



QUEBEC HOME & SCHOOL

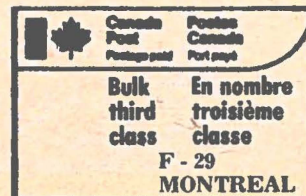
NEWS

"The Voice of the Parent in Education"

VOLUME 14 NO. 1

MONTREAL

SEPTEMBER 1976



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Membership Drive:

Olympian effort needed

Membership kits have been sent to all local Home & School Associations so that old and-or new Membership Chairmen will have the pertinent facts they need regarding the specifics of their membership drives.

It is not enough just to solicit the Membership Fee. There is an important product to advertise—that of active parental involvement in the educational sphere. Everyone involved in the membership drive must be able to explain to all members the scope that Federation's independent parental voice has upon the educational scene.

Q.F.H.S.A. IS THE ONLY INDEPENDENT PROVINCIAL VOICE OF ENGLISH SPEAKING PARENTS IN THE PROVINCE OF QUEBEC THAT IS OFFICIALLY RECOGNIZED BY THE GOVERNMENT.

In 1959 Federation applied for a Provincial charter and was incorporated by Letters Patent under the Quebec Companies Act.

"Federation was not created as a separate entity but as the sum-total of its local association and individual members. This principle has always been adhered to."

So wrote William Asherman in "A History of Quebec Home & School." He added: "Federation has developed into an important factor on the Quebec educational scene, recognized and consulted by the Provincial Government and all organizations in the Province connected with education."

It is essential to know who and what the Federation is in order to effectively make use of its organizational potential. This teaching exercise must occur annually in every local Home & School Association. Federation is one of the "tools" to be used to keep the educational system on its toes—to strive for the best system the educational tax dollar can provide. One parent alone cannot do this, but parents, organized together, can and do cause changes to occur. Federation is such a group, and since the educational system is still far from perfect, there is always work to be done.

Consequently, the Federation relies on each local Home & School Association to fulfill its provincial commitment; it relies on informed executives and membership chairmen to strive for the highest family membership possible; it relies on the individual family to acquire its annual membership without waiting to be asked. The aim is to increase total membership again this coming year—it's a positive way to show active support and interest in the education of our children!

"The Protestant Schools of the Province of Quebec are once again opening their doors to many thousands of children throughout the territory. On this happy occasion, I wish very sincerely that peace, harmony, mutual understanding and a degree of superior quality will prevail everywhere for the benefit of all those involved in the world of education, particularly our children. May I congratulate the Quebec Federation of Home & School Associations on continuous efforts & support to achieve these goals."

Hon. JEAN BIENVENUE
Minister of Education



At a Quebec Federation of Home & School Associations' meeting, held September 2nd, attended by the Presidents of Home & School Associations in the Protestant School Board of Greater Montreal area, the following statement was unanimously approved, with one abstention on technical grounds, on the subject of teacher workload in the Teacher-Contract offer that has been made to the Provincial Association of Protestant Teachers.

As most members are aware, the issue of "workload" is the last major barrier holding up agreement on a new Teacher Contract in the Protestant Sector.

Also, as generally known, the workload offer made to the CEQ and PACT is lighter than the last workload offer to the PAPT. As the salaries are the same in

STATEMENT BY THE BOARD OF DIRECTORS OF QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS TO ALL PARTIES IN THE TEACHER CONTRACT NEGOTIATIONS.

Closure of the schools, by whatever party or parties because of failure to come to a negotiated agreement, is not acceptable to our Federation. Therefore, we insist that all parties continue with active and meaningful negotiations so as to reach a negotiated settlement as early as possible before September 1976.

Any agreement reached must be in accord with our Federation's position, which we have constantly reiterated to all parties in the Teacher Contract Negotiations, namely Government, School Boards and Teachers.

We further require that as parents concerned with all children and our educational system in this province that all parties pay heed to this statement.

June 29th, 1976.

WORKLOAD - THE DILEMMA

Quebec Federation's difficult decision on position and related explanatory comments.

each case, the PAPT is pressing for a similar, lighter, workload on the principle of equal work-equal pay, and concentrates on the comparison with the Catholic teachers in this Province rather than the comparison with the workload levels in other Provinces, which to the best of our knowledge are higher in varying degree than the current QAPSB offer to the PAPT.

In the opinion of the Protestant Boards' administrative staff, the workload levels demanded by PAPT would render it impossible to maintain existing Protestant sector educational programs. These programs, reflecting in the main parents' requirements, entail a heavier teaching workload than the Catholic system due to more extensive second-language teaching arrangements, employ more specialists at the expense of teacher-pupil ratios, offer a wider choice of curricula, and do not utilize study hall arrangements which group a large number of students under one teacher.

In short, therefore, a teaching workload reduced to the extent demanded by PAPT, i.e. the Catholic system level, cannot be reconciled with the continuance of programs now in effect in the Protestant sector, under the

(The term "workload" as employed here denotes the aggregate of all in-school teacher duties comprising actual teaching time; subject preparation and marking etc., supervision duties, and is obviously inter-related with class size. This all inclusive term is employed here as a discussion in terms of the individual components, would be more confusing and excessively long.)

present teacher allotment restrictions set by the Government.

In addition to the foregoing, the following factors had to be taken into account by Quebec Federation before arriving at a position decision:

(a) We cannot support any position which in our view would entail an interim or longer-term degradation of existing educational standards;

(b) In some degree we criticize Boards of their apparent past failure to insist with sufficient vigour on the additional teacher allotment necessary to meet the Government's second language

See DILEMMA, p. 12

See also pages 2, 12 and 13 for other items on this subject.

Editorial:

Comments & opinions

The system is different

Each September brings a new school year; a new beginning for excited children for whom the summer's round of activity has dulled. A new beginning, we have hoped this year, for peace in the school system with the ugly memories of winter removed. These have been dashed and bitterness threatens to well up again further eroding confidence in the public school system.

The English Protestant community has failed their teachers in the past, allowing them to face the humiliation of declassification alone. We were too busy with our own concerns or too cynical about our position as a minority in this province. We rationalized the problem; in a Quebec motivated by "maitre chez nous". It seemed inevitable that reform be based on the French rather than the English experience.

Now the militancy of the Protestant teachers threatens their own community. To accept the reality of "becoming" a minority requires a painful readjustment. We do not, much as PAPT would like to believe, have a school system similar to that employing CEQ or any other school board in Canada. The pedagogical and administrative implication inherent in the second language requirement for English speaking children makes that impossible. Either we were given more teachers and more money for what had to be done or we had to achieve this additional priority within the same budgetary norms and with the same pupil-teacher ratios.

Our children are being educated at a time of great social change. We cannot allow our teachers in their quest for equal pay for equal work to inhibit the scope of the program that can be offered in our school system. The challenge that our students face is too great. The tragedy is that provincial negotiations were allowed to encompass, in such minute detail, aspects of a teacher's working day which take no account of the enormous diversity of geographic and social conditions in Quebec.

Control of education must be returned to the School Boards of this province to allow the community to develop schooling in response to the need of children. The English Protestant population must stand firmly behind that conviction. Neither the respect we have for the many good teachers in our class rooms, nor recognition of past injustices should blind us to the wilfully destructive pursuit of self interest on the part of the leadership of PAPT.

—M.D.

Education - it's not only in classroom

Sir,—There has been a good deal of comment about the workload of Protestant teachers.

Since I have the responsibility for secondary schools in North Island, I shall not comment on the implications of the elementary teachers' workload other than to state the obvious: Elementary teachers, under this offer, will teach about 45 minutes per day more than secondary teachers.

I would like to comment on the workload of secondary teachers and its implications—for

Protestant education by giving some specific examples taken from North Island schools. The examples for 1975-76 are pertinent since the teacher's instructional time for that year approximates that in the last PAPT offer. Based on 183 days, the number of teaching days designated on the calendar for North Island schools in 1975-76, secondary teachers taught 225 minutes or 3.75 hours each day.

Supervision of students during their total time in the school has long been a practice of public school education, is required by

Autonomy traded for opportunities

This letter relates to the recent publication of the revised Regulation of the Protestant Committee of the Superior Council of Education concerning the recognition of schools designated as Protestant. By virtue of the Superior Council of Education Act, the confessional committees have, as one of their responsibilities, "to make regulations to recognize confessional educational institutions as either Catholic or Protestant . . ."

In the Province of Quebec two autonomous confessional systems evolved over a period of more than two hundred years in direct response to the different religious beliefs and cultures of the two founding peoples. Before Confederation two separate and distinct confessional systems of education had developed and were established by common consent of the respective Protestant and Catholic peoples.

Since 1964 much of the autonomy of the school boards has been traded for increased accessibility and variety of educational opportunities. However, the Protestant Committee believes that these later advantages can be retained while according greater responsibility for the operation of schools to confessional regional and sector boards.

Protestant Education by its very nature is multi-confessional. It cherishes the right of the individual to his own personal beliefs. It fosters brotherhood

and respect for the religious views of others. Basic to Protestantism is the transmission of the Judaeo-Christian and biblical heritage. The Protestant Committee believes firmly that those values nurtured in Quebec for over 200 years have even greater significance in today's pluralistic society—concepts of human dignity and brotherhood, individual responsibility, the encouragement of diversity in the search for ultimate meaning—buttressed by belief in the democratic process.

The Regulation reflects these values of Protestantism. It is intended to help children to understand their heritage through a study of the Bible and other religious teachings of mankind. The courses in Moral and Religious Instruction (MRI) are designed to be informative rather than authoritarian, so as to protect the child from indoctrination or manipulation. In addition, exemption is available on a basis of conscience.

It is the intention of the

Protestant Committee to implement its Regulation in consultation with parents, teachers, students, administrators and commissioners, so that a school known as Protestant will, in fact, be distinguishable and identifiable by the values fundamental to the Judaeo-Christian heritage, which it espouses.

The Protestant Committee each year has granted provisional recognition to all schools under the jurisdiction of Protestant school boards. For full recognition a Protestant school must offer courses in Moral and Religious Instruction, approved by the Protestant Committee.

We invite educators and parents to work together with the Protestant Committee to affirm and extend the distinctive values of their Protestant schools.

Sincerely yours,
Francis W. Slingerland

Chairman
The Protestant Committee of
The Superior Council of
Education

History exam a real puzzle

Sir,—The following objective-type question was asked on the June 1976 world history provincial examination:

"Which of the following statements accurately describes U.S., Chinese and U.S.S.R. actions in the aftermath of the Second World War?"

"(A) In the partition of Europe, the Americans kept for themselves the lion's share.

"(B) The Russians, faced with American demands, gave up on their bid to partition Germany into occupation zones.

"(C) Sino-Soviet relations did not involve any confrontations.

"(D) Red China turned her back on the Americans after 1949.

"(E) The Americans upheld continental China against communism."

Can someone please tell us what the answer should be?

At the end of a long and frustrating academic year, senior history teachers were presented with the final "piece de resistance": secondary school leaving examinations in world and classical history. Our criticisms of these examinations centre on four themes:

1) Lack of scholarship in making up the questions, e.g., No. 27, World History exam:

"The only country in South-east Asia which has never known Western colonial rule is: (A) Cambodia, (B) Laos, (C) Vietnam, (D) Malaysia, (E) Thailand."

Which is the answer? It cannot be Cambodia, Laos or Vietnam, because all three were part of French Indo-China. Malaysia was part of the British Empire; and a sizable portion of Thailand, i.e. East Siam, was also an integral part of French Indo-China. Therefore, all five answers are incorrect!

2) No criteria of value, i.e. no scale of importance of themes and points.

An example of this would be No. 3 of the classical history exam:

"Locate Tyre, the site of Alexander the Great's fiercest battles on the map."

The student is confronted with an elaborate map of the Persian Empire (559-330 B.C.). In all

seriousness, what possible significance does Tyre have in the broad scheme of ancient history? Another blatant example of a question lacking in criteria of value is No. 22 on this same exam. The correct answer was "The beauty contest won by Aphrodite." The same principle applies to this question as to the one on Tyre.

3) Vagueness. Example, No. 39 (World):

"Professor Noam Chomsky has described the Soviet system as a form of 'totalitarianism' and the American system as a 'totalitarianism with a difference.' Which difference would you choose to illustrate what Chomsky meant?: (A) Wealth and influence, (B) Freedom of speech, (C) Technology, (D) Ideology, (E) Armaments."

Remember that this is an objective type exam corrected by a computer. Unfortunately, the question requires interpretation based on a flimsy document.

4) A paucity of imagination.

a) e.g. No. 32 (Classical): In this question a sketch of a building with a classical facade is provided. One of the possible answers given as an example of this architecture is "an early Canadian post office." Certainly, a very possible answer in a classical history exam!!!

b) e.g. No. 46 (World): "The terrorist attack at the Munich Olympics had as its basis" . . . One of the alternative answers was "demands to free FLQ political prisoners." What a fertile imagination!

In the early 1970s the basis of criticisms of provincial examinations in history was the objective format used to test a subjective discipline. Our examples clearly illustrate the bankruptcy of such an approach.

Jerry Weinberg,
Dennis Cato,
Kathleen Panet,
Montreal.

The writers are members of the social studies department, Pierrefonds Comprehensive High School.

This letter originally appeared in the MONTREAL STAR.

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views known -
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School - and
send letters
(short please)
to the NEWS

law and is a responsibility of every school board. It is recognized by teachers and the public that public school education encompasses more than just that which happens in the classroom. The process of education is continuous and will be positively affected by teacher-pupil interaction during the entire school day.

This is not to say that every teacher should be on continuous duty from the moment the first student arrives until the time the last student departs. It does mean that if education is to be promoted as more than a classroom activity, teacher contact with and supervision of students are needed during the school day.

In North Island, part of the responsibility for student supervision has been taken over by non-teacher supervisors, but there is also a teacher supervision schedule. The actual time involved for the teacher varies according to the enrolment of the school because it is on that basis that the staff power (number of



Quebec Home & School NEWS

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

Editor, Dorothy Chant; Editorial Board: Maybelle Durkin, Gillian Hayes, Joan Mansfield, Gordon Perry, Lenore Rapkin, Fay Richardson; Advertising, Sandra Keightley.

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See EDUCATION p. 12

Highlights of the June Board Meeting

The QFHSA Board of Directors met on Friday, June 18th, at the PSBGM offices on Fielding Avenue in Montreal. Three local H&S Association presidents attended as observers.

BUSINESS

The Board voted to set an obligatory \$15 Conference Registration fee for local associations to fund annual and special conferences. B. Milne-Smith (Lakeshore) was appointed AGM Conference Chairman for 1977, and the AGM date was set for April 29-30. Vice-President D. Chant was approved as Editor of the H&S News, and S. Dutton as chairman of the Bill 22 Fund committee.

The situation with regard to agreements between Catholic and Protestant boards for the education of English-speaking students is to be studied by a committee chaired by M. Durkin.

Action is to be taken on the recommendation that QFHSA request increased English-language communications with the Superior Council of Education at its meetings and in its documents.

COMMITTEES

RESOLUTIONS proposed, and had adopted, the recommendation that a school nurse should have, as a minimum requirement, a fluent understanding of the language of the school.

MEMBERSHIP kits are to be sent out during the summer months, and it is hoped to send copies of the H&S News to all Protestant schools in the province through their school boards.

The STRUCTURE committee received permission to distribute a questionnaire to help in the evaluation of QFHSA structure.

The brief on BILINGUALISM GRANTS has been sent to the Minister of Education but no interview date had been set.

TEACHERS' CONTRACT

The Poirier Commission submission to the government was reported as fair. Reaction to the recommendation that schools remain closed in September in the absence of a settlement was adverse as a result of H&S concern that children have a legal right to education and that teachers would suffer severe financial hardship. The Board insisted that all parties carry out their responsibilities in negotiations.

AREA REPORTS

Eight Directors reported on area concerns. In September, after the deadline date for nominations to Area Director, QFHSA Executive is to appoint representatives for those areas with vacancies for approval by the Board. An area with more than 1,000 members is eligible for more than one Area Director. Vacancies on the Board seriously inhibit the functioning of the Board of Directors.

SMOKING

In view of H&S support of non-smoking campaigns, the President asked that members practise what they preach and avoid smoking, especially in enclosed areas (like H&S meetings).

PRESIDENT'S MESSAGE



Elizabeth O'Connell
President

In the spring of 1975, Ecole Au Clair was closed by parents who rejected the educational reforms introduced by teachers. It was clear then that the community felt that education should be in the hands of the parents rather than teachers — they resented the imposition of ideas that they neither understood nor approved.

The incident was an interesting indication of the climate that has been developing in Quebec over the last few years. This problem has now assumed critical proportions.

Without prejudice, our membership has been open to everyone — students, parents, teachers, administrators, school commissioners and school committees — for without input from these various elements of the educational community, little of lasting benefit can be achieved.

Because of our long experience in parent participation in education, Quebec Federation of Home and Schools made the strongest proposals to the government regarding the formation of School Committees to have parents, many teachers and school administrator participate on an equal footing. We know that good schools are those in which professional educators and parents

are able to work together to achieve common objectives.

The fractionalization of the educational community into its diverse elements has isolated the teacher from his community and has made it more difficult for productive communication between administrator, teacher and parent.

This isolation has resulted over the last eighteen months in a growing lack of concern by our teachers for anything other than their demands.

The recognition of a problem is the first step towards its resolution. In spite of the difficulties that the negotiations have created, as president of QFHSA I shall make every effort to reactivate the Presidents' Committee.

Leadership at the top is vital if we hope to bridge the chasm between professional educators and the community they are supposed to serve.

Federation represented at negotiating table

Following a request by the President of Quebec Federation, the Government, Q.A.P.S.B., and P.A.P.T. agreed to Federation representation at the P.A.P.T. negotiating table as independent observers. This took effect when negotiations resumed July 26, 1976.

Accordingly the President and Chairman of the Teacher Negotiations Committee covered meetings on July 26th, August 2nd, 3rd, 5th and 11th in this capacity.

As generally known, negotiations are currently in abeyance following P.A.P.T.'s rejection of the latest Q.A.P.S.B.

workload offer.

Quebec Federation's position on this and other latest offers in respect of salary and job-security are given elsewhere in this issue.

Acceptance of the President's request by the three parties concerned can be considered in some degree to be an indirect tribute to the consistent, and impartial, position of Quebec Federation from the outset of these negotiations.

It also reflects recognition of our Provincial charter, province-wide representation, independent status; and the public opinion influence of Federation's membership.

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Enclosed is \$3.00 for a year's subscription to the QFHSA News.

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H&S Anti-Smoking Campaign:

Under 16's can't buy or smoke says Federal Law

As part of a continuing campaign to stop young people, and older ones too, from smoking, H&S News publishes, without comment, the Federal Law as it stands.

CHAPTER T-9

An Act to restrain the use of tobacco by young persons

1. This Act may be cited as the Tobacco Restraint Act.

2. Every one is guilty of an offence and liable on summary conviction in the case of a first offence to a penalty not exceeding ten dollars, and in the case of a second offence to a penalty not exceeding twenty-five dollars, and in the case of a third or subsequent offence to a penalty not exceeding one hundred dollars, who, directly or indirectly, sells or gives or furnishes to a person under the age of sixteen years any cigarettes or cigarette papers, whether for his own use or not, or sells or gives or furnishes to such person tobacco in any form other than cigarettes, which tobacco he knows or has reason to believe is for the use of that person.

3. It is the duty of any constable or person having the powers of a constable, or person authorized so to do by any authority or person having power to make such by-law, to seize any cigarettes, cigarette papers or tobacco in any form other than cigarettes in the possession of any person apparently under the age of sixteen years whom he finds smoking or chewing or about to smoke or chew tobacco in any street or public place.

4. (1) Every one is guilty of an offence and liable on summary conviction in the case of a first offence to be reprimanded, in the case of a second offence to a penalty not exceeding one dollar, and in the case of a third or subsequent offence to a penalty not exceeding four dollars, who, being under the age of sixteen years, smokes or chews tobacco in a street or public place, or purchases or has in his possession, whether for his own use or not, any cigarettes or cigarette papers, or purchases or has in his possession for his own use tobacco in any form other than cigarettes.

(2) It is the duty of the justice to examine upon oath or affirmation all persons brought before him who are found guilty of violation of this section, as to where or from whom such persons purchased or obtained the

cigarettes or cigarette paper or tobacco found in the possession of any such person; and the refusal to give such information to the satisfaction of the justice shall be deemed a contempt of the court.

5. (1) If, on complaint to a justice, it is established to his satisfaction that an automatic machine, for the sale of cigarettes, cigars or tobacco in any form, kept on any premises, is being used by persons under the age of sixteen years, the justice may order the person on whose premises the machine is kept to take such precautions to prevent its being so used as are specified in the order, or, if necessary, to remove the machine within any specified time.

(2) Every person is guilty of an offence and liable on summary conviction to a penalty not exceeding twenty-five dollars and to a further penalty not exceeding five dollars for each day during which the offence continues, who refuses, fails, or neglects to carry out the directions of any such order.

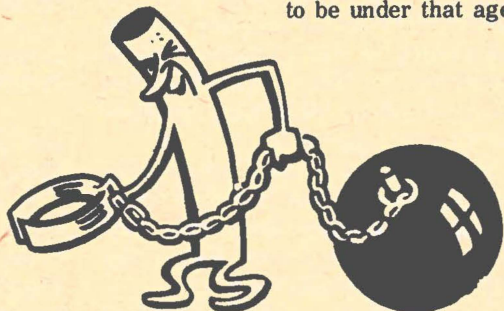
(3) Any person upon whose premises there is any such machine may himself or by his agent seize any cigarettes, cigars or tobacco obtained from such machine and in the possession of any person apparently under the age of sixteen years using such machine or smoking or about to smoke such cigarettes, cigars or tobacco.

6. The provisions of this Act, other than those which make it an offence for a person under the age of sixteen years to smoke or use cigarettes or cigarette

papers, or tobacco in any form, do not apply to any case where the minor is employed for the purposes of his business, by a dealer in tobacco, either wholesale or retail.

7. For the purposes of this Act the word "cigarette" includes any small cigar made of tobacco rolled up in paper, tobacco leaf or any other material.

8. For the purposes of this Act any person who appears to the justice dealing with an information or complaint hereunder to be under the age of sixteen years shall be presumed to be under that age unless it is



shown by evidence that he is in fact over that age, and the provisions of the Criminal Code relating to the proof of the age of young persons apply to offences under this section.

Basic Skills for Adults

PSBGM helps adult illiterates

Among English-speaking adults on the Island of Montreal, there are probably 10,000 who are 'functionally illiterate,' estimates the PSBGM Adult Services Department.

'Functionally illiterate' is defined as being able to read and write only at a level below the average for Grade 4 or thereabouts.

FREE COURSES

To help such people, the PSBGM last year offered free courses in reading and writing English at various schools scattered over the Island of Montreal. The courses ran for three hours a night, for one night a week; one class was held during the daytime. Classes were small, with six students being the average. Seventy-five students were reached by the program.

RESULTS GOOD

Teachers in the adult literacy program were all qualified and experienced in the teaching of reading. The methods and materials they used varied according to teacher preference,

To Local Associations

Who is your Area Rep on the QFHSA Board of Directors?

WHAT THE AREA REPRESENTATIVE DOES

1. Represents your Association on the Board of Directors.
2. Acts as a personal link between QFHSA and your Association.

WHY?

So that all local Associations will FEEL AND BE an integral part of QFHSA.

So that local Associations will be reminded to give 'equal time' to provincial H&S matters at their business meetings.

HOW?

By attending regular and special meetings of the QFHSA Board of Directors, and the QFHSA Annual Meeting.

By being familiar with the constitution of QFHSA.

By assisting local Associations, both old and new, where needed.

By making sure that local Associations take advantage of the opportunity for local H&S

members to serve on QFHSA committees.

By promoting in the area both provincial and national H&S projects.

REWARDS

The opportunity for experienced H&S-ers to extend their knowledge and activity in H&S to other locals and to the provincial level.

PLEASE BE SURE YOUR AREA REPRESENTATIVE ATTENDS OCTOBER 2nd BOARD MEETING—

The knowledge that H&S will stay alive and well in Quebec through good communication up and down the line.

YOUR LOCAL ASSOCIATION IS THE BACKBONE OF PROVINCIAL AND NATIONAL HOME & SCHOOL. WHAT YOU DO AND THINK IS WHAT HOME & SCHOOL IS.

REGISTRATION DATES AND PLACES

Registration for the PSBGM courses to be held during 1976-77 for those who wish to become functionally literate will be held as follows:

HIGH SCHOOL OF MONTREAL	September 20, 21, 22 & 23 between 7 and 9 p.m.
LORNE, ROSEMOUNT & NORTHMOUNT	September 20 & 22 between 7 and 9 p.m.
VERDUN & WESTHILL	September 21 & 23 between 7 and 9 p.m.

These courses are FREE.

and visual aids were frequent. Reading texts used elementary vocabulary, but had adult interest.

The morale and effort of the adult students was high, and as a result of their eagerness to learn (and to do their homework), many achieved functional literacy within a few months. Teachers appeared to enjoy work with such students and most of them wish to teach again in the expanded program during 1976-77.

H&S CAN HELP

Getting the information that the literacy program is available to those adults who need it poses

a problem. Radio announcements are planned and televised information hoped for.

But perhaps the most effective way of guiding those who might be helped to the right place at the right time is through personal information disseminated through parent and community groups like H&S.

PSBGM points out that the purpose of these particular courses is to teach anglophone illiterates how to read and write English. Non-anglophones wishing to learn English should take a course in English as a second language. For francophone illiterates, there are courses offered by the Catholic school boards and by Manpower.

BED WETTING INFORMATION

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

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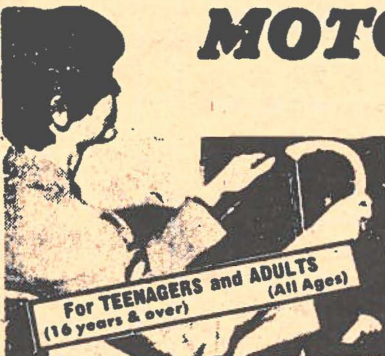
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Immersion works at all levels

In the workshop on French immersion programs held at the AGM last May, the panelists were Dr. Fred Genesee (Research Officer, PSBGM), Lise Billy (Consultant, Mille Iles S.B.), Florence Stevens (Teacher, Lakeshore S.B.) and Vance Patterson (Principal, Lennoxville Elementary School), under the chairmanship of Charles Barnes, Vice-President, QFHSA.

Dr. Genesee gave some of the results of research into the French immersion programs of the PSBGM, both elementary and Grade 7.

TOP PERFORMERS

They have succeeded in producing students who are able to perform at a much higher level in French than their counterparts in the regular French program.

The students do particularly well in such skills as reading comprehension and vocabulary, scoring at the same level as francophone students of the same age.

They can in no way be taken as francophone but they are certainly functionally bilingual and are able to converse in a relaxed and creative manner in French.

EQUAL RESULTS

Dr. Genesee's research shows that the academic achievements of children in French immersion and regular classes show no appreciable difference in other subjects. Children of lower than average IQ have no more trouble with French speaking skills than do the brighter students. In the rest of the program the same divisions appear as one would expect for the usual IQ spread.

VARIED MIX

Mrs. Stevens gave a brief outline of the immersion programs available in the Lakeshore Board: Grade 4 - 90 percent French, Grade 5 - 80 percent French, Grade 6 - 50-60 percent French, and Grade 7 - 40 percent French. A Grade 7 class is also offered for 'new entry' students in which 60 percent of the course is taught in French.

She described an activity-centered Grade 7 course with which she has been involved, in which there is a great deal of interaction between teacher and student, and between the students themselves. Though the setting is informal and the teacher's role changes, there is a well-defined and researched curriculum. The teacher needs to be an excellent record keeper to keep track of what each child has done and which skills are still in need of practice. This program was compared with the PSBGM Grade 7 immersion and results showed that PSBGM students scored higher only in French vocabulary.

The Lakeshore board is expected to continue the program as it takes care of children with mixed abilities in a very positive way, at an age (12) when they have a sound grasp of their first language.

EXTRA YEAR

Mr. Vance Patterson described the 6-plus immersion program in operation at Lennoxville Elementary School, in which the emphasis is on building up

knowledge so that the child can communicate in French.

It is a supplemental, additional year at the elementary level which introduces the child to the French-Canadian milieu and in which the students have one hour of English each day. Features are visits to exhibitions and the like, snow and spring camps (with a low pupil-teacher ratio),

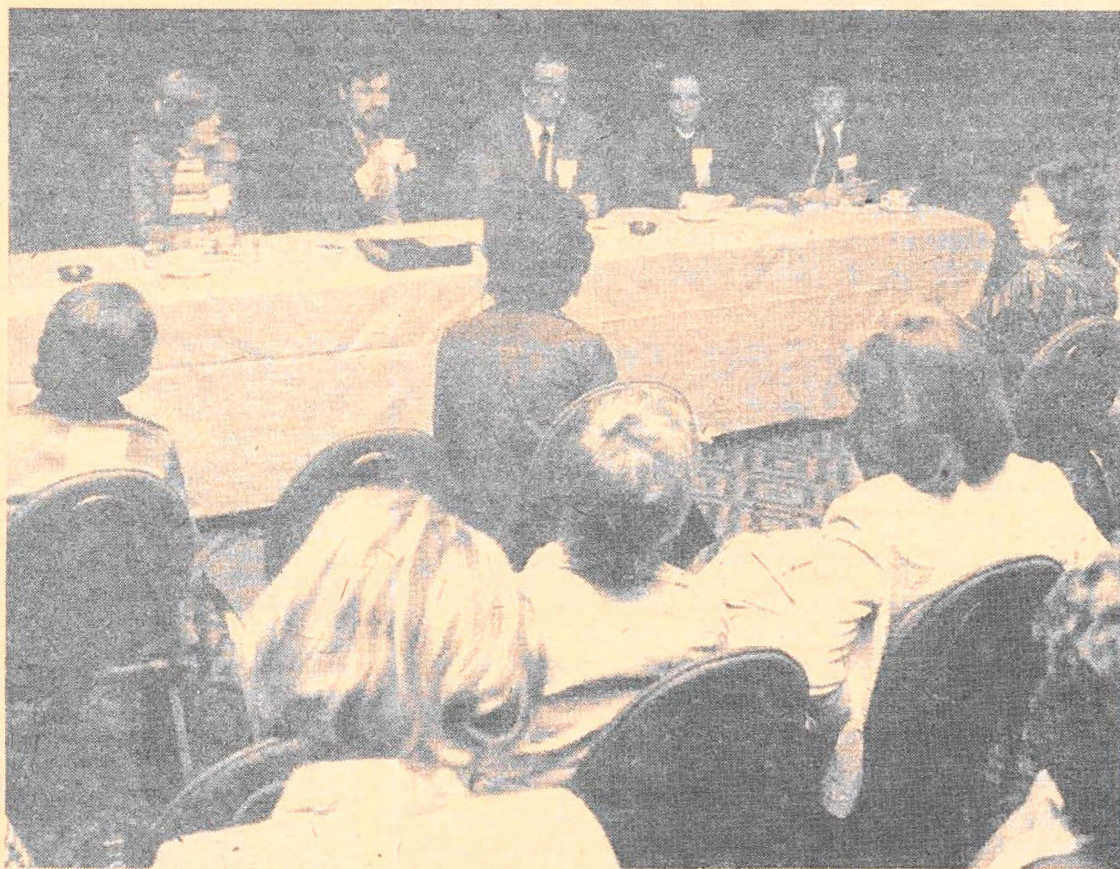
**Make your views
known - Join
Home & School
- TODAY!**

introduction to French newspapers and literature, along with individual exchanges.

The objective of the 6-plus year is to raise the level of French, but not at the expense of an English education. Children participating have to have successfully completed the Grade 6 program, and parents and students must have a positive attitude. Research showed that students were able to communicate well in French after completing the year.

CHANGING SYSTEM

Madame Billy reported that Mille Iles School Board has total French immersion in kindergarten, Grade 1 and Grade 2, with 30 percent English in Grade 3 and graduating to 40 percent English and 60 percent French at the end of elementary school. Comparison of results of this immersion program with those of the 'classe d'accueil' offered non-



francophone children in French schools (at all levels) before they enter regular French classes showed that the 'classe d'accueil' approach was more effective in promoting comprehension and the ability to use French.

Consequently, a new program has been instituted with a grant from the Ministry of Education, under which children will attend English kindergarten classes, and Grade 1 will use the activist 'classe d'accueil' approach with

no subject matter taught until Xmas and then use materials from regular Grade 1 French classes. Results so far show increased competence in spoken French and comprehension. Later tests will study writing and reading progress.

Audience questions asked for clarification of some of the speakers' points. Genuine concern also seemed to exist about the effectiveness of different programs and the time needed to

gain the proficiency required.

A shift in concern from the loss of first language skills to the question of the quality of French learnt appeared evident for the first time in such a discussion.

The effect on neighbouring schools of large French immersion schools was questioned and other alternatives called for.

The chairman, panelists and participants are to be congratulated on a stimulating meeting.



Sir George Williams Schools



The High School

(evenings only)

Offers all the courses you may need to enter CEGEP or merely to obtain your HIGH SCHOOL LEAVING CERTIFICATE eg. English, French, Mathematics, History, Economics, Biology, Chemistry, Physics and others.

Classes Begin September 27th

The Business School

(Day and Evenings)

During the DAY this School offers a full program of studies leading to a Diploma in Secretarial Science.

Studies begin on September 13th and end on June 17th, or approximately 38 weeks.

APPLICATIONS ARE AVAILABLE NOW

In the EVENING courses in Accounting, Business, Conversational French, Typewriting and Shorthand are available.

Classes start September 27th

Registration opens on September 7th and must be made in person at the Schools' General Office in Room 3-Q, 3rd Floor, 1441 Drummond Street, between 10:00 A.M. and 7:00 P.M. Monday through Wednesday, or 10:00 A.M. and 4:00 P.M. Thursday and Friday. Further information available at the office, or by telephoning 879-5928 or 879-2806.

Your Membership Campaign

POINTS TO REMEMBER

Nothing beats a home visit with a personal invitation to join the most important educational organization in Canada, Quebec or your town—Home & School.

+ + +

Call every family by telephone and invite them to help themselves to help their children, by becoming active members of their Home & School Association. When it comes down to it, VERY FEW people are ever ASKED to join Home & School. Change this now and ask them.

+ + +

If parents 'haven't the time,' 'are too busy,' 'hate meetings,' etc., be sympathetic and understanding. Then ask them to help you do your job by becoming 'associate members.'

+ + +

Set up membership booths at local shopping centres and stores, etc.

+ + +

Send a short letter to parents via school or mail, explaining the membership campaign and soliciting their support. Have a tear-off sheet that they can return with their fee. This system is not as effective as asking personally and accepting the membership details and fee immediately, but it does have some merit.

+ + +

Visit PERSONALLY each teacher in the school and extend a personal invitation to him-her to join Home & School. Ask school's permission first.

+ + +

ASK repeat ASK parents and teachers to join and register them without further delay.

ASSOCIATION PRESIDENTS, MEMBERSHIP CHAIRMEN, AREA REPS, AND ALL INTERESTED IN MAKING NEW MEMBERS FOR HOME & SCHOOL —

Extra Issues of the News are Available for Membership Promotion

Additional copies of the Back-To-School-September '76 issue can be obtained by phoning or writing the QFHSA Office, 4795 Catherine St. W., Montreal H3Z 1S8 (933-3664).

Handwriting:

Helping your left-hander

by Ruth Fagg

Since education in the primary school has become more child-centred it is no longer common practice to enforce a child to change from writing with the hand of his choice.

This has its pitfalls.

A few children who could have equal ability with either hand may become predominantly left-handed, but a more serious problem is presented by those children who really are left-handed and, because they received no definite guidance, find writing difficult.

If the teacher does not know how to help him, the left-hander is either allowed to find his own method or taught in the same way as a right-hander. In either case the child may reach junior school with some problems.

His writing may be slow or untidy and he may have a tendency to develop muscle fatigue more quickly than his friends. This may give him a distaste for writing which will remain with him throughout his life. In an attempt to copy the movement of right-handers he may have adopted a position known as 'the hook.' He writes with his arm curled round so that his hand is above the writing and the pencil tilted with the point towards his body. At this stage it may be reasonably neat but his arm is badly contorted and the shoulder muscles stretched. When he needs to write more quickly and for longer periods cramp will result, and if he writes in ink he will inevitably smudge the words he has just written.

A nine-year-old child, Anne, always wrote 'the hook' and although she sometimes positioned herself properly to please me she always reverted to it. I did not make too much fuss about it, but left her to work it out for herself as she became more adept and wanted to use ink. Now, doing the correct thing, she says:

The more I practise the proper way the better it gets. I like my writing as it is now. I can write in ink and don't get so tired.

Is your child left-handed?

Many children begin to make writing movements long before they go to school, and unless there is a definite hand predominance they may use either hand. If you want to find out whether your child is really left-handed, it is wiser to do this by observation without comment, over a relatively long period, rather than by a series of tests. You are in a better position to find out hand preference and ability than the class teacher with 40 children, who cannot make such close observations of their unconscious hand habits. At home you have ample opportunity of watching your pre-school child. Probably the first movements in which hand-dominance shows will be feeding and if the spoon is consistently held in the left hand you will be alerted to watch for other signs while the child is playing with toys, opening parcels and boxes, throwing and catching balls, undoing buttons and using scissors.

Once left-handedness is established there is no point in making the child use the other hand, but he should not be made to feel different. While it is by no means inevitable for him to be a slow, poor writer he will probably need help in mastering this skill, and there are many ways in which you can help the pre-school child without undue pressure. But before you can do so you need to understand the problems. It is a good idea for you to try writing

with the left hand, preferably after the child is in bed, so that you can experience his difficulties, for yourself, without emphasising them to him.

Differences and difficulties

The first important difference between left- and right-handed writing is in direction. In western writing we begin at the left-hand margin and move towards the right-hand side of the paper. The hand and arm move easily away from the body. The natural movement for a left-hander would be in the opposite direction. If he places his paper slightly to the left of the centre of the body there is room for the arm to move inwards as the hand moves from left to right across the paper. This encourages him to write in the proper direction and prevents him from cramping the arm or twisting the body and so avoids undue fatigue. As the writing reaches the bottom of the page the paper should be pushed upwards away from the body.

Some left-handed children develop a tendency to produce mirror writing which starts at the right-hand side of the paper and is only readable in a mirror.

This can also interfere with progress in reading. But it can be avoided if, even when he is scribbling, the left-hander is encouraged to begin at the left and move across the paper with a free movement. By the time he is ready to make shapes the habit will be well-formed.

Another problem is undue tension caused by a tight grip of the writing tool. This is not confined to left-handers. Ideally all young children should have large sheets of paper and thick crayons but they often choose thin pencils or ball pens because they feel more grown-up. If they are encouraged to make large movements holding a thick writing tool it will make writing a fluent movement of the whole hand and arm instead of a cramped jerking of the fingertips holding a fine tool much too tightly.

There are disadvantages in your pre-school child doing too much at home and he should not be taught formal writing before he is ready, but it is possible for you to see that a left-handed five year old goes to school having already acquired some good habits—holding the tool lightly, having the paper to the left and making his patterns or scribbles run in the accepted direction.

When the left-hander starts at the infant school you can help him to avoid the other pitfalls of the infant school stage. One of the commonest is confusing the letters b and d. If the letters are taught in families from patterns it helps to distinguish them.

cicicici makes
caodgg

b is a progression from *nh*

Left-handers also have a tendency to make a and o with a clockwise movement. This is a great disadvantage when the joining stage is reached. If these letters are developed from the

cicicici

pattern they will be made and joined correctly.

At the junior school the approach is rather different. If the child is hampered by slow, untidy

writing, he may be over-anxious, so it is often a tonic to begin with something quite different from school work. Let him write on a blackboard or kitchen paper or decorator's lining paper pinned on a wall. He will stand to do this and automatically correct 'the hook.' Large writing (1½-2in) will encourage a free movement and a relaxed attitude. Then he can make posters with a few bright felt-pens.

When the child writes sitting down, posture is important. It is a strain to write at a desk which is too low or too high. If he uses the family dining table, give him cushions and footstool so that his feet face forward and are comfortably supported. This helps to keep his spine straight and yet relaxed. The elbow joint should make a right angle, and the hand, wrist and front part of the fore arm of both arms should be resting on the table. The paper should be in the position already shown. As he gets older he may find it easier to avoid backslope by slanting it slightly towards the body.

His three main problems in the junior school will be joining, speed and inkwriting. He will enjoy making up patterns using the common joins. Turning the paper round gives variety.

sheneke

Building words can be fun.

*an man
many
en pen
penny
in tin tiny*

He can also have fun with a stop watch, counting the number of legible words he can write in a given time, and improve on his own scores. When he has gained skill and fluency in these exercises he is ready to write in ink. A great deal of experiment has gone into the production of the nibs 'which turn right round the corner' like the familiar Osmiroids, and Platignum also makes special nibs. When the pen is held straight the curve makes the nib meet the paper at the correct angle. If the pen is held lightly 1-1½in from the tip it keeps the fingers clear of the words already written and prevents smudging. Using a pen, the child can repeat and vary the patterns, joining and speed exercises. Ten minutes a day, which he enjoys in a relaxed and confident atmosphere will do much more good than hours of coaching—as one of my pupils, 11-year-old Mary, said:

I'd always used my left hand but I did find it tiring and it sometimes made my finger sore. You showed me how to hold my pen further from the tip and put my paper over to the side. It is so much easier—so simple. Why hadn't anyone told me before?

Ruth Fagg is head of Farrington's junior school in Kent. She teaches handwriting to all age groups and runs workshops in teachers' centres. She is the author of *Everyday writing* (Hodder).

Reprinted from "Where," the British education magazine for parents.

Families' problems affect the schools

Ian Trasler of LaSalle High School, Marion Lassard of the Montreal Children's Hospital, Eleanor Cohen of the PSBGM social services, and Brian Copp of the University of Chicago made up a panel to discuss "The School and Children with Problems" at the QFHSA Annual Convention for 1976, under the chairmanship of LaSalle H&S's Aldis Lee.

SUPERVISION AND CARE

Mr. Trasler opened with a description of the social problems which over past years have built up in every kind of school and community. Ten percent - 12 percent of children today appear to be in need of special educational or social services, as a result of family problems. Conflict between parents, financial pressure for both parents to go out to work, the limited resources of the single-parent family all mean that many children receive poor supervision and support.

When parents are struggling with financial and emotional problems, they are not so likely, says Mr. Trasler, to ensure that the child comes to school properly fed, or that he or she receives proper nursing or dental care. Such children have difficulty concentrating in class, often demand a great deal of attention from the teacher, and can through disruptive behaviour affect all the other children in the class. Two or three children in this category can exist in each class and place a heavy burden on the teacher. Such families need help as soon as possible, when the child first enters school. High school is too late, for then, parents admit, they have lost all control.

Students are getting into more and more serious trouble at an earlier and earlier age, forming gangs, shoplifting, fighting in the streets, attacking old people. The corps of social workers in the schools are making a beginning at helping these children and their families. But their work is made difficult through the involvement of three separate ministries responsible for health, social and educational services. The services must be improved and coordinated through the school.

MORE PEOPLE, BETTER COORDINATION

School social worker Eleanor Cohen agreed that the school must coordinate the varied services needed by children and their families. The school social worker is more easily accessible to families with problems and the school is not as threatening as other social agencies might be.

In the PSBGM, says Ms. Cohen, there are at present 12 full-time social worker positions, with each worker responsible for six schools. In some schools the social worker can only be 'on call'; there are not enough workers and they have to work where the need is greatest. If the community feels inadequately served, it must protest and assert its right to social services. More help is needed, and this might have to be found through volunteers.

The social worker is one member of a team of professionals concerned with



solving child and family problems, and the job seems best done through team conferences to decide the task of each professional involved. One aspect of the social worker's job is to provide moral support for the family troubled by a difficult child who needs treatment.

CHILD ABUSE

School systems reported 20 percent of the cases of child abuse investigated last year by the Provincial Committee for the Protection of Children, according to Marion Lassard, a member of the Committee. Abused children do not have a 'nurturing environment' and moreover are in real need of protection and help for their parents. Often the abusing parent was an abused child. Neglect is a cause of abuse as much as physical violence. Seventy-five percent of abusing parents can be helped so that their children can stay in their homes or return home quickly. Abuse is rarely a wilful or deliberate act on the part of the parents.

Whereas years ago children were regarded as the sole property of their parents and were often in the labour force, today it is accepted that biological parenthood does not ensure the ability to provide the nurture necessary for normal physical and emotional growth. Each member of society is

nowadays expected to share in the responsibility for children, with the school as the main source of aid to parents in bringing up their children, and the place where children act out their unmet needs.

Now in Quebec all people are legally obliged to report suspected cases of child abuse, and receive immunity under the law for such actions. In the school, people must be trained to recognize some of the signals of child abuse; bruises, the interest of the parents in the child, what the child says or does not say. The school must organize and make possible investigation of such children by social workers and others, with someone taking the role of coordinator to whom concern may be voiced by anyone in the school community.

To break the cycle of child abuse in families, training is needed in parenting skills and organizations like Home & School must accept the parents into their ranks and bring them the contact with society which they lack. Home & School must bring pressure on the authorities to provide enough social workers and programs for the parents and their children. It is a sad fact that child-abusing parents tend to have large families as a way of feeling good about themselves.

THE TEENAGE MOTHER

Fifty percent of the children born to teenage parents are likely

to become abused children, reports Brian Copp of the Planned Parenthood organization. And teenage pregnancy is the fault of the teenagers concerned, their parents, and the school.

There are other costs too. The medical cost is high in terms of prenatal care, nutrition advice, premature births, birth defects. A teenage pregnancy brought to term costs over \$1,000 as against \$18 or so for a year's supply of contraceptives. Some \$20,000 is needed to raise a child, and this may be the cost to the public through welfare assistance.

Socially the teenage parent, for deviating from the accepted norm, pays the price of ostracism by peer-group and parents, interruption or termination of education, loss of career opportunity. Pregnant teenagers are 10 times more likely to commit suicide. Only strong-willed girls overcome these disadvantages.

Sexual activity may lead to pregnancy, or it may lead to venereal disease. Next to the common cold, V.D. has the highest incidence in the U.S. of any disease. There is concern about the spread of syphilis and gonorrhoea, but even more alarming is 'herpes II' which does not have a cure, does not react to antibiotics, and condemns sufferers to a persistent though not virulent infection.

In Chicago and other U.S. cities, a program called 'Teen

Scene' has been set up to give contraceptive information to teenagers in small groups, along with a medical examination and rap session. Myths are exploded, such as 'It won't happen to me.' Teenagers believe that their friends are more sexually active than they are, that having a baby will make them adult, that the father will marry them and solve their problems, that looking after a baby will be rather like looking after a puppy.

On the other hand, parents tend to believe that their children will not be sexually active until they are married, that they will learn responsible sexual behaviour by themselves. They are reluctant to talk to their children about sex, or they believe that knowledge will provoke sexual activity.

A youngster has to be helped to learn, says Mr. Copp, that 'two may be company, but three's a responsibility.' The parent has to be the most important source of sex education. What the school can provide is probably too little too late.

THE NEXT STEP

From different, professional points of view, each member of the panel pointed out the need for a return to responsible parenting, early education in parenting skills, more social workers either in the school or in the community—and less inter-ministerial jealousy to affect the coordination of effective family services.

GET INVOLVED (for you & yours)
JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION

Caring for your child's sight

by Joan Mansfield

Eyes to see with

Eye health and function is a significant part of general health for all members of the population and, in recognition of this fact, Quebec's Health Plan provides for a free annual check-up. Among children there are conditions of the eye which influence academic and social development if they are not corrected or treated.

BEFORE SCHOOL

In pre-schoolers, eye disease is very rare. Eye examinations at this age can, however, pick up 'amblyopia' which, for unknown reasons affects only central vision and usually only in one eye, while side vision is unaffected. Between one and two percent of the population is estimated likely to have amblyopia, and the typical sufferer is one who has a squint (strabismus); or one eye which refracts light in a way significantly different from the other.

Corrective lenses, contact lenses and prisms, and/or vision training can teach the amblyopic eye to function normally. Sometimes a patch is put over one eye as part of such training.

SCHOOL AGE

Once the child enters school, his or her eyes are subjected to rigorous exercise, searching out single letters on a page, then seeing groups of letters as words, then groups of words as sentences. Moreover, the child is called upon to look at the blackboard or at objects from varying distances. How the child reacts to these kinds of activities is affected by 'farsightedness' or 'shortsightedness,' both of which can cause eye strain and the headaches or other discomforts which go with them.

Another condition that can be identified at this age is 'astigmatism,' in which the light entering the eye from different sources does not focus all on one spot on the retina as it should, because the cornea or surface of the eye is not precisely rounded but elliptical. The blurred image which results demands more effort of the brain to interpret than when eyes register a clear image through a perfectly rounded eye surface.

Farsighted or shortsighted children may have good enough focussing ability to see clearly at both ends of the range, but need corrective lenses for comfortable vision. Corrective lenses can also improve vision for the astigmatic eye.

SIGHT — VISION

'Sight' involves eye health, eye function and eye correction. Yet each eye may be in good mechanical order and there are still difficulties of vision and perception.

'Vision' involves the transmission of the eye stimulus to the brain, and the interpretation of the image by the brain. Children who have difficulty interpreting the eye stimulus

which their brain receives are among the 'perceptually handicapped.'

PROBLEMS WITH PERCEPTION

Estimates of the number of children affected by perceptual difficulties range from between 1 in 10 to 1 in 5. (Their problems may be visual or they may be auditory—they hear sounds differently.)

Most children with visual handicaps of this kind have 20-20 vision; in other words, both eyes can see normally and equally well. Most have good binocular vision—their eyes work well in concert. The way they interpret what they see seems wrong.

Nearly all young children go through a stage of reversing letters like 'b' and 'd', or 'p' and 'q'. Perceptually handicapped children may do this consistently. They also may have difficulty in seeing more than one letter or one syllable at a time, instead of progressing steadily to see whole words like 'candlestick,' or whole phrases like 'jump over the candlestick.'

For such difficulties as these the answer may be some form of vision training or eye exercises.

Controversy surrounds the explanation, diagnosis and treatment of children identified as perceptually handicapped. Careful psychological examination is needed, as part of a study by a team of professionals. Unfortunately, such a team is not readily available in Quebec or in Canada.

The only thing that is sure is that such children feel and probably perform better with special and individual attention at home and in school.

EYES AND GENERAL HEALTH

In terms of nutrition, what is good for the other body tissues is good for the eyes, since they are formed of the same embryonic tissue. Alertness is affected by the child's diet, and the more alert child sees better.

The more alert child must also be in a better condition to protect him- or herself from accidents to their eyes while at work or at play.

One food was reported during World War Two as improving vision. Fighter pilots in the R.A.F. could pick out approaching marauders in the night sky, it was said, because they dined heavily off carrots!

Years later, the authorities admitted that this was a strategic piece of propaganda designed to delay enemy knowledge of the British development of radar.

Maybe this ploy worked for a while because carotene is, in fact, related to Vitamin A which is needed for the formation of one of the eye pigments.

THE EYE PROFESSIONALS

The OPTICIAN makes glasses or contact lenses on the prescription of the other two professionals.

The OPTOMETRIST tests the eyes for muscular imbalances, eye disease, refraction problems and binocular vision; and dispenses prescriptions for the optician to fill.

The OPHTHALMOLOGIST specializes in eye disease and eye surgery, and may also prescribe corrective lenses.

HOME HINTS

When reading, sit so that the distances between your hand holding the paper, your hand and your elbow, and your hand and your eyes are equal, forming a rough equilateral triangle.

The light should fall over your left shoulder on to your reading material, from a natural light source or a non-glare lamp of 60 watts or more, if you are righthanded.

The best artificial light for close work is a study lamp with a

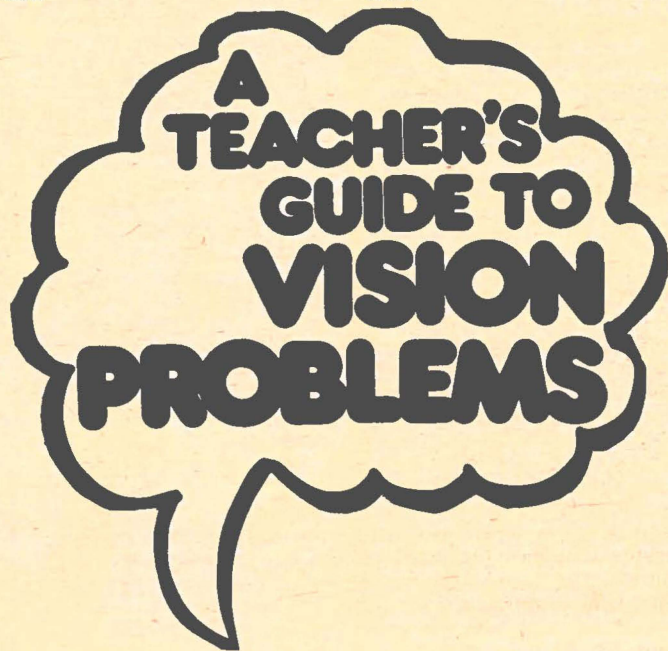
shade below eye-level, so that the light is thrown on the work and not in the eyes.

Work on a soft-coloured surface (such as brown). A bright, white shiny surface under a strong light causes glare and is hard on the eyes.

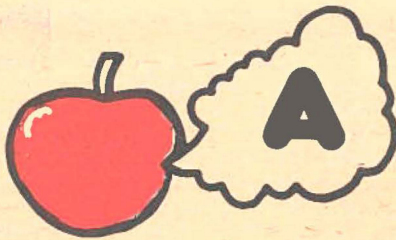
If you are watching television, make sure there is daylight or an illuminated lamp in the room, to prevent unnecessary light contrast.

Sit six feet away from the television set, though the size of screen may permit a modified distance. All day viewing at the proper distance will not harm your eyes (though it may affect your mind and muscles!)

Do not read standing on your head. It upsets 'the visual apparatus.' Vision functions better if you focus on print or objects held below rather than above eye-level.

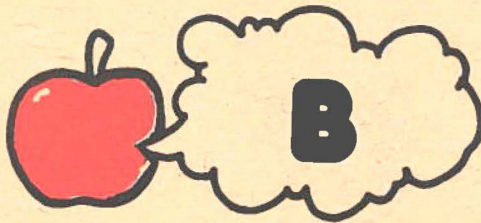


THE ABC'S OF VISION DIFFICULTY



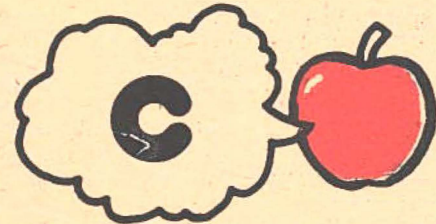
A's — Appearance of the Eyes:

- Eyes crossed — turning in or out — at any time.
- Reddened eyes.
- Watery eyes.
- Encrusted eyelids.
- Frequent styes.



B's — Behavior Indications of Possible Vision Difficulty:

- Body rigidity while looking at distant objects
- Thrusting head forward or backward while looking at distant objects.
- Avoiding close work.
- Short attention span.
- Daydreaming.
- Turning of head so as to use one eye only.
- Tilting head to one side.
- Placing head close to book or desk when reading or writing.



C's — Complaints Associated With Using the Eyes:

- Headaches.
- Nausea.
- Dizziness.
- Burning or itching of eyes.
- Blurring of vision at any time.

- Frowning or scowling while reading or writing.
- Excessive blinking.
- Frequently rubs eyes.
- Closing or covering one eye.
- Dislike for tasks requiring sustained visual concentration.
- Nervousness, irritability, or restlessness after maintaining visual concentration.
- Unusual fatigue after completing a vision task.
- Losing place while reading.
- Using finger to keep place while reading.
- Saying the words aloud or lip reading.
- Moving head rather than eyes while reading.
- Difficulty in remembering what is read.
- Persistent reversals after the second grade.
- Confusion of similar words.
- Poor eye-hand coordination.
- Unusual awkwardness.

Teacher workload

It's a question of time . . . and

On 24th August 1976, Doug McCall, President of the Lakeshore Teachers' Association sent an open letter to Gerard B. Hopkins, Chairman of the Lakeshore School Board in which he explained the Union position on a number of issues concerned with current provincial teacher-school board negotiations and raised certain questions. The following is the Lakeshore School Board's reply.

Q

McCall - Why are Protestant teachers asked to work more hours in a year than Catholic teachers?

A

Hopkins - At the elementary level they are not asked to work more. At the secondary level the offer made to our teachers may be less advantageous in this respect than that made to the Catholic teachers but it is the best in Canada with this one exception. Furthermore, the Catholic and Protestant systems are two separate and distinct systems and the service they provide is not the same. This is clearly evident in the community demand for second language teaching and its desire to be provided with an education at least equivalent to the other systems in Canada.

Under the provincial contracts, the Catholic and Protestant boards receive the same human resources. Therefore, it follows that a reduction in instructional time must result in a reduction in service to the child. Our community wants to be fair to our teachers and we believe we have to the extent that we are asking for less teaching time than other

Get into print!

Talent Search

Do you have something to share with H&S News readers that you have thought about, researched and written out as well as you can?

H&S News would be interested in hearing from teachers, parents or students who have something interesting to say about children, schools or parents, with a view to printing what you have to say.

Subjects which might be considered are:

—Any special-home or school activity of which you have first-hand experience and would like to report.

—An idea you have which might prove helpful to a teacher or family with a special problem.

—Maybe you have some thoughts on the educational experience or yourself or your children, past or present . . . something valuable to share with others.

Typescripts can be sent to QFHSA office at 4795 Ste. Catherine Street West, Montreal, marked 'H&S News.' The Editor will have final approval of material to be printed.

systems across Canada, but it is equally true that the community does not want a reduction in the educational service provided.

Recognizing the above this Board has continually attempted to have remuneration related to workload. In light of the last minute reintroduction by the Ministry of Education, in the CEQ proposal, of additional remuneration for work in excess of the maximum stated in the agreement, the Board will request equal treatment for the Protestant sector.

Q

McCall - We have proven several times that our positions on class sizes and teaching time are mathematically and administratively feasible. Why cannot these demands be met?

A

Hopkins - The demands may be mathematically feasible, but they are not pedagogically feasible. When rigid provincially set maximums of class size and teaching time are brought to bear at the local level where the educational programme has to be scheduled, one is constantly faced with exceptions. Under these circumstances, it can become impossible to meet the legitimate interests of parents and students. This Board has always resolved this problem with the L.T.A. at the local level where maximums were established without difficulty. In fact many innovative courses implemented in the past by creative teachers would have been impossible to integrate into school programmes if such rigid norms had been in effect at the time.

Q

McCall - We cannot understand the insistence of your negotiators in quantifying the working conditions in "hours per year." Further to this your negotiator has refused to elaborate the specifics of this "hours per year" concept which is phrased as a "norm." What kind of norm? How many school days does the norm entail?

A

Hopkins - In the course of the provincial negotiations our negotiators have made three different instructional time offers. The first was based upon hours per day. This was not acceptable. The second was based upon hours and periods per week. This was also not acceptable. The third and current offer is in terms of hours per year with the added dimension that the

number of days per year is to be determined locally. The "hours per year" concept guarantees students the same amount of yearly instructional time from Board to Board. As stated in a previous answer, we believe that this offer provides the greatest level of flexibility to deal with the situations which exist at the local level.

The term "norm" as used by our negotiators is used in the same sense as it would be for professionals in industry where an individual may normally be expected to work a 37½ or a 40 hour week but in actual application some work slightly more or some slightly less. A global norm such as this means that programme planning can be done in the school where it belongs, and that the freedom will exist to respond directly to the needs of the student.

Q

McCall - Why do your representatives at the negotiations refuse to discuss class size? Why cannot a

maximum class size be established? The pedagogical argument advanced by your negotiator is unsound, especially in view of the current public demand for a return of the "3-R's" curriculum. If you examine the real situation in our schools you can see that in order to offer courses such as photography, bachelor cooking, Latin etc. (taken by small groups of students) the core subjects such as English, French and Mathematics must have very large classes.

A

Hopkins - The Q.A.P.S.B. negotiators have not refused to discuss class size. They have explained in every way possible that class sizes can be decided more advantageously at the local level. This was also the L.T.A. position in the last round of negotiations and our own local Collective Agreement provides proof of this. The option of determining class size at the local level enables us to provide the variety of courses our

community and our teachers demand such as remedial courses in reading; French; mathematics; German, Chem. Study; vectors; B.S.C.S. and short vocational courses etc. To the best of our knowledge, the Quebec Catholic system proposal is the only one in any province or state of North America where class size, if it is applied at all, is not determined locally.

One wonders if the L.T.A. position that such courses as photography, bachelor cooking, aviation etc., are now redundant, is acceptable to the teachers from whom the original requests for school board approval were submitted.

Although the teachers' association is adopting a public stance stating that its interests lie in providing better instruction in the core (3-R) curriculum by means of smaller classes, current research stresses that class size alone does not determine quality of instruction. Other variables such as teacher preparedness, pupil motivation, subject matter, methods of instruction are more significant than class size. The real reason would seem to be that the teachers' association is seeking to decrease workload at the expense of elective or optional courses which broaden a student's learning and understanding of the world around him. In fact, do not such courses usually encourage a student to read, to write and to compute?

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

BILL 22

SPECIAL ACTION FUND

The Quebec Association of Protestant School Boards has been informed that the legal cases brought by several Protestant School Boards before the Superior Court of Quebec to determine the constitutionality of those aspects of the Official Language Act of Quebec (Bill 22) affecting Elementary and Secondary Education and the autonomy of School Boards are presently being appealed before the Quebec Court of Appeal.

This is a matter of first importance to every Canadian citizen regardless of language, race or religion involving as it does basic human rights.

On 16 October 1975 the Secretary of State of Canada officially refused the legitimate request of the Quebec Association of Protestant School Boards for financial assistance in meeting the expense of legal justice to interpret the rights of Canadian citizens in the field of education.

The Quebec Federation of Home & School Associations believes that the management of education including the language of instruction is an inalienable right of the people and properly vested in their school boards.

Since Quebec Federation of Home & School Associations is not in a position to take legal action against Bill 22, it decided to support the action already instituted by the Quebec Association of Protestant School Boards, by setting up a Bill 22 Special Fund.

Quebec Federation of Home & School Associations welcomes your support and all contributions received for this special Bill 22 Fund will be eligible for an official receipt upon request.

YOUR SUPPORT IS URGENTLY REQUIRED NOW.

Teaching teachers to teach... but how?

With Sally Hooff of Westmount Park Home & School acting as chairperson, the panel on Teacher Training included the following as participants: Nancy Carlman, Ass't Director of Student Teaching at McGill University; Jim Whitton, Director of Student Teaching at McGill University; John Aimers, an English teacher at Selwyn House School; Rod Elkin, Executive Assistant, Provincial Association of Protestant Teachers.

Ms. Carlman described programmes for training teachers at the secondary level at McGill's Faculty of Education. Essentially, there are two programmes at this level: one, leading to a B.Ed., has an enrollment of 50-60 people and requires three years after CEGEP; the other, leading to a Diploma and a teaching permit, enrolls 275-300 students and involves one year after receipt of a first degree. The latter programme, the 1-G programme, prepares students in one or two subjects as specialties—such as English and History.

CHANGES

What changes have taken place or are contemplated in the programmes?

In the B.Ed. course, students now go out to schools for practice teaching in their third year instead of the second year. They also will observe and be in schools each of the six terms at McGill. In the 1-G (for students who have already graduated) programme, there are a few more courses offered in philosophy and communications. Also, students are required to take courses in reading in context, because there are apparently so many students in high schools who do not read very well. McGill may also start a special course to train teachers to

teach at the Cycle I (grades 7 and 8) level, as well as a programme for teachers who plan to or will teach in inner city schools.

In speaking about McGill's training programme for elementary school teachers, Jim Whitton pointed out that students may choose to concentrate in either "early childhood" (Grades 1-3) or in "later childhood" (Grades 4-6). Again, as in the course for high school teachers, students may enter the B.Ed. or 1-G programmes. The B.Ed. course students take academic courses and electives as well as professional subjects. They must study in five areas, and take curriculum courses in the first two. Student teaching is spread over three years. In the course for graduate students (1-G) or for those who have already taught but are not certified, students must take courses in psychology of education, orientation in education and school law. Each twenty students have a faculty advisor, and they are seen at least once a week by a supervisor.

NEW LOOK FOR ELEMENTARY STUDY

Changes which have taken place in elementary school training of teachers include:

- 1) a new student handbook;
- 2) provisions for students who have already taught and who must do a special project instead of so much practice teaching;
- 3) micro-teaching (teaching peers in front of a TV camera);
- 4) increased emphasis on the basic skills' teaching.

The Faculty of Education is thinking of possible changes for the fall in terms of involving teachers in supervision, cooperating teachers' being allowed access to the library and possibly other privileges; retraining for a diploma in reading or special education. A graduate programme in elementary education may come in also.

As a teacher of English in a private school, John Aimers viewed the teacher training programmes at McGill from another angle. Claiming that the ability to teach is "biological," he stated that teacher training is a misnomer. His view is that if teachers cannot really be "trained," then the task of the university is to seek out those who are competent and offer them materials and tools with which to enhance that biological ability to teach.

HOW TO WEED OUT

The corollary problem, according to Aimers, is how to weed out those who are not, and will never be, capable teachers.

Concentrating on the field of English, which he studied at McGill for a year in the Faculty of Education, he found that there were two problems—one being too much emphasis on the "me" and the "now" or what is known as creativity, and the other the "avoidance of structural and traditional norms in the teaching of teachers."

Mr. Aimers told more details about his own experience at McGill and with the people who went to school with him. He expressed regret at what he called the lack of rigid entrance

standard and the lack of remedial work for teacher trainees.

Mr. Elkin of the P.A.P.T. threw open the main question of the panel on whether or not teacher training is up-to-date by claiming that nobody knows whether such training is up-to-date. He stated that no research—and millions have been spent on this—has as yet been able to show how teachers help students learn, nor what teacher characteristics affect children's learning.

In addition, Rod Elkin stated that, although much research has been done, we still do not know how to measure students' performances. A teacher is not just what he knows, but what he is according to Mr. Elkin. The same characteristics in a teacher may produce different results in different children, or different results in the same children at different times.

In asking what is the real meaning of the effectiveness of teaching, Mr. Elkin answered by saying that "we don't know," partly because both teaching and people are so complex.





WHAT TO TEACH?

The government says that if we can define it, then we can test it. But if we can't define effective teaching, then how can we test it or for it—as in a university training programme? Mr. Elkin said that in his opinion "we don't know what to teach teachers, and we don't know how to do so, even if we knew what." Therefore, there is no consensus on the goals of education, and there is not likely to be in the near future. Another problem is that there

are some goals of education which cannot be measured. And if we cannot measure these things, Mr. Elkin claims that our research is very precarious and perhaps not valid. He concluded by stating that if we could spend our money on learning how children learn, then perhaps we might learn what makes a good teacher. Then perhaps we might know how to teach that teacher.

The audience, which included a number of teachers, found the panel stimulating, and if all of the philosophical questions raised were not answered, it might be said the discussion was valuable because it opened up the listeners' minds on these topics. Information of a practical nature was given also by the panel members from McGill to those who might wish to enter the programmes given by the Faculty of Education.

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<p style="text-align: center;">Quebec Federation of Home and School Associations wishes to express its thanks to the above establishments in Dorval for their support.</p>	

Immigration & Citizenship

Equal treatment for all

In September, 1975, QFHSA presented to the Parliamentary Committee on Immigration Policy a brief reacting to the Government's Green Paper on Immigration Policy.

Subsequently, the chairman of QFHSA's committee, W. de Witt Clinton, received a copy of the Secretary of State's 'Notes for a Statement on Bill C-20, An Act Respecting Citizenship.'

According to the Notes, the Bill aims to treat absolutely everyone equally, and to state clearly the exact qualifications that an applicant must hold, clearing away the potential for the abuse of discretionary powers.

The Secretary of State reports that the debate in the House of Commons has been around seven main issues:

1. The Proposal that residency be reduced to three years.
2. That one-half time credit to a maximum of two years (four years actually in residence before an application is submitted) be made available to applicants who are already legal residents.
3. That the concept of "British subject" is merely a derivative of citizenship and "allegiance to the Common Crown" does not enter into the new laws.
4. That, subject to recognition of provincial problems, foreign ownership of land will continue to be recognized; the proposed legislation would seem to allow the provinces to draft their own rules.
5. That citizenship becomes the right of the applicant if he can satisfy the requirements.
6. That certain positive discretionary powers of forgiveness or dispensation are reserved to the Minister and to the Cabinet.
7. That the language and knowledge requirements are not above criticism—some, during the debates, favouring freer, easier demands; again the positive discretionary powers of the Minister can be applied to dispense with some of these requirements in instances of reasonable and genuine difficulty.

In describing the Bill and its Second Reading amendments,



W. de Witt Clinton
Chairman, QFHSA
Committee on
Immigration &
Citizenship

the Minister dealt with the following points:

1. Deportation: In order that a deportee may return to Canada and eventually apply for citizenship, in addition to the usual requirements, he shall also secure the consent of the Minister.
2. The children born in Canada to parents not only in the diplomatic and consular services of other nations resident in Canada, but also of foreign industries, shall have their rights protected.
3. The proposed law would presuppose that anyone who is a Canadian citizen, or who would aspire to become a citizen is not at the same time a citizen of any other country; since the laws of other countries differ from the Canadian concepts, this presupposition probably lacks practical validity.
4. Although the Minister does not state the Oath to be attached citizenship, there is only one change—the addition "of Canada" to the reference to the Queen.

In reporting on Government progress in this matter of citizenship, chairman Bill Clinton recommends that QFHSA continue to be interested in the language and knowledge requirements expected of citizens, especially if there is to be some special status accorded to the Province of Quebec.

use of skateboards in all public locations such as sidewalks, roadways, paved shoulders and on steep grades.

The newer models are considerably more sophisticated than their predecessors of the 60s. They are constructed of flexible high impact molded plastics or glass fibre. The urethane wheels afford a better

1. State the meaning of immigration in terms of what Canada has to offer and what Canada expects of immigrants.
2. To make our immigration policy truly non-discriminatory by providing adequate information and consular services in all countries wherever possible.
3. Refrain from overstressing the economic criteria in selection process and to reemphasize other criteria in the total personal

contribution of the applicants for immigration.

4. Provide for the appointment of Immigration Officers of the most responsible calibre.

5. Provide for immediate automatic appeal in respect of refused applications.

6. Institute a follow-up policy including a probationary period during which the newly arrived may attain the objectives of permanent status.

7. Encourage immigrants to move directly to more remote areas of the country.

8. Encourage the involvement of mechanisms and institutions within ethnic groups already established to welcome and to support newcomers.

9. Guarantee the freedom of newcomers from the restrictions of regional linguistic and cultural aspirations.

A film for your program

'PEOPLE HELPING PEOPLE'

'Community Education—People Helping People' is a film produced for the Ministry of Education by Graeme Teasdale.

Mr. Teasdale has been an educator in Quebec for 21 years, first as a teacher at both elementary and high school, and for the past eight years as an educational media specialist for the Department of Education.

'People Helping People' was made at Dorset School in Baie d'Urfe on the Island of Montreal, but its message is for any school or community anywhere.

In the film, the teacher is shown as a teacher-coordinator using all the volunteers at her disposal. Mothers are seen frequently helping in schools, but here are also shown retired people, CEGEP students, and even students of the school, trained and guided by the teacher so as to be of the best possible use to her and her students.

The filming is of such high quality that it is hard to believe that it took only one week on location in the school. As usual, the stars are the children, who are so natural and entertaining.

The film runs for 45 minutes and QFHSA Program Chairman gives it a four-star rating.

POSITIVE RESONANCE

The volunteers, teachers and administrators who viewed this film last summer along with Diane Vilagos saw the film through different eyes.

The volunteers' reactions seemed to be:

"I could do that, if we had that activity!" and "Why doesn't the teacher I work with explain to me why I am doing certain things, as this teacher does?"

grip on the road and allow the expert rider to slalom, spin and do balancing acts.

Although the new boards are safer, in some respects, serious injuries continue to occur. The Canada Safety Council regards the skateboard as an unstable device to be used only by those who are prepared to risk bodily harm.

THINK SAFETY!

Student Insurance

Get'em covered!

Once approved by QFHSA, Student Insurance Policy brochures are distributed in all Protestant schools and school boards whether they have functioning H&S Associations or not. In other words, QFHSA takes the initiative in getting student insurance to the advantage of all students, not just those where there are H&S Associations.

Each year at its Annual

General Meeting, QFHSA approves the Student Accident Insurance Plan recommended by the QFHSA Executive after study by the chairman of the Insurance Committee.

The plan recommended is judged to have the best features of any plans available, after comparison with competitive policies.

Skateboards can be dangerous

There is a resurgence in the popularity of SKATEBOARDS and the Canada Safety Council reiterates its policy with regard to their use.

Skateboards are capable of attaining speeds of up to 35 miles per hour. At this speed the risks are clear. Even at lower speeds, loss of control frequently results in painful and severe injury.

Novice riders have little control over their direction, and at times their speed, and cannot come to a quick stop when necessary.

The device is not fastened to the user and can become a runaway and dangerous to anyone in its path.

The Council advises against the

The teachers present ranged from one teacher who had not used volunteers—and was convinced to do so in the future, to a teacher already using volunteers who asked for a private showing for her assistants when school opened.

The administrators of the school suggested a viewing for all parents as the first H&S meeting of the year.

If your Association would be interested in seeing this film, make contact with Graeme Teasdale at his office (873-2697) or home (457-6380) in Montreal. Or by letter to him at the Department of Education, Fullum Street, Montreal. He has professed himself willing to show it any time and any place; all he requires is a screen, a 16 mm. projector—and an audience!



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Dilemma . . .

proficiency requirements, or to collectively press for the Federal financial aid being provided for this purpose, and the transference of the resulting additional teaching burden to existing staff levels; likewise their failure in the matter of adequate specialist allotment;

(c) We are also critical of instances of excessive class sizes and adverse teaching situations which have occurred in some Boards, and which have undoubtedly contributed to PAPT pressure for defined limits of class size and teaching times.

(d) Notwithstanding their grievance backlog in respect of (b) and (c) above, we are critical of the PAPT for implying that implementation of the Catholic sector workload would not be prejudicial to English sector educational standards.

In the light of the foregoing and the current circumstances, Quebec Federation has conditionally approved the QAPSB workload offer and urges the PAPT to accept it, at least on the interim basis.

This position does not imply

Federation's acceptance of the complete Board position, and is conditional upon Board utilization of the slightly relaxed elementary teacher-pupil ratios to reduce existing workloads to the extent possible, more attention to the elimination of excessive workload situations, and redoubling of efforts to secure adequate teacher allotments for the additional teaching duties inherent to Protestant system programs.

Federation cannot accept either the Board position that in the light of favourable workload comparison with elsewhere the Quebec comparison can be ignored, nor the PAPT attitude that parity with another system is more important than the educational programs of the system to which they owe their loyalty.

Federation urges continuing development towards a compromise position not prejudicial to Protestant education programs, with a reduction in workload difference insofar as attainable by more vigorous Board action on behalf of their staff.

Education . . .

teachers) is established. During the 1975-76 school year, the average teacher time required on the formal daily supervision schedule ranged from six to 15 minutes at five high schools.

Were this supervision time to be further reduced, there would be virtually no guarantee of contact between teacher and student outside of the classroom.

Class size is another issue which affects both teacher workload and the educational process. I think there is no question that the teachers' workload is less if there are 25 students in a class rather than 35, although there is no supporting research evidence that the quality of education is greatly affected. There is a good deal of evidence that the educational process is enhanced when students are given a program which meets, in so far as it is possible within the resources of the modern secondary school, their individual needs. This means that the high school should offer a wide variety of courses suited to the needs of its clientele.

In North Island, the maximum class size is 36 in some

disciplines. A review of our class enrolments for 1975-76 reveals that nine out of 1,850 classes were at maximum. The average class sizes ranged from 25 to 11 in five programs.

What would happen if Protestant teachers were to have the same workload as that offered the CEQ teachers, that is if secondary teachers were to teach 22 periods of 45 minutes instead of 25 periods?

In North Island, commissioners would be faced with the following possibilities: increasing class sizes, eliminating a number of courses, reducing the number of periods per day for students, creating large study halls supervised by non-teacher supervisors and allowing students free, unscheduled time.

Perhaps a combination of these options would have to be used to accommodate teachers' reduced workload. The result would be a definite reduction in the quality of education.

Gerald McConaghy,
Laval

McConaghy is director-general of the North Island Regional School Board.

Here's what Home & School is

HOME & SCHOOL

- is for the benefit of all children
- cares about your child and schooling
- promotes the care and protection of all children
- holds the needs of the child to be paramount
- examines all social or political influences to determine their relationship to the total development of the child
- provides services for your child's school
- compliments the role of the School Committee
- is voluntary rather than legal and mandatory
- deals with issues in overall and in specific ways
- is committee rather than school oriented
- is Provincial rather than regional
- acts as a resource and information centre for parents
- provides opportunities to work with educators
- is recognized by the Department of Education
- has a national voice as a member of the Canadian Home & School
- is a member of the International Organization for the Family
- has an open membership policy for anyone interested in the development, education, and welfare of young people.

Home & School is
YOUR INDEPENDENT VOICE
in education in Quebec

Larger class sizes or Reduction in Instruction

Sir,—In the current teacher negotiations the debate now centers around one unresolved issue: teacher workload. All parties in the debate share the common concern of quality education for pupils but we differ in the approaches we would like to take in reaching this goal.

The PAPT maintains that a reduced workload and a province-wide maximum class size will allow them to devote more personal attention to pupils.

School boards, on the other hand, argue that any reduction in workload would seriously alter conditions in the schools, to the extent that the needs of the children and of the community could not be satisfied. Further, they would like to maintain flexibility in establishing class size, to allow for the varied program they offer.

If pupil-teacher ratios remain constant while workload is reduced, something will have to give. Ideally, more teachers should be provided to take up the slack. While the contract under negotiation does improve the pupil-teacher ratio to a certain extent, there would still be a gap. We would not be able to offer the kind of program that pupils and parents demand.

If the workload is reduced, we see two options: larger classes, or reduced instruction.

We took a close look at one of our high schools—a school with 1,260 pupils and 70 teachers. Under present conditions, those pupils receive instruction and supervision throughout the day. We found that, with the workload teachers are demanding, at any given time of the day some 150 pupils would be without instruction and without supervision.

Do parents and teachers want this?

The situation could be alleviated by dropping supplementary French courses, remedial courses in mathematics, French and English, and some low-enrolment courses such as Hebrew, Spanish, German and Modern Greek.

Again, the situation could be alleviated by reducing the length of each period from 45 minutes to 40 minutes.

Do parents and teachers want this?

We examined the situation in

the elementary schools. We found that, by the 1978-79 school year, the pupil's work week would be reduced from the present 1,500 minutes to 1,380 minutes.

Do parents and teachers want this?

The PAPT wants a maximum class size established at the provincial level. The school boards argue that this takes away the flexibility that is needed to offer the varied programs that pupils need and parents demand.

Do parents and teachers want this?

If only a small number of students opt for an elective course (i.e., chemical studies, PSSC physics, or Hebrew) it means that, somewhere else in the school, there will be a larger class for another subject. If the current demands of the PAPT were met, we would have to face the possibility of discontinuing the small class to prevent surpassing the maximum class size in the larger class. Flexibility would be reduced drastically.

Do parents and teachers want this?

With reduced instructional time and the limitations imposed by maximum class size, high school students would take one less course a year, and their choice of courses would be limited.

Do parents and teachers want this?

At the elementary level, the application of maximum class size norms and teacher norms would make it necessary to abolish the preferential teacher-pupil ratios that are so important in inner city schools.

Do parents and teachers want this?

It is often said that comparisons are odious. We feel that this is certainly true when we try to compare school systems that have different traditions and origins. We are keenly aware of what parents have come to expect of the PSBGM schools, however, and we believe they are not now willing to settle for less.

John A. Simms,
Montreal.

Dr. Simms is chairman of the Protestant School Board of Greater Montreal.

The letters from Dr. Simms and Gerald McConaghy appeared in the MONTREAL STAR.

CONTRACT NEGOTIATIONS: *Memorandum outlines Federation's stand on Salaries & Workload*

The following memorandum was sent to each member of Quebec Federation's Board of Directors and all local Home and School Presidents. It accompanied the letters sent to the presidents of PAPT & QAPSB.

"Following a request by Quebec Federation, the three parties involved in Protestant Sector negotiations agreed to the presence of Federation representatives (the President & Chairman of Teacher Contract Negotiation Committee) as impartial observers, with effect from the resumption of these meetings on July 26th, 1976.

"It is not proposed to comment on these proceedings at this juncture. Rather, the purpose of this communication is to outline our Federation's position and actions in respect of statements and offers which have appeared in the media.

"As you are no doubt aware, new offers in respect of salaries and workload have been presented to the PAPT.

"Quebec Federation's position in respect of these is as follows:

1. SALARIES

"In our view the new salary scales (which closely approximate Federation's recommendation from the outset) represent a reasonable and acceptable offer.

2. WORKLOAD

"The latest offer stipulates the yearly-total of instructional time on a provincial basis, and leaves the actual weekly instructional and school presence times to meet this annual total to be settled locally.

"It is our understanding that the effect of the Government relaxation of the pupil-teacher ratio from 26:1 to 22.9:1 at the elementary level, and the local option of a reduction in professional days, should result in a slight reduction of current local workload levels.

"As stated in the Poirier Commission's report, workload in the overall sense is a complex subject, and it is difficult to make exact comparisons in all respects with prevailing levels in other Provinces.

"Federation is satisfied however that current Quebec Protestant levels are not excessive, and would appear to be lower than the general Canadian average, from what we have been able to gather.

"In view of regional and even local variations in conditions and parental requirements, we accept the QAPSB position that precisely defined values of class-size etc. cannot be stated provincially on a uniform weekly basis.

"We agree that some flexibility is necessary to meet Protestant educational programs, which

must remain the prerogative of our elected Commissioners (hopefully in closer liaison with teaching staff) and which cannot be compromised to fit a factory oriented time-clock philosophy.

"It is perhaps unfortunate that not many teachers have had to shoulder the responsibility and problems of scheduling logistics!

"In the light of the foregoing, and our understanding that the QAPSB proposal does not entail a greater workload in any Region, but rather a slight reduction in the general case, we consider the workload proposal to be reasonable.

"Finally, the attached copies of letters to the President of P.A.P.T. and the President of P.A.P.S.B. express our Federation's position in respect of recent press indications of resumed teacher disruptive tactics, and the resulting impending Q.A.P.S.B. consideration of the Poirier Commission's recommendation to keep the schools closed.

"We earnestly hope that with an offer of security better than that of most parents, and a reasonable salary increase for no greater workload, probably slightly less in the general case, our teachers will see fit to resume their duties with reasonable motivation, and ignore counsels of perpetual confrontation over dwindling differences.

"School-children, the forgotten but primary factor in this protracted dispute, deserve no less!"

"Parents' Manifesto"

"The conditions for exercising the profession of teaching must be such that the pupil may benefit from the quality of education which he is entitled to expect and that the school board and the teachers have the obligation to provide for him.

"Among other aims, the provisions governing the working conditions must seek to facilitate the application of Regulation Number 7 of the Minister which broadens the concept of teaching by introducing into the pupils' timetable a variety of activities with a view to respecting the individual characteristics of the pupils and to permitting their continuous progress."

(Note - This is an extract from Chapter 8 of The Employer Group Offer made to The Provincial Association of Protestant teachers on Teachers' Working Conditions.)

8-1.03. Within the framework of his duties, the teacher's characteristic functions shall include:

1. - to prepare and present courses and lessons within the limits of the authorized programs;
2. - to collaborate with the other teaching and non-teaching professional personnel of the school with a view to taking the

appropriate steps to meet the individual needs of the pupil;

3. - to organize and supervise the socio-cultural, sport and recreational activities;
4. - to assume, if need be, the responsibilities of counsellor to the students by his participation in the guidance program;
5. - to assume, if need be, the responsibilities of librarian for the students;
6. - to organize and supervise, if need be, industrial training periods in collaboration with the enterprises of the community in the pupils' timetable;
7. - to assume the responsibilities of setting up a home room for a group of pupils, which shall be considered as his home room;
8. - to evaluate the performance and the progress of pupils in his charge and to so report to the competent authority of the school and to the parents according to the system established by the school board;
9. - to supervise the conduct of the pupils in his charge as well as that of the other pupils when they are in his presence;
10. - to control the late arrivals and the absences of his pupils and to so report to the competent authority of the school according to the system established by the school board;
11. - to participate in meetings relating to his work.

IF YOU ARE NOT HAPPY WITH WHAT'S GOING ON IN EDUCATION TODAY - WRITE THE MINISTER & JOIN H & S

Letters sent to PAPT and QAPSB

Mr. Donald Peacock,
President,
Provincial Association of
Protestant Teachers,
84 "J" Brunswick Ave.,
Dollard des Ormeaux,
Quebec.

Dear Mr. Peacock,

Following issuance of the Poirier Report in June this year, the Quebec Federation of Home & School Associations Board of Directors approved a motion that this Federation is opposed to the recommendation that schools remain closed in the autumn, if an agreement had not been reached in Teacher Contract Negotiations prior to the scheduled opening date.

Since this date it is understood that improved and reasonably acceptable offers have been received from the Employer table in respect of several issues including salary, but that P.A.P.T. considers that the latest workload offer is still not acceptable.

Further, we understand that you have been reported in the media as indicating that pressure tactics may or will be resumed when schools reopen, presumably in an endeavour to force acceptance of workload conditions more in accordance with your demand.

In the light of these statements I must advise you

that this Federation, which was foremost in denouncing the withholding of 17.13 percent of teachers' salaries, attacking mis-leading Government salary advertisements and pressing from the outset for a 35 percent salary increase in various personal and printed communication demands, is now under heavy pressure to withdraw our opposition to keeping Protestant schools closed.

Notwithstanding our continuing belief that such a negative step would penalize students more than ever, would further harden attitudes already unduly embittered by past events, would constitute insupportable economic coercion of all teachers, particularly the less affluent, and would achieve nothing to ensure the return of reasonably motivated teachers to the classrooms, in fact quite the opposite, we nevertheless must record that we cannot continue to maintain our opposition to the "lock out" proposed in the light of your declared intentions.

In view of the advances made to date in these negotiations and that the divergence on this final major issue does not appear to be great, we must record with regret our view that your declaration of intentions is

Mr. Bonar Lindsay,
President,
Quebec Association of
Protestant School Boards,
6000 Fielding Ave., Montreal,
Quebec.

Dear Mr. Lindsay,

Your press release indicates that at the Board of Directors meeting on August 21st, consideration may be given to keeping Protestant schools closed in view of the continuing impasse in Teacher Contract Negotiations, and (presumably) recent indications of the possibility of a resumption of school disruptions.

As you are already aware by copy of our June resolution, Quebec Federation opposes this drastic step, although in the light of recent improvements in teacher offers, we must now qualify our

previous outright rejection to the extent that while we still oppose this step so long as there is any hope of a reasonably satisfactory alternative, we must regretfully concur in such a decision if teacher representatives will not provide some assurance of normal operations after schools re-open.

We also feel that before any binding decision is taken in this matter that Boards should ensure that all teachers are fully aware of the current offers, and more particularly, if possible, what the reduction in elementary pupil-teacher ratio will or could mean in the respective Board Regions.

The attached copy of our letter to Mr. Peacock presents our views more fully.

We wish to express the sincere hope, that in these

most difficult times for the Protestant educational system, a satisfactory solution can be found to this internal fratricide which threatens to destroy both our system and the careers of those engaged therein, including English-speaking teachers.

Our membership wishes you well in the difficult and critical decisions that lie ahead, and hopes that the maturity and good sense of all concerned, will enable normal school operations to resume on the scheduled date, and continue uninterrupted thereafter.

Yours sincerely,
Elizabeth O'Connell,
President.

CC: The Hon. Jean Bienvenue,
Minister of Education
Bonar Lindsay, President,
Q.A.P.S.B.
Judge Alex Paterson, Poirier
Commission

both intransigent and irresponsible and shows little regard for the welfare of our and our students.

We concede that the possibility that teachers in another system in Quebec may have a slightly less workload is undoubtedly an irritant and agree that if conditions were other than they are (or as they were prior to Governmental usurpation of Board functions) such a situation would warrant a salary differential. However, in the light of the situation as it exists today, we cannot accept that the Protestant system program must be tailored to

fit the working conditions existing in another system having different program preferences and a lesser second-language teaching load. Furthermore, our Federation is satisfied that current Quebec Protestant levels are not excessive and would appear to be lower than the general Canadian average, from what we have been able to gather.

In conclusion, we would urge you to reconsider your future intentions, as we can see no valid reason why the remaining area of difference and resulting delay in arriving at final settlement should

necessarily prevent the resumption of normal teaching operations given good faith and mature professional behaviour by all concerned.

The salient need now in our view is for a program of rapprochement not continuing confrontation over a reduced residue of disagreement.

Yours sincerely,
Elizabeth O'Connell,
President

cc: The Hon. Jean Bienvenue,
Minister of Education
Mr. Donald Peacock, President
P.A.P.T.
Judge Alex Paterson, Poirier
Commission



Remember this presentation?

Well we goofed! The headline in the last issue said "Past-President Miller presents Buzzell Award."

The story that followed correctly identified the recipient of the "PATTERSON AWARD" for a long and distinguished career in education as Ian Trasler.

The Buzzell Award was not made last year. It is presented from time to time for outstanding work on behalf of the Federation.

ΟΜΟΣΠΟΝΔΙΑ ΣΥΝΔΕΣΜΩΝ ΟΙΚΟΓΕΝΕΙΑΣ ΚΑΙ ΣΧΟΛΕΙΟΥ ΤΟΥ ΚΕΜΠΕΚ

ΤΙ ΕΙΝΑΙ ΟΙΚΟΓΕΝΕΙΑ ΚΑΙ ΣΧΟΛΕΙΟΝ

Ἡ Ὁμοσπονδία Συνδέσμων Οἰκογενείας καὶ Σχολείου τοῦ Κεμπέκ εἶναι ἡ μόνη συνενωμένη φωνή τῶν γονέων εἰς τὸ Κεμπέκ, ἡ ὁποία ὁμιλεῖ ἐπὶ ἐκπαιδευτικῶν ζητημάτων.

Διακρινόμενη ἀπὸ τὰς Σχολικὰς Ἐπιτροπὰς (αἱ ὁποῖαι φρίσθησαν διὰ κυβερνητικῶν Διαταγμάτων) δὲν ἔχει συνδέσμους μὲ οἰανδήποτε Κυβέρνησιν. Λόγω αὐτῆς τῆς μοναδικῆς ἀνεξαρτησίας εἶναι ἐλευθέρω νὰ ἐρωτᾷ, ἐρευνᾷ, κατακρίνῃ καὶ ἐπηρεάζῃ τὴν Κυβέρνησιν διὰ τὴν ὅσον τὸ δυνατόν καλλιτέραν ἐκπαίδευσιν ὄλων τῶν παιδιῶν.

Ἡ Ὁμοσπονδία εἶναι ἕνας ὄργανισμός Ἀγγλικῆς γλώσσης μὲ ἀξαναόμενα μέλη ἀνω τῶν 12,500 οἰκογενειῶν εἰς 110 σχολεῖα τῆς Ἐπαρχίας καὶ σχετίζεται μὲ τὴν Καναδικὴν Ὁμοσπονδίαν τῶν Συνδέσμων Οἰκογενείας καὶ Σχολείου, ἡ ὁποία ἐκπροσωπεῖ χιλιάδας γονέων εἰς τὰς 10 Ἐπαρχίας τοῦ Καναδά.

ΤΙ ΚΑΜΝΕΙ Ἡ ΟΙΚΟΓΕΝΕΙΑ ΚΑΙ ΤΟ ΣΧΟΛΕΙΟΝ

Ἐπὶ σειρὰν ἐτῶν ἡ Ὁμοσπονδία ἐργάσθη διὰ τὰ ἐξῆς: Χορήγησιν Ὁμοσπονδιακῶν καὶ Ἐπαρχιακῶν ἐπιδομάτων, πλέον ἐιδικευμένους διδασκάλους, Γαλλικόν πρόγραμμα, μαθήματα οἰκογενειακῆς ζωῆς, καλλιτέρας ἐδκολίας γυμναστικῶν ἀσκήσεων, προγράμματα τηλεοράσεως κατάλληλα διὰ παιδιὰ, μαθήματα ὁδηγήσεως καὶ ἐπιθεωρήσεως σχολικῶν λεωφορείων, καλλιτέραν ἐκπαίδευσιν εἰς τὰ Κολλέγια, δικαίως ἐξετάσεις καὶ καταμέτρησιν τῶν ἱκανοτήτων τῶν παιδιῶν, τακτοποίησιν τῆς διαμάχης δὲ τὴν κατάταξιν τῶν διδασκάλων, περισσότερα Καναδικὰ σχολικὰ βιβλία. Ἀντεκρούσαμε τοὺς κανονισμούς, οἱ ὁποῖοι ἀφοροῦν τὴν καταγραφὴν τοῦ ἱστορικοῦ τῶν μαθητῶν καὶ ἐπετύχαμε τὴν ἀνάκλησιν του.

ΝΟΜΟΣΧΕΔΙΟΝ 22

Τὸν μῆνα Ἰουνίου ἡ Ὁμοσπονδία ἐγινε δεκτὴ εἰς ἀκρόασιν παρὰ τῆς Κυβερνήσεως καὶ ἐξέφρασε τὰς ἀντιρρήσεις τῆς διὰ τὴν ἀπάλειαν τῆς ἐκλογῆς τῆς γλώσσης εἰς τὸ Νομοσχέδιον 22.

Ἡ Ὁμοσπονδία ἀκόμη ἀντικρούει τὸ Νομοσχέδιον 22 καίτοι ἐψηφίσθη εἰς Νόμον καὶ σχεδιάζει περαιτέρω ἐνεργείας ἵνα καταπολεμήσῃ τὰς ἀνισότητάς τοῦ Νόμου 22.

Προσχωρήσατε εἰς τὸν τοπικόν σας Σύνδεσμον Οἰκογενείας καὶ Σχολείου. Βοηθήσατε τὸν ἀγῶνα διὰ καλλιτέραν ἐκπαίδευσιν. Οἱ γονεῖς πρέπει νὰ ἀναλάβουν στάσιν ἐθούνης ἀπέναντι τῆς ἐκπαιδεύσεως τῶν παιδιῶν τῶν.

Ἡ φωνὴ τῆς Ὁμοσπονδίας εἶναι δυνατὴ καὶ συνενωμένη καὶ ἐτοιμὴ νὰ σας ἐξυπηρετήσῃ.

ΟΜΟΣΠΟΝΔΙΑ ΣΥΝΔΕΣΜΩΝ ΟΙΚΟΓΕΝΕΙΑΣ ΚΑΙ ΣΧΟΛΕΙΟΥ ΤΟΥ ΚΕΜΠΕΚ

QFHSA Membership Fees

TO WHOM IT MAY CONCERN

—Last year an unfortunate situation arose in several H&S Associations in our schools. Membership fees were collected from parents, but neither their names nor their provincial dues were submitted to the office of Quebec Federation of Home & School Associations.

The result was that these families were never able to receive their copy of the QFHSA Home & School News, nor were they or their Association 'paid-up members of QFHSA in good standing.'

It is to be hoped that the local associations concerned did inform their members that, of the membership fee which they had paid, the \$3 dues to QFHSA had not been passed on and that therefore the local members were NOT members of the provincial H&S organization, together with an explanation as to how the monies would

be used. Otherwise the \$3 fee should have been returned whence it came.

The executive committee of an affiliated H&S Association has a commitment to complete the membership process once it has been started, and this involves passing on to the provincial organization, the Quebec Federation of Home & School Associations, the funds collected in its name and the mailing list of members subscribing.

Sometimes human problems can occur with this membership process, but new arrangements must be

made so that all members have their names and fees submitted as early as possible in the school year in order to benefit fully from their provincial membership.

Any H&S member may feel free to ascertain that their name and fee have been submitted to QFHSA by contacting the office at 933-3664 or 4795 St. Catherine Street West, Montreal.

If you have received this copy of the H&S News addressed to your family personally at your correct address, you will know that this has been done.

FEDERAZIONE QUEBECCHESA DELLE ASSOCIAZIONI CASA-SCUOLA

CHE COSA SIGNIFICA "CASA E SCUOLA"

La Federazione Quebecchese delle Associazioni Casa e Scuola e, nel Quebec, la sola e unica voce dei genitori che puo parlare dei problemi scolastici.

Distinta dai Comitati Scuola (che sono stati istituiti con decreto governativo), L'associazione "Casa e Scuola" non ha legami di nessun genere con il governo. A causa di questa sua **INDIPENDENZA** e fuor di dubbio che essa puo investigare, criticare e forzare il governo a dare a tutti i bambini la migliore istruzione.

La Federazione, di lingua inglese, con un numero sempre crescente di membri, oltre 12,500 famiglie in 110 scuole attraverso tutta la provincia, e associata con la Federazione Canadese delle Associazioni "Casa e Scuola" che rappresenta migliaia di genitori in tutte le dieci province.

COSA FA "CASA E SCUOLA"

Durante questi anni la Federazione ha lavorato per ottenere le allocazioni familiari sia provinciali che federali, un numero maggiore di insegnanti specializzati, l'approfondimento della lingua francese, dei corsi di vita familiare, maggiore e migliori mezzi per l'insegnamento dell'educazione fisica, dei programmi televisivi qualitativamente migliori per i bambini, una maggiore esperienza per gli autisti degli autobus scolastici, delle ispezioni piu frequenti di questi ultimi, un'istruzione qualitativamente migliore nei C.E.G.E.P., dei tests e una valutazione piu giusti dell'abilita dei bambini, l'appianamento delle dispute per gli insegnanti declassificati, un maggior numero di libri di testo canadesi. Ci siamo opposti al regolamento che stabiliva i dossiers cumulativi e ne abbiamo ottenuto il ritiro.

'BILL 22'

In giugno, la Federazione si e presentata davanti alla Commissione Parlamentare e si e opposta strenuamente alla perdita del diritto di scelta, perdita sancita dal bill 22. La Federazione si oppone ancora al bill 22 anche se questo e diventato legge e ulteriori azioni sono previste per combattere le ingiustizie del bill.

UNITEVI A "CASA E SCUOLA"

Unitevi alla vostra Associazione locale "Casa e Scuola". Aiutateci al fine di ottenere una sempre migliore istruzione. I genitori devono tenersi un'attitudine ferma per quanto riguarda l'istruzione dei loro bambini. La voce della Federazione, forte e unita, e pronta a servirvi.

FEDERAZIONE QUEBECCHESA "CASA E SCUOLA"

FOCUS on the LOCALS

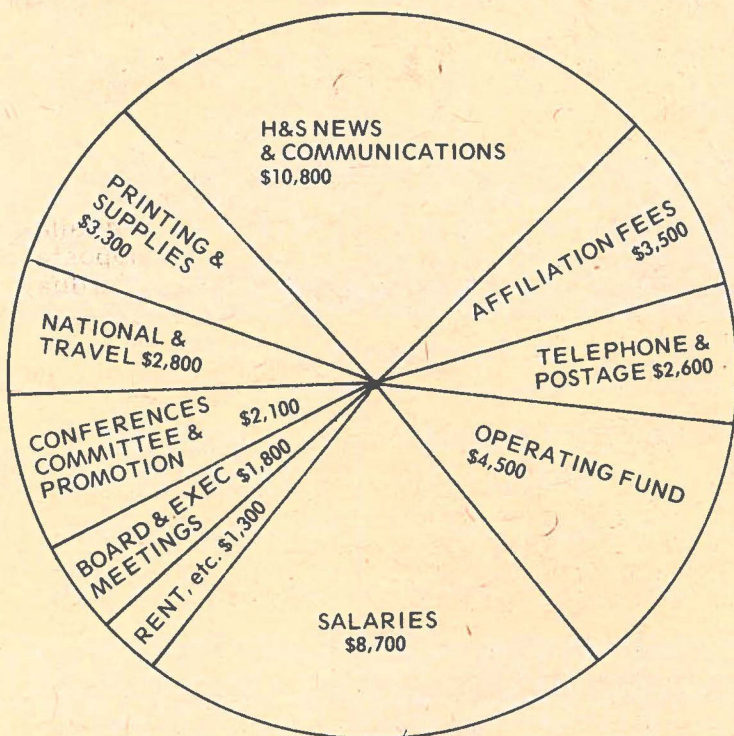
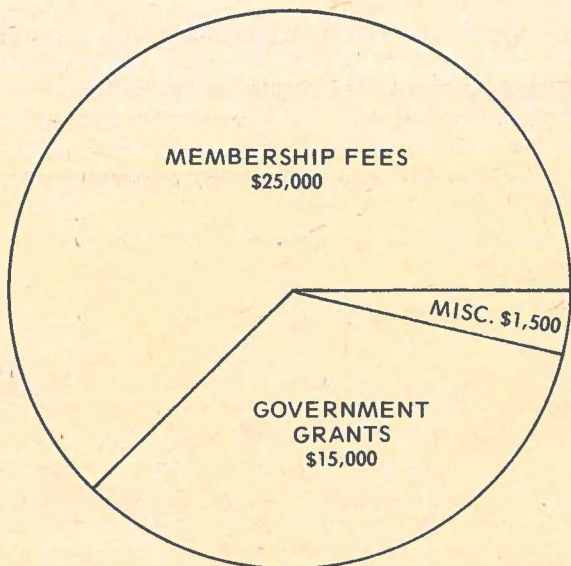
FOCUS on the LOCALS is a regular column in H & S NEWS - It is for the benefit of all local associations to know what other locals are doing.

Send your stories and pictures (preferably black and white prints) to the Editor at QFHSA's office, 4795 St. Catherine Street West, Montreal, H3Z 1S8.

Due date for material for the next issue is Friday, November 6. In the meantime, good luck with your membership drive.

Here's where QFHSA's \$'s come and go!

(Last year's figures)



Leadership Conference

Value packed day planned

Please circle November 6, 1976 on your calendar now and plan to attend Quebec Federation's Fall Leadership Conference to be held at Westmount High School, 4350 St. Catherine St. West, Westmount.

The conference is open to all Home and School Associations.

The day long conference will start with registration and coffee at 8:45 am for all those wishing to participate.

The workshops are planned to

provide information, and inspire a free exchange of ideas among all members, especially those of the local executives—the Presidents, Vice-Presidents and chairmen of membership, resolutions, program and publicity committees, not forgetting our treasurers and our "treasured" Area Representative.

Luncheon will be available at the school and workshops will continue afterwards.

"Do come!" says June Ellingsen, Program Chairman, "as we are looking forward to learning together, working together and succeeding together in 1976-77."

In the following weeks more information will be in the mail to local association presidents, and any suggestions or requests regarding workshops should be forwarded to June Ellingsen, Program Chairman - 487-4411 or Federation Office - 933-3664.

SOCIETY FOR CRIPPLED CHILDREN

TAG DAY, September 25th, 1976

Support the annual Fund Raising Campaign held from September 16th - 30th through your local Home & School Association.

The "kick-off" for this campaign was the crowning of the "Queen" at Chateau Champlain on September 16th, followed by the official launching of the Tag Day at Place Ville Marie on September 24th. School children assisting in this drive through their Home & School Association will be able to pick up their "boxes" on the 24th either at a home or school depot.



BENEFACTORS' DAY August 10th, 1976.

At the invitation of the Society for Crippled Children the President of Quebec Federation, Betty O'Connell, attended Benefactors' Day at their camp near Joliette, Quebec. Welcomed by Yves Beauregard, camp director, and Ken Robertson, Camp Committee Chairman; whose wife Sheila is a past-president of Westmount High Home & School Association, the guests were then conducted by camp counsellors on a complete tour of the camp's facilities, including the nursery, kitchens and dining hall, laundry, hospital and therapy unit. It was most interesting to see these children, some severely handicapped, participating happily and fully in all the usual activities of any summer camp—swimming, boating, archery, drama, handicrafts and nature study. The camp is excellently maintained with both children and staff sharing this responsibility. The happy, healthy atmosphere of the camp left the visitors with no doubt of the quality of the program provided for up to 500 crippled children and adults every summer.

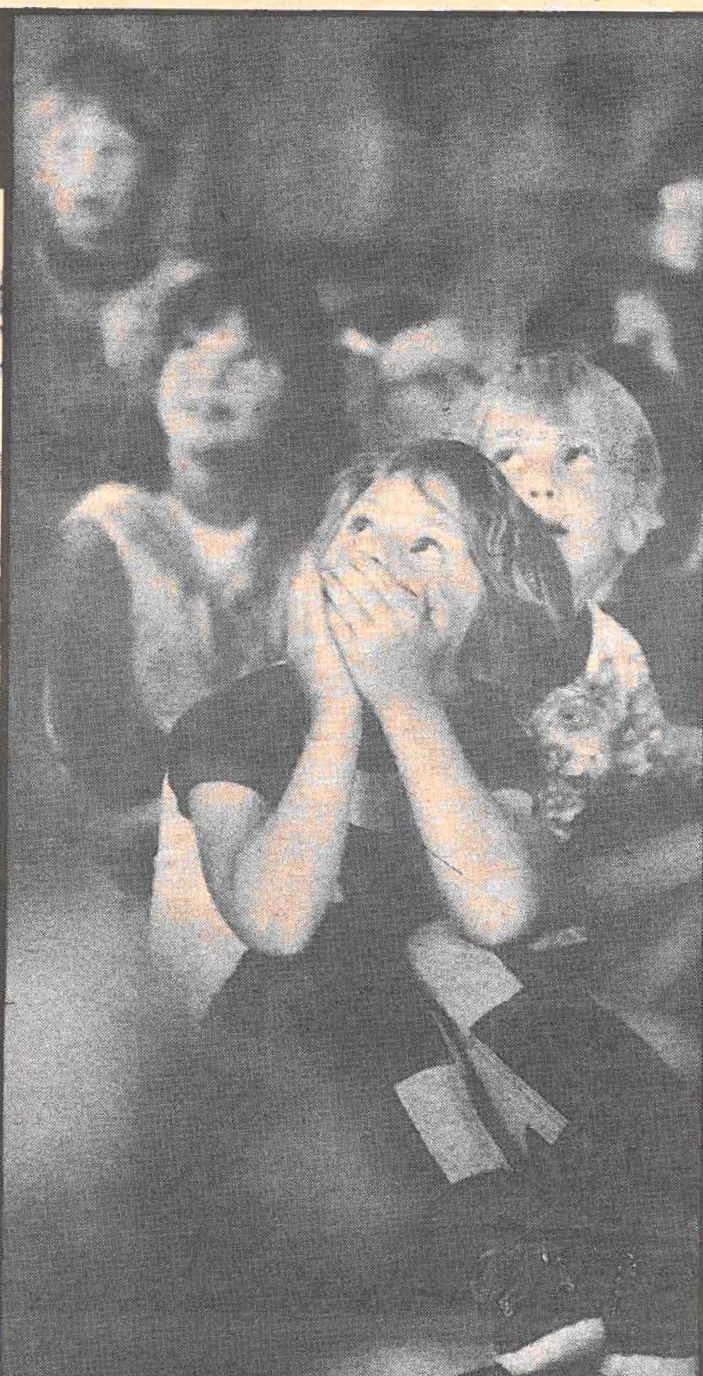
The President, who was accompanied by Vice-President June Ellingsen, was pleased to meet Mrs. Freda Edelson, liaison, and Tony Shorgan, Executive Director of the Society at dinner, after which the President, Mr. Phil Maurice presented an award to Dr. Percy Weissman for an outstanding voluntary service to the society.

Quebec Federation of Home & School Associations trusts that the Society for Crippled Children will receive all the support possible from local Home & School Associations to make their 1976 Annual Fund Raising Campaign a great success.

Please, help! These children are counting on YOU!

For further information, please, contact Mrs. Freda Edelson — 748-8816.

YOUTHEATRE



A TIME FOR *Thank yous*

Quebec Federation of Home and Schools who undertook to encourage grant-giving agencies to include youth theatre in their budget, the LaSalle branch even sponsoring a "Youtheatre Day." As a result of their efforts Youtheatre continues to reach over 75,000 Quebec children each year.

To Twin Oaks and Elmwood schools and The Protestant School Board of Greater Montreal for giving Youtheatre its start.

Quebec Principals and Teachers - for your care in selecting Youtheatre experiences for your students.

Quebec Young People - for being the most giving, the most demanding and the most dynamic of audiences.

*For many happy moments shared,
We thank you*

sincerely,
Youtheatre

Youtheatre is a non profit organization specializing in Theatre for Young Audiences. A company of adult professional actors perform participation plays in schools throughout Quebec and at Youtheatre's Studio.



YOUTHEATRE

1976-77 SEASON

for Elementary Schools	for High Schools	at Youtheatre's studio	
<p>2 New Youtheatre Originals</p> <p>AESOP'S FABLES Kindergarten-Grade 3</p> <p>"HISTORYHERSTORY" Grades 4-6</p>	<p>MACBETH!</p> <p>This powerful production, adapted especially for High School students by Wayne Fines, presents the full story of Macbeth in one hour, fifteen minutes. It is presented in-the-round and includes audience participation</p>	<p>CREATIVE DRAMA CLASSES</p> <p>For these age groups: 5-7; 8-9; 10-11; 12-14; 15-18</p>	<p>WEEK-END FAMILY SHOWS</p> <p>Beginning in October Sundays: 1:30 & 3:30 pm</p>

FOR INFORMATION REGARDING ANY OF THESE PROGRAMMES CALL OR WRITE:
YOUTHEATRE, 1585 ST. LAWRENCE BLVD., MONTREAL, P.Q. (514) 844-8781