading with a 5.2% decline—far higher than all other provinces—in fact, over half the country's total numerically!

The size of the full-time teaching staff will reflect enrolment—264,507 elementary-secondary teachers, a drop of 5,212; but 52,110 at the post-secondary level, 75 more than in 1977-78.

Total education expenditures are estimated to rise about 7.0% this year to \$18.3 billion. In 1977, spending on education amounted to 8.2% of the Gross National Product.

Nationally, the average per capita expenditure on education in 1977 was \$733. The provincial breakdown: Quebec, \$794; Alberta, \$793; Ontario, \$735; Manitoba, \$657; British Columbia, \$652; Prince Edward Island, \$640; Saskatchewan, \$640; Nova Scotia, \$632; New Brunswick, \$617; and Newfoundland, \$613.

The number of bachelor's degrees granted is expected to decrease in 1978-79 by 410 to 86,565. Master's degrees and doctorates will continue to increase in 1978-79 by 125 to 12,640, and 30 to 1,760 respectively.

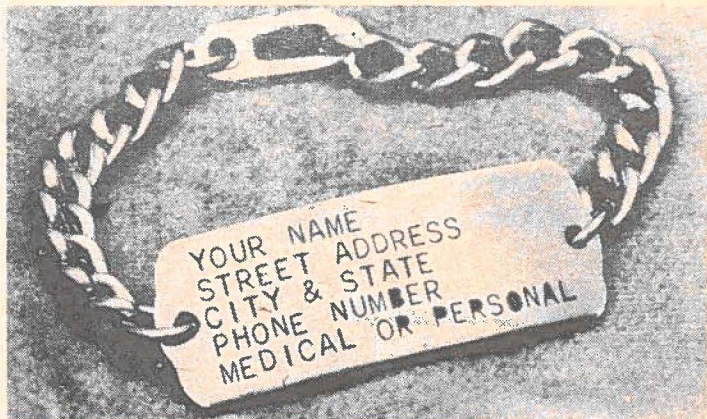
Advance Statistics of Education, 1978-79, gives actual 1976-77 data, preliminary 1977-78 data, current estimates, provincial projections to 1979-80 and national projections to 1980-81 for enrolment, teachers, institutions, degrees and education finance.

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1978 TAG DAY RESULTS Protestant Schools of Greater Montreal

The following schools participated in this year's campaign and raised a magnificent \$12,442.76. Mr. James Hindley, Tag Day Co-Chairman, has sent a letter of appreciation and thanks for all your efforts.

School Depot	Boxes	
Ahuntsic Elementary School	30	\$ 257.55
Algonquin	100	759.46
Beechwood	60	195.30
Bronx Park	50	113.46
Carlyle	170	835.84
Cedarcrest	150	867.47
Courtland Park	100	448.57
Dunrae Gardens	180	1,017.02
Edinburgh	90	773.23
Elizabeth Ballantyne	40	272.84
Glencoe	100	738.25
Hampstead	330	488.98
Herbert Purcell	90	402.62
Iona	200	1,328.32
Laurentide	100	510.44
Logan	60	509.37
Meadowbrook	20	105.95
Morison	100	669.05
Mountrose*	20	1.25
Northmount High School	200	62.66
Roslyn Elementary School, 3 Home Depots	60	491.49
Somerled, School Depot	120	686.17
Westminster	30	62.88
Westmount High School	40	294.70
Westpark Elementary School	250	1,041.38

Total raised in 1978: \$12,442.76

Total raised in 1977: 11,096.88

Increase over last year: \$ 1,345.88

* (Only one box used in store near school.)

HOW ARE THEIR CHANCES?

Labour market prospects for school leavers

A major contributor to the labour market problems of young people has been demography, notably the postwar baby boom, which produced an unprecedented number of young job-seekers. Their ranks will peak around 1980 and remain high for some years thereafter.

But beyond their sheer numbers, this generation is unique in another way: their educational attainment. Unemployment would have been evident even had the educational profile of the young not changed, simply because job creation has not been able to keep pace with the rise in the number of young workers. However, the tendency for a larger proportion to secure post-secondary education, at the same time that the potential student population was inflated by the baby boom, has been partially responsible for the creation of a new problem—labour market difficulties among some post-secondary graduates.

Yet just as the recent ex-

pansion in the number of young job-seekers contributed to their employment difficulties, the expected decline in the mid- to late 1980s may improve their situation. Such a speculation, however, must be examined more carefully.

The current decline in the annual number of school leavers with secondary graduation or less will continue over the next ten years. By 1986 the number will have fallen to the 1966 level. As well, those retiring from the labour force are more likely than young entrants to have only secondary education. The combination of these two factors will deplete the supply of secondary-educated manpower. Unless the demand for workers with this educational background falls rapidly, their competitive position in the labour market could improve. In particular, persons with trades or vocational training might be in short supply. This possibility could not be examined here because of a lack of appropriate data.

The number of school leavers with a partial or completed post-secondary education will continue to increase, although slowly, until the early to mid-1980s. It is difficult to speculate about college graduates. Many now appear to be faring well in the labour market, although saturation seems to have been surpassed in some areas like nursing and social services. If many students choose college rather than university, a large number of college graduates could create problems of labour market absorption in some

fields.

University graduates with general degrees are confronted by a declining demand for teachers and strong competition from the large number of college and professional graduates. Falling teacher demand and slow government growth at a time when the number of university graduates continues to increase, albeit slowly, will likely worsen short-term labour market prospects. This may be particularly true for graduates with general degrees.

This article was taken from the Statistics Canada publication "Out of School—Into the Labour Force" July 1978.

In the longer term, the declining birth rate of the 1960s will eventually manifest itself in the labour market as it has in elementary and secondary enrolment, and soon will in post-secondary institutions. The number of college leavers is projected to start falling in the early 1980s, with the number of university-educated leavers soon to follow. Annual numbers may, nonetheless, remain high for some years. Overall, the supply of "new" manpower from the school system will

See CHANCES, page 13

A matter of color!

Q.A.P.S.B. CONFERENCE

At Grey Rocks Inn at St. Jovite on the weekend of October 12-14, members of the Quebec Association of Protestant School Boards and invited guests from other provincial educational associations gathered to participate in discussions and workshops on the general theme of Declining Enrolment. Q.F.H.S.A. was represented by the president, Alex Morris, who participated in two workshops—Decisions affecting personnel in a declining enrolment, and financial management in declining enrolment. Both workshops brought home strongly the difficult decisions that face school commissioners as they try to maintain an effective and viable educational system. For example, when faced with 'de-hiring' or 'declaring surplus' a number of employees, what criteria are used? Seniority, minority needs, financial considerations, educational standards, competency, qualifications? Again, how and where does a board make budget cuts? From what programs or services, and what standard is used? On what basis is a program declared a 'frill' and therefore expendable? These and other similar decisions are dealt with every week by school board members, and as was pointed out on several occasions, there are no simple solutions.

The keynote and opening address was given by Dr. Norman Henchey, Associate Dean of Education, McGill University. The speaker outlined five scenarios for education in Quebec, given these color symbols ranging from black to green. The black scenario indicated disintegration of the English language educational system through suppression, the result being a single French language school system in Quebec. Blue suggested decline through attrition, a school system being used by fewer and fewer children while more parents demanded a French language education. The third scenario, the grey, was stability through

conservation, a levelling-off situation in which there would be little new input in personnel or resources. Becoming more optimistic, the speaker suggested the rose colored scenario in which there would be an influx of people into this province demanding English language education. The final, green, scenario indicated a transformation through re-orientation, where boards, unions and parents began together to question the system and explore new functions of the school system. Dr. Henchey added a sixth color-coded scenario, one that is too familiar to many of us—the yellow scenario—"I don't want to think about it."

Up to now, according to Dr. Henchey, the assumption has been that change equals progress equals growth. If one stops growing, the assumption then becomes change equals decline equals decay. We now have new conceptions of scarcity of space, air and resources; we have a new awareness about the artificiality of society, as symbolized by the fast food chains, the instant meals, etc; we have new conceptions of interrelationships.

The implications for our educational policies are that we must do more with less, and our choices must not be both/and, but either/or, where we move from notions of quantity to quality.

At the General Meeting on Saturday, one resolution was presented in which Home and School was involved, that is the resolution requesting a longer time between the nomination of school commissioners and the actual election. The resolution was based on the need for people to become acquainted with the candidates and the position they held on various issues. The President of Q.F.H.S.A. spoke to this issue, outlining the feeling of Home and School and suggesting that it was necessary for the community to become more aware of candidates and issues.

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Jan 30 - March 11

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It was back to school at this year

AS USUAL IT WAS PACK'EM IN AND OUT CAME THE IDEAS!

FUND RAISING WORKSHOP

The workshop consisted of an introduction of basic rules and regulations a fund raising chairman should follow at all times, followed by a lengthy discussion and techniques.

New ideas were expressed and suppliers in various trades who contribute to the various Home and School fund raising were mentioned. A reading list which can be obtained from the Toronto Management and Fund Raising Centre was given to all delegates.

The workshop concluded with the agreement that all locals should use the Home and School News to advertise their various events so that we may support each other and that any new ideas that prove worthy should be typed up and sent to the Federation Office as soon as possible so that other locals may benefit. However it was very clear that the fund raising of the elementary schools was far easier than on the high school level. It would be appreciated if any locals on the high school level would write in to the Federation office their successful events so that others having problems could try them out.

PUBLICITY WORKSHOP:

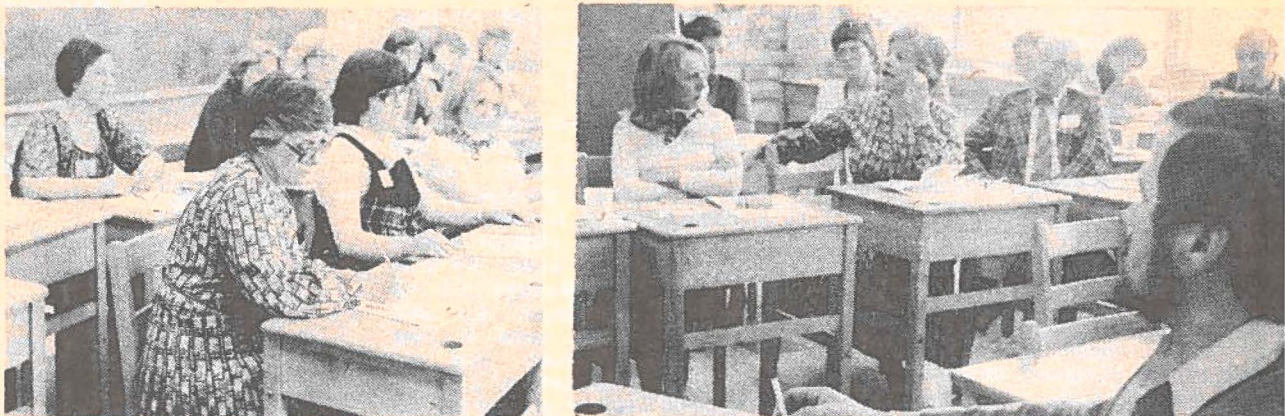
The workshop on publicity, led by Gordon Perry and San-Keightley, Co-Chairmen of the Publicity Committee, proved helpful in several ways, emphasizing old ideas and providing some new ones.

It is recommended to use any and all radio stations, plus it was learned that Radio Canada is also very receptive. It is best to go in person (9th floor, Public Service) but take along a written text for most accurate results. A good choice of time slot effectiveness is the timing of phone calls coming into the school.

Local newspapers are used by most locals but, here again, it was recommended that contact in person was more successful than by mail or letter. It was encouraged to use the newspapers for general activity information as well as advertising, always putting the write-ups in the third person or impersonal, e.g.: "It was decided" vs. "We decided". Local newspapers like to send out photographers also, if the story warrants.

It was emphasized that news from the locals would be most appreciated for the Home & School News. If you have, at the local level, solved a problem or found a successful venture, it would be of great value to share this with other locals via the News.

Television was recommend-



COMMUNICATION WORKSHOP:

ed, of course. CFCF's Community show interviewed a representative from Sunnyside school, along the theme of a school that works harmoniously. It is essential to have something interesting or unusual to discuss, if requesting an interview.

Church bulletins carry information about community events and are especially useful for fund-raising or membership drives. It was recommended to include the children in activities whenever possible. Post-making provides an opportunity for this and the results have been found to be highly individual and imaginative. Color is very eye-catching. Standard letter size is the most widely accepted and, remember, be bilingual!

Further discussion revealed the locals' need for more information regarding the current activities of the provincial and national associations, in order that they may disseminate this information to present and potential members of Home & School. The usefulness of Home & School at the local level is quite visible, but often parents do not understand the value of sending \$4 to the Federation. As there are many interesting and worthwhile committees functioning at both levels, this seems to indicate a need for more communication.

In a discussion and role-play situation participants discovered the reality of the proposition that communication is the largest single factor determining what kind of relationships a person makes with others and what happens to him in the world around. Whenever two or more people meet, communication takes place and relationships are established. Even a seeming lack of communication is in itself giving a message and establishing a relationship.

The workshop leader, Alex Morris, described the most common styles of communicating that most people engage in: The Placating, or the yes-man type, the Blaming or it's somebody else's fault, the Computing, that is the cool, calm, collected and in control style, the Distracting type,

never really facing the issue, and the Levelling, which seeks to meet the other person as an equal on the same level.

Some members of the group engaged in a role play in which Distortion Factors were highlighted, factors which changed or distorted the communication between persons. Those not involved in the role play observed and identified the various factors and methods of communication used by the players. An interesting observation was that many local executive (and other?) meetings operate the same way.

The workshop members concluded that we must be aware of what is actually being said, apart from the words used, and we should discern why a certain style of communication is being used.

MEMBERSHIP WORKSHOP:

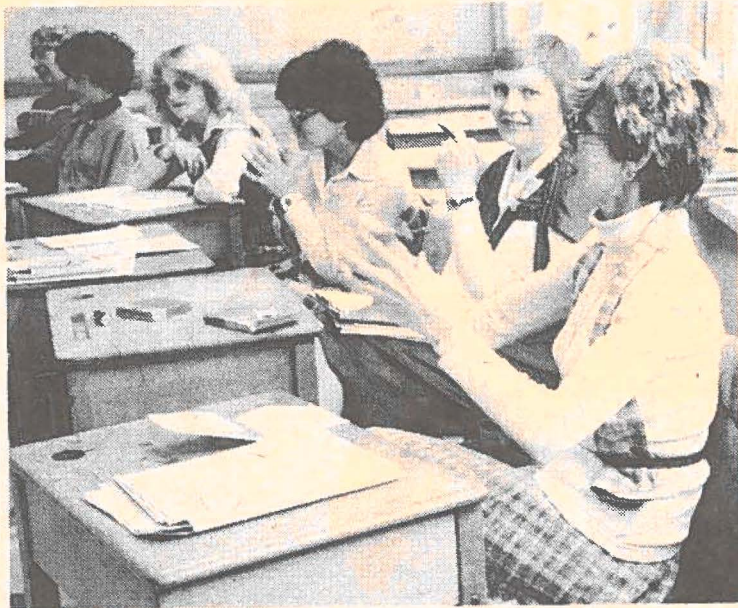
It's Now or Never and if you are clever you will get your membership today.

The future is tomorrow and your child's future depends on your support.

Twelve persons attended the Membership meeting of the Leadership Conference with the majority coming from the West Island. The majority of the schools follow the same format in trying to get members. Letter at beginning of year; follow-up by phone call and mail or delivery of membership cards.

Membership is slow in most cases so all you parents be prepared to expect a phone call to join Home & School. Now is the time you must support your local H&S to ensure an English language education in the Province of Quebec.

Mr's LEADERSHIP CONFERENCE



FOR NEW PRESIDENTS WORKSHOP:

Twenty-three new presidents and area directors gathered to share information, learning and experiences about what every new president should know as he assumes the presidency or other leadership role in a local association or area. Participants discussed the necessity of becoming acquainted with the community in which the school is located — the resources of personnel and services available in the community, and the needs of parents whose children attend the school.

It was pointed out by the

workshop leader that presidents should get to know the personnel, activities, needs and inner workings of the school. When challenged by the question "who really runs the school, is it the principal, the teachers, the secretary or the caretaker," most presidents identified personally and were able to relate experiences where decisions were made by one or another individual.

Some problems were identified, two in particular being the relationship between a local Home & School Association and a school committee, and how to

best work in co-operation; and how to effect a smooth transition when 'inheriting' an executive chosen by a previous president (sometimes many years ago).

All agreed that there is no packaged solution to either question, particularly the former. Each local is unique and has to find its own solution and method of working in its particular situation. The latter problem is a perennial one to which several solutions were suggested; but again the best method depends on the situation and the individuals.

PROGRAMS FOR LOCALS

The workshop opened with Mrs. Lee asking each of us to put our name and occupation or any special qualifications that we personally possessed on the blackboard. This showed us the many varied options opened to any local association. For example, we had a school principal, a geologist, a medical geographer, a graphic arts technician, a teacher and a nurse. Many of these professions could become the basis for a program in a local school. If such a list was made at your school you may find many interesting ideas for a workshop program.

For example, a doctor could answer questions that children may have on their minds about themselves or their families. How many children have heard the word "cancer" in reference to a relative? Is it explained to them, or do the voices change to whispers when the children are present?

A carpenter could explain what he does and maybe even teach the children a small project.

Look within your school for ideas. Most parents have something to offer to the children. They may only need to be asked.

Rather than waiting for September to plan your activities for the year, several schools it seems have their first meeting in August. That way a program can be arranged for early September.

The generation gap seems to be a large problem in the high schools today. Perhaps the reason for the gap between the parents and the teenagers is that the parents are not asked to join in on the kids' activities and the parents don't invite the kids to participate in theirs.

It was suggested that the H&S meet with the student representatives also in August and by keeping the students involved in the planning of programs that there might be more interest shown in the programs themselves.

Values, both moral and social, seem to be very lax today. Perhaps a program on values could include lack of respect for teachers, parents, people in the community, property both in school and private property.

One school was in such poor physical conditions that the students, as a group, over the summer had the job of cleaning up the school. They painted, washed, scrubbed and repaired. This built up pride in the children with the result that this year the school has remained neat and clean.

Perhaps there could be one or two program ideas there under the title of Ecology. Perhaps a park or the block surrounding the school could be the target for a clean-up.

Cultural Heritage was the subject for an excellent program. Every school has many different cultures within its population — Greek, Italian, Polish, etc. A cultural heritage evening could prove very interesting as well as educational. The many different traditions, clothes, foods, etc. could be enjoyed by all.

A General Curriculum evening is held in several schools, organized and chaired by the teachers and principals to inform the parents of what

their children are going to be learning.

A meeting on Vandalism and Violence was held in LaSalle and proved very interesting and educational. The problem must be recognized and dealt with.

City officials, police department representatives, doctors, psychologists, teachers, parents and principals should be invited.

Children who are involved in the schools' organized activities are not the troublemakers. Perhaps non-organized, spontaneous activities are needed in the communities and the children informed of their availability.

Montreal is an area of cultural and educational heritage. There are many places where tours can be arranged, both for the students as well as the parents. These places and their availability should be taken advantage of.

With so many schools closing and more to close in the future, perhaps a program on integration of these children to new schools in new areas might be a good idea.

In summary, we were informed that there are hundreds of ideas for programs available from Quebec Federation for the asking.

VOLUNTEERS IN THE SCHOOL

The main topics discussed in this workshop were (1) How can volunteers be obtained? (2) How to use volunteers and (3) Is everyone doing their job?

Exact information about requirements should be stated when requesting volunteers. We should make use of active retired people. Care must be taken to avoid demanding too much from those who volunteer. The amount of time each volunteer is prepared to give should be established. Every volunteer should know exactly what is required from them.

Is everyone doing the job they want to do? Is there satisfaction with the leaders? What positions need filling? Are we matching capabilities with jobs? All these questions must be closely followed by the executive of Locals.

LEADERSHIP WORKSHOP:

The Leadership Workshop was attended by over twenty enthusiastic individuals who spent the morning exploring various aspects of working more effectively with other Home & School parents. Topics discussed included myths and misconceptions of leadership, leadership styles, working better in groups and becoming more aware of others.

The major theme which emerged during discussions centered around the common problems associated with recruitment and ways of increasing people's involvement and participation. As this workshop moved to closure, participants began to talk about the importance of working with people rather than issues and that it is only through people that our problems can be solved.

Reprinted from September 1978
issue of Homemaker's
Magazine

HOME AND SCHOOL: LAPDOG OR WATCHDOG?

Parents do want to influence educational policy. Not as fudge sellers at the school fair, but as responsible citizens. Home and School, properly utilized, could be just the vehicle they need. By Eileen Morris

"Recently a noted international educator, who has observed closely the Canadian education scene, commented privately that discussions with parents in Canada would leave one with the impression that the general public feels it could influence virtually any government activity in this country more easily than it could influence educational policy. This is a rather damning indictment of us all. It is something we must correct."

The speaker is Tom Wells, Ontario education minister, and he is addressing the Canadian Education Association. "I sense that in Canadian education today," he tells his audience, "there is an intense need for the meaningful involvement of the public." Hear, hear.

Parents do want to influence educational policy. Not as fudge sellers at the school fun fair, but rather as responsible citizen-partners working cooperatively with teachers, principals, administrators and school boards for the benefit of children.

Today's parents are desperately concerned that their children are not receiving a good education. They know from personal experience that our space-age children cannot spell, cannot subtract 39 cents from a dollar in their heads, and are incapable of speaking in whole sentences. Such is the product of our vaunted school system.

I, too, feel concern, as the mother of two sons. While the local public school was lah-deedah over binary numbers, at home my husband and I were painfully teaching multiplication tables by rote with the aid of homemade flash cards, correcting sloppy sentence structure and attempting to convince two non-believers that spelling is important. ("I keep telling you," one boy said in exasperation, "we don't lose marks for spelling, we lose marks for not indenting paragraphs.")

Canadian Education Newsletter reports that according to the Canadian Gallup Poll, only 49 percent of the public think that children today receive a better education than they themselves received. In 1948, 74 percent thought children were getting a better education.

Parents understand little of what is going on in the schools. The current curriculum defeats their logic. It is obvious that oral and written composition, necessities in mastering the language, have been dropped; grammar is only a memory, and

mental calculation beneath professional notice.

Wondrous innovations of recent years that promised to make a think-tank scholar of every Johnny and Sue—gimmicky electronic hardware to program learning into little brain cells; open-class layouts that would unshackle children and their minds from traditional classroom walls; ungraded, unmarked and unintelligible report cards (some, alas, complete with the teacher's spelling mistakes) that gauged the child's group rapport—all have ended up in the educational dustbin.

And when children do not master basic skills, when they finish high school lacking any appetite for the unknown, or desire for further intellectual adventure, the system never blames itself.

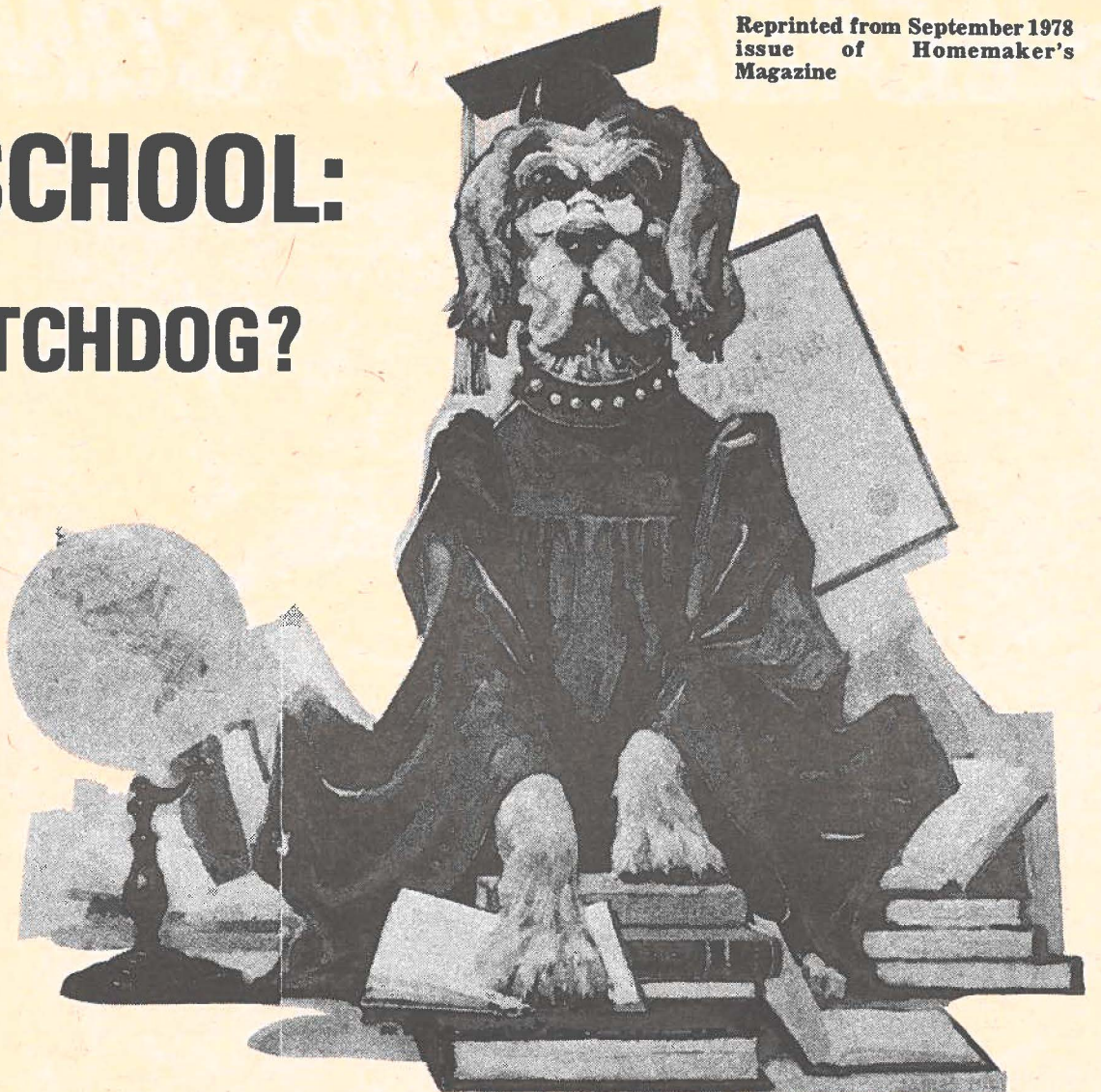
Bewildered parents, acutely aware that some 49 percent of the municipal dollar goes towards the cost of education, cannot understand why community colleges and universities are being forced to spend their depleted funds on diagnostic tests and remedial courses because beleaguered professors complain that they cannot teach illiterates, and accuse high schools of inflating marks.

Our tax dollars have been wasted—are being wasted—on a massive scale. Parents and non-parent taxpayers feel they are being ripped off. And when we learn that property taxes will continue to rise because of an increasingly qualified and consequently more highly paid staff, there is a rising public anger that verges on revolt.

Public opinion has soured, and professional development days only cause further resentment. Why do supposedly trained teachers, who receive lengthy time off in summer, need a clutch of days off during the school year, denying children learning time and causing major difficulties if one parent or the other cannot be home? One group of Scarborough, Ontario, teachers spent one of their professional development days skiing and enjoying what one memo called a "long, beery lunch."

Teachers were really knocked off their pedestal when their strong unions began to use the work-to-rule and strike, to win higher pay and other benefits. Children are the ransom. ("We get everything these days, from good pay to dental plans," one teacher told me. "Dental plans completely prepaid by the Board for the entire family up to 18 years of age!")

Nor are teachers the only targets of parental ire. One protester wrote to the *Globe and Mail*, "I am incredulous, aghast, disturbed," when York Borough (Ontario) purchased a \$250,000 camp near Shelburne, Ontario, that required an initial additional \$100,000 for renovations. And the Scarborough, Ontario, Board of Education bought a country camp for \$195,000 plus



renovations of \$85,000, plus annual operating costs. . . . It's only money. Yours. Mine.

Who's to stop such irresponsibility? Education is one of our biggest industries. Every school person is in a union. A lot of warm bodies have moved in: teachers and principals, assorted gurus such as subject consultants, specialists, guidance counsellors, administrators and school trustees. In hard fact, they are unaccountable to the public; education operates a closed shop.

What about Home and School? Well, what about it? It is a grass-roots, independent structure dedicated to the child, with connections to various levels of the educational bureaucracy. It could bring sanity to current education by placing parents in firm and equal control with the so-called experts whose actual record isn't that great. But in much of Canada, Home and School is barely alive. It's more a part of the problem than the solution. To survive, Home and School desperately needs a swift infusion of concerned parents—thousands of them.

They'll face an initial task, that of restructuring the organization, for Home and Schoolers are pacemakers outpaced. The problem is summed up in the shocked reprimand I was given by a long-time Home and School official: "We steer clear of anything to do with curriculum. We work with the teachers, with principals, with school boards."

One shining exception—we'll detail it later—is the Quebec Federation.

It is up to new-generation parents, alarmed at the mediocre performance of education, to reconstitute Home and School, remove its dog collar and build it into an effective, relevant organization.

Many Home and School people came out of an era when the teacher was one of the few

educated adults around, and the school principal stood close to God, austere in the loneliness of power. Trustees, administrators and education officials in government were, automatically, intellectual titans.

The world moves on. Today's typical young parents are often far better educated than the public-school teacher; they are frequently experienced in organizing, and they do not suffer fools gladly. They know that many of those in the education industry are there because there wasn't much else they were qualified to do.

The contemporary couple knows it is their money that pays everyone—from maintenance staff to head honcho—and that all are jittery as enrollments fall and schools close: No one's job is secure any more.

Let it be stressed: Home and School is an honorable endeavor, kept alive for 60 years by the dedicated service of countless people who wish to help children. By its own lights, it is successful, using the dignified, conservative approach of repeated presentation of resolutions and briefs to various government levels, receiving in response token letters of acknowledgement and, on occasion—so kind—face to face audiences with the unointed.

It does good work: Home and School published a ground-breaker survey on the smoking habits of more than 78,000 school-age children, financed by Health and Welfare Canada, with computer work done by the University of Waterloo; it is now, five years later, repeating this survey.

It distributes an excellent anti-smoking folder, and has started sending out a quarter of a million folders it prepared on child abuse, battering and neglect—again, with government funding.

There is an essential niceness, an eternal patience in Home and School people that is

reflected in their projects and resolutions:

- They are against teacher strikes.

- They support a core curriculum that will ensure that a child attains certain basic skills. (New Brunswick Federation is refreshingly blunt: "English teachers, on their own initiative, bring out old grammar books to supplement their present curriculum," and adds, "Bring back the Speller.")

- They are working for an agreement on a national education policy so that if your family moves from B.C. to Saskatchewan, your children will not have their schoolwork derailed.

- They have begun some Canadian Unity moves—the bringing together of English- and French-speaking parents—funded by the Office of the Secretary of State.

But in spite of countless projects, conferences, meetings and conventions, and a panoply of officials, Home and School seems mired in circular or self-perpetuating busywork. Issues of import rarely reach resolution. In New Brunswick, a child still does not have a textbook to take home for study; in Winnipeg, inner-city kids are still in open-plan classes, against Home and School advice; in Ontario, some 30,000 children who require special education are not receiving it—half are awaiting admission to special-education classes, the rest await psychological assessment.

And this late in the day, the Book and Periodical Development Council reports that the average of Canadian books in school libraries is only two percent, and of Canadian textbooks in schools, only three percent.

"Home and School is made up of waves and ripples—mostly ripples—and that is sad," says Barry Lowes, a former Board of Education chairman now with the Ontario Ministry of Community and Social Services. "In

an age when business is operating through management by objective, Home and School is not. It needs to go back, touch base with its main reason for being. The sad part is that where they could be numerically so strong, they've never been able to generate sustained effort. They are frittering away their energies in their own little fiefdom, concentrating on minutiae. They never quite come together on bigger issues.

"Two of these issues are declining enrollment and consequent drop in finances, and special education. Home and School should be working as responsible partners with trustees right now, establishing priorities in these two areas: *Should this get a high priority? Can we drop this? Or this?*"

"It is a protectionist organization," Lowes continues. "Close schools—just don't close our school. They never get their heads up over the parapet and look to the horizon to see where they are going, and to plan their battle strategies."

Perhaps because, Quebec excepted, they aren't aware they are in a fight.

Frustrated parents have set up other organizations, which Home and School dismisses with such slaps as "neighbourhood militants."

The seriousness of their plight was dramatized for me: 20 years ago when I visited their large headquarters building in Toronto, it was a place of clicking typewriters, copy machines whirring out reports, volunteers and staff oops-a-daisy as they rushed to answer phones, consult on urgent matters, assist secretaries coping with mountains of mail. Home and School then published an excellent magazine with articles by respected educators, along with news and photos of Home and School across Canada. The magazine is no longer in existence. Last spring, I visited the Canadian Home and School and found several offices in an older building, with the executive secretary the only person present; in our hour-long interview, no phone rang, no one came in, no sound disturbed our conversation.

Parents have deserted Home and School. Their reasons can be summed up as: boring speakers, pointless meetings, no true involvement in their children's education. Keen young parents eager to serve their communities end up in lively ratepayers' associations or other activist groups—not in Home and School.

"We were turned off fast," one father told me. "It was all chicken stuff. We had one speaker from Chicago (it's always Chicago) to give a talk on the new math. The woman made it sound as though the new math was going to solve everything. You know what happened to new math. Home and School chases every fad; it has no overall philosophy of education."

"Among Home and School members we found that too often it was the academic future of their kid they were interested in, nobody else's. They don't give a damn about any kid except theirs getting top marks."

What does Home and School say? Kirsti Jarvis is a past president of the Ontario Federation, and official spokesman (the current president and vice-president were "too busy" to see me). "Many members are keenly interested in their own child at his or her particular school," Kirsti Jarvis says. "It isn't

until they begin to realize that whatever affects the kid next door, or down the block, or in the city 10 miles away, also affects their child eventually, that they see one has to broaden one's outlook. The Home and Schooler has to be involved in the welfare of all children in order to get benefits for his or her own child. Once parents see that, they realize it's not wise to concentrate on one school."

"Some principals get Home and School associations to go local, and there's no argument," she says. "They want programs for their own school. If one could remind them that they, too, have strong organizations beyond their own area, it would cut down on this sort of thing."

Why are Home and School achievements not better known?

"Sixty years ago people in Home and School might have been called lady bountifuls," says Kirsti Jarvis. "They were interested in social causes, got things done, and no one bothered to take credit. We have found that this was a mistake—so many things have been initiated by Home and School."

"Our efforts have been acknowledged on various occasions by officialdom," she adds. "We are recognized, by the ministries we want to affect, as a group that has a valid voice. We have influence with a large number of boards of education. Still, it would be nice if the media were to say: 'There is a group of people who do things in a systematic, methodical way and give recognition to all points of view.'"

"There are all kinds of radical groups who see only one way to do things, and who raise Cain if they have to, to have that point seen."

Home and School is attempting to make more of an impact on the public. "We are developing pamphlets to introduce ourselves to people," says Jarvis. "One group is putting our literature in mall displays. We've made 'communikits' for members. We are promoting 'discovery groups,' arranging meetings for new parents with speakers on the importance of a child's pre-school years. We hope young parents will move from the first group into Home and School when their child is school-age."

As to direct action to attract members, Kirsti Jarvis is doubtful: "Some people don't like to be involved in anything controversial, even if they know it is required in their school. They want somebody else to do it."

"We're not out there to wield a big club. If there is a conflict, we feel that a Home and School association is the best means to work to overcome it, because the people are democratically elected. If someone claims that Home and School doesn't represent 100 percent of the parents, then neither do any of the politicians to whom we give power."

She concludes: "Events such as the grade eight graduation party or hardware gifts for the school are only add-ons. They build a community spirit, school spirit. We hope that's not the only reason parents belong."

Ivy St. Lawrence is executive secretary of the Canadian Home and School. "Periodically, when I want people to recognize something we have done, I have offered to chain myself to the steps of the Parliament Buildings. Nobody has taken me up on it yet. But we need militancy like that. That is something that sooner

or later we are going to have to look at. Not militancy, but a much more visible profile. We're just too busy doing things for kids."

On one thing she is firm: "We are not a lobby. We try to suggest, to ask, but our advocacy is almost entirely through our resolutions presented to government. All resolutions going to the federal government or federal agencies come through the Canadian Federation, and have to be passed at our annual meeting."

Home and School approves of

Is your Home and School association a watchdog or a lapdog? Do you care enough about your child's education to help revitalize it? Homemaker's invites readers to share their ideas and opinions. A selection of letters will be published in future issues. Write to: Homemaker's Magazine, 2300 Yonge St., Toronto, Ontario H4P 1E4.

parent volunteers—to a point. "I think it's important that a parent volunteer be very carefully selected," says Ivy St. Lawrence. "The parent has to be quite subservient to the teacher, and helpful, so you need a screening for the parent volunteer. Even to put on and take off the rubbers of kindergarten children is a very good, helpful service."

In 1971, the Ontario Federation represented some 25,000 families; the figure has slipped to "something like" 23,500. New Brunswick has 9,000 members, Quebec about 10,500 families, Nova Scotia 2,068, Alberta about 2,500.

National membership was 250,000 in 1955 and the goal in 1979 is to reach 100,000.

North York, Ontario trustee Harold Koehler observes, "We have associations in 30 of 150 schools. I'd say about 80 percent of the attendance is female."

North York, with 92,000 students, lists education as its biggest employer, handling \$180 million a year. It has 33 senior administrators who earn an average \$39,000 annually; its top administrator gets \$50,000. Where are the people monitoring this investment?

A serious drain on Home and School has been the school advisory councils or committees, now being appointed and financed by school boards. Provided with government aid and official backing, these groups link the community around the local school. "The Manitoba Federation recently came through a bad time when the former provincial government gave grants that seemed to favor formation of school councils and to discourage Home and School associations," says June Lore, president, Canadian Home and School.

A 91-page community school handbook, *Open Doors*, was published in November 1976 by the Ontario Ministry of Education. Its stories record a splendid coming-together of students, parents and school staff in numerous activities from hockey to picnics. Home and School gets a curt nod. The reason is clear: The place of parents is summed up in one instance where parents are invited to join one of five committees: Youth, Sports,

Social, Parks, Teens. The final chapter of the book puts the question, "Does the school, in fact, want a tame community group that jumps and does things when the principal and staff ask?" The school board trustee is gently reassured: "It's better to avoid a hierarchical organizational format—especially when overly active, politicized community factions exist," and suggests, "Avoid excessive structures."

"The way it has worked out, the Home and School association has been absorbed by the community association," says Kirsti Jarvis. "We've had discussions about whether they wouldn't like, as parents, to form an education committee and affiliate with the Home and School Council." It is ironic that Home and School must now try to get back inside the "open doors."

As a parent or taxpayer who wants to see the education system upgraded, we are confronted by bureaucrats, civil servants, trade- and union-member guardians of the education Establishment. But they can't handle the job by themselves; they need us. Late as it is, let's put the public back into public schools by reviving Home and School. Its members can provide stability at a time when it is needed more than ever.

The necessity for involvement is there to be studied right now, in Quebec. There, Home and School is growing, active, political—mad as hell. The non-French-speaking population—20 percent—was

See WATCHDOG, page 12



We work with all kinds of Kids.

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Every one of these teenagers has a family who has problems, problems so tough that the parents cannot take care of the kids anymore.

Youth Emergency Service program is one way you can help in providing this specialized service to teenagers in crisis. You can offer short term beds for teens to help them over a rough period in their lives. An honorarium is paid to you for your service and availability. You receive this in addition to regular emergency board rates provided for each teenager placed in your home.

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Community Resource Development Division

WATCHDOG from page 11

hit by the hammer blow of Bill 101, the Charter of the French Language.

Says Betty O'Connell, past president of the Quebec Federation: "The children are being used as political pawns, so we are into the political area provincially and federally. We are the leading force to stand for human rights for children regarding choice of language in education. We are the only independent, voluntary provincial organization in the English-speaking educational system."

In taking its stand for freedom of choice for parents—all parents—to select the language of instruction for their children. Home and School is also fighting to keep the cultural rivers flowing: French, Protestant, Jewish, immigrant. Its campaign to raise funds to fight Bill 101 in the courts is the \$1.01 Fund—people are asked to contribute \$1.01 to the cause.

It picketed the Premiers' Conference in St. Andrew's, New Brunswick last August, to be a visible presence for the English-speaking minority of Quebec that had no representation at the conference. Two hundred members blitzed Ottawa in October, calling on members of Parliament to express concern over Bill 101.

The Quebec Federation is also firing at federal grants for bilingualism—on which some \$300 million has been spent on the bilingualism-in-education program—because none of this money has gone into the teaching of French to English-speaking Quebec children in the English schools, nor for the betterment of English-language schools in Quebec.

English-speaking teachers are being severely declassified. The book-buying policy of the Ministry of Cultural Affairs has increased the cost of English textbooks and dried up many sources of supply of books in English for English-language schools.

School committees, sponsored by the Quebec Government through Bill 27, hurt Home and School for a time. When English-speaking parents realized they provided no voice at the provincial level for the English-speaking, Home and School numbers began increasing.

From the front line, Betty O'Connell says, "We wonder if people realize that everything that happens here has a direct effect on the rest of Canada. Other Federations must be more effective."

The Quebec Federation is fighting for something we take for granted: Parents have a right to share in the educational process. We are full and equal partners with principals and teachers; through school boards and provincial bureaucrats we can, using intelligent parent-power, improve our complex education system—and refurbish our historic, democratic freedoms.

It will take vigilance and effort to have our kids working at their potential, our teachers accepting compulsory arbitration in disputes, the whole Establishment functioning more responsibly.

The new Home and School will weigh curriculum content and insist on certain levels of skill—oral and written composition; on the ability to write out thoughts clearly, legibly and with due attention to spelling. "History of Canada" must be more than recycling "Our Native Indians." (In

"SOME FACTS ABOUT US"

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS provides a provincial focus and co-ordination for the efforts of local groups concerned with the education and welfare of the children and youth of this province.

Many factors affecting the learning climate in your

child's classroom are decided by policies made at levels beyond the school, the community or the board—YOUR group can be effective at regional, provincial and national levels (as well as locally) through its affiliation with the **QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS**.

BRIEFS SUBMITTED BY QUEBEC FEDERATION OF HOME & SCHOOL

JUNE 1978 Brief on the GREEN PAPER on primary and secondary education in Quebec.

JANUARY 1978 Submission to the task force on CANADIAN UNITY.

JANUARY 1978 Presentation to the PSBGM regarding CHARGES TO OUTSIDE ORGANIZATIONS. Recommendations for a NEW SYSTEM OF THE COLLECTIVE AGREEMENTS of school boards and regional boards for Protestants.

DECEMBER 1977 Recommendations for a NEW SYSTEM OF THE COLLECTIVE AGREEMENTS of school boards and regional boards for Protestants.

SEPTEMBER 1977 Petition of QFHSA to the Governor-General in Council REQUESTING REFERENCE TO THE SUPREME COURT OF CANADA OF BILL 101.

JUNE 1977 A policy statement to the Parliamentary Committee RESPECTING BILL 101 (English and French versions).

APRIL 1977 Brief to the Secretary of State regarding FUNDING OF FEDERAL-PROVINCIAL PROGRAMS FOR BILINGUALISM IN EDUCATION after the end of the present program, March 1979.

DECEMBER 1976 Response to the REPORT OF THE SCHOOL BOARD REORGANIZATION COMMITTEE of the School Council of the Island of Montreal.

APRIL 1976 Brief to the Minister of Education, Province of Quebec, ON THE USE BEING MADE BY THE GOVERNMENT OF QUEBEC OF THE FORMULA PAYMENTS RECEIVED BY QUEBEC (English & French versions).

FEBRUARY 1976 Position statement on TEACHER CONTRACT NEGOTIATIONS.

SEPTEMBER 1975 Brief on the GREEN PAPER ON IMMIGRATION.

FEBRUARY 1975 Position paper regarding 1. The regulation on the COMPULSORY ENROLMENT OF PUPILS and 2. the draft regulation on the KNOWLEDGE OF THE LANGUAGE OF INSTRUCTION.

APRIL 1975 Brief on SCHOOL BOARD REORGANIZATION.

OCTOBER 1974 A position paper on MEASUREMENT & EVALUATION.

JUNE 1974 A position statement regarding BILL 22 (English & French).

MARCH 1974 Brief regarding the CUMULATIVE SCHOOL RECORD.

JANUARY 1974 Brief on TEACHER CLASSIFICATION.

DECEMBER 1973 Brief on CEGEPS

SEPTEMBER 1973 Petition re QUEBEC BOOK BUYING POLICY.

JANUARY 1972
NOVEMBER 1971
FEBRUARY 1970
AUGUST 1969

Brief regarding REGULATION SIX.
Brief regarding BILL 28.
Brief on BILL 62.

JANUARY 1969
OCTOBER 1968

Submission on the POSITION OF THE FRENCH LANGUAGE AND ON LANGUAGE RIGHTS in the Province of Quebec.
Brief on BILL 85.
Brief "A Dual Language Education System for Elementary and Secondary Schools in Quebec" with the Dual Language Education Committee.

MARCH 1968

Tabulation of grass-roots opinions re proposed restructuring of education in Quebec. Report of SEX EDUCATION committee. Brief on Vols. 4 and 5 of the REPORT OF THE ROYAL COMMISSION OF INQUIRY ON EDUCATION (Parent Commission). Statement regarding GUIDANCE in the schools.

MAY 1967
NOVEMBER 1966

Brief to the Family Superior Council. Brief to the Royal Commission on BILINGUALISM AND BICULTURALISM.

MARCH 1966

Brief to the Quebec Royal Commission on TAXATION.

OCTOBER 1965
OCTOBER 1965

Brief to the Royal Commission on EDUCATION of Quebec.

SEPTEMBER 1964

Request by QFHSA that the Premier establish FAMILY COURTS in the district of Montreal and elsewhere.

MAY 1962

QFHSA urged the Premier of Quebec to maintain the PRINCIPLE OF FREE PUBLIC EDUCATION.

1954

QFHSA made representations to provincial government re secondary education including Grade 12 and recognition of technical and vocational education as an adjunct to formal education.

MARCH 1949

Brief to Commission of Inquiry on Municipal and School Taxation re financing of Montreal Protestant School Board and boards outside Montreal.

1946

NOVEMBER 1945

As you can see from the foregoing, Quebec Federation of Home & School Associations has always been to the forefront when legislation detrimental to the students and the schools has been proposed or enacted in the past. By maintaining a strong provincial organization and strengthening our grass-roots support at a local level we can continue to present a strong united front on present and future areas of concern.

truth, our treatment of the Indians is a disgrace. As to their schools ... the high-school dropout rate for Indians ranges from 79 to 90 percent.)

A strong Home and School can insist, for the good of children, that inadequate teachers must go. Tenure, the guarantee of a lifetime job, must give way to a system whereby quality and merit set the standard. The coming generation must not have only aging teachers.

As one student council president at Toronto's Riverdale Collegiate put it, "The teachers who are leaving are young, and they are the ones involved in the clubs and sports after school. If we lose teachers and extracurricular activities, it's just going to make the enrollment drop even more."

The new Home and School will not scatter its fire on crosswalks, bike safety, hot lunch programs and the banning of non-returnable bottles, but will limit its turf to education. It will have more than enough to handle.

Home and School will continue to support fun nights and spring concerts, but in teamwork with the entire community, as part of the life of a healthy neighborhood.

"Considering the fact that public confidence in education is sagging these days," Tom Wells says, "the need for a congenial open-door policy in all of our schools has never been greater."

The new Home and School can build on this, use it. Standing toe to toe with the Establishment, it can insist on high-quality education, thus saving and enhancing many

teaching jobs. Home and Schoolers can get the teacher/pupil ratio way down, so that individualized teaching, with its benefits, is possible; it can ensure that children with special needs get help. The present lunacy of firing young, freshly trained teachers while children wait for help, or try to learn in classes of 28 to 35, must end. Competent teachers, principals and trustees are

about to learn that the new Home and School is the best friend they ever had.

Time is short. Action must begin this school year. Declining enrollment will lead to a decline in the quality of education if we do not step in.

The structure exists; all Home and School requires is a fresh focus, new strength that will shape it for a more vital role.

NEWS FROM



Here's great news for children under eight! Chickadee, a new Canadian magazine, is being launched by the editors of OWL, and early subscribers will get their first issue just in time for Christmas.

OWL, which celebrates its third birthday in January, has proven to be one of Canada's happiest magazine success stories. Its circulation has passed 80,000, making it one of this country's fastest growing magazines.

"We have always hoped that

Canadian children of all ages could have their very own magazines. That dream is now possible due to the enthusiastic support OWL has received from children and adults across the country," say OWL editors Mary Anne Brinckman and Anabel Slaight.

Like OWL—which is for eight- to twelve-year-olds—the new magazine for children under eight will aim to encourage young people's interest in the world around them in a way that is lively and fun. It

will have 24 pages filled with puzzles, games, things to make, colorful pictures to explore and stories to read alone or share with an adult. And then as a special treat in each issue there'll be a happy "surprise," such as a puppet, a jigsaw puzzle, a record or a poster. Chickadee's first surprise will be a giant fabric chickadee mascot to stuff and sew.

Chickadee will be published every month except July and August. Subscriptions—\$7 for ten issues, \$13 for twenty issues—are available by writing 59 Front Street East, Toronto, Ontario M6E 1B3. Single copies will sell on newsstands and at selected bookstores for 95¢.

For more information contact: Annette Nicholson, 59 Front Street East, Toronto, Ontario M5E 1B3. (416) 364-3333

CANADIAN EDUCATION ASSOCIATION CONVENTION, 1978:

'Quality education not yet achieved' by Joan Mansfield

The relationship between student and teacher is critical to quality education, according to Quebec's Minister of Education, Mr. Jacques-Yvan Morin. In spite of the large budget allotted to education over recent years, and in spite of the new structures and programs instituted in elementary and secondary schooling, no one is satisfied that educational quality has been achieved.

Mr. Morin was speaking at the opening of the Canadian Education Association's annual convention in Quebec City during the last week of September. His concern was echoed by the outgoing CEA president, Jacques Dubois, in his presidential address.

"We have passed through a period and rate of spending which will not return," said Mr. Dubois, "and in spite of this the school has not made any

significant improvement in the quality of its services ... a civilization is measured by the quality of its education."

Mr. Dubois called for a charter of the rights of students as a way to arrive at a consensus of respect for the student's powers for growth, his qualities and his capacities.

Quality education is children being taught together by a 'good' teacher, said Gerald McCarthy of the Nova Scotia Department of Education. And 'together' means just that, not after sorting into levels of ability or types of handicap. In the opinion of Nathan Divinsky, a member of the Vancouver School Board, quality education is not possible to achieve in a system which holds back brighter students in the cause of 'equality'. He expressed the view that the public image of

the teachers is 'lower than that of the postal workers'.

Whatever the role of the student-teacher relationship in quality education, "there is no room in the education system for mediocre teachers," said Mr. Dubois. He sees the commitment and involvement of teachers as the number one priority of the school. But the professional demands of their noble calling are difficult to balance with negotiated or imposed conditions of work.

Teacher quality

Many speakers at the CEA convention saw declining enrolments as offering an opportunity to exclude from teaching those who are poorly equipped or temperamentally unsuited to the profession. The screening of teaching candidates and the retraining of

teachers in light of new imperatives is possible when supply is likely to exceed demand, according to Dr. Robin Farquhar of the University of Alberta.

It seems likely that increased instructional competency will promote a greater respect by the student for the teacher, but it may not solve the problems of children suffering from deprivation or handicap. For these children, past CTF president Len Williams called for the school-planned organization of services to fill children's socialization and maturation needs and to meet society's demands. The school must also be more responsive to learners, in his opinion, especially the 12% below the age of 19 who were identified in the CELDICK report as being in need of attention and care because of emotional and

learning disorders.

Student quality

Teacher and student competency ranked high with school board member Divinsky. He asked for the school to have higher expectations of both teachers and students, with examinations to assess achievement and stimulate study.

Students whom the school has failed to motivate should not be retained in the secondary system, but should be able to defer their education until such time as they are ready and willing to learn, according to the Canadian Association for Adult Education's Ian Morrison. William Shallow of the Newfoundland Department of Education agreed that the alienation of youth indicates a need for later diversified opportunities.

"The real measure of success for elementary and secondary education," he said, "is the public's rate of participation in lifelong learning, in adult education."

CHANCES ... from page 7

peak in the late 1970s. Throughout the 1980s fewer young persons will seek jobs each year, thereby perhaps reducing unemployment. However, young job-seekers are currently numerous, and it may be the late 1980s before their ranks drop to a level that can be readily absorbed, even by an expanding economy.

Third in the series of 15 programs, "We Decide" focuses on social decision-making. A scarcity of school bicycle racks prompts a class to think of ways the problem might be solved and then to analyze each alternative.

TV EDUCATION:**Economics for children**

"Trade-offs," a major new TV series on economic education for children 9 to 13 years old, is being released this month for broadcast by approximately 250 stations, to several million pupils in Canada and the United States.

Four years in the making at a cost of approximately \$1,000,000, the series is designed to increase the students' knowledge of economics, build skills for using economic concepts and motivate them to take a greater interest in their economic world.

The series of fifteen episodes will also help students learn to think their way through economic problems and to understand how their economic decisions involve both costs and benefits to themselves and society. Using dramatization and special visuals, each episode deals with a fundamental economic problem stated in terms of events that are part of a child's daily life, emphasizes the economic principles and reasoning processes involved in coping with the problem, and introduces similar unresolved problems to stimulate classroom discussion and activities.

Funding for content development and partial funding for production of "Trade-offs" programs and related materials were provided by a consortium of 49 state and provincial agencies. Additional funding was provided through grants from 14 private foundations and corporations. Co-developers of the series were: the Agency for Instructional Television, an organization created to strengthen education through television and other technologies; the Joint Council on Economic Education, devoted to improving and coordinating economic education in the U.S. and the Canadian Foundation for Economic Education, which is committed to encouraging economic literacy in Canada. The Ontario Educational Communications Authority is a member of the 'consortium'.

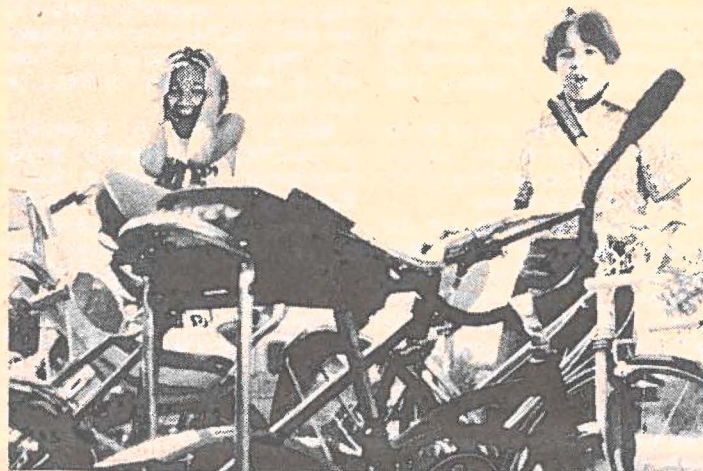
The series not only increases the students' economic problem solving ability to help them function as producers and con-

sumers, but it also gives teachers an effective teaching tool. "Trade-offs" is also designed to strengthen the social studies curriculum and enable schools to meet the need for economic instruction. In addition, it is expected to stimulate greater interaction between the community and its schools.

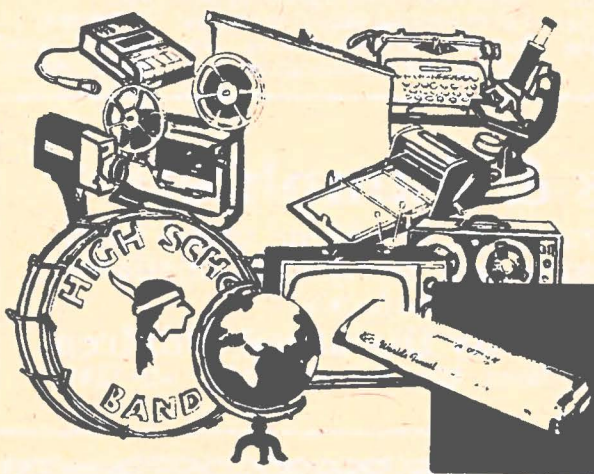
For example, in the segment dealing with social decision-making (lesson 3) children in a fifth grade class are faced with a scarcity of bike racks at their school. The students' first idea is to raise money to buy more racks but they soon discover that school policy prohibits this solution. They then think of alternative ways of assigning the limited number of spaces, and they draw up a list of their possible choices: to take turns using the spaces; to allocate space by drawing lots; to assign space by seniority; to assign space on a first-come, first-serve basis; or to allow those living farthest from the school to have first priority.

After studying and discussing all their alternatives, the class votes—but their final solution is not given. Instead, the film repeats the "Trade-offs" theme in an animated sequence designed to clarify the decision-making process for the real-life pupils watching the film. The viewers are then asked to discuss the process and decide how they would vote to resolve the issue.

An eight-member team of economic educators, classroom teachers, and curriculum specialists determined the objectives of each lesson and suggested strategies for achieving them through television and classroom instruction. The team based the program on two publications prepared by the Joint Council on Economic Education: Master Curriculum Guide in Economics, Part I, A Framework for Teaching Economics: Basic Concepts and Part II, Strategies for Teaching Economics: Intermediate Level (Grades 4-6). Principal consultant for the project was Dr. Phillip Saunders, professor of economics at Indiana University.

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INTERNATIONAL YEAR OF THE CHILD:

Honor children with high membership

by Tom C. Wilkinson,
President

Excerpts from a communiqué from the President of Canadian Home & School and Parent-Teacher Federation.

I do trust that your individual involvement in Home and School this fall has been as interesting and exciting as it has been for me. So much has been happening in the area of new and revived interest in Home and School here in P.E.I. that many of us have been run off our feet with requests for organizational assistance as

well as speaking engagements. I only hope when all is said and done that we will show a considerable net gain in membership, which is so critical to our provincial and national future.

Several provincial Federations are now involved with plans for International Year of the Child — 1979. If you have not established a special committee for this event, please do so immediately as your provincial plans should be finalized soon. Flora Priddle,

our National Chairperson for IYC 1979, has written to me this week advising that she is now operating at full steam after having to cope with two bouts of surgery. She promises much news in the next week or so. Despite her ailments, she has been in close touch with the Canadian Commission for IYC, and will provide you with all available information.

Meanwhile, you will recall that three of our main commitments to IYC included:

- increased membership — 100,000
- wide distribution of our brochure on Child Abuse and Neglect
- encourage participation in IYC by our Home and School locals as well as child service professions and fraternal groups in our own communities across Canada.

I urge you to become actively involved in the promotion of IYC now. Your interest and support are urgently needed if we are to fulfil our commitment to this International Year which we worked so hard to establish.

Kirsti Jarvis is presently preparing a national press conference in Toronto (both French and English media) regarding our participation in IYC 1979, and in particular our distribution of the Child Abuse and Neglect brochure. We cannot give you a definite date for this but will advise you of the date and more details in order that you can follow it up at the Provincial and Local levels.

Family night

You will recall that at our Annual Meeting last June we passed a resolution in which we agreed to encourage our membership to participate regularly in a weekly family night activity, in which all members of the family take part.

Recently I have spoken with several Local Associations in P.E.I. and the response to date

has been excellent. All we encourage is for all family members to commit themselves to one evening at home per week during which time the T.V. set is turned off, and the family participate together in planned games, activities, conversation and meaningful discussion followed by some favorite family treat. The main purpose — to foster better communication between the members of a family. This project can have tremendous ramifications for our families — try it yourself and then share this wonderful idea with your Executive and Locals.

Home influence

Doris Christie, our National Home Influences Committee Chairperson, has been in correspondence with me recently regarding her Committee's objectives for 1978-1979. She has isolated three major areas of concern and will be writing to all members of the Board of Directors in the near future, seeking your support and input.

I hope this communiqué at least gives you a little idea of some of the things happening at the National level. We are still in the process of preparing the numerous letters of concern requested as a result of motions approved at the Annual Meeting. As well, we continue to follow up previous



Tom Wilkinson
President, Canadian Home and School and Parent-Teacher Federation.

resolutions to which we have received little or no response.

In closing, may I remind you that millions of children in this country depend on us to be active partners in their intellectual, social and emotional development. We must not let them down. Communicate your thoughts and concerns for these young Canadians by sharing your ideas with us and each other. Please continue to keep me informed of your ideas as well as events in your Province and your National Committee. If I can be of any assistance please feel free to contact me. I look forward to hearing from you.

Get two copies of *The News*?

You shouldn't. But it can happen!

If you did receive two copies of this particular issue we apologize. The reason: it is because we are still mailing to last year's Home & School members as well as all families who have joined Home & School for the 1978-79 year.

For the next issue all of last year's names will be removed from the computer and only families joining this year (1978-79) will receive the

newspaper.

In the meanwhile, why not give your extra copy to a neighbor or friend, thereby helping your membership chairman? Do not forget Home & School is only as strong as the number of families it represents.

Just a note. If you have joined Home & School this year and you do not receive the next issue it is because your membership chairman has not yet sent in your list!

QUEBEC & NATIONAL FEDERATIONS:

Local awareness results in national guidance

by Sandra Keightley

During the Leadership Conference held on October 28, 1978, at Westmount High School, there were many questions asked about Quebec Federation's affiliation with the Canadian Home & School and Parent/Teacher Federation. It's hoped that the following will answer some of the questions raised.

As a paid up member of your local Home & School Association you are represented at the Quebec Federation of Home & School Associations through your president and Home & School Area Director.

The Quebec Association is in turn represented, by its attendance, at the National Conference held in June each year and at the mid-term meeting held each January.

The prime concern of Canadian Home & School and Parent/Teacher Federation is the development of emotionally mature, socially responsible, and economically efficient citizens through education in the home, in the school and in the community.

Among the many activities of this body are:

- Support to bring about opportunities for Indian children and youth equal to those of other Canadian children and youth.
- Support to bring about more effective use of radio, television, films and magazines in the total educative process.
- Promotion of legislation for the care and protection of children and youth and to foster an awareness of the responsibilities of citizens and parents. For example, in this regard a brochure of child abuse and neglect has been prepared and is being actively distributed.

The year 1979 has been designated as the "International Year of the Child". This is a good time to remind you that millions of children in this country depend on 'Home & Schoolers' to be active partners in their intellectual, social and emotional development. The children must not be let down!

For this Association to achieve these and other worthwhile objectives, a growing and active membership is essential. Become involved now by joining your local Association.

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Fund raising with a difference

by Mike Stephens

The main difference in the use of Première Passbooks as a fund raising project at your school is simply a case of saving dollars for the buyer.

Here's how it works. Première is a book filled with 85 passes for cash discounts at restaurants, theatres and entertainment. You and your guest enjoy one complimentary dinner with the purchase of a second dinner of equal or greater value up to the value of the pass for the location indicated. For instance, at Rib'n'Reef on Decarie Boulevard the saving is \$7.50. At Howard Johnson's it's \$4.50. At the theatre the guest's admission is free. There are passes for gourmet and international dining, fast food, and even golf and bowling. A well-known trust company gives a bonus of \$6.00 plus the regular interest on a \$100.00 account opened for three months.

Valid for one year, Première

'79 is good until October 31, 1979. Eighty-four percent of the passes are valid on Saturdays.

Various fund raising groups from school bands to students' councils and grad committees have used the idea successfully.

Now in its tenth year, Première is fund raising with a difference because it lets the buyer recoup his costs in full and have the benefits of further savings until October, 1979.

Selling at \$12.00 each, Première '79 is available to groups at \$9.00 per copy on a 30-day credit basis. All unsold copies in clean condition may be returned.

With a profit of \$3.00 per sale, it is an easy way to raise the extra funds your group needs to put your project over the top.

Many people purchase Première Passbooks for themselves and for Christmas gifts each year.

Further information is available by calling 842-6902, or Federation's office, 932-3664.

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FOCUS on the LOCALS

Lakeshore Presidents' Meet:

Plan with others

On November 1 an informal meeting of the presidents of several Lakeshore School Board Home & Schools was held. Motivated by concerns over falling revenue from present fund-raising enterprises, a meeting was called in order to share ideas and resources of present programs, and to discuss possibilities for future enterprises.

A decision was reached to consult with neighboring Home & Schools before setting dates for major fund-raising events and, in general, to support one another as the opportunity pro-

vides.

It was valuable to learn how other Home & Schools function within each school set-up, and to discuss approaches that facilitate harmony and accomplishment among the various institutions which support a school.

An atmosphere of mutual support and friendly rivalry prevailed and those present were sufficiently pleased with the evening to decide to hold another one early in the New Year. All presidents are welcome. If interested please contact Marg Ford of Thorndale Home and School, at 620-0509.

Jazz band champions



Ted West and members of the Hudson Macdonald Jazz Band awaiting the verdict of the judges at the Canadian Stage Band Festival held in Winnipeg.

The Hudson-Macdonald Jazz Band from Hudson and Ste. Anne de Bellevue, under the direction of Ted West, travelled to Winnipeg last April to compete in the Canadian Stage Band Festival and returned champions.

Competing against forty-four other bands from across Canada, they won the Intermediate Nostalgia competition for students 17 years of age and under with 94%. They also took the Junior Contemporary category for students 15 years and under with 95%. They placed second in the Intermediate Contemporary category and fourth in the Senior Contemporary competition, competing against students up to the age of 19.

Trumpeter Donald Beaupré was selected by the judges as the top player in the band and played in the All-Star band concert which was televised this fall on CBC.

The \$2,000 won by the band was awarded to the students who attended the Phil Nimmons Jazz Workshop in Toronto last July.

CORRECTION

Briarwood Elementary School's membership was incorrectly reported for 1977-78 as 10 and should have read 92 family memberships. Our apologies to their hard-working membership chairman.

WILLOWDALE:

Fun Fair

They are holding their third annual Fun Fair on Saturday, December 2nd, from 9:30 am till noon. Everyone is welcome to attend. Refreshments available.

There will be a home-baking table, books, crafts, bottle table, etc. This year they are also including an auction.

There is also a special room for the children with games and prizes suitable for youngsters.

WATERLOO VIVIAN GRAHAM:

Two new locals

Congratulations to the schools that have recently formed local Home & School Associations.

Waterloo Elementary — Art Beaudry, President; Ron Fava, Principal

Vivian Graham Elementary — Marion Daigle, President; Richard Lessard, Principal

Parents of both schools have shown a great deal of initiative, and have had the active support of their principals. We know that both locals will be active participants in the life of Home and School in this province, and we all look forward to working closely with them.

DORVAL HIGH:

A motley crew . . . But how it works!

The other day, one of the "concerned" asked me to write something about Dorval High School, something about the painting that we did. You might have seen an article concerning us in the Gazette last June, last July.

Prior to that, there has been talk of closing Dorval High School due to 'falling numbers'. We had the disease. We were one of those on the endangered list, the list for study for change in P.S.B.G.M. A euphemism.

Well, the long and the short of it is that we did not close. Last year, as a vote of confidence in the school, we painted the cafeteria. It most certainly needed it!

For us, it was a 'red letter day'.

Who were we?

Nobody special: a few teachers, a few parents, a few kids. The rank and file, a motley crew. The few!

We could have waited to have the work done. We didn't and we won't. We could lament our loss of numbers and revenue and we could wait for 'someone to do something.'

This year, just before graduation some of us patched the ceil-



ing to the school foyer. Who were we? A student, a teacher, a few parents. The few!

A 'concerned mother' volunteered to decorate the foyer planter with a dried floral arrangement to give, indeed, a warm and pleasing effect. Another vote of confidence for the school.

Over the summer months, we had a vote of confidence from

the PSBGM. The exterior of the school was painted. So was the fence around the premises. Earlier in the year, the northwest wall of the gymnasium had been insulated and covered in aluminum veneer. This, I think, should help keep out the north wind that blows in upon us.

Yes, we are alive and well and living in Dorval.



SUNNYDALE PARK: Among the 25 artisans participating in the 5th Santa's Sunnydale Fair, the ladies of Sunnydale Park tended Home & School tables ranging from the bake table (above) to the white elephant and plant tables. The day was a huge success.

COURTLAND PARK COUNTRY FAIR: 'The best yet'

This was "the best yet," the enthusiastic comment of Miss Mona Macnab, principal of Courtland Park School, when she reported on the success of the annual Country Fair.

Courtland Park Home and School Association's yearly fund raising event took place on Saturday, Oct. 21 at Courtland Park School in Dorval.

This community event is the major source of supplemental funds to the school. Last year the proceeds were raised to help pay for buses for student field

trips. Granby Zoo, Montreal Aquarium, Arundel Science Farm, Parc Safari Africain and the Parliament Buildings were a few of the sites visited.

This year's proceeds, almost \$3,000, will help buy new equipment and help pay for field trips.

There was a variety of crafts displayed by 39 vendors. Candles, pottery, silk flowers, leathercraft, macramé, wall hangings and decorations were popular items. As well there was a good selection of an-

tiques. Another popular spot was the flea market where all sorts of treasures were to be found. The home bake sale also proved a big success. All home baked goods were donated by the parents.

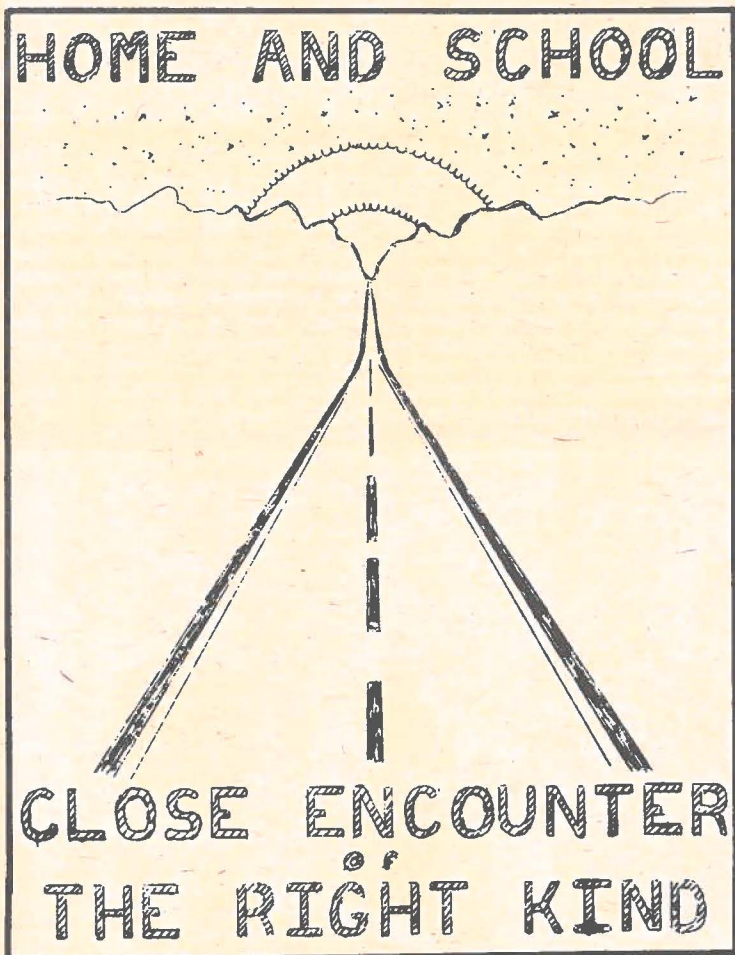
Under the able leadership of the principal, Miss Mona Macnab, and the Home & School President, Mrs. Norah Ramsay, and with the help of countless parent volunteers, the annual Country Fair was a huge success.

Plans are already underway for the 1979 'bigger than ever' Courtland Park Country Fair.

SLOGAN WINNERS



MEMBERSHIP SLOGAN: Winners in the recent competition run by QFHSA Membership Chairman Fay Richardson were **Waterloo Elementary School** (right) produced by one of its students and **Summerlea Home & School Association** (produced by Linda Larocque, Membership Chairman). Receiving the awards were Arthur Beaudry on behalf of Waterloo and Marilyn Skutnik for Summerlea. The presentations were made at the Leadership Conference, October 28.

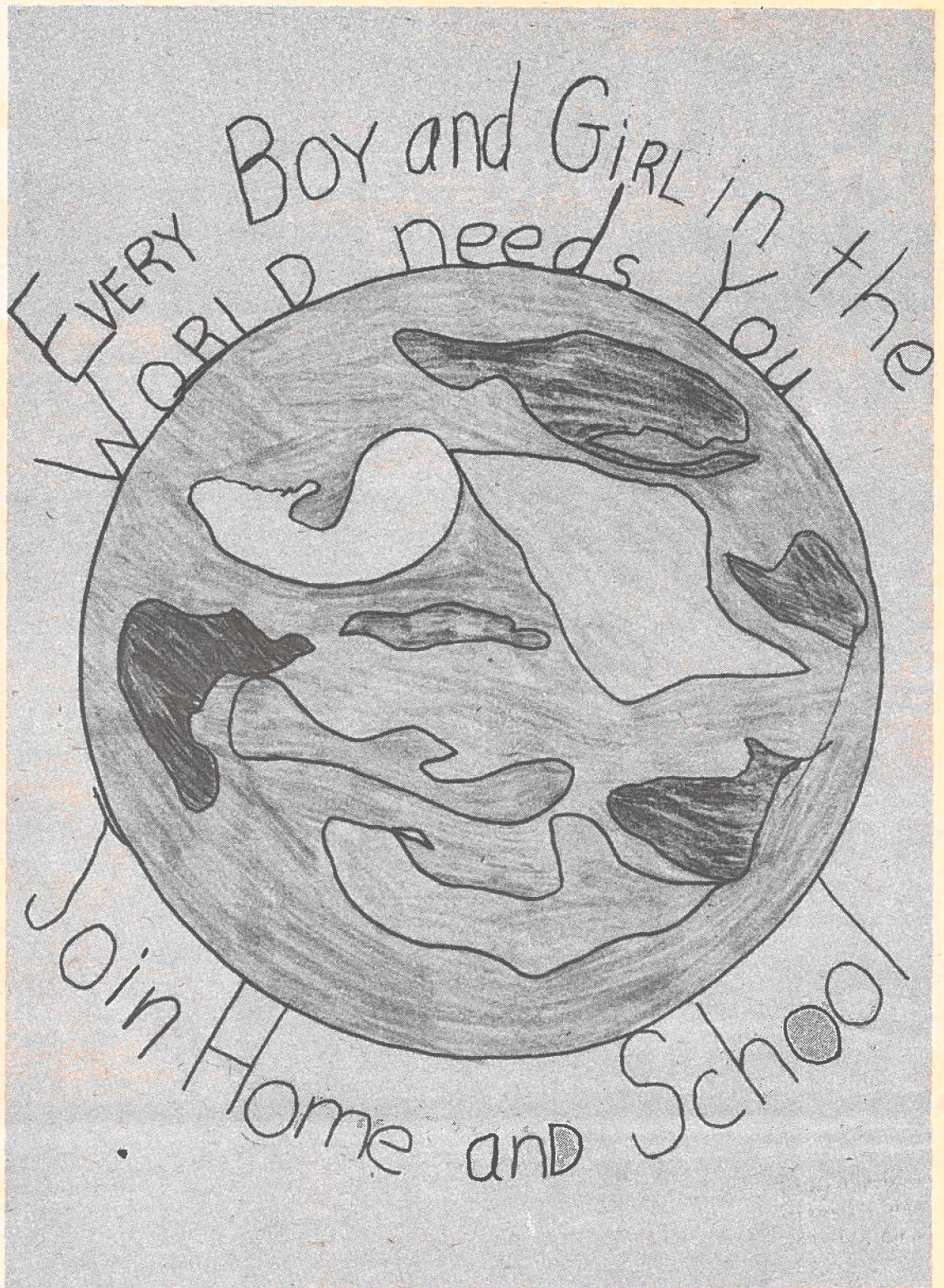


MEMBERSHIP

A new membership chairman speaking to a group of other membership chairman at the Leadership Conference said he would not have believed that all parents would not choose to support their children, their children's school and their children's education.

Throughout this province at this time Home and School membership chairmen are conducting their local membership campaigns. They, too, will have moments of disbelief and they need all the support that you can give them. Be proud to be a Home and School member. Tell your friends that by promoting membership in Home and School they are contributing to the educational development of their children. Remind them that there is a place for everyone in Home and School.

We need members—those who are willing to lead, those who are ready to follow, and others who can provide silent support by becoming members. So, in 1978-79 let's ask everyone to join Home and School and speak out on behalf of our children's welfare.



IMMIGRANT PARENTS:

Home and School is for all

To attract more immigrant parents to Home & School and to make them join and belong as members, here are some observations and suggestions.

It has been emphasized repeatedly that Home & School has an important part to play in the process of adjustment, and to go one step further, integration of immigrants, above all in the sphere of education. But the efforts of our organization are hampered to a great extent by the fact that most immigrants come from countries where there is little, if anything at all, in the form of a Home & School movement. Consequently, these people do not or do not care to know what it is all about, even though a number of them may be here for quite some time. They are indifferent to Home & School activities and there may be also a certain shyness adding to the problems, connected with lacking knowledge of language, with social standing, etc. This might even go so far that it could lead to a wrong belief that Home & School was not for them but only for native Canadians.

To overcome such problems, it should be established, particularly by local associations, which ethnic groups are involved and, if possible, the ap-

proximate number of each group.

Try to find one parent of each group who can speak English.

Arrange for these bilingual parents to be members of the local executive acting as representatives of each ethnic group.

See to it that these representatives become sufficiently well informed about the aims and objectives of Home & School in

Board Meetings

The dates of the next two Board meetings have been set as follows:

January 20, 1979

March 17, 1979

Local Home & School presidents, and members of their executive, are welcome at all Board meetings. If you are planning to attend please advise the office.

general, stressing especially that everybody can become a Home & School member, regardless of ethnic origin, religious belief or color, and about the activities of the local association in particular so that they are able to pass on this information to the members of their ethnic groups. Translations of Home & School's aims

and objectives, obtainable through our Federation office, will prove helpful in these efforts. Some of these representatives should be delegated to participate as observers in Federation board meetings, so that they may become area directors, in due course.

Have all circulars, notices of meetings, etc., translated into the languages of the ethnic groups concerned and distributed by the ethnic representatives, who could also assist local telephone committees.

Should it fit into an association's program, a general meeting could be devoted to an international evening with members of ethnic groups as participants. In case an association serves refreshments at meetings, have its various ethnic groups prepare some of their national dishes, suitable for the occasion.

In summarizing, everything possible should be done to make immigrant parents (new Canadians) feel that

- They are wanted as members,
- That their membership is important for them, for the local association and for federation,
- That there is no difference whatever between them and any other Home & School member.