

QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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File: Ottawa

Delegation Blitzes Ottawa on Court Action

Early on the morning of Tuesday, June 12th, a delegation of approximately forty Quebec Federation of Home and School Associations' parents headed up the highway to Ottawa. Their purpose? To respond to a resolution from the May 11th Annual General Meeting instructing the President and delegation from QFHSA to query the Prime Minister of Canada concerning delays in responding to a Petition for a reference case of Quebec's Bill 101 to the Supreme Court of Canada.

Immediately following the AGM, the QFHSA Rights Com-

mittee, under chairman Dr. Calvin Potter, went into action. By mid-morning June 12th, enthusiastic QFHSA members were already pursuing their local M.P.'s on the question of delay. Sufficient lobbying over the course of three hours brought the question to the floor of the House of Commons on that very day (see excerpt from *Hansard*, June 12, 1984 (see page 7).

At the same time members of the QFHSA delegation were assembling to meet with Secretary of State, Serge Joyal, who had been designated by Prime Minister Trudeau to meet

with us following question period. It should be pointed out that it is through the office of Secretary of State that funding is provided for court actions regarding constitutional issues.

After a lengthy discussion, also attended by M.P. Warren Allmand, Mr. Joyal promised to communicate in writing with the Minister of Justice asking for a written request to the Chief Justice of the Superior Court of Quebec before the end of this session of Parliament on June 29th.

The QFHSA Rights Committee will meet immediately following a response from Ottawa.

Could YOU stop

to save a child's life?
Check your brakes . . .
Watch your speed . . .
AND STAY ALERT!



Bicycling is fun. But too many of us think of bicycles as toys and the number of accidents involving bicycles reflect this line of thinking. In 1983, 36 cyclists were killed in the Province, 305 cyclists were seriously injured, and another 3,020 suffered lesser injuries. These statistics all represent an increase over the preceding year.

What are the characteristics of bicycle accident victims? Sixty per cent are between ages 5 and 17. Between the ages of 10 and 14, one victim in 3 is a cyclist. Thirty-three per cent are between ages 18 and 34. In 75% of the cases, the victim is male.

What about circumstances surrounding the accidents? Most bicycle accidents occur in urban areas. However, rural accidents tend to be more serious. Most accidents occur at places other than an intersection. Those that do oc-

cur at intersections tend to be at intersections where there are no signals. Over forty-eight per cent of bicycle accidents occur in residential areas whereas 39% occur in commercial areas. Eighty-five per cent of the accidents occur between May and September, and more often during the week. Over forty-two per cent occur between 15h00 and 20h00 (3 and 8 pm) and in 81% of the cases, the weather is nice.

Let's analyze accidents. When an accident occurs at points other than an intersection, it is usually because of the "disorderly" behaviour of the cyclist, cutting towards the left without looking, and also when the automobilist does not see the cyclist. At an intersection, accidents occur because of a "conflict" between the cyclist and the automobilist during a left turn, or a right angled collision (when the automobilist hits the cyclist on the side). The analysis of these accidents show that the cyclist is at fault in at least 2/3 of the accidents.

To correct this, *everyone* has to make a concerted effort! You as parent-cyclist, give your child the good example! You as parent-councillor, be strict with your child-cyclist! This year authorities would like to stress two points for the safety of all cyclists:

1. Follow the flow of traffic! By law (Highway Safety Code) you must keep right and follow the flow of traffic. (If there is a cycle path or lane, you *must* use it!)
2. Be seen! The Highway Safety Code requires all bicycles to have a white reflector in front, a red

reflector in the rear, amber reflectors on the pedals, an amber reflector in the front wheel spokes and a red reflector in the rear wheel spokes. At night a bicycle must be equipped with a white light in front and a red light in the rear.

Happy and SAFE cycling!

Guest Speaker, Mme Hélène Lamarche

The guest speaker at our Friday, May 11th, A.G.M. banquet was Mme. Hélène Lamarche, Head of the Education Department of the Montreal Museum of Fine Arts. She was a charming and most interesting speaker and she gave us a broad overview of the history of museums down the ages. Her enthusiasm and love for the museum and her deep interest in education have provided positive and exciting plans for the future. She sees our Montreal Museum of Fine Arts as a place where all Quebecers can deepen their appreciation of art, culture and history.

Mme. Lamarche graciously stepped in as our guest speaker when Mr. Gaudieri, originally scheduled to address us, had to cancel the engagement due to the arrival of Mme. Picasso to discuss the planned Picasso Exhibition. Mr. Gaudieri said how sorry he was not to have been able to attend, but he had to honor his commitments to the museum. However he hopes we will invite him back at some future date.

The evening was well rounded



off by a slide presentation by Mrs. Nina Hart, president of the Volunteer Guides for the museum. It was a lovely complement to Mrs. Lamarche's address and everyone thoroughly enjoyed

it. We were made aware of the fact that interesting slide presentations can be made to the children in our schools upon request. The presentation is usually followed up by a trip to the museum.

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

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Have a
**SAFE
SUMMER**

See page 16
for
REMINDERS

Editorial . . .

We Will Not Be Swept Aside

Where were you on Tuesday, June 12, 1984? A year from now . . . five years from now . . . will you remember what you did on that day? What commitments, what duties at home or office prevailed over the opportunity to stand up and be counted for the right of freedom of choice in language and education?

Those concerned citizens who went to Ottawa on June 12, on your behalf, will remember that date. One day of our time, to speak to our government is a small investment to make for the lifetimes of our children and future generations of this nation.

Yes, our day was well-spent. Yes, we were cordially received by the Members of Parliament. Our government officials agreed that a "travesty of justice" has occurred. Six years of waiting for the QFHSA Court Action regarding Bill 101 is a disgrace. The timing is now crucial; the students on whose behalf the court action was originated are growing up and leaving the school system. Without plaintiffs, there is no legal case.

In response to a question by Conservative MP John Gamble in the House of Commons on the day of our visit, Pierre Trudeau agreed that five years is too long to wait for court action, but that a direct referral to the Supreme Court was not possible. Yet, today, a news item states that the Prime Minister has once again requested Ontario Premier William Davis to entrench the language rights of franco-Ontarians in the Constitution. This same week, the Supreme Court of Canada is hearing the Manitoba case. When and where has the Prime Minister expressed his concern for the language rights of Quebec minorities?

Nevertheless, promises have been made to Home & School. The Secretary of State will formally request the Minister of Justice to pursue inquiries with the Chief Justice of the Superior Court of Quebec regarding the delay. This is to be completed before the present session of Parliament ends on June 29. Federal financial support will be available for legal action once the case is in the courts. Will these promises be kept? At the ballot box in the next election, will we remember?

The struggle is not over. Perhaps the promises will not be kept. This has been another step in the democratic process, not the culmination of the effort. What has been accomplished is that the responsibility for upholding the principles of justice and conscience is now shared by our elected representatives in Ottawa.

The June 12th journey to Ottawa did not just happen. It was the result of years of groundwork, of letters, petitions, articles and briefs which have kept us informed about these issues. The rally involved logistics of transportation and communication. The documentation presented to the government was meticulously prepared.

Our children and our community owe a vote of thanks to those who have willingly shouldered the burden of defending our rights. There has been no pay or financial reimbursement. There is the reward of knowing that history is being made, that democracy lives only as long as people care enough to keep it alive. In numbers, it was a small group that went to Ottawa. We spoke for you. Next time, we hope that you will join us. It's your future too.

C.O.

West Island school boards offer CEGEPs community link

by Liz Metcalfe

News & Chronicle, April 11, 1984

The Conseil des collèges (the college council of the ministry of education) will be conducting the last of its consultations on the future of CEGEPs in Quebec with the Cree School Board in Fort George today and West Island school boards are anxiously awaiting the council's final analysis of recommendations and criticisms they presented in February.

The Baldwin-Cartier School Commission has its fingers crossed the council will react favorably to a recommendation it made in its brief: that the local school boards provide a valuable link between CEGEPs and their communities.

"Thanks to participation and consultation of parents' and school committees in school

boards and the preoccupation of commissioners with education, boards can grasp the depth of parents' expectations and discuss them with the CEGEP," said the brief, which also recommended the government pass legislation to appoint school boards as official links and define the role they could play.

"We're asking for legislation to preserve the continuity," B-C director-general Marcel Arsenaault said. "If the recommendation is adopted we wouldn't want it to be an arbitrary choice from CEGEP to CEGEP."

The proposal was one of several the board made in response to the council's request for feedback on the question of college autonomy and the relationship between a college and the community it serves.

The Lakeshore School Board

recommended a similar plan to establish a permanent liaison committee between CEGEPs and the high schools that feed them. The LSB's brief pointed out information exchanges monitored by such a committee could help standardize pedagogical requirements.

"A good example of the confusion that often results in this area is the change in high school biology programs," said the brief. "In order to graduate under the régime pédagogique, a student only needs biology at the secondary III level. For a student to function well in the health sciences at CEGEP, a much higher level of biology is needed."

Baldwin-Cartier's brief contained severe criticisms of many aspects of CEGEP education. Over a two-month period the board consulted with guidance counsellors and principals of its high schools to produce a list of the most frequent complaints of parents and former students.

Among them were criticisms of teachers' attitudes, focus and supervision of curriculum and scheduling problems.

"We stressed these criticisms because conditions vary from CEGEP to CEGEP," said Arsenaault, "but they were the most common complaints."

According to the brief, CEGEP teachers' attitudes were too much

(See Interaction, page 4)

LOOK AT ME

I am the thought for 1984; remember me?

I am the Person who comes to your meetings or the Person who quietly waits to be acknowledged. I patiently wait while everyone visits and chit-chats.

I am the Person who finds my own seat — I don't have much to say.

You might say I'm the good guy . . . I don't make waves.

But do you know who else I am?

I'm the Parent who never comes back!

It amuses me to see how much your membership tries to find ways to get me back when I was there in the first place.

All you had to do to keep me was give me some time, some extended little courtesy.

Do you owe someone a phone call or a note for help given?

The happy parent is the one who stays and grows with us!

[Ed. note] Many Annual Meetings are coming up — this may make us look at ourselves a little.

Keeping in touch — what it is all about.

OTHER PEOPLES OPINIONS

Porn vs. violence

In a world in which people complain more than they praise, the absence of complaints often can be taken for approval. Such would appear to be the case with the passage last month by Town Council of the Town of Mount Royal of its restrictions on the display of sexually explicit magazines. In the absence of complaints by citizens to the new rules, we must assume they are meeting with general approval.

Indeed, these by-laws are popping up all over, with many island suburbs getting on the bandwagon. Their passage is becoming a "motherhood" type of issue.

We liked the by-law passed by the Town and were glad council moved quickly to adopt it within a few months of being given the power to do so by Quebec. In its requirement that such magazines be displayed at adult height and behind an opaque barrier, the by-law seemed simple while being effective at making such literature more difficult for children to see in the stores.

But a tour of Town newsstands in the past week makes clear that the by-law does not put out of sight and out of reach all the publications that are not fit for children's consumption. The omissions diminish the law's value and fairness.

Catching our eye last week on most newsstands was the current edition of one of Quebec's trio of so-called "newspapers" specializing in crime news. The addition of a third of these sheets to the market apparently has made even hotter the race for the most lurid details of the most grisly crimes.

The newest paper of the three last week boasted on its cover that it had obtained the "banned" (translating from the French) pictures of a gruesome murder in which, the bold headline roared, the killer "ate his victim" after "cutting her into 'steaks'." The accompanying front-page photo was of a bloodied, mangled human head, apparently cut off the body. The front page issued a warning for the "weak of heart" to not turn the page, for inside were two pages of the most disgusting photos imaginable of the naked, mutilated corpse of the female victim.

We have never seen anything more revolting in any publica-

tion, nor anything more unsuitable for the eyes of children - or most sane adults for that matter.

Yet while the pictures of beautiful men and women in the likes of *Playboy*, *Penthouse* and *Playgirl* were tucked up and out of sight on most newsstands, in accordance with the bylaw, this crime rag and those of similar ilk were out on display beside other regular newspapers, more often than not at ground level.

If we had to choose, we would rather children looked at pictures of a beautiful woman's bare breasts than those of a corpse with one breast hacked off by a murdering cannibal.

The former might lead to some embarrassing questions to parents about sexuality. The latter is the stuff of weeks of nightmares.

The problem of regulating such gory papers seems to be that it is much easier to define (though even it is difficult) the limits of what makes a magazine "erotic" than it is to define limits on gore and violence. But what makes it all right to display within children's reach pictures of naked corpses while those of naked living people are considered taboo?

When looked at this way, the so-called anti-porn by-law doesn't really measure up. It if aims to remove undesirable publications from the easy reach of children, it does not succeed because it does not include all types of literature that most parents would want kept away from their youngsters.

And, from a legal point of view, it is blatantly discriminatory. Sex goes, gore stays.

While we appreciate the intent of the by-law, it is too simplistic an answer to the whole issue of censorship in our society. It tries to resolve a dilemma that goes far beyond the purview of a municipal council.

The by-law opens for municipalities the whole Pandora's box of censorship. Until society itself has resolved this most difficult problem, no mere by-law will be able to do the job.

by Don Sancton,
Editor,

Weekly Post.



Quebec Home & School NEWS

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Legal Deposit Quebec National Library

Hearing from you...

Thanks...

This note is forwarded to express in writing how pleased I was to, once again, attend the Annual Banquet of the Quebec Federation of Home and School Associations.

Contratulations on 40 years of positive contributions. Congratulations are also due for a well organized conference.

Yours sincerely
Lucien Rossaert, Vice-chairman
 Superior Council of Education

... Worthwhile

I want to thank you for a very interesting and informative AGM again this year. I found it very worthwhile — a good learning experience. Also a special thanks to June [Smith] and Marion [Daigle] who transported us to and from the motel and I had a nice unexpected lift downtown with June's husband afterwards. I appreciated being able to stay in the motel this year - we were able to sleep!

Thanks again
Cathy Hortop

Ayer's Cliff Elementary School

P.S. I also want to thank you for the book "Yes Virginia there is a Right and Wrong". [This book went out all Home & School Associations last Fall as a gift from a British Columbia businessman and was reviewed by Barbara Black Peden in the December '83 issue of the NEWS]. I am passing it around to the committee members who are interested. The book raised some very important questions I thought and I was really happy to have received a copy. C.H.

... Proud to Help

We would like to thank you very much for the two book prizes we received at the AGM on May 11. We are proud to have helped our school. We plan to present the books to the school at our annual Volunteer Reception on June 6.

Sincerely
Tina Townsend,
 Newsletter Editor
Donalda Walker,
 M'ship Chairman

Valois Park School (Pointe Claire)

... Connie Could

Thank you for your kind invitation to share in the Quebec Federation's Annual General Meeting and luncheon. The program looks most inviting and it would indeed be a pleasure to attend the conference and bring greetings from the Protestant Committee.

I shall be out of town with the Superior Council all day Friday but would be able to share with you on Saturday, the 12th of May.

As you know, my mandate as chairman and member of the Protestant Committee ends August 31st. I have been a member of the Superior Council of Education and for the Committee for 13 years. Ever since Wes Bradley, the Chairman of the Committee asked me if I would be willing to replace a member who was leaving for India. That was at a Q.F.H.S. awards luncheon in 1971 and the proposer was Mary Buch, Vice-President of Quebec Federation. Seems fitting that it should end there.

Yours sincerely,
Constance Middleton-Hope
 Chairman, Protestant Committee
 Superior Council of Education

... More Thanks

Thank you for your very kind invitation to the 40th Annual General Meeting of QFHSA next weekend.

I must apologize for not responding before this but since I have been in Burlington I have become very actively involved in the Auxiliary of our local Hospital and am just completing my 2-year term as Membership Convenor (what else after all my years of training in H&S!) Unfortunately our Annual Meeting takes place at the same time as yours so regretfully I shall not be able to get to Montreal.

I do wish you a most successful meeting. The very best wishes to you and all Home & Schoolers.

Yours sincerely
Pamela Reddall
 Burlington, Ontario

... And More

It was very kind of you to invite me to your annual convention, celebrating the 40th anniversary of Quebec Federation. It brought back many happy memories of the Federation's early days.

I became associated with Home and School in 1946, just out of army uniform and 30 years old. Within a year I was elected to the Federation Council, and then took on the task of Secretary — with the Federation's first headquarters office in my home. The organization was growing fast, and it was a terrific experience. By 1955, it had become too much for a leisure-time job, and I had to give it up.

In May 1959, I was elected President — then had to turn the post over to Jack Chivers a couple of months later when I was granted leave of absence from Bell Canada to become Executive Director of the Canadian Conference on Education. So you see I am not a good ex-President, but probably the only one to have received the Buzzell Award!

I made scores of good friends in Home and School, and am still in touch with some of them. My wife and I look fondly back on those happy days in our native Montreal, tho' we have lived in Ottawa for nearly 25 years.

We take advantage of every opportunity to drive to Montreal for a week-end, and I shall be glad to accept your invitation to be at the Awards Luncheon on Saturday, May 12, at Loyola Campus Centre.

Fred W. Price
 Ottawa, Ontario

John Couldn't...

I was indeed pleased to receive your kind invitation to attend the Awards Luncheon together with other past presidents of the Federation. Unfortunately I will not be able to get away from Kingston where we now live...

I have always enjoyed attending the annual conference and would have thoroughly enjoyed renewing acquaintances this year. Please extend to all my best wishes. I had the pleasure of being president in the Confederation year — an exciting time in Quebec-Canadian history — and one which Dorothy Frankel and Doreen Richter remember well!

Your program for this conference is appealing and I wish you every success. Please extend to my friend Howie Stutt [Professor Stutt spoke on "The Teacher as an Element in Quality Education" during the Plenary session] best regards from my wife and myself.

John Purkis
 Kingston, Ontario



PRESIDENT'S MESSAGE

MARION DAIGLE
 President

It has been an incredible year. As I look back over this first year as your President, I am amazed at the number of activities or events where Quebec Federation of Home and School Associations (QFHSA) has actively participated. Since there is no way in which one 'volunteer' President could ever attend to all the matters affecting QFHSA, I am personally indebted to a legion of volunteers who came forward, usually on very short notice, to be of assistance.

It all began in June of 1983 when we hosted The Canadian Home and School and Parent-Teacher Federation annual meeting in Ottawa. Barbara Milne-Smith, General Arrangements Chairman, and Donna Sauriol, QFHSA Executive Secretary, utilized their considerable organizational skills to provide a very successful program — remember, there was a Tory Convention in town!

Later that month QFHSA moved offices to Cavendish Blvd. — after 20 years at our previous address. Anyone who has moved a household after that number of years knows the problems involved, but Sue Stamm, Office Services Chairman, and Doreen Canavan, after several months of location search, organized a team of volunteers and we have never looked back.

The summer months were spent pouring over Bill 40 and preparing mountains of material to eventually culminate in a brief to the National Assembly Committee on Education. The QFHSA Task Force on School Reorganization laboured for countless hours, and while the issue has not been resolved, there have been several delays which have seriously jeopardized the government's chances of seeing Bill 40 passed in June, 1984. In January, 1984, QFHSA appeared before the National Assembly Committee on Education. Very little notice was given to the contents of our brief — particularly on the question of the validity of sections in the Bill dealing with parental rights. However, the former Minister of Education, Dr. Camille Laurin, found time to criticize us as an organization. We are continuing to monitor the Bill 40 situation very closely.

The QFHSA Fall Leadership Conference is

a special highlight in each new school year. Once again the quality of leadership was exemplified by Joyce Payan as she and her team put together a stimulating program for our local membership.

In February and March QFHSA presented two position papers — Second Language Teaching, and The State and Condition of Teachers and Teaching — to the Superior Council of Education. Both of these requests came at very short notice and I want to single out for special appreciation Rose Kandagaonkar and Al Locke who gave so generously of their time on these projects.

Our 40th Annual General Meeting and Conference in May was a personal highlight for me. It was an opportunity to meet and reflect on the 'good old days' of Home & School — to let so many of those who came to realize that their contributions have not been forgotten — that their volunteerism has been an inspiration. Joan Locke, General Arrangements Chairman; June Smith, Hospitality Chairman; and Peggy MacArthur and Angelika Redahl, Program Chairmen, did an outstanding job and, indeed, had an incredible team of volunteers. Conferences of this quality do not happen overnight.

In addition to all of the above I and others represented QFHSA at many other meetings, conferences, social functions, etc., locally, provincially and nationally, on your behalf. The giving of one's personal time can never be measured in dollars and cents. A personal satisfaction has been the opportunity to meet such great people at local association gatherings. This is my strong commitment for next year as well.

That was year one for me. Sometimes one says, "where has the time gone?" I know where it has all gone. This organization is dedicated to the education and well-being of children. All of the above and much more has been done to foster that ideal. With your help and support through membership in QFHSA, we can continue.

My very best wishes to each and everyone of you for a pleasant and relaxing summer holiday. You deserve it!

... But Many Others Could Make It

It was a delight to receive your kind invitation to be present at the Awards Presentation luncheon on Saturday, May 12th. How kind of you to include past members like me!

Of course, your invitation evoked all sorts of recollections... such as the year, in the late 1960's, when Federation's Annual Meeting in May coincided with a snowstorm. I know what work goes into the preparation for the Annual Meeting, and I hope the weather is cooperative!

I well recall the evening in 1969 when I first invited Connie Middleton over for dinner so we could talk about Home and School matters... she as Staff Rep. at Mac High, I as a parent. I told her we had two main courses at our house... Home and School Casserole and Protestant Committee Meat Loaf, and that that was how the family knew where Mother was. Shortly after that,

Connie accompanied me to the Annual Meeting, at which I was honoured with the Buzzell Award.

Now Connie will receive the Paterson Award, richly deserved, and I hope to be present to cheer. Quebec Federation need not be modest about the fact that among its many contributions to the cause of Education in Quebec, its nomination of Constance Middleton-Hope stands out. She has served ALL children, regardless of language or religion, and Quebec is the richer. I happen to think that Canada is also thereby enriched. I hope she will go on moving from strength to strength in the coming years, for she has a lot to give.

I look forward to the 12th of May.

Cordially,
Mary Buch
 Brockville, Ont.

Same Aims

I should like to thank you very much for inviting me to participate in your 40th conference next week. Let me congratulate you, too, on your healthy and long life.

I would have liked very much to be able to come, particularly as your speakers and topics look so interesting. I will be spending the better part of that weekend at the Old Fort on St. Helen's Island — organizing the History Fair for all our students from kindergarten to CEGEP. I can only say that I see us working toward the same end, which is quality education for your young.

Please keep me informed of any future events and be aware of our gratitude for your support and interest.

Yours truly,
André Fitzpatrick, Ph.D.,
 President,
 The Quebec Association of
 Teachers of History

McGill to Train Inuit School Commissioners

The Donner Canadian Foundation has given McGill University an \$80,000 grant to establish a two year joint field training project of 18 elected native school board representatives and six school administrators in the Baffin Region of the Northwest Territories, and to develop an administrative training model suitable for future use by native people in school boards across Canada.

This project will be administered jointly by Dr John M. Cram, director of the Native and Northern Education program and Dr. Geoffrey B. Isherwood, director of the Division of Educational Leadership of the McGill Faculty of Education in cooperation with

Mr. Eric Colbourne, Superintendent of Schools for the Baffin Region education authority, which is providing \$100,000 to cover transportation and other costs associated with the project.

The project will be mounted through the Division of Educational Leadership of the Faculty of Education under the aegis of Dr. Geoffrey B. Isherwood, using a field based training method called Integrated Management Program for Educational Leadership (IMPEL). The IMPEL model, which has been developed by Dr. Isherwood over the last three years is designed to provide a rich, broad experience for people involved in the administration of schools. This feature is of particular importance in this instance since the 18 Inuit school commissioners who will participate in the project will be the elected members of the first native school board to be formed in the Northwest Territories.

In compliance with the recommendations of its Special Committee on Education, the Legislative Assembly of the Northwest Territories will establish over the next ten years, 10 local school commissions which will be totally controlled by elected northern school commissioners. These commissioners, many of whom will have minimal formal schooling, but who have very firm educational goals for the North, will be working closely with school administrators, most of whom have received their training in the south. "Unless the school services provided by the administrators are congruent with the educational needs perceived by native persons for their children, the whole system of Northern Education will fail yet again," warns Professor Cram, "and this is why we have set up this project for both school commissioners and school administrators."

Join H&S!

MAKE YOUR
VIEWS KNOWN

Did you miss it?

Just in case you missed seeing the special notice re QFHSA's court action on Bill 101, which appeared in the Saturday, June 9 editions of the national *Globe & Mail*, *The Gazette*, *Le Devoir* and *La Presse*, here it is:

WHY ?

Quebec Federation of Home and School Associations (H&S) in 1978 initiated a court action on the constitutionality of Quebec's language Law 101, after H&S's Petition to the Federal Cabinet in 1977 for a direct referral to the Supreme Court of Canada was turned down because the Federal Government preferred such issues be heard in lower courts first.

- **WHY**, 5½ years later, has this case (which challenges 31 articles of Law 101) yet to be heard in the Superior Court of Quebec?
- **WHY** have statements of support for linguistic equality by all three parties in the House of Commons not been translated into action in regard to Quebec's language law?
- **WHY** have children been subjected to the educational limbo of Law 101 for 6½ years, while courts appear to have marked time without compassion or concern?
- **WHY**, with H&S's renewed Petition of 1983 for direct referral of its case to the Supreme Court before it, did the Federal Cabinet refer directly to the Supreme Court only one article of Law 101? — the same article that the Supreme Court had already in 1979 ruled unconstitutional.

Ask your Member of Parliament why the Federal Government can respond promptly for the Manitoba case and yet not for ours. Is this a double standard regarding language rights?

If you wish to help in the defence of the equality of official language rights in Quebec, send your donation to:

Rights Fund, QFHSA, 2535 Cavendish Blvd., Suite 212, Montreal H4B 2Y5

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

Interaction Required From P.2

like those of university professors' and CEGEP students need more guidance than some of them are getting.

"We don't feel there is enough human relations between teachers and students and at a pre-university level students still need that," said B-C chair Jacques Mongeau.

"Some teachers tell students which books to read and how many papers they are going to have to write and don't have much contact with them until the middle of the year," said Arsenault. "That is quite a shock to students coming straight out of high school. We're not saying teachers should hold their hands but there should be more guidance."

The board asked the council if professional programs responded to the real needs of students by requiring proficiency in disciplines like philosophy.

"Subjects like philosophy are still necessary but they may not need to play such a large part in the curriculum for a student studying electronics," said Mongeau of one example used in the brief. "An electronics student should not be stopped because he is weak in philosophy."

Margaret White, executive secretary to two commissions of the Conseil des Collèges, said the subject of complementary courses has long been a debate issue but the council's position has always followed recommendations of the Parent Report on which subjects students should take to comple-

ment core subjects.

"The Parent Report said all students should have a common background in these subjects," she said. "Language, math and analysis provide students with the versatility they may need if they decide to change careers. It also provides a cultural background which is the same for everyone."

Arsenault stressed the board was not trying to lay blame on CEGEPs for these problems, it was merely trying to point out the kinds of problems school boards could help solve by acting as a link with communities served by them.

Both boards expressed concern about admission standards. Lakeshore's brief stressed the importance of providing increased access to education without additional financial burden for those who wished to continue education past high school while at the same time maintaining high academic standards.

"It can do this by offering more general courses for students who want only two or more years of general education while offering more rigorous courses and more stringent requirements for those who are university-bound," said the brief. "This should provide a 'weeding out' process before students enter university."

White said there is no official response to recommendations yet because consultations are ending only today, but an analysis could be expected as early as the end of May.

CHSPTF

Joy Bastness New President

Joy Bastness of Hagen, Saskatchewan, was elected to a two-year term as president of the Canadian Home and School and Parent-Teacher Federation at its 1984 Annual Meeting in Winnipeg, May 23 - 25. A former president of the Saskatchewan Federation of Home and School Associations and currently vice-chairman of the Birch Hills school trustees, the new CHSPTF president takes on the national leadership of some 60,000 members across Canada who form some 1,000 associations devoted to promoting the welfare of children and youth at home, in school and in the community.

The CHSPTF Annual Meeting viewed a new slide-and-tape show produced under the supervision of its fitness and nutrition project committee, and to be used by local associations in order to promote awareness among parents of the long-term benefits of sound eating and activity habits acquired in childhood. Video versions of "Have I Got a Deal for You?" are also planned and all materials will be available in the fall in both official languages as a complement to the bilingual pamphlet produced and distributed in 1983 with the slogan "No Way to Treat Your Kids!"

Preventing children from starting to smoke is the objective of the CHSPTF smoking and health project being planned in conjunction with Health and Welfare Canada's "Generation of Non-smokers" program, under which promotional materials will be developed for parents.

For community alcohol and drug education, CHSPTF's "Let's Talk About Drugs" kit is to be available soon in its revised version, thanks to the cooperation of the Saskatchewan department of education and Saskatchewan Home-and-School. School boards are to be asked to adopt board-wide procedures for dealing with

students found in possession of illegal drugs on school premises. Professional development in drug education for teachers is another request of CHSPTF, in order that schools are able to implement available drug education curriculum.

In a change of policy, the Federation voted to withdraw its support for repeal of Section 43 of the Criminal Code which permits parents, teachers and others *in loco parentis* to use 'reasonable' force in correcting a pupil or child. However, Federation members came out in favour of the repeal of provincial legislation allowing corporal punishment in schools, currently existing in all provinces except British Columbia.

Because children are increasingly being used in pornographic materials, the Canadian Home and School and Parent-Teacher Federation has decided to ask the federal justice minister to amend and consolidate Canadian laws on pornography with a view to restricting such materials. Local Home and School and P-T associations are to be asked to help educate their communities as to the effects of pornography, while children acquire media literacy skills at school in order to mitigate the effects of the values being represented in contemporary media.

During the 1985 International Youth Year, CHSPTF is to promote awareness of the need for PEACE within the family and in the world community. A committee is to develop a guide and resources for high-school teachers and students on the chosen theme.

A special general meeting held in conjunction with the 1984 Annual Meeting agreed that the head office of the national Home and School and Parent-Teacher Federation should be moved to Ottawa from its present base in metropolitan Toronto.

A Nation At Risk: Part 2

Donald A. Burgess
Faculty of Education,
McGill University

In the first of these two articles on *A Nation at Risk* I outlined some of the reasons that led the authors of the report to conclude that a rising tide of mediocrity in public schools and colleges was threatening the future of the United States of America both as a Nation and as a people. In this second article I will examine some of the recommendations made in the report designed to remedy the situation, and attempt to relate these to current developments here in Quebec.

In general, the recommendations contained in *A Nation at Risk* fall into four broad categories: curriculum, standards, the school calendar and teachers.

THE SCHOOL CURRICULUM

The report recommends that the curriculum in the first eight years of schooling should be specifically designed around English language development and writing, computational and problem solving skills, science, social studies, second language, and the arts. Whereas one can argue, perhaps, about the amount of time that should be allotted to each of these subjects, this curriculum is remarkably similar to that recommended in Quebec's *Regime Pedagogiques* up to and including grade eight. The only major difference is Quebec's inclusion of Religious or Moral instruction as a compulsory subject. At the high school level, *A Nation at Risk* talks about curriculum in terms of "the new basics." These are defined as English, mathematics, science, social studies and computer studies. It is recommended that all students, whether they be gifted or less able, affluent or disadvantaged, be required to follow this curriculum for most of their high school years. A second language, fine arts and some vocational education can be built around "the new basics" — but *A Nation at Risk* would allow little room for other subjects such as driver education, homemaking, and courses on sex, drugs, sewing, etc. all of which it believes have contributed to a lowering of standards and mediocrity. "Secondary school curricula," states the report, "have been homogenized, diluted, and diffused to the point that they no longer have a central purpose." In effect, we have a cafeteria-style curriculum in which the appetizers and desserts can easily be mistaken for the main courses.

Whereas this new basic curriculum at the high school level has similarities to the *Regime Pedagogique*, it should be noted that it differs in two major respects. Computer studies are absent from Quebec's mandatory curriculum; and in the U.S.A.

there is no suggestion of imposing the same courses and programs on all students.

STANDARDS AND EXPECTATIONS

A Nation at Risk recommends that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission. The report is particularly critical of "minimum competency" examinations because they fall short of what is needed, "as the 'minimum' tends to become the 'maximum' thus lowering educational standards for all."

Whereas Quebec has raised the pass-mark from 50% to 60% to help deal with this problem of standards, the really important question is: "60% of what?" The danger of the minimum becoming the maximum in the *Regime Pedagogique* is a real possibility.

SCHOOL TIMETABLES

"In many schools," states the report, "the time spent learning how to cook and drive counts as much toward a high school diploma as the time spent studying mathematics, English, chemistry, history, or biology." Compared to other nations, American students spend much less time on school work (as little as 17 hours per week in some schools), and much of this is disrupted and ineffective. The reports recommends that significantly more time be devoted to learning the New Basics and that students in high schools be assigned far more homework than is now the case. "School districts and State legislatures should strongly consider 7-hour school days, as well as a 200- to 220-day school year and, if necessary, additional time should be found to meet the special needs of slow learners, the gifted, and others who need more instructional diversity than can be accommodated during a conventional school day or school year."

The report also recommends that the burden on teachers for maintaining discipline should be reduced through the development of firm and fair codes of student conduct that are enforced consistently, and by considering alternative classrooms, programs, and schools to meet the needs of continually disruptive students. Administrative burdens on the teacher and related intrusions into the school day — such as the public address system — should be reduced or eliminated in order to add time for teaching and learning. Most teachers that I know

would wholeheartedly support these latter recommendations!

THE TEACHING PROFESSION

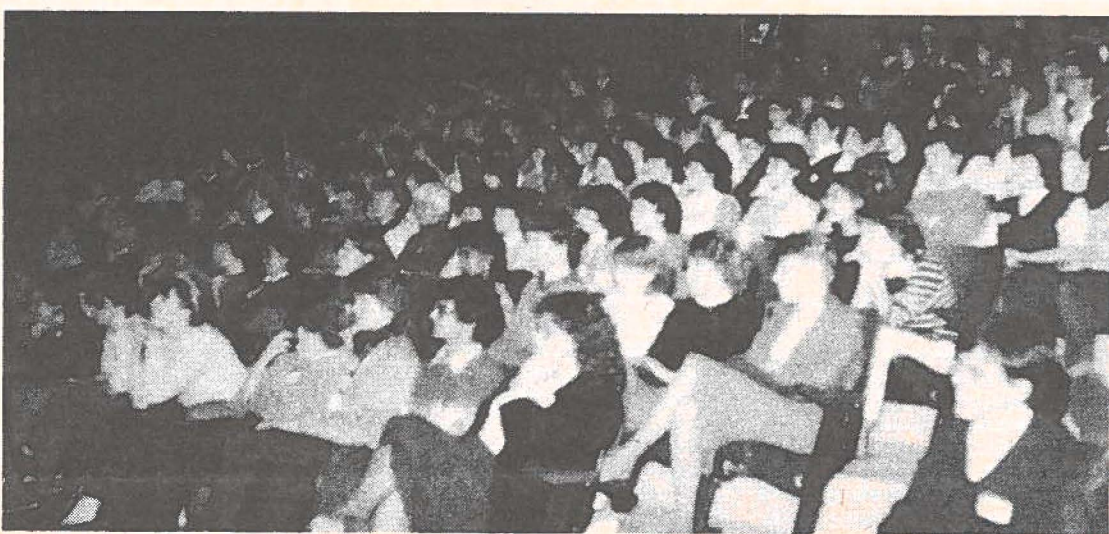
A Nation at Risk found that not enough of the academically able students are attracted to the profession of teaching. It criticizes Schools of Education for offering too many "methods" courses and not requiring sufficient academic preparation in content courses. It states that: "the professional working life of teachers is on the whole unacceptable." In the U.S.A. the average salary after 12 years of teaching is only \$17,000 per year, and many teachers are required to supplement their income with part-time and summer employment. In addition, individual teachers have little influence in such critical professional decisions as, for example, textbook selection. With the exception of salary provisions, the same or similar findings are probably true of Canada.

The report urges the nation to stiffen standards in schools of education, to reward competence and remove incompetents, to develop career ladders for teachers, including the post of "master teacher," as well as to establish incentives and rewards congruent with professional standing. Specifically, the report recommends that: "Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated."

Such are the recommendations of *A Nation at Risk*. Whereas the methodology used in the report has been controversial, there is little doubt that the findings and recommendations have received

widespread support. Individual states, school boards, and schools are already busy implementing many of its recommendations. Although many of the symptoms identified in the report are to be found here in Canada and Quebec, there does not appear to be the same degree of public concern. Perhaps our problems are not as severe as those in the States. Perhaps our nation is not at risk. (Copies of the report: *A Nation at Risk: The Imperative for Educational Reform* (Stock No. 065-000-00177-2) may be obtained from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The cost per copy is U.S. \$4.50).

(In the first of this two part series, Dr. Burgess outlined the background to this recent report on American education. The essential message of *A Nation at Risk* was that mediocrity, and not excellence, had become the norm in American education.)



Leadership - Where it's at!

The Lakeshore School Board Student Life Committee is pleased to report on their very successful Leadership Conference held recently.

The conference was hosted by the five Lakeshore School Board high schools and was held at John Rennie High School. The target group that was invited were all students from English speaking high schools who had leadership potential. The goals of the conference were to give an in-depth look at leadership and its impact on high school students.

The conference got off to a resounding start with the keynote speaker, Mr. Joe Galat, head coach of the Montréal Concordes football team. The coach stressed the fundamentals of leadership by pointing out the strong parallels between life and the world of sports. Everyone left the auditorium thoroughly entertained and with a sense of purpose about the conference. The early conference jitters and shyness were quickly dispelled as Janet Evans of Beaconsfield High School led the entire group in a session on New Games. This was followed by a reception in the exhibit hall by the John Rennie Home & School Association in

conjunction with the senior students in food services and their teacher, Mrs. Sheryl Heaton.

The next morning was a large group session led by Pat Baker of McGill University. Mr. Baker, a former administrator in the Lakeshore Board, discussed group dynamics and the process of group decision making. The session included a break-up into small groups where an actual decision making process problem was executed.

The afternoon was started with Rob Shutler of Beaconsfield High School leading a large group session on the frustrations of leadership. The seminar was run as a game and the halls were noisy as the leaders desperately tried to lead their group to a successful conclusion.

The conference then adjourned and students were encouraged to use the Pointe Claire pool and rink.

The next event pointed out the tremendous positive potential a group of young people have. The Great Talent Show went on with act after act from each participating high school receiving ovation after ovation.

The energy of this group was next channelled into the Great

March from John Rennie up St. John's Blvd. to the Holiday Inn where a sumptuous banquet was served. The after-dinner speakers featured Dr. Bill Sawlor of McGill University and a hilarious sing-along with Mr. Oliver Stevens. The evening was capped with a fun-filled dance.

The Saturday morning was led off with a lively debate with the Macdonald High School team talking on "Be It Resolved that High School Students are too young to Assume the Responsibilities of Leadership". The partisan crowd thoroughly enjoyed the competition.

The next seminar was run by Jocelyn Hamilton and Rob Shutler of Beaconsfield High School. It dealt with the complexities of Critical Path and how to set it up with respect to a school event.

The throng then broke down into small groups and attended a series of seminars dealing with various topics of a high school situation from grad to annual.

The final session was run by Pat Jared of the Instructional Services Department of the Lakeshore Board. It dealt with an evaluation of the conference and concluded with the movie "The Best Years of Your Life" by Josten's.

The lunch served afterward was filled with tearful goodbyes as students from the far-flung parts of the province started on their way home.

The Lakeshore Student Life Committee would like to take this opportunity to thank everyone who made a contribution to the success of this conference. Special thanks to Quebec Federation of Home & Schools, Macdonald Home and School, and John Rennie Home and School Associations.

Rob Shutler

Ontario Releases "Computer Systems Source" Book

A new computer systems directory designed to help fill an "information gap" was released here today by Ontario Industry and Trade Minister Frank Miller. "In many cases, failure to buy Canadian produced goods in the past has been the result of public buyers not knowing they were available. This directory helps fill that information gap," Mr. Miller said.

The ministry-produced directory is a guide to more than 900 Canadian producers of computers, word processors, components and software, as well as to consultants and other services

in this field.

Three thousand copies are being distributed to public purchasers who buy for municipalities, hospitals, school boards, universities, colleges, ministries, agencies and crown corporations across Ontario. The directory is also available to private buyers at \$10 a copy.

Requests should be directed to the Ontario Government Bookstore, Publication Services Section, 5th floor 880 Bay St., Toronto, Ontario M7A 1N8, telephone (416) 965-6015 or toll free, 1-800-268-7540.

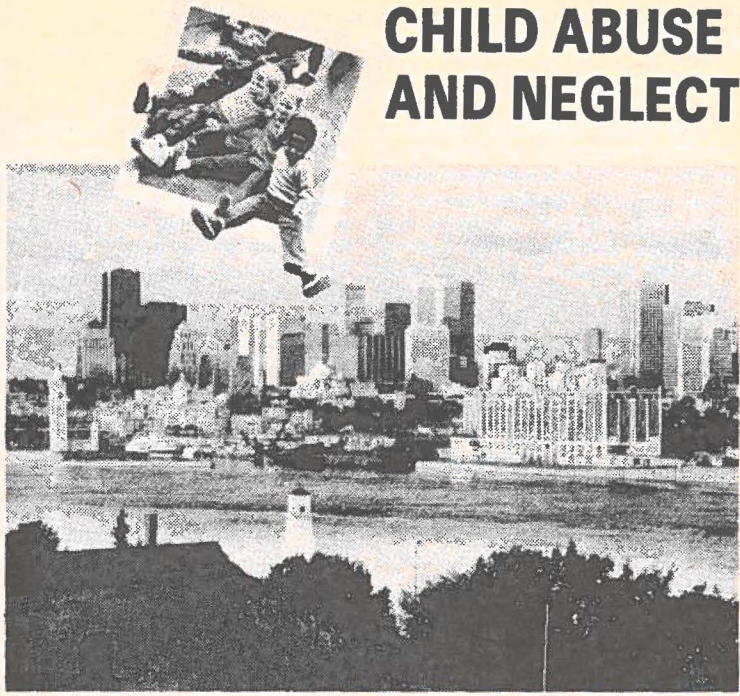
Utilization of Schools

CECM News,
Apr 14/84

Considering, among other factors, that the population prefers smaller schools located in the vicinity of the children's homes and considering the possibility to keep junior high schools open in some districts, the Conseil des commissaires has decided, on a motion by Commissioner Jean-Guy Deschamps (ward 10), to hold next September 5th a study ses-

sion on the utilization of schools over the next five years.

Meanwhile, the Commission departments will undertake several studies such as the forecast of school population, schools which are to remain open, the possibility of sharing school facilities with third parties, solutions which could help maintain certain schools open, etc.



CHILD ABUSE AND NEGLECT

On September 16-19, of this year, the 5th International Congress on Child Abuse and Neglect will be held here in Montreal at the Palais de Congrès. Sponsored by the International Society for the Prevention of Child Abuse and Neglect, the congress is being held for the first time in North America, largely due to the efforts of Margaret Ann Smith, Director of Social Services at the Montreal Childrens Hospital and Chairperson of the Congress. Mrs. Smith is the only Canadian on IPSCAN'S twenty-four member Executive Council.

Home and School Associations throughout Quebec have been running the Community Education program on Child Abuse and Neglect as provided by the Canadian Home and School and Parent Teacher Federation. Concern is growing as statistics show an escalation of child abuse and neglect including sexual abuse, which some reporters describe as "epidemic" in proportion.

Home and School members may well be interested in attending the Conference or, at least, the National Consultation Day on

Child Abuse to be held on September 20. This one-day meeting is being hosted by the Congress organizers to seek reactions and recommendations from persons working in this field of child abuse, and to develop a National Agenda for Action in regard to the specific problem of sexual abuse.

In keeping with the theme of the Congress, **Prevention: A Community Responsibility**, the day will focus on the report of the **National Study on Sexual Offences Against Children and Youth**, chaired by Dr. Bageley. This report is the culmination of three years of research on the subject of extra and intra-familial sexual abuse of children and will include a comprehensive slate of recommendations touching on health, legislation, social services, etc.

The meeting will conclude with an explanation of the need to establish a Canadian organization or coalition for child abuse. If interested in attending this "Canadian Day," make inquiries at the Quebec Federation Office for registration forms. The cost, for this day only, is \$25.00.

Symposium Report Violence and Pornography Feed On Each Other

by **Norma McGuire** — Chairman Media Awareness Committee, Canadian Home and School and Parent-Teacher Federation

On behalf of the Federation, I attended an all day symposium on Media Violence and Pornography on the 5th February, 1984, at the Ontario Institute for Studies in Education (OISE).

A number of prominent speakers participated, including Dr. George Gerbner, a specialist in the Effects of Media Violence, from the University of Pennsylvania, Dr. Everett Koop, the United States Surgeon General, Dr. David Nostbakken of the Children's Broadcast Institute in Toronto and other researchers in this field.

The message that came across was quite clear **VIOLENCE BEGETS VIOLENCE**.

Many studies and facts were presented and a large number of them I would not wish to write into a report, due to the violent and repulsive nature of the contents. However, there are two specific areas that I would like to cover.

In 1961 a study was conducted involving 875 nine year old boys. This study was intended to determine whether the watching of violent type T.V. programs influenced children in their daily lives and produced aggressive behaviour. The children in this study were monitored to determine what kind of TV programs they preferred to watch.

In 1971, over 400 young people from the original group of 875 were re-studied at the age of 19. At this time, the best single predicted (according to the study) of future violent behaviour, e.g. boisterousness, incivility, unprovoked fighting and rudeness, showed up in the group who had originally shown a preference for the more violent programs at the

age of nine years.

In 1981, approximately the same number of people from the 1971 group were once again re-studied. A large percentage of these young men, at the age of 29, had been involved with the law in a variety of offences ranging from drunk driving, burglary, child abuse and wife abuse.

In a separate study, rock videos, to which today's young children are attracted, are often quite violent, however, not to the same extent as cable and pay TV.

It is difficult for children at a young age to determine what is real life and what is not. What is known as "fictional aggression" in sports, e.g. wrestling, would have the same effect upon young children as the real aggressive acts witnessed in sports such as hockey.

It should be pointed out that many factors contribute to aggressive behaviour later in life, certainly not just the subject of this report.

Another study was undertaken on a group of young men, who were carefully screened and selected by means of psychological and attitudinal testing prior to the start of the study. This was undertaken to determine the effects on individuals, as the result of a concentrated period of exposure to R and X rated movies. Through controlled exposure over a two week period, there was a distinct reduction in feelings toward violence and degradation. Tests were conducted at regular intervals during the two week period. As the time progressed, the acts of violence and degradation became less offensive. By the end of the study, what had originally horrified the observer became tolerable. The results supported the theory that repeated exposure to bizarre and

violent sexual acts diminishes repulsion and, at the same time, increases the desire for more varied bizarre (kinky) behaviour.

The U.S. Surgeon General made the statement that all types of violence is at a much higher level than the public realizes.

Pornography has still not been defined per se.

One of the biggest problems as it relates to child pornography is the pedophile. Frequently they are part of a large mail organization and are constantly exchanging photographs taken or movies they have made at home. Many of them belong to child porno and sex rings. These people gather children together in small groups and have them perform explicit sexual acts for their own sexual arousal and gratification. This is a major obsession. They exploit boys and girls and studies indicate that these children, later in life, tend to victimize children in the same manner.

"Girlie" magazines are not viewed as being pornographic. However, they are used extensively by people exploiting children to encourage them into copying the acts shown in the pictures. The magazines are used to lower the inhibitions of children. They are told "the grown ups are doing this so it cannot be bad, now you try." In nearly all instances, films that were reviewed showed magazines lying open so that the child or children could see the pictures and emulate them for the photographer.

Children are not alone, both men and women are exploited sexually and are victims of sexual abuse. Despite the fact that we all tend to think primarily of the abuse of children, we must address both sexes and all age groups.

(Feasibility Study)

Prevention of Child Abuse through Theatre

"Prevention of Sexual Abuse of Children" is a project under the Canada Works summer program, funded by the office of the Solicitor-General of Canada and sponsored by Ville-Marie Social Service Centre, Department of

Youth Protection.

Current statistics indicate that one in four girls and one in ten boys are sexually abused by age eighteen. Over 50% of juveniles with social difficulties (prostitution, delinquency, drugs, runaways) have been sexually abused. Educational theatre programs have proven effective in many North American communities in providing children with skills to help prevent sexual abuse and assault.

Our goal is to facilitate the implementation of such a program in the Montreal area. We will develop an educational package to include a flexible theatre script for children, a guide for parents and teachers, a selected bibliography and a list of local resources and initiatives in the area of prevention of the sexual abuse of children. Additionally, we will be working to sensitize the community to the growing concern about sexual abuse of children through contact with school boards, parent/teacher groups, assault centres, day-care centres, women's groups, hospitals, clinics, theatre groups and the media.

For more information the Contact person is Kathryn Cleveland (514) 989-1781 Loc 256

Not sex education . . .

Dear Sir,

A group of Roxboro parents, both French and English-speaking, are deeply concerned about a supposedly sex-educational play which is scheduled to be presented to their children at the Lalande School on May 23.

This play - "Les Enfants n'ont pas de Sexe?" was adapted from "Sex is Not for Kids" by Jack Zipes, which was itself derived from the original German text "Darüber Spricht Man Nicht" produced by the Rote Grutze collective. It is to be presented by the "Theatre de Carton" - a state-aided group funded by the Quebec Cultural Affairs department and by the Arts Council of Canada, during school hours. The children are to be prepared for the event over a two-week period in special sessions, using a special "cahier" (work book).

A letter was circulated in January by the School Committee to parents, who were asked to tear off the attached coupon, giving an affirmative response, and return it to the school the next day. The letter spoke in glowing terms about the play, but gave no excerpts from it on which parents could base any informed judgement (copy attached). By this means 90% parental support was supposedly obtained. Subsequently, some parents who thus voted for the play have been shown the text, and have expressed their objections to this material.

This play has the backing of the

Excerpt from p.80

"Les enfants n'ont pas de sexe"

JACINTHE

"Ah! As for me, there is something I know, for example... I don't know if you know it... It's my mother who told me it... You know the vagina, there, good, it seems that it prepares itself to receive the penis! Yes. When it sees that it's coming, there, it becomes all soft, soft, soft... like 'moist'. My mother told me it... and... all swollen there... like little cushions, to make a little corner. And then - it opens itself to it... Ah! Yes! It opens itself like a mouth. Oh! Then, there, it shouts! It shouts 'Yohou! Penis! Come in!' "They all fall down laughing, all four of them."

provincial government, and the Sexology Dept. of the University of Quebec in Montreal. It may be taken as typical of the kind of material with which the Parti-Quebecois intends to flood Quebec schools of both language systems under its compulsory sex-ed programme, and backed by the wrenching legislation of Bill 40. The play is lewd, it sniggers at God's magnificent gift of sex, it derides parents, has overtones of perversion and promotes the use of contraceptives by children.

Would you kindly give parents the opportunity they have not yet had, of judging for themselves, by printing the attached excerpt from the play, in English and in French?

In either language, this is not sex education. This is state-subsidised pornography.

Yours truly,
John B. Witchell

"Children have no sex", one says, and, still, they talk about it a lot, often in secret, with words that make them laugh.

In the play, four comedians play the role of children who are interested to know the truth about the "mysteries of life".

The play explains the man's body and the woman's body by using the right words to describe them; it explains the functioning of the reproductive mechanisms of the male and the female with the help of a giant doll; it deals with pregnancy and delivery; it deals also with the embarrassment that many parents experience when talking about sexuality to their children.

The play has been presented to thousands of children in Quebec and in Europe during the last four years, and has been very successful with children and parents because of the fact that it has the advantage of teaching the children by using great tact, plenty of humour and imagination, in a very candid and simple way.

The School Committee, the Principal and the teachers (who will ensure the preparation and the follow-up of the play) would like it if the children of Lalande school could benefit from that session of information, and they are proposing to present this play at the school. Parents wishing to be present at the play are welcome to attend.

However, if we want to have the play done during school hours, it is important that a very large number of parents give their permission for their children to see the play. Therefore, we invite you to give us an affirmative answer in the portion below and return it to school by to-morrow.

Thank you for your attention.

The School Committee

... From Hansard

THE CONSTITUTION

CONSTITUTIONALITY OF QUEBEC'S BILL 101—REQUEST FOR REFERENCE TO SUPREME COURT

Mr. John Gamble (York North): Mr. Speaker, in the absence of the Minister of Justice I will direct my question to the Prime Minister, who will know that the Supreme Court of Canada has been urged by counsel representing the federal Government to disallow some 4,500 laws passed by the Province of Manitoba since 1890. The issue with respect to the legality or lack of it in connection with the laws of Manitoba was referred to the Supreme Court of Canada by the federal Government, for an opinion of the Court, within six weeks of the decision by the Government of Manitoba to abandon its plan to amend its constitution to extend constitutional language rights to the Franco-Manitobans.

Today a group from the Province of Quebec, representing the Quebec Federation of Home and School Associations, is in Ottawa for the purpose of urging upon the federal Government a reference to the Supreme Court of Canada of the constitutionality of some 31 provisions of Bill 101.

These people have waited some five and a half years to get on the regular Supreme Court docket in Quebec regarding the issues with which they are concerned. Is the Government of the Prime Minister concerned with protecting only certain kinds of minority rights in this country, that is to say, minority rights as they affect French-speaking Canadians? If it is not, why will the Government not take the step of referring the offensive provisions of Bill 101—which offends some 800,000 English-speaking Canadians in the Province of Quebec—to the Supreme Court of Canada?

Right Hon. P. E. Trudeau (Prime Minister): Mr. Speaker, I personally have some concern that it is taking so long to get this matter before the courts of Quebec, where the matter should properly be dealt with. As the Hon. Member would know, I have no authority over the administration of justice in the running of the rolls in the courts of Quebec, nor does this Government. However, I do hope some way will be found to have these cases brought to trial much sooner.

This being said, Mr. Speaker, I believe there is a difference between the two situations. The Hon. Member tries to draw a parallel between the actions of the Government in both cases. I would point out to him that when the courts in Quebec and in Canada decided that certain Sections of Bill 101 were *ultra vires*, the day after the decision the Government of Quebec righted those wrongs by rendering official the laws in both languages which had been proclaimed only in one language. In other words, when the courts rendered a decision the Quebec Government—for all my disagreement with it—acted immediately to conform with the courts. Therefore I think the people of Quebec who have wrongs and can have them righted by the courts will see a Government which respects the courts. Unfortunately, that is not what happened in Manitoba, as the Hon. Member knows.

• (1500)

The Supreme Court in 1979 declared *ultra vires* the laws adopted in one language only by Manitoba since 1890. The Government of that province did not do what the Government of Quebec did; it did not right that wrong, it let it live on.

Some Hon. Members: Hear, hear!

FEDERAL GOVERNMENT'S POWERS

Mr. John Gamble (York North): Mr. Speaker, that sounds very nice, with the exception of a couple of matters. To begin with, in asking what the Government might do, I provided the solution to that in my original question. What the Government might do is refer immediately the issue of the offensive provisions of Bill 101 to the Supreme Court of Canada.

With respect to the issues which are of concern to many people, the language of business in the Province of Quebec is an issue which directly conflicts with the trade and commerce power of the federal Government under the 1867 Constitution. If the Prime Minister wants grounds for dealing with that issue, they lie directly in the federal sphere of influence, as does, indeed, the power of extending English language education rights which his Government brought through by way of constitutional amendment. Bill 101 is in direct conflict with these provisions. For that reason I submit that he has the very best of reasons for referring these matters to the Supreme Court.

Right Hon. P. E. Trudeau (Prime Minister): Mr. Speaker, this Government has always taken the position that it was better and easier for the courts to judge the law in particular cases—and I have been saying that for 10 or 20 years—rather than submitting a theoretical proposition to them. When things can be brought to justice by applying to the courts by the public sector, or by individual litigants, in many cases, as the Hon. Member knows, we assist them with funds. When that is possible, that is the preferred course. That is the course preferred not only by the lawyers but by the courts themselves. They are judging on specific cases.

The Hon. Member should know that in the case of Bill 101 we have assisted many litigants in Quebec in seeking justice, and they obtained justice and redress all the way through the courts. The one exception is this case which has taken five years. I have already said that I regret that, and that I did not see an immediate redress to it. However, when you have the contra case, when litigants in Manitoba obtained, as Mr. Forest did in 1979, a favourable judgment and when the Legislature does not act to redress the injustice because its Members want to drag it out, or act in particular cases and so on, then this is indeed a case for reference.

I would point out to the Hon. Member that in our reference on Manitoba we referred not only Section 23 but Section 133, which is the Section which applies to Quebec and Canada. Since there seems to be some doubt in the minds of the Manitoba Government—I should say the Manitoba Opposition—which prevented the redress from being granted by the Manitoba Government, which Government attempted to grant redress and correct the injustice which the courts had recognized and this was prevented by the bell-ringing incidents of the Tory Opposition in Manitoba. Since this appeared to be the attitude, we said that we needed a more general decision, not a decision for each specific case.

The Hon. Member should understand that Mr. Forest won his case and nothing came of it. Then there was the Bilodeau case. If this is won, presumably nothing would be done with it either. What could happen is that a hundred cases would come forward and nothing would ever happen. Therefore, we want a general statement on the law in Manitoba. That statement is the one which we are now pleading for in the courts.

Some Hon. Members: Hear, hear!

Coming up Fast Turtles Invade Hampstead

"Hey, how do you change the color?... "Wow, how'd you do that?..." "Miss, how do you erase this line?..."

Ah, the sounds of enthusiasm are echoing in the halls once again. But the cause... TURTLES? Well, when the children of Hampstead School speak of those hard-backed animals they speak of forward, right, penup, clearscreen. They speak, of course, of the LOGO turtle, that "mad" triangular cursor that zooms across the monitor screen leaving his trail of drawings behind (unless its PENUP). And they speak rather highly about the turtle. To many children, the turtle can do anything. This is clearly overstating the case; but why do the students think this way?

Their belief can be answered by the answer to the most often asked question of parents: What are my children learning from LOGO? Well, how many parents can say they know how to turn on a computer, load a programme, and then run it? Yet that is what most of the students from Grade 3 to Grade 6 can do, at least. Using LOGO they can also draw, and do, hundreds of random line patterns, basic geometric shapes, and simple representations of houses, vehicles, and countless other items.

But much more important than that is the students' renewed interest in math and geometry in particular. They now understand the very basics of such skills and sciences as constructions.

Yet the most significant effect has been the re-birth of THINKING and PROBLEM SOLVING.

Few teachers can motivate a child as well as the child motivates himself. And certainly LOGO puzzles which the student has initiated must be solved... or the child concedes defeat to a mere machine.

Challenging?

A learning experience?

You bet it is!!

At present, the Hampstead School programme services six classes and four after-school clubs. Using an outline prepared by two of the school's teachers and administered by a committee of six teachers and the principal, the students follow the general philosophy of LOGO. That is, as advocated by the creator of LOGO, Seymour Papert, the children investigate computers and learning while playing turtle, with as little teacher intervention as possible. A short test verifies that the child has reached a certain level of proficiency before carrying on to the next level of the programme.

So beware... the TURTLES have invaded and conquered. See how the children have changed....

by Mike Gallagher, teacher
Hampstead School

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Student Fees

McGill Upset By Increase For Foreign Students

McGill University has reacted sharply to the decision of the Quebec cabinet to raise university fees for foreign students by more than 35% and to exempt out-of-province francophones from a 122% fee increase to be imposed on Canadian students from other provinces.

Foreign student fees (\$4350) are already more than 9 times the average fees charged to Quebecers (\$450). This summer they will jump to \$5800, the third major increase since 1978. Numbers of new foreign students at McGill have fallen by almost half since the government imposed its last increase two years ago. McGill is particularly hard hit because it has the highest foreign enrolment in the province. Foreign francophone students benefit from agreements between Quebec and twenty francophone countries that exempts them from the new

fee scale. Vice-Principal Edward Stansbury stated that "it is difficult to escape the conclusion that this decision discriminates against non-francophone students."

The presence of the foreign students is an asset to the province McGill contends. The quality of education in general is greatly enhanced through cultural, social and intellectual exchange fostered by an international student presence. Foreign students bring millions of dollars of revenue into the Quebec economy and help to attract visitors and later investments from their home countries. Research activity in particular stands to suffer from the loss of foreign students. Science laboratories are widely staffed by international students, while Canadian nationals tend to work in higher paid industrial positions inaccessible to foreign

students. Furthermore, the marginal cost of educating foreign students is less than the \$5800 that they will be required to pay.

The university stressed that the international reputation of Quebec and Montreal as important business and university centres would be severely jeopardized by these measures. "It is in the long-term interests of Quebec — and Montreal — to have our university graduates in leadership positions around the world.

Joint Purchasing System

The Conseil (S.C.I.M.) has adopted By-Law number 119 dealing with the joint purchasing system. An article published in UNISSON (Vol. 10, No3) summarizes this new policy.



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All resolutions passed...

RESOLUTION 84/1

Accountability For Federal Grants For Language Programs

BE IT RESOLVED THAT Quebec Federation of Home and School Associations request that the Secretary of State and the provincial governments ensure that accountability be defined in a way that ensures the funds furnished by the federal government for support of education in the minority official language of each province and the teaching of the second official language in that province are reported in that con-

text, and
BE IT FURTHER RESOLVED THAT the accountability reports be subject to review by a federal Parliamentary Committee.
DESTINATION: Secretary of State Canada
Council of Ministers of Education Canada
Minister of Education Quebec
Education critic, Liberal Party of Quebec

RESOLUTION 84/2

Home and School Meetings — No Smoking Please

BE IT RESOLVED that Quebec Federation of Home and School Associations urge their local Home and School Associations to ban smoking at their meetings in the interest of giving visible sup-

port to the Federation's policy of promoting positive health attitudes among school children, their families and teachers.
Destination: All local Home and School Associations

RESOLUTION 84/3

Integration of Special Education Students

Tabled for further study

BE IT RESOLVED that Quebec Federation of Home and School Associations request the Ministry of Education to immediately take steps to ensure that the policy of integration is not implemented UNLESS sufficient evaluation and preparation have been done and sufficient funds and personnel made available, so that any integration of special education students in conventional classes will be accomplished with a

minimum of disruption and with the elimination of most, if not all, of the resulting trauma.
DESTINATION: Minister of Education
Quebec Association of Protestant School Boards
Quebec Association of School Administrators
Provincial Association of Protestant Teachers
Provincial Association of Catholic Teachers

EMERGENCY

RESOLUTION 84/4E

Alternative Shelter For Abused or Neglected Children

BE IT RESOLVED that Quebec Federation of Home and School Associations petition the Minister of Social Affairs to reassess its administrative policies and take measures which will provide adequate shelter for children in need. BE IT RESOLVED, also, that local Home and School Associations provide intensive publicity about the need for foster homes, including the support services available to foster home families.

DESTINATION: Minister of Social Affairs (Quebec).
Director of Youth Protection
Youth Protection Committee
Order of Nurses
Professional Corporation of Social Workers
Professional Corporation of Psychologists
Federation of Parents Committees of the Province of Quebec
Federation of Parents Committees of the Island of Montreal

EMERGENCY

RESOLUTION 84/5E

Care & Assistance For Disturbed Children.

BE IT RESOLVED, that Quebec Federation of Home and School Association petition the Minister of Social Affairs to provide sufficient care and assistance for children in need, including sufficient personnel, with appropriate training.
DESTINATION: Minister of Social Affairs (Quebec).
Provincial Association of Protestant Teachers

Order of Nurses of Quebec
Centrale de l'Enseignement du Quebec
Professional Corporation of Social Workers
Professional Corporation of Psychologists of Quebec
Coordinator of Youth Protection
Youth Protection Committee
Federation of Parents Committees of the Island of Montreal



"Quality Education in the Rural School"

Hugh Macdonald (Director General, Protestant Regional School Board of Western Quebec)

Rural schools provide rigorous academic standards and subject choices for schools. Options are provided by giving courses in alternate years. Teachers must also be prepared to teach more than one subject. One school will

be better than another if it provides subject matter-oriented teaching, strong leadership and high expectations for students and teachers. Small communities view the local school as the last area over which they maintain control. It may be more important to rural people to have their own school than to have what they and educators call quality education. Because of their small size and

because teachers are an integral part of the community (for example they may bowl with the child's parents) a pupil really feels at home in a rural school. The size of rural schools is on a par with most schools in Scotland, New Zealand, Finland and Portugal. Rural schools are here to stay in Quebec. QFHSA must make sure that we maintain local control.

"What is a Good Curriculum"

Norman Henchey (Department of Administration and Policy Studies in Education, McGill University)

Five Questions:

(1) What do we mean by Curriculum? It is a set of objectives that we wish to achieve.
(2) What kind of questions do people ask about curriculum? Is there a decline in learning? Why do people graduate after 11 years of schooling and are unable to read application forms? What should

be done by whom? What subjects should be compulsory?

(3) What are the characteristics of a good curriculum? General education versus specialized education. In a rapidly changing world if education is too specialized then jobs may be unavailable for pupils when they graduate. Curriculum must be relevant to both pupils and society. There is no end to the ocean of totally irrelevant information available for conscientious teachers to teach children. Also the present curriculum is relevant to large in-

dustries, whereas in the future it may have to be more small business oriented.

(4) How can curriculum relate to present society? Everyone is drowning in information. Children must be taught how to deal with information. Expanding technology is giving rise to a period of turbulence. We can't expect children to be like their parents.

(5) What should form the core of a good curriculum in present day Quebec? To be developed in the workshop.

"Alternative Schools in the Public School System"

Michelle Claborough (Vice-Principal, Ecole Secondaire Van Horne)

Alternative schools have been developed to provide approaches to education not found in the regular public schools. Some examples are:

MIND: No principal. A head teacher acts as coordinator for an educational experience co-manag-

ed by teachers, parents and pupils. Children participate in individually tailored projects and group projects. The latter so that they can learn to function as part of a group. They also learn to work with outside resource personnel.

FACE: A structured alternative with a large fine arts component.
Royal West Academy: Pupils must strive to work to their full potential. Particular stress on

Computer Education.

Argyle Academy: A more demanding program with stress on physical education.

Both Royal West and Argyle emphasize formal order and high moral standards. Both have a behaviour code and a dress code.

Widespread educational options are needed to cater to different needs. Schools need not be competitive but instead can be complementary.

"The Teacher as an Element in Quality Education"

Howard Stutt (Chairman department of Educational Psychology & Counselling, McGill University)

Home and School has played an important role in producing changes in the educational system. Parents can continue to act to improve quality education in the school. (a) It is hard to rank

the 90% of the teachers who are neither extremely good nor extremely bad. Parents should however find ways to provide recognition for clearly outstanding teachers. (b) As new courses of study are introduced, teachers must be retrained. Parents can put pressure on the government and school boards to provide opportunities for teachers to be adequately prepared to present new

material to our children. (c) Good children make good teachers. If children have no respect for authority, there will be problems in school. (d) Parents talk to each other about bad situations in the school but don't talk to the teacher or principal. It is unlikely that there will be a backlash against one's own children and the responsibility of the parent is great to protect the teacher.

"Quality Education in the Rural School"

Hugh Macdonald, Director-General, Protestant Regional School Board of Western Quebec.
Ellard Perry, Vice-Principal, Pontiac High School, Shawville

Mr. Macdonald and Mr. Perry presented an interesting view of the rural school. The rural school is very much part of the community it serves; the building serves not only as an educational institution, but as a centre of recreation and resources. The teaching staff, living in the same community as the parents and pupils, has a close

relationship with them, and the community as a whole is part of the decision-making process. In a rural area, the inhabitants feel a sense of ownership in their school, and this, allied with the greater visibility of the students within the community, decreases the likelihood of vandalism, and increases the likelihood of youthful self-discipline.

Mr. Perry listed the positive aspects of rural education as: stability in families; high level of expectancy for achievement of its

pupils; accessibility of school and staff; community participation in school events. The special problems pertaining to rural schools have to do with the large distances pupils must travel, and the variety of subjects any one teacher must teach.

Mr. Perry presented a slide show, showing us the varied and interesting programmes available in his rural school.

Judy Kalman
Hampstead School

Building Block to the Future

Chairman Donald Barnes, Macdonald High School, Lakeshore School Board; Co-ordinator Angelika Redahl (Edgewater H & S)

by Calvin Kalman, Recorder (Hampstead School)

The session was opened by our president Marion Daigle who

pointed out that QFHSA is the oldest parent participation group in the province. Mr. Barnes then introduced the four speakers. Talks were given without question periods as the speakers each lead a workshop immediately following the plenary.

Alternative Schools in the Public School System

Michelle Clabrough, Vice-Principal, Ecole Secondaire Van Horne, PSBGM.

This was a spirited and stimulating workshop, led by Mrs. Michelle Clabrough, Vice-Principal of Ecole Secondaire Van Horne, PSBGM. Dynamic and expressive, Mrs. Clabrough brought a rich background of experience, having been head teacher for a number of years at MIND (Moving In New Directions) one of the earlier and more innovative alternate schools.

Alternate schools are designed to meet the needs of children who do not appear to be getting them met in the regular school session. The question was asked "Should the school system supply alternate programmes, or should parents have to pay for them, themselves?" For the most part it was agreed that the public school system should be able to provide alternate systems, while recognizing that there cannot be a special programme tailored for each individual child.

Concerns arose regarding the restrictions on admitting students, and that schools who are left with students who were refused entrance to alternate schools will become only "holding schools." Alternate schools have been accused of taking only the motivated student, leaving the other children to be dealt with through the regular system.

Another concern is that the parents who are politically astute can push toward having a school declared an alternate school, merely to keep a school open which was scheduled to be closed. However, if the school meets the needs of the wider community, no real injustice has been done.

The Teacher as an Element in Quality Education

Prof. Howard Stutt, Chairman, Dept. of Educational Psychology and Counselling, McGill University.

In his opening remarks during the Plenary session, Prof. Stutt stated; "Good students make good teachers." He elaborated on this theme by stating that teaching is a matter of human interrelationships. It is human nature to respond to behaviour being demonstrated; ie, respect engenders respect; bad behaviour on the part of students tends not to bring out the best in teachers.

Q. "Can you give us some idea of questions parents should be asking in order to evaluate teacher performance?"

R. "Does your child enjoy school? Are your goals being met?" If answers are in the negative parents should talk to the teachers involved. Also important to determine whether parents goals are in step with current curriculum. "Are we as a family preparing our child to go to school?" We must be sure of our own attitudes towards education.

In regard to teachers, the question was raised as to how one could ensure having teachers who could work effectively within the alternate school. While attempts are made to obtain teachers who have the appropriate credentials and attitude, union restrictions such as seniority and job shortages do permit the possibility that a teacher would work in an alternate school, without being totally committed to its goals.

The question was also raised concerning the possibility of incorporating many of the concepts in the alternate schools into the regular school system. Emphasis on community involvement and extra curricular activities could be put into programs in many schools presently existing in the school system. Mrs. Clabrough vehemently agreed. She also cautioned that society changes as do the students over the years.

For example, MIND, when it first began, was to cater to the bright, creative student, who was ready to work independently, and could not function optimally, or was turned off in the regular system. Presently, large numbers of students applying at MIND are underachievers who are not motivated toward learning at all, thus the approach of the school has to change — or perhaps a school can outlive its usefulness.

While no conclusions were reached, it was beneficial to look at the ways a school system can change to adapt to the many educational needs of the students, and raised questions as to how we can plan fairly for the needs of all the children.

Anne Kiss
Royal West Academy

Q. "Can we discuss teacher quality in situations where there is a decline in population? How can we as H&S help when we have more senior teachers who are experiencing burn out?"

R. Establish good relationships with teachers and reinforce with rewards. Set aside limited funds to hire "new blood" — convince boards new infusion desperately needed! Hire teachers under special category; eg, assistants.

Q. "Is it possible to introduce compulsory sabbaticals."

R. It is possible to introduce some method of holding salary back to cover a sabbatical period at a future time.

Q. "Where will young teachers be when our current crop of teachers retire?"

R. Government is offering attractive early retirement packages in hopes of bringing younger teachers in now.

Q. "Does quality come from the training which is provided? Is there any way of providing assurance re commitment?"

R. Standards of community

What Is A Good Curriculum?

Professor Norman Henchey, Dept. of Administration and Policy Studies in Education, McGill University.

Rather than going into a discussion of curriculum from the point of view of the Régimes Pédagogiques, Dr. Henchey chose to present the qualities of a good curriculum. It should be relevant to the students' needs to be developed and functioning in society. It should be flexible enough to adapt to the needs of individuals. It should be evolving with the changes occurring in the world. It has to be significant. The problem of selecting what information is significant is becoming more difficult as more and more information is becoming available. A good balance of time spent on the various subjects must be maintained. A curriculum must be provocative to be of interest both to the students and to the teachers.

A good curriculum has to be oriented to the kind of society in which we are presently living and to the society we might expect in ten to twenty years, when the students will be graduating. The major trends should be examined. We are now in an age of information explosion and communications revolution. The whole concept of work/education/leisure time is changing drastically. There is a large aging population which will affect the following generations. Social and economic pressures on the Canadian economy to be competitive in a high technology world put pressure on the education system to provide the people to accomplish this.

We need to look at the basic elements of knowledge that cross different areas of curriculum. Industry needs people with common sense, the ability to communicate, a desire to work, a good general education and lastly some job experience if possible.

What do we want students to graduate with after eleven years of schooling? They should have a knowledge of self and of interrelationships and systems. They should have an understanding of contexts of time and place. They should have a concept of power and what it is, both political and economic, as the capacity to act and get things done. They should have a knowledge of science and

technology and its limits.

The skills students should learn include the ability to communicate, to participate effectively, to think logically and creatively and to make decisions. This is especially the case if small businesses are to occupy a greater part of the economy in the future, as is predicted.

The students should learn the values of confidence in

themselves and the future. A good quality of work is expected in whatever a person attempts to do. The concept of responsibility and accountability for one's actions is important. Tolerance for a diversity of opinions is helpful.

The emphasis in any curriculum should be placed on developing critical thinking.

Anne Gagné
Edgewater School

...emergency resolutions too!

EMERGENCY RESOLUTION 84/6E

Homemaker Service For Abusive or Neglected Families

WHEREAS statistics show that child abuse and neglect are escalating continuously, and WHEREAS many of the risk factors associated with the likelihood of abuse or neglect could be alleviated by a well-trained homemaker, BE IT RESOLVED that Quebec Federation of Home & School Assoc. petition the Minister of Social Affairs to provide increased availability of homemaker service, as well as appropriate training for homemakers in teaching household and child care skills,

with the goal toward alleviating abuse and neglect.

DESTINATION: Minister of Social Affairs (Quebec).
Order of Nurses of Quebec
Professional Corporation of Social Workers
Professional Corporation of Psychologists of Quebec
Coordinator of Youth Protection
Youth Protection Committee
Federation of Parents Committees of the Province of Quebec
Federation of Parents Committees of the Island of Montreal

EMERGENCY RESOLUTION 84/7E

Petition on Bill 101 — Further Action

BE IT RESOLVED that Quebec Federation of Home and School Association send a delegation, headed by the President, to meet with the Prime Minister of Canada to obtain an explanation

for these delays and to demand that immediate action be taken on the Petition.
DESTINATION: President, QFHSA

EMERGENCY RESOLUTION 84/8E

Bill 40 —

A Question of Constitutionality

BE IT RESOLVED THAT QFHSA invite the new Minister of Education to expeditiously resolve the issue of the power of the National Assembly of Quebec to infringe on the constitutionally protected rights of parents in education by referring relevant Articles of Bill 40 to the Quebec

Court of Appeal before its passage.

DESTINATIONS: Premier of Quebec
Minister of Education
Minister of Justice
Leader of the Opposition
Quebec Association of Protestant School Boards

EMERGENCY RESOLUTION 84/9E

National Assembly Review and Approval of Regulations

BE IT RESOLVED THAT QFHSA calls on the members of the National Assembly to implement the Vagueois-French Report of 1983 so that regulations will be made subject to review or

disallowance by members of the National Assembly in conformity with the principles of parliamentary democracy.

DESTINATION: All Quebec MNA's

Making multiculturalism work for you in your school

Art Douglas, Principal, Spring Gardens Elementary School, Lakeshore School Board
Clifford Ford, Principal, Riverdale High School, PSBGM

Mr. Douglas and Mr. Ford shared with the audience their experiences with multiculturalism in a variety of school settings on the island of Montreal.

Mr. Douglas stated his belief that a warm and caring atmosphere is critical at the elementary school level. There are a variety of ways to encourage this. School staff must be aware of the "hidden curriculum" concerning student relationships as well as the academic curriculum. There must be a common set of shared values agreed upon by parents and school staff.

Seemingly insignificant things like a weekly information bulletin to parents and flexibility in regard to a parent's needs (e.g. after school appointments to accommodate long working hours) go a long way toward creating a positive atmosphere.

Mr. Douglas showed an excellent slide presentation of "International Week", which was held recently at Spring Gardens involving the entire school community.

Mr. Ford discussed the issue of multiculturalism from the point of view of a high school principal. He said that it is important for the staff of a school to be aware of the nature of cultural differences among the students and to adopt a consistent philosophy about the role of the school. Specifically, the staff must decide that the role of the school is either to prepare students for the North American job market or to allow the students to develop their own culture. Decisions must be made concerning what cultural differences will be permitted and which will not (e.g. manner of dress, punctuality, male-female relations). At this point a set of rules, acceptable to all parties, must be developed and consistently enforced.

Mr. Ford stressed that it is very

important to continually seek input from the community and to try to interpret this input accurately and use it effectively. Finally, it is imperative that the principal demonstrate leadership in the difficult but rewarding challenge of reconciling the needs and aspirations of various cultures. Success means the cultural enrichment of all involved.

Those attending this workshop found the insights of these two experienced educators interesting and valuable.

Donna Manzo
Mountrose School

**MORE
A.G.M.
REPORTS**

Outdoor education - a positive addition to curriculum

Fred Argue, Principal, Northview School, Lakeshore School Board

Learning experiences, Mr. Argue reminded, come from all sources. He enthusiastically spoke of outdoor education as one of these valuable learning experiences. A vast new area of activities has been opened for our students. Mr. Argue stressed the importance of investing time and energy in our children. The program he presented included:

EXPERIENTIAL EDUCATION: WHAT SCHOOLS DO (ISAB)

Information - where, equipment, menu

Skills - cooking, erection of tent, planning, thinking, paddling, map use

Attitudes - respect for nature, good use of free time, travel can be simplified, teamwork is fun
Beliefs - learning through travel, wonderful world, humans can live in harmony with nature, you can get self-esteem through meeting the challenge of outdoor pursuits.

ROLE OF PARTIES

Teacher - initiative, planning, skilled
Students - cooperation, sharing
Parents - driving, \$, equipment
School board - training, certification, equipment
Administration - reduction of red tape

Home and School - support funding, volunteers, equipment

Mr. Argue reviewed a couple of books that have reaffirmed his ideas and enriched the thinking of the value of this kind of education. A few quotations, letters from students, and a slide show of outdoor programs confirmed the positive results of this enrichment experience.

Mr. Argue kindly consented to be available for consultation on outdoor programs planning. He may be reached at Northview School in Pointe Claire.

Betty Lou Manker
Windermere School

1983/4 MEMBERSHIP AWARDS

based on the number of families in the school

On Island

Beacon Hill	94.4%	Membership chairman—Adele Klemm
Dunrae Gardens	84.7%	Membership chairmen—Helga Marcus/Eve Collins
Valois Park	79.0%	Membership chairman—Donalda Walker
Windermere	75.8%	Membership chairman—Joan Coveyduck

Off Island

Eardley	52.3%	Membership chairman—Faye Ingrey
New Carlisle	44.0%	Membership chairman—Diane Dobson

High Schools

Lachine High	45.2%	Membership chairman—June Tosh
Royal West Academy	33.2%	Membership chairman—Bill Foliot

Special Award (Membership)

Hudson H&S	61.66%	Membership chairmen— Pamela Gogarty/Mary Beth Weigensberg
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(which encompasses Hudson Elementary, Hudson High and Mount Pleasant)

Newsletter Awards

Christmas Park—editor, Kate Courtneil/Kathy Zanti
École Primaire Beaconsfield—editor, Helga Unterberger
Valois Park—editor, Tina Townsend
Westpark—editor, Betty McKinnon

Top Honors

GORDON PATERSON AWARD

for outstanding service to the education of children
CONSTANCE MIDDLETON-HOPE

Connie Middleton-Hope has a record of long and distinguished service to the educational community in the province of Quebec. A fluently bilingual native Montrealer, she graduated with a B.A. from Marymount College in Tarrytown, N.Y. She worked for a number of years in the field of public relations and advertising. In 1961 she obtained a teaching certificate and soon joined the Lakeshore School Board. From 1962-71 she was on the staff of Macdonald High School, first as a teacher and later as a department head for social sciences. During this period she also served on the executive of the Lakeshore Teachers Association and was a member of the MEQ curriculum committee on social sciences. After obtaining a M.Ed. in social sciences from the State University of New York, she served two years as vice-principal of Sunnydale Park Elementary.



In 1974 she was appointed vice-chairman of the Superior Council of Education, a body responsible for advising the Minister of Education on all matters concerning education. At the same time she served as a part-time consultant on moral and religious education to the Lakeshore School Board. From 1977 to 1979, as Secretary-General of the LSB, she was responsible for all official records as well as for a variety of legal and administrative duties pertaining to educational legislation and policy. In 1979 she assumed the role of Deputy Director General of the School Council of the Island of Montreal. In addition to the regular administrative duties she had special responsibilities in areas of planning and research on day care centers, research on the needs of ethnic minorities and coordination of services to the anglophone community. In 1982 she was appointed chairman of the Protestant Committee of the Superior Council of Education. She is the author of many articles and reports on educational matters and has spoken at provincial, national and international educational conferences. She has also spoken to many parent groups, stimulating and encouraging their interest in the educational process.

The Gordon Paterson Award is intended to honor an outstanding educator who has encouraged parent participation in the education of their children and involvement with their school. Her record of long and dedicated service in the field of education makes Connie a particularly appropriate, and very deserving, recipient of this award.

LESLIE N. BUZZELL AWARD

for outstanding service to Quebec Federation

GISELA AMARICA

Gisela was born and educated in Europe where she studied agricultural economics. In 1952 she immigrated to Canada and began her long involvement with Home and School. A mother of nine children, she nevertheless found the time to become an active member of the Cartierville Elementary School local. From there she went on to become a founding member of the Morison Home and School Association. She served as a class mother, vice-president from 1974-1976 and president from 1976-78. She also served a term as chairman of the School Committee. As her children progressed through the school system, Gisela moved along with them, beginning a long relationship with the Malcolm Campbell High School local association, serving in a variety of posts culminating with her election as president in 1980, a position she again holds.



Gisela has served the Quebec Federation as a member of the Board of Directors and as a vice-president. Always willing to do more than her share, she has been a member of many committees, attending countless meetings on their behalf, including Constitution, Gifted and Talented Children and the Teaching of French as a Second Language. She also has represented Quebec Federation at the Central Parents' Committee of the PSBGM and has served on a committee at the CEGEP level as well.

Gisela's quiet manner, her concern for other people and her great interest in the welfare of all children have endeared her to all she has met in her Home and School activities.

The Buzzell Award is given annually to recognize service to Quebec Federation of Home and School Associations at the provincial level as well as the furtherance of the aims and objectives of Home and School. Gisela joins other worthy recipients of this award with her nomination in this 40th anniversary year of Quebec Federation.

The school nurse: an endangered species?

Gay Elkas, Community Health Nurse, Caughnawaga
Pat Bannerman, School Nurse, Lakeshore School Board
Marguerite Parisée, School Nurse, Gaspé coast

This workshop Saturday morning was chaired by Sylvia Adams and attended by an active group of concerned parents. The panel was made up of three nurses currently working in different areas of Quebec as school nurses: Gay Elkas, a community health nurse at the elementary school level in Caughnawaga; Pat Bannerman, who works in the elementary and high schools of the Lakeshore School Board; and Marguerite Parisée, who is a school nurse travelling long distances between schools in the Gaspé area.

These nurses briefly described their job requirements and working conditions and a lively discussion ensued. The general emphasis in the health care field is undergoing change. The school scene is no exception. School nurses are no longer dispensers of first aid, nor are they available in the school every day. They are now expected to be resource people and teachers on health issues e.g. nutrition, smoking, drug issues, sex education and counselling, physical fitness and health care.

Since 1972, they no longer work for individual school boards but rather have become our first link to the CLSCs (community health centres) now being set up in all our various communities. Hence they can be assigned to schools of different school boards, and even different language orientation. They also can have a workload of 2000 students.

Canadian Teaching Materials

Tom Wilkinson, Principal from P.E.I. and Vice-chairman of the Canadian Learning Materials Society (Halifax), *Canadian Content in Teaching Materials*

Mr. Wilkinson, who is originally a Montrealer, has been a president of the Canadian Home and School and Parent-Teacher Federation, and is a school principal in Prince Edward Island. He was very active in organizing the Canadian Learning Materials Centre, which is housed on the campus of Dalhousie University in Nova Scotia.

He is trying to raise parents' consciousness on the subject of textbooks and other working materials, which are still heavily foreign in origin. In most cases this means written and published in the United States, though at least one workshop member noted that much French-language material in the Quebec system originates in France.

Glaring examples including American place names used in math and grammar workshops, heavy emphasis on American geography and history in textbooks. Less obviously, many texts are "Canadianized", or superficially adapted from an American original. The result is often garbled information (e.g. "The capitol is in Ottawa" or "Canada's national bird is the golden eagle") or a deadly blandness and lack of real Canadian tang. Often the book's cover bears the names of Canadian experts or academics, but their contribution to the product has been minimal.

Mr. Wilkinson is indignant that our children should be learning from foreign texts, and although he acknowledges that the reasons may be economic in the short term, because American texts are produced in greater volume and marketed aggressively, the long-

All of this change has meant major upheaval at the school level. Most of the screening for hearing and scoliosis has been eliminated. Instead the emphasis is on teaching the individual life habits to look after him- or herself — nutrition, physical fitness, water and road safety, etc. With such a heavy student load the nurse is now having difficulty knowing the children, let alone the family situation.

Gay Elkas, working in Caughnawaga schools, seems to be still operating under the old system. She has far fewer

students and yet works with two other nurses. She can still screen pupils for vision, hearing, rubella and scoliosis, skin test for tuberculosis, give fluoride treatments and do health teaching and family visits. Caughnawaga operates with federal money under Indian jurisdiction, while the government of Quebec is changing the health care system drastically for everyone else.

Will it be improved? Will it even be adequate?

Budget cuts are given as the reason for the increased workload for the school nurses. But our

children are seeing less and less of the school nurse. We as parents must make our objections known. Does your Home and School Association know how your nurse operates? Are her objectives the same as yours? How can we as parents help?

Keep in touch with your local CLSC. Help to identify your community needs. Only in this way can we have input into the decisions made about our health care.

Ruth Crabb
Lachine High School

Parenting — the buck stops where?

Pat McLarty, Family Life Educator and Social Counsellor
Lu Oosterhoff, Community Office Coordinator, Beaconsfield High School, Lakeshore School Board

This was a stimulating presentation by two individuals who not only worked well together but brought two quite different perspectives to the topic. Both have a great deal of practical experience... with a total of seven children between them. Pat McLarty is a Family Life Educator and Social Counsellor and is thus in a good position to examine the problem from the parental viewpoint. Lu Oosterhoff, on the other hand, is the Community Office Coordinator at Beaconsfield High School and as such is in daily contact with the end products of many different styles of parenting.

Mrs. McLarty discussed the problems and ways of bringing up

children today. "Every child is an individual and should be treated as one." There is a great problem with communication today between parents and children. Parents have a tendency to not give their child their complete attention when the child has a problem. "Be an effective listener." (P.E.T.)

Pat pointed out that the systems of communication within a family are varied and complex. Children are an integral part of this system and it is important for parents to be aware of the type of communication patterns that are developing between the various members. Each succeeding child is born into a different family because of the interactions that are occurring among the members, and the shared experiences that are accumulating.

Each child has to create a niche for him/herself in the family. Each has to feel that s/he is special in some different way... be it in sports, schoolwork, music, etc. Problems often arise when all the desirable niches are occupied by other family members and the only way to draw a fair share of the attention is to resort to disruptive behaviour.

The proliferation of parenting groups is a relatively new phenomenon. Our parents didn't have them... why do we need them and why are they so popular? Pat explained that their popularity is partly attributable to the pop psychology fad for sharing experiences and developing a sense of community. Partly, though, it is attributable to the decline in the authoritarian attitude in our society and the new emphasis on rights. Children have particular rights and much of the old style discipline doesn't fit in with this concept or doesn't work. Many parents are uncertain how to respond, particularly in the face of the conflicting advice that is bombarding them from many directions. According to Pat the most important thing is for parents to relax and not get uptight about the situation. Concentrate on developing a caring, supportive relationship with the child. This is largely a matter of simply developing some straightforward communication skills.

Behaviour modification is another style of bringing up children. Be positive, not negative, with the child. "Give your child a hug."

Pat went on to discuss some of the alternative approaches that are in vogue in some circles. She explained that behaviour modification is more of a therapy than a parenting technique. It is based on the idea that if you first change the behaviour then changes in attitudes and insights follow. This is the reverse of the approach adopted by most conventional psychologists. If behaviour modification does become necessary it is important to emphasise the positive reinforcement rather than the

negative.

Tough Love was discussed briefly, but only as a last-resort concept.

Tough Love is another controversial parenting technique. It is often the last resort for parents in conflict with their teens. It is a return to the authoritarian and strict discipline concept, and is coupled with the idea of parent support groups. It originated in the U.S. but soon spread to Canada. There is now a chapter operating in Montreal.

Mrs. Oosterhoff discussed the problem of how family life changes when a child enters the teen years. When this happens the whole family seems to go through a transition period. Perhaps Mom wants to return to work, the family becomes a single parent family, or the child is contending with many outside influences. The parent has to be flexible. The quality of time a parent can give a child is very important.

Lu informed us that in her work she deals mostly with teenagers rather than their parents. Problems often arise she feels because parents are often afraid to let go of their children and back off from interfering in their lives. They have to learn that "healthy birds leave the nest". Some problems arise because parents try to apply inappropriate concepts that they learned from their parents. There are some things that parents just have to try to unlearn.

Single parent families place a particular stress on some children, particularly those that have to go home to an empty house. In this and in many other ways the family support system has become seriously eroded during the past few decades. In addition, children nowadays are subjected to stresses from the ever-present threat of nuclear war, the continuing high rate of unemployment and a variety of other social problems that seem to plague modern society. Mobility of families and a lack of long-lasting friendships can cause problems for many children.

Lu concluded by offering a list of dos and don'ts for developing an effective relationship with a teenager. These include establishing clearly understood rules, developing a sense of family responsibility, expressing anger rather than submerging it and letting it build and realizing that the quality of the time spent with a youngster is often more important than the quantity. Teenagers are thin-skinned and vulnerable... so don't pry and don't criticise their friends.

Following this comprehensive introduction the workshop continued with a freewheeling discussion of many of the issues raised.

The various difficulties of parenting became obvious in the discussion that followed.

Parents had many firsthand experiences to report and were keen to share these. The discussion could easily have continued for

Bridging the Gap: Secondary CEGEP and Beyond

Luc Henrico, Director-general of John Abbott College and president of the Council of Quebec CEGEPs, and Bill Surkis, academic dean of John Abbott, gave an informative workshop entitled "Bridging the Gap: Secondary, CEGEP and Beyond".

Mr. Surkis recalled why CEGEPs were started in 1967, and described the CEGEP courses that consist today of approximately 50% technology courses and 50% pre-university courses. These courses are given in the different faculties — Pure and Applied Science, Health Science, Social Science, Commerce and Arts and Letters.

Mr. Surkis explained the number of core subjects and disciplines students must do in their chosen field. He then went on to describe the number of credits students require to graduate and how the number of credits for each course is determined. With their diplomas, students are accepted everywhere. Students who have graduated in the pre-university courses are able to enter the second year of a four-year bachelor program outside Quebec.

Mr. Henrico spoke about how CEGEPs are autonomous corporations responsible to the ministry of education, how their boards of governors are made up, who sits on these boards, how members are chosen and what roles they play. And of course how difficult it is to get parents to sit on these boards and participate actively!

Some very interesting questions were then raised from the audience on such subjects as availability of courses, who gets first choice of these courses, cancellation of classes, academic advice for new students prior to registration, acceptance of students, etc. We were reassured that in almost all cases students do get the courses they need, and have an absolute guarantee of getting those required to graduate. Quite often courses have spaces on Friday afternoons and Monday mornings, because students don't want classes at these times and try to fit all their courses into four days.

Gwyneth Baldry
Northview Home & School

**MORE
FROM
THE
A.G.M.
on
page
12**

many hours. As one who had to carry in many extra chairs I can attest to the fact that the workshop was well attended. All participants, including our speakers, appear to have thoroughly enjoyed the exchange of information.

Diana Pope, Northview School
Jon Percy, Hudson School

Barbara Black
Courtland Park

Computers in the classroom

Workshop given by David Wadsworth, Edgewater Elementary School, Lakeshore School Board and Bill Bernhaut, Protestant School Board of Greater Montreal.

Dave Wadsworth gave an interesting presentation on the experience of Edgewater Elementary School with introducing its students to the computer. A committee of teachers was trained at the LSB. A core group of 25 students from Grades 4-6 was then taught by a project-oriented method using LOGO graphics.

The children learn how to make a turtle appear on the screen and move it around forming a square. They then learn how to program the computer to do this and then to make designs with many squares. The children proceed from there with more complicated graphics. It is always an active process, with the child controlling the computer and not the com-

puter controlling the child. The children work in pairs, which provides a positive social interaction. They are encouraged to experiment and learn from their mistakes. The core group members go on to act as tutors to other students.

This is not part of the curriculum in elementary schools, so has to be done whenever time can be found and each school proceeds in its own fashion. At Edgewater it has been a positive and rewarding experience for all concerned.

Bill Bernhaut is a teacher at the PSBGM Media Centre who gives computer workshops to teachers and other interested groups. He referred briefly to the many projects being planned for using computers, both in the classroom and the schools. A major computer education program was established in PSBGM high schools in 1982. In Secondary I, students are taught about computer applications in modern technology

through problem solving strategies and techniques. It is an introduction to LOGO and Basic. LOGO is the easiest language to teach children and leads smoothly into most other computer languages. Basic is a faster language to use than LOGO.

A course called Introduction to Computer Science is offered in grade 10 or 11 (Secondary IV or V). This teaches skills for solving problems and programming a computer using Basic. It is a project-related method of teaching programming. The students begin with graphics and proceed to more practical approaches such as programming the computer to verify hydro bills.

Computers are now used mostly to teach programming, but there are many other areas which could be explored, such as information handling, text processing and communications.

Anne Gagné
Edgewater School

Local Home & Schools honoured special guests

Lindsay Place High School had as its guests Joan Kepron and Gordon Robertson. Gordon Robertson was the first president of Lindsay Place High Home & School Association and has been involved in education in Quebec since the 1950s. He served as a commissioner with the Lakeshore School Board for seven years and is still actively helping out at Lindsay Place High and Valois Park Elementary — both schools that value his guidance and expertise greatly. Joan Kepron has been a president of the Lindsay Place High Home & School, a vice-president of Quebec Federation of Home & School Associations and is Community Officer at Lindsay Place High School.

Malcolm Campbell High brought as its guests Donna Sim and Jean Dunsby, both longtime faithful members of the Home & School Association. Donna was for many years membership

chairman at Morison Elementary School and Jean is membership chairman at Malcolm Campbell.

Valois Park Elementary invited its first Home & School president, Frank Maclean, who served as president in 1944-45 and again in 1948-50. Their very first Home & School had studied the needs of their school and, as a result, an art program was organized at the school and then later a lunch program.

Macdonald High invited Maybelle Durkin to attend as its guest. She is past president of the Macdonald High Home & School Association, a past member of the executive committee of Quebec Federation of Home & School Associations and is a longtime member of Home & School. Although she lives in Ottawa, Maybelle still retains her membership in Quebec Federation.

Services for Adult Dropouts

CECM News, May 9/84

In September 1984, the Service de l'éducation des adultes will offer personalized educational services to over 500 adult dropouts aged between 18 and 30 so that they may complete their secondary studies.

Considering the fact that some 300 000 young Quebecers do not have their high school leaving certificate and are unable to obtain such certificates through the regular education system, the Conseil des commissaires has accepted to set up services for adult dropouts in three adult education centres. These are Gédéon-Ouimet, Sainte-Croix and Saint-Paul.

This project is part of the government policy on the social and professional integration of the youth, and the C.E.C.M. will

ask the ministère de l'Éducation for the necessary subsidies in conformity with the regulations stipulated in the policy.

BUDGET MAINTAINED

The Conseil des commissaires has decided to maintain the same priorities in 1984-1985 as those of the current year with regard to part-time academic and sociocultural courses offered to adults.

Despite substantial cuts in the Ministry's subsidies for services offered to the handicapped, the Commission will maintain these services by assigning part of the income received from the clientele and the accumulated surplus.

LSB Report

On behalf of the School Board community, Chairman Dr. Joel Hartt offered congratulations to Raoger Malboeuf, Coordinator of French Instruction for the Lakeshore School Board, who has been named winner of the Prix Ghislaine Coutu-Vaillancourt, awarded by the Association québécoise des enseignants de français, langue seconde.

By this award the association cites the high quality of work done by Mr. Malboeuf in French second-language instruction for the Protestant school system which serves the West Island, Ile Perrot and Vaudreuil-Soulanges regions. As well, his research in the field and his efforts to promote the French language were commended.

Roger Malboeuf has been teaching in the West Island area since 1950, when he graduated from Macdonald College and joined the staff of Macdonald High School, Ste. Anne de Bellevue, as French specialist. While a full-time teacher, he pursued his academic career and holds degrees from Sir George Williams University (B.A. 1957) and Mount Allison University (M.Ed. 1964). Prior to his 1980 appointment as the Lakeshore School Board French Instruction Coordinator, he had for 12 years served the board as a French consultant.

He is a founding member and former President of the Canadian Association of Immersion Teachers.

Dr. Hartt also congratulated four students for having been nominated for the outstanding student awards of the Montreal Board of Trade: Martha Badger (Macdonald High), Naomi

Hasegawa (Beaconsfield High), Jessica Rouleau (Beaconsfield High), and Patti Spinsby (Lindsay Place High).

Social service structures

The council approved the text of a resolution calling on the Ministry of Education to make representations with the Ministry of Social Affairs seeking the continuation of the linking of school social services with social service centres (i.e. Ville-Marie) as opposed to the Centres locaux de services communautaires (CLSCs). As well, the council will ask the Ministry of Social Affairs to postpone plans to transfer professional resources from the social service centres to the CLSCs until further consultation has taken place and until CLSCs are both established and guaranteed for the entire territory of the Island of Montreal.

Hudson High project

Since December 1982 the LSB has awaited authorization from senior levels of government to proceed with a \$2.7 million renovation project at Hudson High School, a building constructed in 1919 and now badly in need of upgrading. In order to maintain pressure for the approval of this project, council adopted a resolution again authorizing the expansion and upgrading of Hudson High and urgently requesting the School Council of the Island of Montreal to take all steps necessary to obtain approval from the Quebec Ministry of Education.

Financial outlook good!

Mr. Bernard Grégoire, Vice chairman Montreal Catholic School Commission pointed out that the Commission will be in a better financial situation next year and therefore \$8,500,000 will be reinjected in priority projects; 90% of this amount will be allocated for direct services to the schools.

Due to the quasi stability of the school population, the freeze of the teachers' workload, the granting of retirements, early retirements, severance pay, leaves of absence, etc. no teachers in the French Sector are expected to be on availability after September 30, 1984.

But the situation will be more difficult in the English Sector as the school population continues to decline at a rate of approximately 10% a year. This sector is expected to have some 380 teachers on availability on September 30, 1984.

However, the Conseil des commissaires has decided to maintain in 1984-1985, the same operating budget for the Central Parents'

Committee and for the Regional Parents' Committee but to revise, as required, the financial grants given to the school committees.

NEW SCHOOLS

Next year, the Commission will open five new specialized schools to offer new services to our school population. These include Stella-Marie Business and Secretarial Centre, a high standard centre in advance technology; Thomas d'Arcy McGee Art Centre for talented students under the English Sector; Villa Notre-Dame-de-Grâce for young delinquents; an elementary school in Région Nord where one-third of the time will be devoted to Physical Education and one elementary school for emotionally disturbed children.

ADDITIONAL RESOURCES

A new student weighting rate based on the particular services they require has also been established. Schools with a higher rate of students with adaptation and learning disabilities will be

offered increased services from professionals in areas such as psychology, psychoeducation, speech therapy, audiology, as well as from resource teachers, itinerant teachers, etc. Secondary level students enrolled in vocational education are also the object of a higher weighting rate.

SCHOOL CLOSINGS

The size of the schools was also considered as an equalization criterium. In fact, after having closed more than one hundred schools over the past eight years on account of the staggering drop of its school population, the C.E.C.M. decided, two years ago, to declare a moratorium on the closure of elementary schools in the French Sector. As for the English Sector, although it continues to experience an annual decline in the number of its students (a loss of 10% or approximately 2000 fewer students is expected next September) and although there is no official moratorium on the closure of English-speaking schools, we are forced to keep very small schools open in order to continue to serve our English school population in schools located as close as possible to their community.

Quebec schools

Too many changes for system to handle

The overall impression of the Conseil supérieur de l'éducation, as a result of provincial and regional hearings and some 50 school visits by a team of research agents, on the current state of the teaching profession is: the school system is having serious difficulties assimilating the many changes currently underway. The difficulties resulting from the implementation of the decrees is merely the tip of the iceberg. Simultaneous changes that are too numerous in too short a period of time, accompanied by insufficient planning, inadequate instrumentation have contributed to a climate of depression within teacher ranks.

In this context, discussions on increasing workload by 30 minutes for primary teachers and 50 minutes for secondary teachers cannot, then, be a simple mathematical calculation. Many factors add to complicate the issue: the number of pupils in a group, the number of groups taught, the number of levels taught, the number of subjects taught, the type of pupils in a group, the availability of educa-

tional materials...

For three years, the schools of Quebec have been faced with a number of changes that were announced in rapid succession. Many proposals first suggested in *The Schools of Quebec* have not attained the expected results. Firstly, one must note that many of these proposals are far from completion. Secondly, the number of proposals and the pace of change has disaffected a large portion of the school community. Thirdly, it is evident that energies in the forthcoming years must be devoted to improving, consolidating and completing current projects.

In this context an increase in workload by 30 or 50 minutes, that might be tolerable in a stable system, takes on the image of "the straw that breaks the camel's back". Such an increase would, at this time, be an additional burden to the currently deteriorating situation.

The demoralization of teachers whose work is tightly regimented by imposed standardized regulations is a fact that is difficult to absorb by professional people. The

disincentives faced by teachers who are assigned to classes at the last moment, and who seem to be moved at random are additional demoralizing factors. The lack of personal rapport between teachers and pupils is also a major difficulty. Parade, in a week, 360 or 720 students before a teacher and one sees few human connections. A teacher's satisfaction comes from helping students; a student's motivation comes from being recognized as opposed to being anonymous. Twenty-seven (27) hours of obligatory teacher presence is minimal; it is evident that effective teachers contribute many more hours.

The rule for effectiveness in any educational community rests on the human dimension. The ingredient for effective schools requires conditions that allow teachers to be effective.

For these reasons the Conseil supérieur de l'éducation, with a sense of urgency, makes recommendations in its preliminary report that merit consideration on a short-term basis. It is anticipated that a final report will be completed in July.

After-Hours Child Care: Do You Want it in Your School?

Children are in school about five hours a day, while adults with full-time jobs usually put in an eight-hour day. Schools are empty when classes aren't in session; even during school hours, many classrooms are unused. Most mothers now do some kind of work outside the home. In many cases, they are the sole support of their children.

These are all facts in a rapidly changing world, and the pressure on governments and education authorities to adjust by providing more funds and facilities are enormous.

The benefits to schools who are in intense competition for new students are obvious. If you can get children into the school at the age of four, you improve your chances of enrolling him or her as a student the next year.

However, it's a heavy responsibility for the parents who undertake an after-hours program. As always, the burden falls on the few who have the time, energy and skill to negotiate the red tape and the cooperative management style of administration.

Probably the easiest way to approach after-hours care is through a lunch-time program. Many such programs exist in school communities which have no need or desire to expand the program to other parts of the day, and can depend on volunteers for staff.

Other communities have a strong demand for after-school recreation or enrichment for students. Some school boards have set aside funds to hire extra staff for such programs: the

P.S.B.G.M., for example, has after-school programs in 16 schools.

Then there are "full-day kindergartens," which permit 5-year-olds to spend the half-day they would normally be at home, in the school building with a specially hired custodian. In many cases, this "custodian" is much more. Teachers forced out of the school system by lay-offs are getting early child care diplomas for just such a purpose.

Some schools have been able to organize "pre-kindergartens" for 4-year-olds. School boards have set many of these up, and where lack of board funds prevents them from organizing such groups directly, board consultants will actively help groups of parents get funding directly from the government.

The boards claim that their pre-kindergartens are different from ordinary day care, providing an introduction to working in groups, following instructions, and developing language skills. However, it should be pointed out that these are aims espoused by most responsible day care directors, too. The major difference between school pre-kindergartens and day care centres is probably the site, and having your child "go to school" a year earlier could be either positive or negative, depending on your point of view.

Parents pay for these extra services, of course, but as the after-school care program is non-profit, costs are kept as low as possible. Government or board funding may cover the addition of bathroom facilities to the school,

or the installation and maintenance of a telephone, but it does not cover transportation, meals and snacks, or the salaries of the staff. Depending on how much their child uses the program, parents may pay as little as \$70 a month for five hours of use a week, or \$65 a week for a full service for pre-schoolers. A minimum of 10 children is required to start a program.

Even if you don't need child care now, you may need it in the future. As a citizen, you may feel you have some collective responsibility for all the children in your community, to make sure their after-school hours are happy and safe. You may see this as a perfect solution to the worrisome decline in your school's enrollment.

But look before you leap. Examine the existing facilities in your neighborhood. Send out a survey, not only to your school's parents, but to parents of younger children, to determine needs. Consult your school board, to see if you can get government funding. Your board consultant has the benefit of several years' experience with programs in other schools.

And look carefully at your parent resources, to decide whether you can provide the responsible leadership to meet official regulations, hire staff, deal with parents, and avoid disruption of your school's main job, which is education.

Has your school started an after-hours program? Share your growing pains with readers of the NEWS.

A Dangerous Cover-Up

Clear plastic "solar pool covers" are used by some people to warm the water in their swimming pools. The plastic sheets are placed on the water's surface so that sunlight will pass through them and warm the water, but the heat can't escape as quickly back through the sheet.

Unfortunately, accidents have happened when people went swimming without completely removing the covers. Instead of surfacing in the uncovered part of the pool, victims have come up under the cover, been unable to

reach air and drowned.

The Consumer Product Safety Commission urges that no one swim in a pool unless the solar cover has been completely removed.

Publications

The Montreal Island Council has voted a budget of \$1125 to print two appendices (one French, the other English) that contain summaries of the publications done in 1983.

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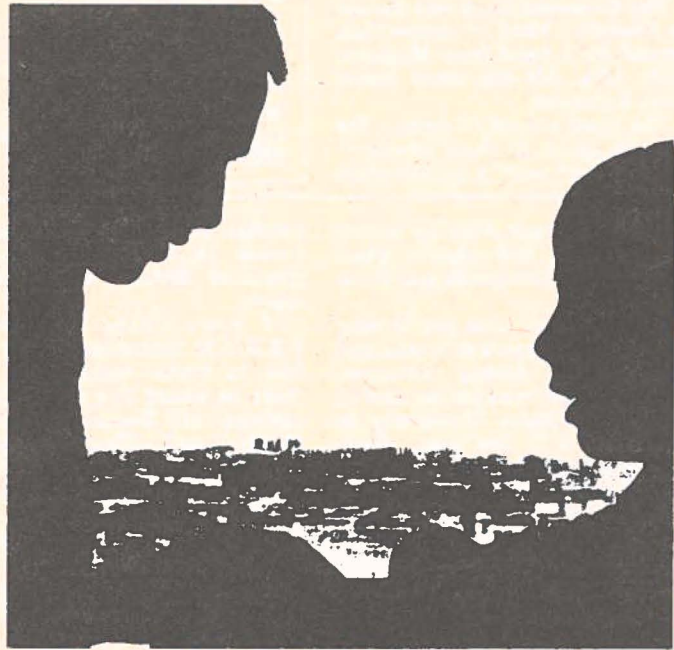
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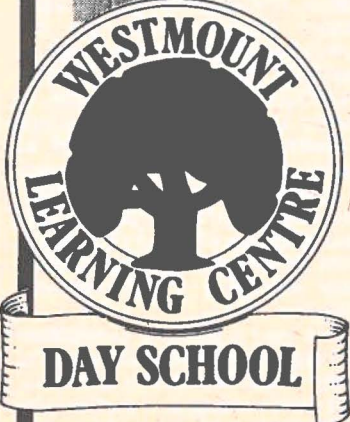
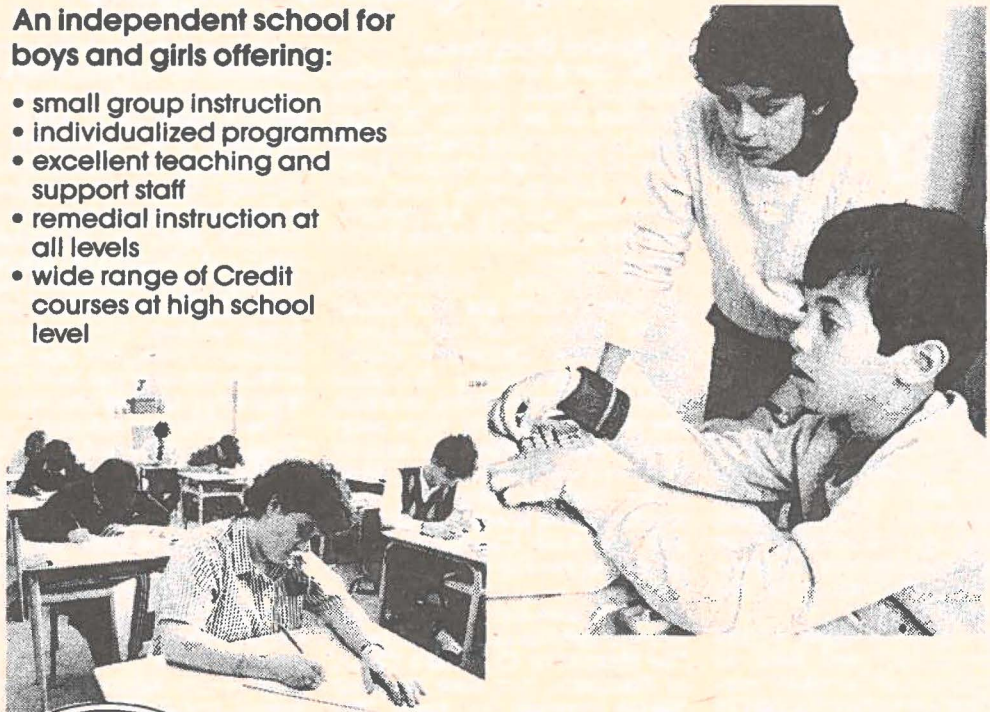
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FOCUS on the LOCALS

Meadowbrook



Parents and staff enjoy a spring barbecue every year in the schoolyard at Meadowbrook. The Lachine fire truck is in the background, just in case.

Children and adults spend their pennies willingly at the Meadowbrook/Summerlea Christmas bazaar.



NORTHVIEW

Exuberant Students Earn Their Share of "Fame"

Singin' and dancin' were the highlights of May, as Northview Elementary School presented Fame as this year's spring musical production. With an original script written by the staff, a choir of 60 voices directed by music specialist Sheila Stanley, and a double cast of actors in alternating performances, almost all Grade 4, 5 and 6 students were involved in the production. Five performances were given for parents and audiences from other schools.

The new Northview Theatre sign was the creation of Mme Sarah Ascher, the Grade 5 partial French immersion teacher. Many other staff members directed, produced, choreographed and supervised costumes with parental assistance.

Choir members were dressed in graduation gowns, with mortar boards flying to celebrate graduation in the finale. A five-piece band composed of teachers, a parent and past Northview students added to the musical enjoyment. A Home and School donation made possible a new stage lighting system to shine the lights on the talented "stars."

Carol Ohlin



ROSEMERE

Band Takes Tulip Festival Silver

Congratulations to the Rosemere High School band, which won a silver trophy in competition at the International Tulip Festival in Holland early this

spring.

The 62 band members raised one-third of the money for their big trip by holding fund-raising events, and the parents paid the rest of the cost. It cost \$1,200 per student to take the 10-day European trip, which was hectic but memorable.

The Rosemere band was the only Canadian band in competition except for a band from Medicine Hat, Alta. All the other bands were European.

The band scored 78 points, the highest mark in their category, but received only a second-place

but many others must be driven every week, and oftener when there are performances and extra practices.

Some parents have put in long hours keeping track of music, and making and fitting costumes. When the choir was invited to sing at Mount Allison University in Sackville, N.B. last year, every parent paid over \$100 for the trip and watched somewhat anxiously as the children flew off on what was, for many, their first plane trip.

However, the rewards have been enormous. The trips, especially the one to New Brunswick, were productive and fun. The children, particularly those who don't attend FACE and have little contact with the making of good music, have a new world opened up to them. And the

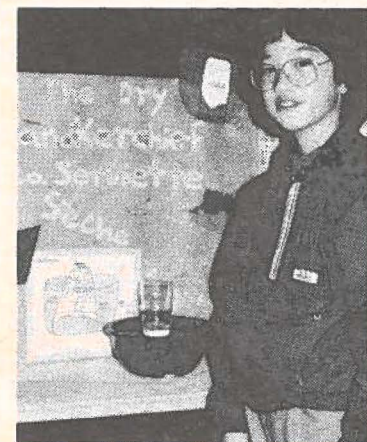
SPRING GARDEN

Children Enjoy 'Tripping'

Spring Garden School recently held an International Week. Each grade learned about a different country. The six countries studied were Australia, Czechoslovakia, Scotland, Germany, West Indies and the Philippines. The parents were asked to send in any items they might have from one of those countries, such as native costumes, foods, and other things. Opening ceremonies were held



Emma Hum shows off her entry in the science fair, an annual event at Northview Elementary School. Independent judges rate the entries on the basis of their research, creativity and organizational skills. Prizes are awarded, and all entrants receive a gift.



standing but first place required a minimum of 80 points.

Principal Keith Rogers says he's very proud of the students.

CORRECTION

Keith Home & School Association was wrongly reported in "Honor Roll of Schools" in our last issue as having commenced in 1945. This should have read 1969.

DUNRAE GARDENS

Family Barbecue at Dunrae

An excellent turnout of parents and children enjoyed hot dogs, soft drinks, dessert and coffee at the family barbecue on Tuesday evening, May 15, at Dunrae Gardens School. As the weather was quite cool, the hot dogs were barbecued outside and everyone enjoyed eating inside in the gymnasium.

Following the barbecue, a brief business meeting was held, at which members of the school committee were elected for the 1984-85 school year. Michael Barr was re-elected external chairman and the other officers were to be elected at a meeting on June 5.

The pre-kindergarten program, for four-year olds, which is supported by the Dunrae Home and School, has 18 children enrolled for September, 1984. Due to the interest shown by parents in the community, a second full-day kindergarten class will be added this September.

After a very successful and productive year for the Home and School at Dunrae, including jazz ballet and drama classes during lunch hour, Home and School president Ellen Morneau is hoping for continued strong support and parental involvement.

Karen McCoy

Worth the Effort

"Singing Like Angels"

By Barbara Black Peden

The sound of children singing together well is one of the loveliest in the world. Training them is an exacting job, involving a search for a highly trained director, an investment of time, (and sometimes money), by parents, and disciplined dedication by the young singers.

The world's best-known children's choirs are the Vienna Boys' Choir and Germany's Oberkirchen Children's Choir. England has many full-time children's church choirs, in which the children (usually boys only) receive their academic as well as their musical education. A great many English composers have written choral music for children, and the best Canadian choral singing is usually in the English tradition.

Canada also has some internationally famous children's choirs. The Mennonite Children's Choir, of Manitoba, has been winning honors overseas for years. The Toronto Children's Choir astounded everyone about five years ago by winning the top prize at a major singing competition in Wales, which is fiercely proud of its choral tradition. It is now a mark of great prestige in Toronto to have a choir member in your family: some 400 children are auditioned every September for only about 60 places.

Since the school population plummeted and the cost of education went up drastically, music education in the schools has suffered sadly. Specialists are scarce and few schools are lucky enough to have a regular classroom teacher who can, or will, organize a choir. One Home and School local, at Sunnydale School on the West Island, have actually raised

enough money to hire a music specialist for a special lunch-time music program. How proud those parents must be to know they have done it all themselves!

The Protestant School Board of Greater Montreal organized a choir four years ago to give children from all its schools a crack at first-rate training, challenging music, and the excitement of performance in a professional setting. It's a beautiful choir, and more than one listener at their concerts has been seen to wipe away tears of emotion.

The children rehearse every Thursday from 4 to 6 pm at Westmount Park School, just north of St. Catherine Street near Westmount Park. Their director has been a charismatic Welshman, Iwan Edwards, who commands love and loyalty from the children. Unfortunately, Mr. Edwards, who is also a full-time teacher at the P.S.B.G.M.'s Fine Arts Core Education (FACE) School and director of the well-known adults' group, the St. Lawrence Choir, is too busy to continue. He will be replaced by Jean Sult, who teaches music at Vanier College, has an excellent professional reputation, and is reportedly looking forward eagerly to working with the children. She will audition children between the ages of 8 and 15 to begin work in September. Registration costs \$15 plus a \$20 costume deposit.

This year a parents' committee was organized to help the choir in many ways, and there's no doubt that membership in a performing choir brings with it a real commitment from the parents. Some P.S.B.G.M. chorus members are old enough, and live close enough, to come to practices on their own,

Dianne Cunningham

FOCUS on the LOCALS

COURTLAND PARK

Spring Means Sports and Fond Goodbyes

By Barbara Black Peden

Spring is always a busy, happy time at Courtland Park School in Dorval, filled with outdoor athletic activities and social gatherings to mark the end of the school year.

Children in Grades 3 to 6 enjoyed their first skip-a-thon. Organized into teams, they jumped rope for three hours in the schoolyard, and raised \$2,568 for the Quebec Heart Foundation.

Many of the older children trained hard and ran in the Halo Race, a marathon around the summit of Mount Royal sponsored annually by the Montreal Athletic Association. Students Cheryl Rozon and Ronnie Mearns distinguished themselves in their heats.

Gym teacher Kathy Kealey has organized some of the Grade 6 girls into a leadership group called the 1750 Club, after the school's street address. They are enjoying learning to direct activities among the younger students.

Grade 6 teacher Ginette Bergevin's class tickled students,

parents and staff with their production of Pecos Bill and Slue-Foot Sue Meet the Dirty Dan Gang, a rambunctious comedy with a western flavor. For the first time, the graduating class will have their own party and buffet dinner in the gym following the annual presentation of Home and School achievement awards.

All the children have a wonderful time on Play Day, a "mini-olympics" of novelty races which was held this year on June 7. Parents not only act as time-keepers and score-keepers, but make and serve a hot dog and ice cream lunch provided by the Home and School. When the outdoor events were over, everyone enjoyed the sometimes surprising entertainment provided by the children's talent show.

Parents are looking forward to a night out together, when they attend a special fund-raising performance of the West Island Lyric Theatre's Cabaret, a revue of Broadway numbers, with dancing to follow.

THORNDALE

Staff Members Take The Plunge

Exactly one year ago, Thorn-dale School gym was the site of fun and games in the form of an enormous tombola. Not your ordinary tombola, as the accompanying photograph will attest, what with teachers and administrators acting as sitting ducks. The kids loved it, and the crowd loved it. Our thanks to Mr. Robertson, Thorn-dale's caretaker, for effort beyond the call of duty in keeping the floor around the pool wiped up.

Bingo, fishpond, ring-around-the-bottle, a bottle of baffle, raffles and other games of chance complemented the excitement "poolside."

This joint Home and School and school committee fund-raising effort raised \$600.00 which was used to buy a new "purple monster" copy machine and to help fight Bill 40.

We tip our hats to all the parents who made our tombola the success it was, and a hearty thank you to the many, many in-

dividuals and businesses who contributed prizes. It was truly a community effort.

Heather Fawcett

Allan Wilson, vice-principal of Thorn-dale School, heroically takes a dunking in a kiddie pool during last year's highly successful games-of-chance evening.



EARDLEY

But Which Local Got The Odd Cent?

Eardley Home and School split the \$984.07 raised at a successful Valentine Dance with the South Hull Home and School Association, and both groups had a great evening. The combined locals also held a clothing sale, which raised nearly \$400.

Eardley children have enjoyed several professional theatre presentations recently, thanks to the sponsorship of their local. They have been doing some performing themselves, too: Peggy Henderson's drama group and

Marylin Croll's music program, both lunchtime activities, have presented recitals of their work.

For the tenth year, the local Optimists Club has given awards to exceptional children in the community such as Brownies and Cubs, but for the first time local schools were included. Presented with plaques at an evening ceremony were Sonia Reaume and Matthew Sheedy. They were nominated by their teachers and principal for exhibiting such qualities as helpfulness, getting

SEIGNIORY

Keep checking

Students at Seignory School in Pointe Claire enjoyed a bicycle rodeo in May. Bikes were mechanically checked, and the children were tested on their knowledge of road safety. Police officers were on hand from the youth squad to talk seriously to the children about bicycle safety. They showed a film on the subject, and distributed pamphlets. All children who participated were awarded certificates, and their parents were sent the results of their safety tests.

Seignory students and parents recently participated in a marathon, running one kilometre, three kilometres, five kilometres and 10 kilometres, depending on their stamina.

The local's ways and means committee has been active this year, raising money with a car wash, a fun fair, a Valentine's dance and a flea market. They have been able to provide the school with an Apple IIE computer with Logo and manuals, library books, assistance for camping and teacher workshops. A major project in the future will be an adventure playground for the students.

Other events this spring have included a science fair open to parent visitors, a musical play called Pickles and Puppets by Grade 4 to 6 students.

"I Love to Read" Week was very successful this year, and the students enjoyed a visit by a brass quintet from the Montreal Symphony Orchestra. During a week set aside for an anti-smoking campaign, students in Grades 5 and 6 were given the Home and School kit, "Toward a Generation of Non-smokers."

Kathy Macquisten

WINDERMERE

School's Safety Patrol Expert in Demand

Windermere recently held a successful garage sale in the school gym. Donations were received from members of the community as well as parents, and some goods were sold on consignment. We felt it was worthwhile, especially as it was very little work.

Our Home and School has sponsored several courses in Logo computer graphics for parents.

along with others, good naturedness, and all-around good behavior.

Eardley is proud of winning a Federation award for high Home and School membership for the second year in a row, and salute the work of membership chairman Faye Ingrey.

The local is investing in some spruce trees to decorate the schoolyard, and plans to hold a tree-planting ceremony involving students.

BEACON HILL

Hallowe'en in May for Unicef

This year at Beacon Hill School the Grade 1 children in Mrs. Joyce Ness' class undertook a project to support UNICEF. Not only did the children collect pennies on Hallowe'en, but they also forfeited their Hallowe'en party and donated the cost of the party in addition to part of their allowances to children less fortunate than themselves.

The regular clinking of nickels, dimes and pennies going into a large jar in the classroom kept the project alive throughout the school year. At the end of March the parents of the class and Home and School were invited to a "brass party" held at the home of Mrs. Al Patino of which 10 per cent of the sale of brass articles and raffle tickets went to UNICEF. For door prizes, Mrs. Ness offered to knit two St. Andrew sweaters and these were made to order for the lucky winners.

Altogether, funds raised came to \$465, and this amount has been

sent to UNICEF. Congratulations to all the children for a big project well done.

Cindy Patino



Three proud Beacon Hill students and their teacher, Mrs. Joyce Ness, hand over \$465, much of it in children's nickels and dimes, to UNICEF representative Pauline Joyal. The children are Derek Patino, Alanna Garcia and Peter Davidson.

THORNDALE

TAP IT OUT FOR CHARITY

The sixth annual tap-dancing extravaganza sponsored by dancing teacher Anne Martindale and the Thorn-dale Home and School rated two great big pictures in the Gazette's West Island supplement which must have thrilled the young ladies featured in the photographs.

Tap and All That Jazz was the name of this year's show, which displays the work of 160 young students and raises about \$1,000 annually for the Montreal Children's Hospital.

When Anne Martindale started the program, it was the only one

of its kind on the West Island. She is moving to Ontario, and will be sorely missed, but the program will continue under teacher Mary Svoronos.

ALLANCROFT

Break Dancing

Parents who attended the annual general meeting of the Allancroft Elementary Home and School Association on May 15 were treated to a "super premier" performance by the school's new break dancing team. Break dancing was developed on U.S. inner-city streets and spread by rock videos and television. A combination of rock and gymnastics, it's being taught to many elementary school children by high school students who have enthusiastically taken up the energetic fad.

Marymount School

Since, in September Marymount Comprehensive will be housed in the present Saint-Luc School facilities and will no longer be a comprehensive high school, it was decided that from that time its official name will be Marymount Academy.

Marymount Academy will place special emphasis on academic education and the teaching of French and micro computer systems. Special attention will be given to discipline, dress codes and extracurricular activities.

NEW RICHMOND

Beans and Spaghetti

New Richmond High School parents enjoyed a fund-raising bean and spaghetti supper on May

18, and turned the proceeds over to the school to finance the students' year-end field trip.

SAFETY SCENE

SAFETY SCENE

Temperature counts

HOT CARS

Parents are often cautioned against leaving small children in a car because they have started engines or shifted gears, setting the car into motion. But there's another reason children should not be left in cars while parents run errands: The temperature in a closed car on a hot, sunny day can easily reach a life-threatening 130°F or more.

Several years ago-after unsuccessfully trying to save a 19-month-old girl who had been left for an hour in a car on a July day, Dr. Kenneth B. Roberts, associate chief of pediatrics at Sinai Hospital in Baltimore, made a study of the effects of car heat on children. Dr. Roberts chose "a gorgeous 83°F September day, the kind of day when people would never be thinking about heat stress", to measure temperatures in cars on a dealer's lot using special thermometers.

He found that in just 15 minutes temperatures rose to 110° in cars parked in the sun with the front windows open 2 inches. After that temperatures continued to rise, although not so dramatically. Both direct sunlight and lack of ventilation were important factors in the rising temperature, with the sunlight having the most immediate effect. And temperature is not the whole story. High humidity adds to the danger as it interferes with the cooling that results from sweating.

Children are more susceptible to heat stress than adults because they become dehydrated more quickly. And unlike an adult, an infant left in a hot car simply cannot get out to find a cooler place.

Afraid Baby Might Be Kidnapped

As part of the study, 50 mothers of children under 2 were asked if they ever left their children in a car. Nearly a quarter of the mothers admitted to doing so at

Road Safety-

Crossing Guards

The Conseil (S.C.I.M.) is following the resolution of Baldwin-Cartier to ask the M.U.C. to do a joint study on the criteria used to decide when crossing guards are needed; it will ask this organization to establish a moratorium on cutting the positions of crossing guards until this study is completed and it will also ask the M.U.C. to reinstate the crossing guards that have been removed since September 1st, 1983.

Learn too soon

School Driving Courses Linked to Road Deaths

A recent study done by doctors associated with the University of Montreal concludes that student driving courses offered in high schools may actually contribute to the high rate of traffic fatalities among teenagers.

Researchers found that many of the high school students enrolled in the courses would not have learned to drive until several years later if their school had not offered driving instruction.

Month of Safety With Quebec Safety League

ONE:
Don't just talk about SAFETY!
Practise it!

TWO:
Remember SAFETY is a happy ending!

THREE:
Accidents always happen to somebody else?
Sit down in a wheel chair and think it over.

FOUR:
Most of the time SFETY comes in cans.
I can. You can. We can.

FIVE:
Safety belts are no good
Unless you are in them.

SIX:
Wishing won't keep you safe...
Caution will!

SEVEN:
Your SAFETY suggestion now
Could prevent an accident later.

EIGHT:
Wearing SAFETY belts

least on "rare occasions". When asked if they left windows open to ventilate the car, Dr. Roberts found "The overwhelming concern was to lock the baby in the car as tightly as possible. Parents would not leave the windows open more than a crack because they said they were afraid the baby might be kidnapped".

Because shopping center parking lots rarely have any shade and because most parents can't park close enough to a store to feel secure about leaving the car open, Dr. Roberts pointed out that the problem is increasingly common. After he published the results of his study in Pediatrics magazine, Dr. Roberts said he was surprised at the number of newspaper clipp-

ings about deaths of children in hot cars sent to him by readers from various parts of the country. In the same vein, children can be seriously burned by overheated metal hardware and vinyl seats in cars parked in the sun, the U.S. Department of Transportation warns. Several reports of children being burned by contact with auto parts have been sent to the department. To avoid injury test the temperature of child restraint seats before putting children in them. Covering the restraints and seats with a light-colored blanket or towel will help shield them from the sun. Buying a light-colored restraint will also help reduce heat absorption.

Basing itself on the fact that crossing guard service is essential for road safety and that the decision of the Police Department of the M.U.C. to withdraw crossing guards from certain intersectins is causing concern, the Conseil has decided to follow up on this resolution and to entrust its Chairman with the role of interceding in this dossier with the authorities of the M.U.C.

Driving accidents among teenaged boys are so strongly linked to age that the researchers say keeping boys off the road until they are out of high school would cut down on the accident rate.

High school driving instruction was introduced in Quebec over a decade ago, at least partly at the urging of the Quebec Federation of Home and School Association as an important safety measure.

NINE:
Alibis do not excuse accidents!

TEN:
Learn and live beats live and learn!

ELEVEN:
A cleaner place is a safer place.

TWELVE:
Always expect pedestrians to do the unexpected.

THIRTEEN:
Driving and daydreaming equals accidents.

FOURTEEN:
Defensive drivers stay out of the other guy's accidents.

FIFTEEN:
You never know when a child may dare...
So drive with care.

SIXTEEN:
Consider every pedestrian as a yield sign.

SEVENTEEN:
Seat belts are another form of Insurance.

ings about deaths of children in hot cars sent to him by readers from various parts of the country.

In the same vein, children can be seriously burned by overheated metal hardware and vinyl seats in cars parked in the

How to Avoid the Spot Where Lightning Strikes

A recent news item from the Scripps-Howard News Service reported that last summer a young man was killed by a lightning bolt at a popular Long Island beach. His death was unfortunate... and unnecessary.

It was a hot, muggy day and a thunderstorm clearly was sweeping toward the beach.

The young man didn't take cover and didn't bother to remove a portable radio hanging from a shoulder strap. The lightning zapped the radio and 10 million volts electrocuted him.

Lightning occurs in thunderstorms, or, to be meteorologically

Guide to TV Safety

Almost every home has a television set. With summer coming, TV viewing may be a rarity. However, should May be a prediction of what our summer weather is to be, TV viewing may be at its highest in years.

Being an electrical appliance, safety precautions must be taken to prevent your TV from being a fire hazard.

Quebec Safety League reminds you to make sure the TV set you buy is approved.

Once you get it home, read the instructions before you operate it.

Allow adequate space between the wall and the receiver. Don't cover or place any objects on top of the set and do not block ventilation by placing the set on a bed, sofa, rug or similar surface. Never place the set near or above a source of heat, such as a vent.

Stay alert for problems. If a hissing or popping noise develops, disconnect the set and

EIGHTEEN:
Safe parking is part of good driving.

NINETEEN:
It is not what you drive that's important
But how you drive.

TWENTY:
Even Santa Claus says "Drive safely".
He does.

TWENTY ONE:
When working with your hands, remove your rings
Before they remove a finger.

TWENTY TWO:
Remember that the choice is always yours.
"No thanks, I am driving".

TWENTY THREE:
Put on a happy face
Light up with SAFETY.

TWENTY FOUR:
Accidents do not pay!
You do.

TWENTY FIVE:
Black is beautiful!
White is beautiful!
Red is beautiful!
Yellow is beautiful!
And SAFETY keeps them beautiful!

TWENTY SIX:
SAFE is a four letter word.
A nice one.

TWENTY SEVEN:
Dying for a drink?
You might if you are driving after.

TWENTY EIGHT:
Roads are getting better.
How about your driving?

TWENTY NINE:
When driving, limited vision
Demands unlimited caution.

THIRTY:
Unused safety belts hanging limply in the car
Are like dividends in a bank, lying uncollected.

REF: Suzanne Monange
P.R. Dir.

precise, in towering cumulonimbus storm clouds formed by heat and moisture. These dangerous clouds reach their peak frequency in June, July, August and September. Lightning is nothing more than gigantic natural sparks that occur in thunderstorms when electrical charges build up, attract toward each other and discharge with a tremendous clap of noise we call thunder.

A cumulonimbus cloud must be at least 10,000 feet tall to produce lightning and the higher the cloud, the more likely it will generate lightning.

Scientists know negative electric charges build up in the lower part of a cumulonimbus and positive charges in the upper reaches or on the earth's surface.

When the opposite charges have an overwhelming attraction to each other, crash! The resulting bolt sometimes produces 100 million volts of electricity.

Surveys by orbiting spacecraft indicate 1,800 thunderstorms are in being somewhere over the Earth every moment of every day. It's estimated 100 lightning bolts occur worldwide every second.

Most lightning deaths occur in open fields, under trees, near water, to people driving tractors of heavy road equipment, on golf courses, or while telephoning. Here are some good rules to protect yourself:

- Don't stand beneath a natural lightning rod such as a tall, isolated tree in an open area.
- Avoid projecting above the surrounding landscape.
- Get away from open water and away from tractors and metal farm equipment.
- Get off motorcycles, scooters, golf carts and bicycles.
- Get away from golf clubs.
- Stay away from wire fences, clotheslines, metal pipes, rails and metallic paths.
- Don't take refuge in small, isolated structures in open areas.
- In a forest, take shelter in a low area under a thick growth of small trees. In open areas, go to a low place.
- If you're caught in a level field and feel your hair standing on end, indicating lightning is about to strike, drop to your knees and bend forward with your hands on your knees. Don't lie flat on the ground.

Always disconnect the set during electrical storms. If you have an antenna, make sure it is clear of power lines and has a lightning arrester. Do not defeat the safety purpose of the polarized plug (a plug having one blade wider than the other) or a three-wire grounding plug if the set is equipped with either one.

If the receiver is equipped with an attachment plug having overload protection see the instruction manual for replacement of or resetting the protective device. If replacement is required, be sure the service technician uses a replacement plug specified by the manufacturer.

Finally, do not attempt to make TV repairs yourself. Take the set to an experienced technician.