



QUEBEC HOME & SCHOOL

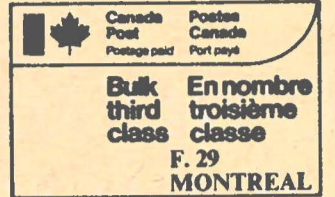
NEWS

"The Voice of the Parent in Education"

VOL. 10 NO. 4

MONTREAL

MARCH 1973



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In this issue:

THE NEW SCHOOL BILL:

BILL 71 has been referred to as "a modest piece of legislation" by some, and "revolutionary" by others. Whichever it may be, it is important that you, the parent and taxpayer become familiar with its more important provisions. Extracts from the Bill are published on pages 6-7.

THE ENVIRONMENT AND EDUCATION:

The Chairman of QFHSA's Environment Committee gives her views about the solution to pollution in this thought-provoking article on how you can participate in this struggle to keep our environment clean and healthy. Page 10.

MEMBERSHIP HONOUR ROLL:

Members are the lifeblood of our Federation and this month we again publish our list of Local Home and School associations which have met or exceeded their membership of last year. Federation has decided to honour these Associations at our forthcoming Conference. Page 11.

HOW TO STRETCH YOUR NUTRITIONAL DOLLAR:

At a time when the cost of living is rising so fast that even the Government's own suggested "moderate" diet will soon become a luxury, a down-to-earth article by Deanne Delaney, Dietician at the Montreal Children's Hospital, tells you how to make your 3 meals a day pay off. Page 12.

Regulation

6

Where do we stand— Where are we headed?

Where do we stand — Where are we headed — vis-à-vis section 4, regulation 6, which stipulates that French will progressively become the teaching language for other courses at the elementary and secondary level.

The following circular issued by the Department of Education on February 6th, 1973, provides us with some of the answers.

DEPARTMENT OF EDUCATION



To School Commissioners
and Trustees

RE: Implementation
of Section 4 of
Regulation 6.

This circular applies to school boards which are responsible for schools or classes where instruction is given in the English language, and which plan to implement, during the 1973-1974 school year, the provisions of Section 4 of Regulation 6. Section 4 stipulates that French will progressively become the teaching language for some other courses, at the elementary level as well as the secondary level, for all elementary and secondary pupils whose parents requested, at the time of their enrolment, that they be given

courses in the English language. It also stipulates that educational experiments, coordinated by the Department of Education, shall be carried out prior to the general implementation of this measure.

The present circular concerns the measures taken by the Department to coordinate such experiments. Schools boards which plan to avail themselves of the provisions of Section 4 of Regulation 6, during the 1973-1974 school year, must submit a request to the General Directorate of Elementary and Secondary Education, before March 1st, 1973, and furnish a detailed description of their plan. A questionnaire has been prepared for this purpose and is available, upon request from DGEES, Research and Development, c/o Mademoiselle Monique Daigle, Edifice G, 10e étage, Québec, tél. 643-1765.

This request for authorization applies both to new projects starting in 1973, and to the continuation of projects already underway.

As a matter of fact, several school boards have undertaken to teach other subjects in the students' second language, according to various patterns, but the conditions have not always been met to guarantee success or to permit an objective evaluation of the approaches used.

In certain cases, not all the implications of the projects had been foreseen (training of personnel, teaching mat-

erials, articulation with subsequent levels).

In order to obtain maximum benefit from existing experiments, and in order to be able to compare among themselves different approaches as to their efficiency, the Research and Development Bureau of DGEES has been asked to make a critical inventory of all current experiments, to try new approaches, and to extend upon request technical services to school boards. A task force, "Mission 6" has been constituted with the mandate to evaluate existing projects, and to recommend to the Department of Education criteria for the study of new projects and to suggest pilot-projects for new approaches which have not, as yet, been tried.

School boards which plan to set up a project in 1973-1974, but which are not ready to furnish all the information required, may submit a partially completed questionnaire and request the help of a counsellor from the DGEES Research and Development Bureau for the detailed preparation of the project.

If a project provides for scientific evaluation of the experiment and if the cost of such evaluation cannot be assimilated with regular operating expenses, a school board may wish to present the project as a Research and Experimentation project. (Administrative Manual, 16-02-02A).

The Director-General,
Kathleen Francoeur-Hendriks

Annual General Meeting And Conference May 11-12, 1973

at

Sir George Williams University

Complete Programme and Conference Details in our Next Issue

Editorials:

CORPORAL PUNISHMENT:

Perhaps it's nothing more than a mere co-incidence, but while the debate rages on throughout the country, for or against capital punishment, another debate of sorts, but no less important, is taking place in our midst for or against corporal punishment in our schools.

Of course, the sole issue is, for or against strapping, since all other forms of physical punishment have long since been outlawed in the schools. Although it would appear that strapping is not as frequently applied as it was in the days of our youth, it still remains an official means of punishment and the question now raised by the School Board, teachers and parents is — Should the strap be abolished?

We believe that it should. Strapping, like other forms of physical violence or assault against the person, is an anachronism which should have no place in our schools in the seventies. Yet some teachers and principals, who admit to using it sparingly, believe that its mere existence as a form of punishment acts as a deterrent to the would-be trouble-maker. There probably is no more proof to substantiate this belief than there is to prove that hanging acts as a deterrent to serious crime.

Schools, as institutions of learning, will have to endeavour to seek other ways to maintain discipline in the classroom, without resorting to violent instincts. And if violence it shall be, perhaps it ought to be left to the parent to administer — after the child has been ejected or expelled from school.

WELCOME TO SCHOOL COMMITTEES:

The decision recently taken by the Executive Committee of our Federation to approve Associate Membership status for those School and Parent Committees applying for membership in the Quebec Federation of Home and School Associations, is a welcome one. The decision comes following a number of requests received from school committees in different parts of the Province for some sort of affiliation and working relationship with our Federation. The decision is subject to confirmation by the Board of Directors but the various committee studies carried out to date indicate that this is a step in the right direction.

Actually the trend developing here is similar to the one followed in the Province of British Columbia where School Committees have been welcomed into the ranks of the B.C. Federation of Home & Schools which acts as an umbrella organization for all persons and groups whose primary concern is for our children and the quality education which we seek for them.

Quebec Federation of Home & School Associations is today, as it has been for the past quarter century, a peaceful lobby for children and quality education in our schools. We have influence on the local, Provincial and Federal level, but we could be an even greater power — the combined power of individual members, whether in Local Home & School Associations or as School or Parent Committees, is very great.

As we started out to say Welcome to Federation!



The Quebec Home & School NEWS

Published monthly by the Quebec Federation of Home and School Associations, 4795 St. Catherine Street West, Montreal 215, Quebec. Tel. No. 933-8244.

Unless specifically declared, the opinions, articles and advertisements published do not necessarily represent the viewpoints or policies of the Federation. Editorials are the viewpoint of the Editorial Board.

Editorial Board:

William I. Miller, Chairman.
John Hill, Barbara Guard, Gaby Ostro,
Ron Sheinnan, Ruth Sembera, Jo Katz.

LEGAL DEPOSIT QUEBEC NATIONAL LIBRARY

In our Mailbox

A letter to the President re: Bill 71

Mrs. Denise Arrey,
President, Q.F.H.S.A.

January 2, 1973

Dear Denise,

As I promised, I have prepared a brief summary of my thoughts on Bill 71. As I told you, I was disappointed and somewhat alarmed at Federation's press release of Dec. 11th., as it seemed to me, not only very negative but also misleading. A great many local members will read that press release, who will not have the time or energy to study the Bill for themselves, and their opinions of the Bill will be colored by it. I would sincerely ask Federation executive, now that they have had more time to study the Bill to make a further, more positive, statement concerning it.

POSITIVE ASPECTS OF THE BILL

1) By the creation of a School Council of the Island of Montreal, the Bill sets up a Montreal focus for educational developments on the island; it is therefore a step in DECENTRALIZATION, bringing planning and much decision-making to Montreal as opposed to Quebec City.

2) It sets up democratic structures for education on the Island of Montreal by:-

- a) the election of school commissioners by all citizens;
 - b) the election of 13 out of 16 of the members of the Island Council by and among the elected school commissioners;
 - c) the choice of the Chairman and Vice-chairman of the Island Council by the members of the Council.
- this is another step in decentralization of authority by making citizens directly responsible for these structures.

3) It sets up, for the first time, bodies which will ensure co-operation and co-ordination between all major educational groups on the Island of Montreal, and there is no substitute for face-to-face discussion between groups with some opposing interests. These bodies are:-

- a) The Island Council
- b) The Council of Directors General.

4) By setting up an Island wide body, the Bill makes possible rapid development in areas of education which have been seriously neglected in the past; e.g. inner-city schooling, special education etc.

5) The equalization of tax rates is an obvious improvement. What is not so obvious is that it is now possible for an Island body to work out fair ways to distribute funds which take into account the special needs of certain types of children.

6) It makes a minimum of disruption for the teacher and the student, by keeping the four largest present school-boards intact.

7) It ensures that elected school commissioners will be providing the impetus and planning the structures for any further structural changes in the education of Montreal, rather than leaving it to the imagination of a centralized authority in Quebec. However the Island Council will not have the power to put these plans into effect

without a final decision made by the legislature in Quebec.

8) School Boards will still have a great deal of authority. They will:-

- a) own property, including school buildings;
- b) hire their own teachers;
- c) set up their own pedagogical structures;
- d) do their own financial planning, within certain budgetary norms.

HAZARDS OF THE BILL

Religion: The bill re-emphasizes the categories Protestant and Catholic and makes it even more difficult for children to cross boundaries, and makes the development of a local community school, to which all local children go, more remote.

Language: The bill makes no concession to linguistic minorities within each religious category. French Protestants and English Catholics have special needs which in the case of the English Catholics are worsened by the Bill.

DECENTRALIZATION

Bill 71 will only be effective if citizens and parents are prepared to accept responsibility, become active participants in education and become willing to take a broad view of educational needs. Too many individuals still cannot see beyond the confines of their own backyards, never mind their own school back-yard. Decentralization of power implies different levels of authority at different levels in the system, and a willingness on the part of individuals to work on behalf of their communities whichever size of community they represent. Decision making at the local level will only be excellent if the people concerned can take a broad view, otherwise the standards will deteriorate and the atmosphere become parochial. The well-being of minorities depends very much on the determination of that minority to be heard and on the goodwill of the majority to hear them. The Law is, at best, a poor substitute for that and at worst, a tyranny in its own right. Bill 71 is now a law of the land. It has taken a broader view than many local citizens have been willing to take. The leadership has come from Quebec, but is based on discussions at C.O.D.S.I.M., the Council for the Development of Education on the Island of Montreal, on briefs presented to the Government by various groups on Bills 62 and 28, and on private discussions between the Minister and the present School-Boards. Compulsion is intrinsic in any law. This bill seems to me to leave a great deal of decision-making to the local people. The question is — are we up to it?

Now that Bill 71 is law, whatever happens to education on the island of Montreal will reflect to a very large extent the degree of interest, integrity and vision of the local citizens.

Sincerely yours,
Barbara Guard
Area director, Montreal West

(Editor's Note: An in-depth analysis of Bill 71 will be carried in the next issue of The News).

It's Not Too Early!

The dates of our forthcoming Annual General Meeting and Conference are Friday and Saturday, May 11th and 12th, 1973 which are not really that far away.

ARE YOU COMING? Are YOU sending delegates? Are YOU

going to have a voice in the decisions that will be made at the Convention? You have time to make arrangements to attend. Why not talk this over NOW with your members and be sure to have 3 delegates there. Perhaps some observers, as well.

Report from the Constitution Committee

by William Asherman

Based on suggestions submitted by the Executive, the committee decided at its meeting of January 25th to recommend the following amendments to Federations' By-Laws:

ARTICLE V, Section 1.

To be amended to read as follows: "Each Maintaining Home & School Association shall appoint three representatives to the Annual Meeting of the Federation, based on a membership of 50 or less plus an additional representative may be appointed for each additional 50 members or fraction thereof".

ARTICLE V, Section 2.

To be amended to read as follows: "It shall be the obligation of the Presidents in each Area Council to select one of their number, or a delegate by mutual agreement, and in default of agreement, by a majority of the Presidents in the said area, to represent their Area on the Board of Directors. The name of their representative shall be communicated to the Federation Office as soon as possible after May 1st, but not later than September 30th, for service during the current and subsequent year."

ARTICLE VIII, Section 1.

To be amended to read as follows: "The Annual Meeting and Conference of the Federation..."

ARTICLE IX

To be amended as follows: (except where mentioned "unchanged")

1. The President shall:
 - a) Preside at all Federation meetings, including the Annual Meeting any Special Meetings and the meetings of the Board of Directors.
 - b) unchanged
 - c) Be a member, ex-officio, of all committees, except the nominating committee.
 - d) unchanged
 - e) Shall represent Federation (or shall appoint a delegate) in all dealings with all other bodies
 - f) unchanged
2. The Executive Vice-President shall: Preside at the meetings of the Executive Committee and at any other meeting, in the absence of the President. He/she shall also

perform any other duties assigned by the Executive Committee and/or Board of Directors.

3. The Vice-Presidents shall:
 - a) Preside at any meeting in the absence of the President or the Executive Vice-President when so requested.
 - b) Perform such other duties as are delegated to them by the President or the Executive Vice-President, in the absence of the President.

Remarks regarding deadline for appointment of Area Representatives. Contrary to the opinion expressed by the Executive, the Constitution Committee feels that not all areas may be ready to nominate a representative by **June 15th**; that is why it recommends the amendment as worded.

The Constitution Committee also recommends the following amendments:

ARTICLE III, Section 2. OFFICERS.

- c) to be changed to read "Not more than ten Vice-Presidents," of which 2 shall be the Presidents of the Montreal and Lakeshore District Councils.

This recommendation is being made mainly with a view to closer co-ordination between the Federation Executive and the Montreal District and Lakeshore District Councils, i.e. to have the Presidents of these Councils sit on the Executive as Vice-Presidents, if feasible.

Section 4. EXECUTIVE COMMITTEE.

The first sentence to be amended to read:

"There shall be an Executive Committee consisting of the Officers of the Federation and the Immediate Past-President as a non-voting member."... Consequently an additional recommendation is being made reamendment of **ARTICLE IX — DUTIES AND RESPONSABILITIES**

A new Section 4 to read.

The Immediate Past-President will be available for advice and consultation.

In **ARTICLE IX**, the current Section 3 to be changed to 5, 4 to 6 etc.

The first covers the persons who may be appointed by the Board of Directors as the Chairman of the Nominations Committee — The amendment changes the rule to permit the Past President or any other officer (but not the current President) or any former officer or Board Member to be appointed.

The other amendment covers the submission resolutions to the AGM or any special general meeting which may be called.

It enables the resolutions committee to consider resolutions as soon as they are submitted without waiting for the Annual General Meeting and also requires all submitting associations to nominate a person to act as a contact regarding the resolution with Federations Resolutions Committee and the contact may be called upon to serve on this committee. The amendments also requires the chairman of this committee to submit a report on the activities of this committee at each annual general meeting.

NOMINATING COMMITTEE CALLS FOR NOMINATIONS TO QUEBEC FEDERATION HOME & SCHOOL EXECUTIVE

by Mrs. Winnifred Potter



Winnifred Potter

The Nominating Committee, appointed by the Board of Directors at its January quarterly meeting, extends an invitation to all local Home and School associations to submit names of people who are willing and able to serve on the Provincial executive of Quebec Federation of Home and School Associations.

The committee is headed by Mrs. Winnifred Potter, area representative for Town of Mount Royal and one of the three Board of Director nominees on the committee. The other two Board of Director members are Gaby Ostro and Mabelle Durkin. Local Association members of the Committee are:

Mrs. A. Irwin; Mrs. Jo Katz; Mr. W. Vander-put; and Mr. Gerry Hopkins; from St. Lambert, Laval, Beaconsfield and Glencoe School areas respectively.

The Quebec Federation of Home and School Associations can only be as strong as the leadership which the membership chooses for it. All associations have a responsibility to participate in this important area of decision-making. We urge you not to let this opportunity pass.

The Constitution of Federation provides for the following number of executive officers, all of whose positions are open to nomination:

- The President
- The Executive Vice-President
- 8 Vice-President
- The Treasurer
- The Recording Secretary

Any of the officers presently serving, with the exception of the present President, whose term of office ends this year, may be renominated. Those serving on the Nominations committee may also be nominated to an executive office.

Any nominations, comments or queries about this year's nominations to Federation executive should be directed or forwarded to the Chairman, Mrs. Winnifred Potter, 2285 Cambridge Road, Montreal 305, Que., without delay.

Plan to Attend Annual Conference May 11 & 12

by Suzanne Klag, Conference Chairman

There are many hidden factors in education which may have a strong influence in shaping a child's character or its ability to learn. Just to name a few: how does it effect a child to spend as much as four hours a day on a bus? How does it affect others to be taught by a computer without human compassion? How do we as parents react when we are told to reveal information which we consider private and confidential? How do disadvantaged children learn in a school environment where they are taught totally alien middle-class values which are far removed from their everyday experiences? What we must ask ourselves therefore, is how to close the gap between theory and practice, so that our stated philosophy in education can be brought into line with our children's actual learning experiences.

These are only some of the subjects which we hope to cover at our Annual General meeting. Full details will be published in the next issue of The News.

The people who are planning and plotting to come up with something of interest for everyone are: — Mabelle Durkin, Betty O'Connell, Joan Riches, Doreen Richter, Barbara Thuringer



Suzanne Klag

(P.A.C.E.) and myself and a host of others.

Get down **MAY 11 — 12, 1973**, in your diaries, and be sure not to accept any other invitations for those days. You don't have to be on the executive of your local Home and School Associates to attend. All observers are welcome. Just contact your H. & S. or phone us and we will be glad to see you, the delegates, who will be the stars of the show, because we are going to give you every possible opportunity for personal participation.

Amendments to Standing Rules Adopted by Board of Directors

Two amendments were approved to the standing ruling at the board meeting on Saturday, January 20th.

According to the U.S. Treasury Dept. There are 3 types of personnel:

THOSE who make things happen; **THOSE** who watch things happen; and, **THOSE** who don't know what happened!

Deadline for Next Issue March 20th.

In our Mailbox

A Letter to Quebec Federation - from the Quebec Society for Crippled Children.

The Quebec Federation of Home & School Associations,

**Attention:
Mrs. K. J. Arrey, President.**

Dear Mrs. Arrey,

It is several months now since our 1972 "Forget-Me-Not" Campaign in Montreal and suburbs terminated officially and the results we have seen prove conclusively that the members of the Quebec Federation of Home & School Associations and the students they represent render an invaluable service to our community by participating in our annual Tag Day.

From the list of 127 schools which we obtained from your Association, 113 of which have active Home and School groups, we were able to get the help of 24 PTAs, the Outremont Home and School group covering two schools, thus making a total of 25 schools participating in the Tag Day.

Considering that we were late in receiving the list of local Presidents, (ten days prior to Tag Day), and that one fifth of the schools took part, we were fortunate to have had the co-operation we received, which resulted in higher returns than that of the previous year. The total collected by the students under your Association's jurisdiction amounted to \$4,536.19. We are enclosing a list showing the breakdown according to school, some having more than one depot.

As you can see from these figures, much can be accomplished with your help, and we are extremely grateful to you and the members of your Association, to the School Board and, above all, to the students who are actually going out to the public, for helping us in this important communal effort.

Ahuntsic Elementary School	\$262.89
Algonquin Elementary School	138.66
Beechwood Elementary School	93.70
Bronx Park Elementary School	111.63
Carlyle Elementary School	108.56
Cedarcrest Elementary School (1)	43.29
Cedarcrest Elementary School (2)	61.89
Connaught Elementary School	236.79
Dunrae Gardens Elementary School (1)	111.14
Dunrae Gardens Elementary School (2)	248.57
Edinburg Elementary School	367.40
Gardenview Elementary School	111.24
Herbert Purcell Elementary School	11.30
Iona Elementary School	240.46
Kensington Elementary School	303.01
Lachine Rapids Elementary School	75.33
Logan Elementary School	204.90
Maple Hill Elementary School (1)	115.97
Maple Hill Elementary School (2)	29.59
Maple Hill Elementary School (3)	70.10
Merton Elementary School	707.81
Montreal West High School	5.86
Morison Elementary School (1)	95.42
Morison Elementary School (2)	99.21
Outremont High School	\$112.20
Rosedale Elementary School	80.13
Somerled Elementary School	59.59
Stonecroft Elementary School	101.75
Strathcona Academy	188.46
Wentworth Elementary School	139.34
Total	\$4,536.19

**Yours Sincerely,
P. A. Tremblay
Executive Director**

REPORT FROM NATIONAL

Canadian Home & School and Parent-Teacher Federation

by Wally Evans — Vice-President, QFHSA

After five years of Home & School, mostly at the local level in the West Island of Montreal, I was pleased to represent Quebec at the Mid-Term Executive meeting of the Canadian Home and School and Parent Teacher Federation held in Toronto, January 18th to 20th.

Like any newcomer to this type of encounter, I was a little apprehensive at what might be expected of me, especially when I received a 'book' of reports from the members (including my own submission), a couple of weeks before the meeting.

Now I can tell you that the reception I received was warm and friendly in all respects and that I was impressed with the calibre and enthusiasm of those who took part.

The President, Mrs. Flora Priddle and the Executive Secretary, Mrs. Ivy St. Lawrence had made excellent arrangements and with delegates from most of the other provinces and other committee members, we managed to keep to schedule on the numerous items on the well prepared agenda.

Discussions ranged from the Finances of National and the Provincial

organizations to our contacts of an international nature. I was surprised at the wide range of subjects and organizations involved and as they were too numerous to mention here and now, I hope that I will be able to present further information to you in each subsequent issue of the news.

For example, did you know that, like our own Quebec Federation, there is only one salaried person on this team? The rest are mainly dedicated volunteers who take a lot of trouble to help put the whole effort together for the benefit of our children and youth, so you can be sure that we get out 'Money's Worth' — Also, that Quebec is the only INDEPENDANT organization, the other provinces usually receive grants.

I have prepared a detailed report for our organization pending receipt of the official minutes, but meanwhile I hope that you will not hesitate to contact me (Home Tel. 514-684-0342) if you require some immediate direct information, about Canadian Home & School and Parent-Teacher Federation programs or activities.

NEWS FROM THE EDUCATION COMMITTEE

by Doreen Richten, Chairman

The word from the Curriculum Council is that all students presently in Grade 11 (eleven) should apply immediately for entrance into CE-GEP. Even those students who are borderline cases with regard to their passing status, should make their application so that the CEGEP people will have a more accurate picture of the potential enrolment for the fall of 1973.

Applications made now should be followed up with the submission of the pupils Easter results.

At the last meeting of the Education Committee plans were made to submit resolutions on some of the major concerns of parents in education. The restrictions to the hiring of specialists in the second language imposed by the present teacher-pupil ratios, the development of an English-speaking resource centre for the Island, which would be accessible to the province at large, and the training of volunteer help were the three major areas that this particular committee decided to work on for the present time.

Some discussion of the various uses of the computer in education also came up for discussion, with a report from the National Education Committee on the recent report on computers and communications by a Federal Government commission entitled Branching Out! The use of computer information retrieval services as experimentally used in the city of Ottawa

Schools would seem to be the most likely use of such services in the near future, outside of its present widespread use in administration by several provincial education departments. Computer-Assisted Learning, with its high-cost requirements in both hardware and software, and its dearth of Canadian-based programmes, seems to be over-ruled at present except at the post-secondary level. The publication of a complete report which will be submitted to the Federal Government, from Canadian Federation after approval at the mid-term meeting will be made available.

The Education Committee would also like to see established at Quebec Federation Office a library of information — a file of precedents, resolutions and statements by the Federation and by the Canadian Federation, cross-indexed for easy reference. Perhaps a Librarian for one day per week on a voluntary or paid basis could be obtained for this purpose.

Concern has been expressed to the Education Committee that some very basic curriculum is inadvertently left out of the teaching in some schools, perhaps because teachers are not aware of what the child has previously learned. A check-list of some of these items is being prepared, so that local Home and Schools or School Committees can check with their school staff to establish where and when these items are being taught.

Anti-smoking poster Contest

sponsored by Home & School

Available Prizes

- First Prize of \$100.00
- 12 prizes of \$40.00
- 12 prizes of \$20.00
- 12 prizes of \$10.00

Contest is open to students in Grades 6, 7 and 8. Posters shall be designed to persuade people not to smoke cigarettes. Size of Poster shall be determined by the contestant.

Entries must be original in design and theme. Any entry that reproduces the theme or any part of an existing poster from a Department of Health or any other organization concerned about cigarette smoking by school children will be disqualified.

Entries shall be submitted to the provincial Home and School/PTA office where three winning posters will be chosen. Prizes for these three posters will be \$40.00, \$20.00 and \$10.00.

The three winning posters from each province shall be forwarded to The Canadian Home and School and Parent-Teacher Federation where one poster will be chosen to receive the national award of \$100.00. Deadline for receipt of entries is APRIL 1st, 1973, and must be forwarded to: Quebec Federation of Home & School.

All posters submitted to The Canadian Home and School and Parent-Teacher Federation become the property of the CHSPTF.

Each entry shall be accompanied by the Name of the Student, Age, Grade, Name of School, and Complete Address of the School.

Please forward poster entries NO LATER THAN APRIL 1st, 1973 to: 4795 St. Catherine St. West, Montreal 215, Que.

Thanks A Million!!!

You have been extremely generous by sending me Dominion Stores sales slips so that we can get special equipment for multi-handicapped children. I had hoped to write to you all personally but —

Thanks again and please keep them coming to:

Mrs. D. Arrey
11700 Elie Blanchard Avenue
Montreal 390, Quebec.

THE STORY BEHIND THE SCHOOL MEDICAL FILE

"That contentious Form UC-5"



DEPARTMENT OF SOCIAL AFFAIRS

In an attempt to standardize information collected and used in school, the Department of Social Affairs has introduced a 6 page medical form, numbered UC-5. These forms have appeared for the first time in recent months at School Boards. The instructions as to their introduction, completion and ultimate use are unclear. Parents have had no explanation nor advance information.

To date, the forms have not been put into general use by these School Boards. Some calling this optional, some attempt only partial completion, other Boards have decided not to use them at all. These forms have been used in some French schools in Montreal and perhaps elsewhere in the Pro-

vince, apparently without parent opposition until now. It is not clear which section fall under the jurisdiction of a doctor and which are to be filled in by a nurse. Opinions expressed by medical practitioners indicate that neither nurse nor doctor can do a paper evaluation or assessment in the areas of neuromotor, language and behavior. These are areas requiring special training.

Can school personnel interpret or make use of this information at all? What about changing factors in a child's development?

On January 31, 1973, Mrs. Denise Arrey, President of QFHSA had the opportunity to meet with Dr. C. Pomerleau of the Department of Social Affairs, members of the Department

Allergy				
Obesity				
Tuberculosis				
Epilepsy				
Mental illness				
Alcoholism				
Drug addiction				
Partial disability:	temporary			
	permanent			
Total disability:	temporary			
	permanent			
Others				
Remarks				

PERSONAL HISTORY

Pregnancy: length _____ weeks, normal _____ irregular _____ specify _____
 Complications (diabetes, toxemia) _____
 Labor: spontaneous _____ induced _____ forceps _____ cesarean _____

DURATION OF LABOR	DELIVERY	FETAL INJURY
Less than 24 hours _____	Normal, breech _____ other _____	no _____ yes _____
24 hours or more _____	specify: _____	specify: _____

Newborn: weight _____ pounds _____ ounces _____ grams _____ length _____ inches _____ centimeters
 Asphyxia: none _____ slight _____ serious _____ Blood transfusion: no _____ yes _____
 Isolette: number of days _____ reason _____
 Congenital malformation: no _____ yes _____ specify _____

Nursing, preschool and school
 Convulsions: febrile _____ non-febrile _____ frequency _____ age (s) _____
 Contagious diseases: measles _____ german measles _____ scarlet fever _____ chicken pox _____ mumps _____ mono-nucleosis _____
 others: _____
 Surgical operations _____ accidents _____ toxicosis _____ other illnesses _____ continuous medication _____
 Specify _____

UC-5 is very detailed and complete. A full family case history of both a social and medical nature is to be compiled. Questions to be answered by the parent include ethnic origin, level of schooling and occupation of parents, description of the home. In addition to questions of illnesses in the family background, such as diabetes and heart disease, the parent is asked to indicate any history of mental illness, drug addiction or alcoholism. There follows a section of questions on the pregnancy and delivery, and a medical and development history of the child. There are sections called Physical examination, medical examination, behavior neuromotor appraisal and "impressions". Serious questions are being raised by parents as to the relevancy, accuracy, and possible invasion of privacy in completing such a file.

of Education, Protestant School Board of Greater Montreal and Parent Committee executives, to discuss the School Medical File UC-5.

At this meeting we learned: the following:

1. School Boards, in conjunction with the hospital responsible for their health services, may design their own form and not use the one prepared by the Department of Social Affairs. The form UC-5 is a "tool" to be used by School Boards and hospitals.
2. There is no obligation to complete the form.
3. These medical records are part of the personal file and remain at the local school under lock and key, for use by the nurse or doctor.

SCHOOL MEDICAL FILE

Observed by _____ name of nurse _____ date _____ in the presence of _____ name or signature of parent present

Examined by _____ name of doctor _____ date _____ in the presence of _____ name or signature of parent present

Family and given names	date of birth	ethnic origin	school level	occupation	regular work	present address	tel.:	previous address	SEX	FATHER OR FOSTER FATHER	MOTHER OR FOSTER MOTHER
									M <input type="checkbox"/> F <input type="checkbox"/>		

Brothers and sisters	Given names	Date of birth	School level	State of health	Problems

Other children (specify) _____

Adults in the home: father _____ mother _____ others: (specify) _____

Family structure (Ex.: father, mother, substitutes) _____

4. Regulations are being prepared by the Minister of Education to define who will have access to these files. Among the suggestions that were made by the parents attending, the meeting were the following:

Quebec Federation is following the development on this issue closely and will forward to its membership further information when it is available.

1. Regulations governing access to the personal record (including the Medical File) be issued before the medical examination takes place.

With this new information, we suggest you look at HEALTH SERVICES IN SCHOOLS (previously sent to you) and advise what action you feel QFHSA should be taking. If we don't hear from you we can only assume that you are satisfied with present arrangements.

2. Department of Education and Department of Social Affairs distribute information to parents explaining why a Medical File of this nature is required, etc.

Check before referral (date) _____

Remarks _____

HEARING	DATES	R	NORMAL	L	R	DEFICIENT	L	REMARKS (Undermedical observation etc.)

NURSE'S OBSERVATIONS: Date _____ Signature _____

Skin: _____ scalp _____
 Eyes: Strabismus _____ state: conjunctive _____ eyelids _____ photomotor reflex _____
 Nose: breathing _____ adenoids _____ others _____
 Ears: auditory perception _____ discharge _____ others _____
 Mouth: 6th year molar: yes _____ no _____
 decay: milk teeth _____ permanent teeth _____
 malocclusion: yes _____ no _____
 condition of the gums: goo _____ fair _____ poor _____
 Throat: tonsils _____ absence _____ presence _____ appearance _____
 Neck: adenopathy _____
 Bone structure: skull _____ thorax _____
 spinal column _____ limbs _____

B. P.: _____ date _____ date _____ date _____ date _____
 Pulse: _____ date _____ date _____ date _____ date _____

NEUROMOTOR APPRAISAL

Bearing: supple _____ labored _____

Spatial sense:

Laterality: hand _____ foot _____ eye _____
 Sense of rhythm: yes _____ no _____
 Ocular continuity: normal _____ jerky _____

Static postural balance: Eyes open _____ Eyes closed _____
 play of tendons: yes _____ no _____ yes _____ no _____
 movement of hands: yes _____ no _____ yes _____ no _____
 movement of body: yes _____ no _____ (specify) _____

Dynamic postural balance:	PRAX	Finger-thumb opposition	Reversal of the hands
Success with both hands			
Success with neither hand			
Doubtful			
More successful with right hand			
More successful with left hand			

BILL 71: THE NEW SCHOOL BILL

What You, The Parent, SHOULD Know About The Bill Which Revolutionizes Education On Montreal Island.

Editor's Note:

Although the text of laws and regulations, generally, makes for dull and boring reading, and, to the average layman, is usually unclear anyway, if not downright unintelligible, there are nevertheless times when certain legislation calls for such fundamental change that it becomes mandatory that we become familiar with these laws. Such is the case, we feel, with Bill 71 which was adopted by the National Assembly last December and is entitled, "An Act to promote school development on the Island of Montreal". The bill, in fact, provides for vast and substantial changes in the educational system on the island and is bound to affect everyone in some measure. It is essential that everyone become familiar with the bill's principal provisions, particularly parents of school age children, and it is for this reason that we have deemed it useful to publish in this issue of *The News*, the major portions of the bill.)

Preceding the actual sections of the bill are the Explanatory Notes which accompanied the bill when it was presented. These set forth briefly the general purpose and objectives of the bill.

What follows are excerpts of Bill 71 dealing with (1) The School Council of the Island of Montreal; (2) School Boards and (3) Taxation. The bill also contains provisions which deal with the transition period, that is to say, the period between the adoption of the bill on December 21, 1972 and July 1, 1973 when the new school boards and new School Council of the Island of Montreal will replace the existing structures.

The bill was too long to publish in its entirety. We have merely excerpted the sections which we deem important because of the speed with which the bill is being brought into operation. Those wishing to examine the law in its entirety may obtain a copy of Bill 71 from the Quebec Official Publisher, Parliament Buildings, Quebec, or, at the Quebec Official Publisher, 310 St. Catherine St. West, Montreal.

EXPLANATORY NOTES

This bill provides for the maintenance or regrouping of certain school boards existing on the island of Montreal, so as to have, on the first of July 1973, six school boards for Catholics and two school boards for Protestants.

Such school boards will in general assume the same functions as those governed by the general provisions of the Education Act. They will however be entrusted with providing elementary and secondary instruction. Like all other school boards they will also have to accept children other than Catholic or Protestant children who enrol in their schools.

The bill provides in addition for the creation of a School Council charged with providing, in consultation with them, for the financing, planning and development of these school boards and for the organization of joint services that might benefit them.

For such purposes the bill contains three series of new provisions.

The first group of such provisions deals with the maintenance and regrouping of the existing school boards, as set out in full in Schedules A and B.

The second group of such provisions comprises amendments to the Education Act respecting the School Council, the school boards and school taxes on the island of Montreal.

Thus, the School Council will be composed of seventeen members, fourteen of whom will be designated from among and by the members of the school boards and three appointed by the Government. The president and vice-president of the Council will be elected by the members so designated or appointed. The term of the members of the Council will be three years. The Council will approve the budgetary estimates of the school boards, but may not, without their agreement, reduce such budgetary estimates below a certain minimum determined in the bill. The day-to-day administration will be under an execu-

tive committee which may also exercise the powers delegated to it by the School Council. The bill provides the office of director-general of the School Council and the establishment of a metropolitan committee of directors-general of the school boards. The Council must adopt, by by-law applicable to the school boards, measures calculated to ensure upgrading instruction in underprivileged areas. The Council may also adopt other by-laws applicable to the school boards, bearing, in particular, on measures calculated to ensure development of education for handicapped children and of adult education, establishment of courses of study for persons other than Catholics or Protestants, rational use of school equipment, and development of community services. Finally, the Council will have the further responsibility of recommending to the Minister of Education a general plan of school reorganization for the island of Montreal and, if expedient, special or intermediate plans for a gradual reorganization.

As to the school boards, certain provisions of the bill deal with the number of commissioners and their election to each board by universal suffrage and for a term of three years. The greater part of the Education Act applies to such boards in what respects the functions they exercise, their mode of administration and their rights and obligations. They must, however, submit their budgetary estimates to the Council and transmit their financial statements to it at the end of each year. Certain of the acts the boards perform will be subject to the approval of the Council and of the Minister of Education.

The bill makes new provisions regarding school taxes on the island of Montreal, from the 1st of July 1973. It provides that immovables will no longer be entered on a Catholic panel, a Protestant panel or a neutral panel, but will henceforth belong either to a class grouping immovables that are the property of individuals or a class grouping immovables that are the property of corporations. In addition, every immovable owned by an individual and

assessed at more than \$100,000 will be subject to a surtax on the part that exceeds such amount; the rate then applicable will be the same as that then in force in respect of immovables owned by corporations. The rates of the taxes on individuals and on corporations will be determined by the Council for the school year 1973/1974 and for the subsequent years. The taxes will be collected by the municipal corporations and remitted to the Council; the assessment of immovables will be governed by the Real Estate Assessment Act.

The last group of provisions of the bill deals with transitional and special measures.

Under them, the School Council of the island of Montreal will be formed upon sanction of the act and, until the 1st of July 1973, when the new school boards will be established, will be charged with taking the necessary measures to facilitate the application of the act; until its members are permanently designated, it will consist of seventeen persons, including fourteen designated by and from among the members of the existing school boards and three appointed by the Government. The provisional members of the Council will elect the president and the vice-president from among themselves.

Founding committees are also established to ensure the establishment and proper operation of the new school boards. The boards, under the coordination of the Council will make an inventory of assets and liabilities, prepare a plan for the apportionment of such assets and liabilities, prepare a plan for integrating the staff holding appropriate consultations with the associations most representative of the senior staff and other employees, and prepare the budgets of the new school boards and the school elections of June 1973 for these boards. The Council will also approve the budgets so prepared by the founding committees and submit them to the Minister of Education and will, for the school year 1973/1974, avail itself of the new provisions regarding school taxes applicable to the island of Montreal.

On the 1st of July 1973, the new school boards will succeed to the rights and obligations of the existing school boards; the persons in the employ of the existing school boards on the 30th of June 1973 will become the employees of either the Council or the new school boards on the following 1st of July, in accordance with the integration plan prepared by the founding committees or the Council; the bill maintains however the rights and obligations of the employees, of the associations certified for representing them and of the existing school boards in regard to them.

Until the 1st of July 1973, an existing school board must obtain the consent of the founding committee or of the Council to contract an obligation having effect after that date or to hire any person.

The bill contains a special provision for the territory of the Protestant school board of Harwood which, while included in the new Lakeshore school board, will remain subject for the purposes of school taxes to the regime of the school boards outside the island of Montreal.

Finally, the bill contains provisions that amend or repeal provisions of special acts to make way for application of measures contained in the bill.

Troisième session, vingt-neuvième Législature

ASSEMBLÉE NATIONALE DU QUÉBEC

Projet de loi 71

Loi pour favoriser le développement scolaire dans l'île de Montréal

SANCTIONNÉ LE 21 DÉCEMBRE 1972

L'ÉDITEUR OFFICIEL
CHARLES-HENRI
QUÉBEC OFFICIEL

197

Bill 71

An Act to promote school development on the island of Montreal

WHEREAS it is necessary to promote the development of educational services on the island of Montreal, and to ensure democratization of school administration, to encourage to coordination of efforts and the planning of resources for the education of all children and to rationalize school structures there;

Therefore, Her Majesty, with the advice and consent of the National Assembly of Québec, enacts as follows:

"582. A body is established under the name of "School Council of the island of Montreal" in English and "Conseil scolaire de l'île de Montréal" in French.

"585. The Council shall consist of seventeen members designated or appointed in the following manner:

(a) the Montreal Catholic School Commission shall designate, within thirty days following the election of its members, six persons from among its members;

(b) the Protestant School Board of Greater Montreal shall designate, within thirty days following the election of its members, two persons from among its members;

(c) each school board other than those contemplated in subparagraphs a and b shall, within thirty days following the election of its members, designate one person from among its members;

(d) the Lieutenant-Governor in Council, on the recommendation of the Minister, who shall hold the appropriate consultations, shall appoint to the Council, within the thirty days following the election of the school commissioners, three other members from among persons domiciled on the island of Montreal.

If a school board fails to designate such members within the delay prescribed, the Lieutenant-Governor in Council may make the appointment from among the members of that school board on the recommendation of the Minister.

FOCUS . . . On the locals

LINDSAY PLACE HOME & SCHOOL

The Board has authorized Lindsay Place High School to operate an École des Neiges. Approximately 100 students and teachers spend from Sunday night to Friday night at the Auberge Yvan Coutu in Ste. Marguerite, during which time they have half of each day for academic classes, with a view to using the environment as a teaching medium for English, French, Math and Science. The other half day is for learning to ski.

Emphasis is placed on learning French, as the ski instruction will be in that language and food must be ordered in French. Human relations play a large part in the school, as students must learn to function in large groups away from home and from regular school. This exciting program involves students, teachers, parents and student teachers.

Two famous Canadian naturalists, Lyn and David Hancock, visited Lindsay Place High School early in No-

vember. The biology and general science students attended a presentation showing the work of a naturalist. Some of the students were so impressed with the conservation efforts of the Hancocks that they raised some money as a donation to be used in the care of the animals at the Hancocks' conservation center in Sanichton, B.C.

The LPHS Athletic and Leadership students (Grade 10) are currently conducted a special gymnasium program for approximately thirty retarded adults from the Civitan in Valois. The activities being enjoyed include trampolining, balancing, throwing, catching, dancing and others. A (Graduate Length Method) alpine ski instructional program is being given. Thanks to a local sports company, we have the necessary ski equipment to offer such a program. This spring, swimming lessons at John F. Kennedy School will be conducted by our students on a one-to-one basis.

AT CHAMBLY COUNTY HIGH

Dance "with a difference"

High school dances of recent years have not been noted for the happy, light hearted atmosphere that is desired. Rather, they have resulted in disappointment among students and an aftermath of headaches for the school staff — in a word, not much fun for anyone. Chambly County High School was no exception, until this last Christmas, that is.

At CCHS, a small group of students became convinced a new approach was needed. Their proposed solution was an Old Fashioned Christmas Party — but would it go over?

The senior students, gaining the enthusiastic support of their teachers and principal, planned to invite the school staff and their escorts as well as parents on the School Committee. Large numbers of students worked in groups planning the details. Ticket sales, slow at first, gradually increased as the idea caught on. Students who at first protested their lack of a tie to comply with semi-formal dress, eventually discovered one for the occasion — girls looked forward to coming dressed up.

As guests arrived at the party, they received Christmas greetings from student hosts and hostesses. The gym,

gaily decorated for the season, was arranged cafe style with small tables at the sides lighted by candle centre-pieces.

The livery program, M.C.'d by the biology teacher, comprised all types of dancing, including folk dances such as the Hora, La Raspa, square dances, etc. Teachers had thoughtfully coached classes in folk dancing and waltzing during previous weeks. Music was provided by the school's audio-visual department. The refreshment committee served punch from the buffet during the evening. Drawings for door prizes added to the fun.

Students were delighted to see their teachers jitterbugging, while students surprised their teachers by waltzing. It was good to see the "generation gap" closed as students and teachers rose to the occasion, filling the large dance floor as the M.C. called, "Everybody up!"

The evening culminated with light refreshments, and the traditional visit from a youthful Santa, who had good wishes and gifts for all who had been good little boys and girls.

This had been a high school dance with a difference — fun for everyone and no headaches afterwards.

MALCOLM CAMPBELL HIGH SCHOOL

REACH FOR THE TOP

Despite a full-scale chalk war during practices and an unfair amount of nerves, the 1972-73 Malcolm Campbell High School, Reach for the Top Team has won first place in its division. Steven Poleski, Kim McKeever, Gary Hackenbeck, and Jack Noodelman were chosen earlier in October at trials organized by Miss Barbara Joyce, the staff advisor. Since then student coaches — Bonnie Kastner, Joel Ca-

plan, Marilyn Greenblat, and Cathy Hamilton have fired thousands of questions at them and received answers to a few. It's difficult to deal with people who insist that weinerschnitzel contains weiners and that Trudeau is the Mayor of Montreal but morale is high and the team is planning to be the first team in MCHS's history to make the national finals.

LOGAN HOME & SCHOOL

The school year 1972-73 is well underway and promises to be an excellent one for the students at Logan School. The Home and School Association is active and thriving body and is co-operating well with the School Committee. Fortunately our various activities clearly defined our role and the School Committee has interested itself in other aspects of the children academic life. Miss Kathleen Cumming, our new Principal, is anxious to keep both groups alive and kicking.

The many activities at Logan School, such as art, ballet, cubs and scouts, creative drama and extra french classes are all progressing well. We also have a successful lunch program for the children of working mothers. Lately a Judo class for boys and girls was introduced and is enthusiastically attended.

We have not forgotten all the moth-

ers who give so much of their time to the school, be it organizing the activities, acting as teacher's aides of helping in the library. For them we have a Physical Fitness class going on full swing.

At the beginning of the year, we held a Book Fair and 331 new books were added to the Library. We had our annual skate sale before Christmas and are organizing a Used book Fair for after Easter.

Our main big event will be our Annual School Dance and Auction which is being held on March 17th, 1973. All Home and Schoolers are invited to attend this exciting evening where numerous bargains are awaiting. They will also have the pleasure of dancing to the magic tunes of Steve Michaels Orchestra. Tickets may be obtained by calling Mr. Irwin Gore, Fund Raising Chairman, 739-4955.

SOMERLED HOME & SCHOOL

Somerled Home & School Association sponsored a "Holiday Bazar" last December for the children, under the excellent chairmanship of Mrs. Mary Ungar.

Parents were requested to send in donations of handiwork, toys and other articles and they were so cooperative we received double the

amount of last year. Prices were moderate and ranged from 5 cents to a dollar.

The Bazar raised \$140.00 for the School which again is double the amount realized last year. The mothers who volunteered their help deserve our thanks.

AHUNTSIC HOME & SCHOOL

The Ahuntsic Home & School held a Christmas Bazaar and Bake Sale in December. It was a very successful evening. As in past years, success is attributed to the cooperation of the Teaching Staff, the students and the Parents, who all do their "bit" to help. Many of the articles presented were hand-made and, as usual, the Baked Goods Table was the biggest attraction.

December 18, 1972 was Drama Night at Ahuntsic School. The evening's entertainment was divided into two plays. The first on the programme was Charles Dickens' "A Christmas Carol" under the direction of Miss Pauline Rathbone. The sec-

ond presentation, a "Christmas Pageant" was in the form of a narrative, ably handled by a student, acted out by a cast of students from every grade. The curtains opened upon the Nativity scene which was like a live Christmas card.

Friday Afternoon Workshops have been organized where the children may take cooking, embroidery, nature study, etc. These are only a few of the activities featured in this new project. The workshops are supervised by the teaching staff and volunteer mothers. The first six weeks have been completed and the children are eager to sign on for another six weeks in different workshops.

SUMMERLEA HOME AND SCHOOL

Summerlea Home and School Association held an Open House on October 4th, at which the Home and School executive was introduced, School Committee members were elected, and parents visited with teachers in the classrooms.

A meeting of the executive is held the first Wednesday of every month, and any parent is welcome to sit in.

The School Committee, which consists of seven parents, plus a teacher and the principal, meets after the Home and School executive meeting is adjourned.

On November 20th, a sale of used books was held by the Association, and proved so successful, that a second sale may be planned for April or May.

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IN THE STUDENTS CORNER

SUNNYDALE PARK HOME & SCHOOL

Our "BRUSH IN" in Oct. was a great success, with 290 students participation. Local dentists were assisted by 26 dental students from McGill and U. of M.

The H. & S. sponsored Conversational French program began its second term in January. It is of 10 weeks duration, meeting twice a week for 30 minutes.

The Judo program is going well. Mr. Nakamura has another instructor helping him at this time who has been teaching 4 and 5 year olds in Japan.

As the result of publicity on the above programs in the Quebec H. & S. News, we have received inquiries from Cecil Newman School and two others, on setting up similar programs in their schools.

AYLMER — EARDLEY HOME AND SCHOOL

This Association was formed in the school year 1971-72, when some parents felt that with the proposed formation of school committees, their active participation in school activities was necessary. The Association is an amalgamation of parents from two schools, Eardley Elementary (primary grades) and Aylmer Elementary (elementary grades).

The Association held a general meeting in November. Attendance was good and everyone found the meeting informative and enjoyable. Our President, Mrs. Hazel Farnham presented the case for continued support of Home and School by the parents; the Director-General Mr. H. Macdonald outlined his role in the new administra-

tion, and Mr. J. McLintock, Principal of Aylmer Elementary introduced the teachers from that school. The meeting then broke up into informal groups, discussing such topics as the French programmes, music in the schools and transportation.

The Association sponsored a Gold Bond Stamp drive, which lasted a month. Each school collected about 90 books and these will purchase some needed school equipment.

On Mondays and Fridays the Home and School in collaboration with the teachers holds a sports night at Aylmer Elementary School. Our thanks to Mr. Smith and Mrs. Roy for organizing this activity.

MACDONALD HIGH SCHOOL

Jeff Collier, on behalf of the students of Macdonald High School, presented to Mr. Genereux, President of the Muscular Dystrophy Association, a sum of \$2,278.00 on January 30th. This was twice as much as the students had raised last year and Mr. Genereux was most grateful.

Dr. Andrew Eisen of the Montreal

Neurological Institute, who is doing research on Muscular dystrophy, was present at the ceremony. Dr. Eisen explained his work to the students by means of slides so that they would get an idea of what is done with some of the money that they raise. He hopefully looked forward to some of the students eventually "joining his team."

SAGUENAY VALLEY HOME & SCHOOL

The physical education department of the Saguenay Valley schools presented a program at the January meeting of the Home & School association. Mr. L. Doucette and Miss C. Simard, the teacher in charge, explained the requirements of physical education in Quebec schools as set down by the Department of education. They informed us how much is being done in our school and introduced and thanked the many teachers and parents who were contributing to the program.

Demonstrations were given by elementary school children and physical fitness testing done on a group of junior high students. An interesting

aspect of the physical education at our school is that, for the first time, this year, the elementary grades are being taught completely in-French.

The School Committee of our school, most of whom are members of the Home & School Association, have been quite active.

The Elementary group at present is attempting to form a committee to obtain English radio and T.V. in our area. The High School group recently organized, with the assistance of our guidance counsellor, Mr. J. Turner, a SUCCESSFUL INFORMATION NI CEGEP's. At which were present representatives from the various English ones.

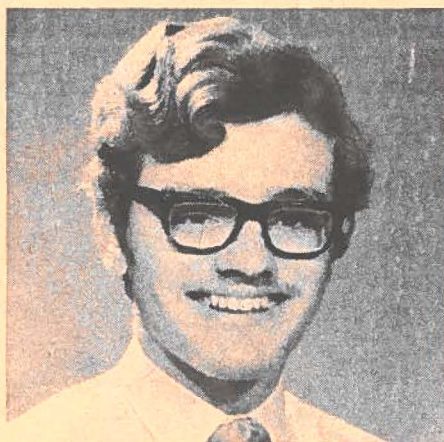
JOHN RENNIE HOME & SCHOOL

AN activity night was held at the school on February 12th at which time parents and students were invited to participate in the various activities and services which are available at the school. Teachers were on hand to help

those interested in badminton, volleyball, gymnastics, archery, ping pong, woodshop, autoshop, machine shop, electricity shop, refrigeration shop and remedial reading (for both parents and students as well!)

"A little learning is a dangerous thing but a lot of ignorance is just as bad"

In another Twenty years THESE will be The GOOD OLD DAYS.



Rolf Sebaldt
Student achieves a staggering 97.1%

What do you say to a fellow who achieves an average of 97.1 percent in his matriculation exams? You start by congratulating him, of course, and well you might because there appears to be no record of anyone ever having achieved a higher average in this province. You observe that you are surprised only by the last one or two percent, which is true. You remark that perhaps he frittered those 2.9 percent away by spelling his name wrongly. And there the subject comes to a halt.

While most of us are modest because we have much to be modest about, Rolf Sebaldt is modest by nature. The subject of 97.1% will not come up unless you raise it, and it will drop as soon as you let it. Yet Rolf's achievement came as no special surprise to the students and staff at Montreal West High School, who have come to expect to be amazed. And, there are even some who suggest that Rolf's average was so low because the computer printed report form cannot accept a higher mark than 99.

Rolf seems to have more than twenty-four hours in his day. How else explains the hours spent in the school's Chem. lab, and in his own, doing work

far beyond the High School curriculum; the hours with the school band, where he played a competent flute until he switched to bassoon lessons at La Conservatoire de Musique; the time to take in as much live theatre as he can find; the time to read widely in English and German; the time to tend a roomful of domestic and exotic plants growing in jars of assorted soils under various conditions; the time to participate in many other school activities, to swim and play tennis; and so on.

At the graduation exercises at Montreal West High School, the graduating class' enthusiastic and ungrudging applause for the Head Boy's awards told its own story. As one might expect, there were plenty of awards to applaud: a McGill Entrance Scholarship; a Home and School Association scholarship and bursary; the O.G. Parsons Prize for Science; the Jessie M. Norris Prize for History and English; P.S.B.G.M. prizes for Biology, English and Physics; and, of course, an award for First - Class Standing. And, that was only this year. There were prizes for Music and Chemistry last year.

And now what? Not surprisingly, Rolf is cutting a wide swath through McGill CEGEP, and continuing his extraordinary marks on his way to a career in bio-chemistry.

We in the Montreal West High School Home and School Association are always happy to see our young people do well, whether they break records or not. But to Rolf Sebaldt we offer our heartiest congratulations. To say "Good luck" seems almost superfluous.

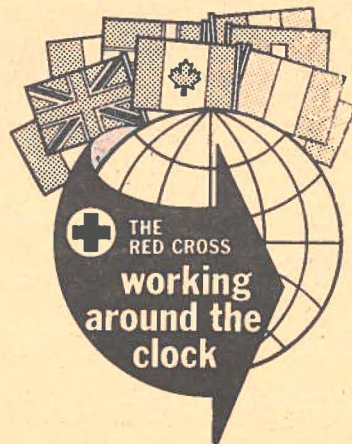
Correction

Due to an inadvertent omission of one word in the article on Reyhan Yazar in the last issue of the news, three young men have perhaps been a little hurt:

The word "girl" was omitted from the first line of the article in **The Student Corner**, which should have read: "The top girl student in all PSBGM schools..."

Our apologies to Rolf Sebaldt of Montreal West who topped the list with an unbelievable average of 97.1%, Stephen Farrell of Malcolm Campbell with 95.00% and Laurence Deckelbaum of Sir Winston Churchill with 94.9%.

Our congratulations go out to these fine students, and their respective High Schools.



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For Information Contact:

Sheldon Phaneuf P.A.P.T.

TELEPHONE: 695-7791

Continued from page 7

excess of the rate applicable to immovables of class No. 2 over the rate applicable to immovables of class No. 1.

Sections 635 to 637 shall apply to such surtax. For all legal purposes, such surtax shall constitute a school tax.

7. The function of the Council, until the 1st of July 1973, shall be to take the necessary measures to facilitate the application of this act.

For such purpose, it must in particular:

(a) ensure the necessary coordination in the work of the founding committees contemplated in section 11 of this act; decide, as the case may be, any dispute that may arise in the application of paragraphs a and b of section 11, between an existing school board whose territory is partly attached to that of a new school board, and the founding committee of such new school board, upon application by either party;

(b) prepare, if necessary, in cooperation with the founding committees, a plan for the apportionment of the assets and liabilities of the existing school boards between itself and the new school boards;

(c) prepare, in co-operation with the founding committees, while holding the appropriate consultations with the most representative associations of the senior staff and the certified associations of the employees concerned, a plan for integration of the staff of the existing school boards, apportioning such staff between the Council and the new school boards;

(d) prepare the operating, investment and debt service budget of the Council for the 1973/1974 school year, in accordance with section 600 of the Education Act, including the budgetary estimates of the new school boards approved by it for that same year and submit it for the approval of the Minister before the date fixed by him;

(e) avail itself of sections 624 to 643 of the Education Act for the purposes of the 1973/1974 school year;

(f) exercise the powers and fulfil the duties conferred upon it by those provisions of this act which apply to it;

(g) engage, provisionally, the staff required for the application of this section and, in particular, retain the services of an interim director-general.

11. Each founding committee shall take, until the 30th of June 1973, the necessary preparatory steps to ensure the establishment and proper operation of the new school board created in its territory.

For such purpose, it must in particular:

(a) make, in cooperation with the existing school boards having jurisdiction over the territory of the assets and liabilities of each of them with a view to the application of sections 54 and 54a of the Education Act and, when an existing school board has jurisdiction outside such territory, prepare a plan for the apportionment of its assets and liabilities among the new jurisdictions concerned;

(b) prepare, in cooperation with the existing school boards, a plan for intergrating their staff into the new school board and hold the appropriate consultations with the associations most representative of the senior staff and of the certified associations of the other employees of such school boards;

(c) prepare, in cooperation with the existing school boards, the budget of the new school board for the 1973/1974 school year and submit it to the Council in accordance with section 621 of the Education Act;

(d) prepare for the school elections of June 1973 for the new school board. For such purpose and subject to section 618 of the Education Act, sections 95 to 183, 616 and 617 of the said act apply, *mutatis mutandis*, either to the founding committee as regards the provisions applicable to school commissioners, or to the interim director-general, as regards the provisions applicable to the secretary-treasurer;

(e) cooperate with the Council for the purposes of section 7 of this act;

(f) engage provisionally the staff required to apply this section and, in particular, retain the services of an interim director-general.

Picture POP'S dismay and MOTHER'S consternation, when junior's only "A" is in Sex Education.

Was it Ruskin who said we all have strength enough to endure the misfortunes of others?

These days old Deans never die — they just lose their faculties.

QFHSA Environment Committee to Help Battle Pollution

by Mrs. M. Goldman



Mrs. M. Goldman

Quebec Federation of Home & School Associations is in the process of organizing an Environmental Education Committee, under the chairmanship of Mrs. Millicent Goldman. It has long been felt that public education must assume the responsibility for creating awareness, to instigate public pressure, by initiating and establishing programs in environmental studies at the elementary and high school level.

It is becoming clear that to reverse the deterioration of our environment, we shall need a much more responsible attitude on the part of citizens and of governments than we now have.

Strontium 90 + DDT

The generation now coming of age has a very special relationship to the growing deterioration of the environment. Young people today are the first generation to carry strontium 90 in their bones, DDT in their fat and asbestos in their lungs; their bodies will record the effects of these new environmental insults on human health; they are the involuntary subjects of a huge worldwide experiment, the deleterious effects and full significance of which will be discovered only after this generation has lived out its life, and we have learned the long term biological effects of so many novel agents, some of which interact to cause even greater effects than the sum of

each taken separately.

However, fear is negative and love is positive, and a school outdoor education programme can give the urban child as well as the rural one, a true appreciation for his natural environment. The school should foster in the child and awareness of himself as a part of nature, not apart from nature.

Our environment is wherever we are, (our home, our classroom, etc.) and by learning how we relate to our own environment we can learn how it in turn relates to others beyond. The school should make the child aware that whatever he does affects his surroundings and that the changes in his environment affect him. The school should teach the child to make decisions based on all available factors, ecological as well as social, economic and political.

Explore & Experiment

The school should train the child for competent action, and stimulate him to be intelligently involved. He should explore, experiment, experience and invent, and become personally involved in community projects. The goal of the school should be to produce citizens who are fully aware of their environment, and who feel themselves to be a part of that environment, with a continuing personal responsibility for their own actions, able to make decisions and act competently in whatever interests them. There are many organizations and individuals who have already done much valuable work in this direction, notably the STOP (Society to overcome pollution) organization.

There are many things which we in Home & School can do in conjunction with STOP and other environmental organizations. Our projected plans include affiliating all our individual Home & School executives with STOP, to receive their literature, to become aware, and to stimulate participation in their educational projects. We will be asking every Home & School to select a committee head as a member of their executive, to receive this literature and to report on environmental

education within their school. A panel of guest speakers on environmental education will be available, to make meetings more interesting and relevant. Lists of books on the Ecology will be available, to be included as a necessary part of every Book Fair. We will try to organize a literature van, with books on the environment, to go from school to school. We will obtain information about grants for outdoor education and field trips. We will press for in-service teacher training courses on environmental problems, more team teaching on interdisciplinary lines, for the child to see the relationships between subjects, between cause and effect and his place in the web of life. We will press for courses stressing the human aspect of ecology, which make clear that man's survival is dependent upon a viable environment.

Our Space Ship

A most encouraging occurrence was the Stockholm Conference on the Environment, which took place last summer, with countries throughout the world participating. Great emphasis was placed on the ecocide in Indochina, with the complete destruction and defoliation of the land. In the words of Professor Erlich, the world is a sort of space ship on which we ride, first class in our case. If our precious ship is damaged, even ten thousand miles away, soon we will feel it too.

Perhaps this conference with its many good resolutions for working together to solve the world's environmental problems can stimulate all of us in Home & School to co-operate in the many areas we have outlined, to make our school, our community, our country and our world, a better, healthier, and more peaceful place for our children to grow up in. BUT WE NEED YOUR HELP. If you wish to help in this committee, or have ideas which you feel we could use, please call Mrs. Millicent Goldman, at 738-3453 or Mrs. Irma Brownstein at 484-2321. HELP MAKE A HEALTHIER WORLD.

US Post Office Pays Tribute to Home and School



The United States Bureau of Posts recently issued the first postage stamp which honours the founding and service of the Parents-Teachers Association (Home and School) in that country. The 8¢ stamps is reproduced above. How about it, Canada? Canadian Home & School has been around sufficiently long (founded by Mrs. Alexander Graham Bell in 1895) to warrant the same honour.

Book Reviews by Barbara Guard.

Canadian VIBRATIONS Canadiennes

The Macmillan Company of Canada Limited. Price: \$2.95.-

Welcome to a little song-book of both French and English songs for Canadians, young or old, square or 'with it', with some of the best-known songs by Leonard Cohen, Joni Mitchell, Gordon Lightfoot, Gilles Vigneault, Claude Léveillé and many more. Then there are the 'oldies', 'Farewell to Nove Scotia', 'Suid-jiggin Ground', 'En Montant La Rivière' etc. Complete with biographical and historical notes on each song by Edith Fowkes, it is a book for every family with at least a harmonica in the house. Just the tune has been supplied for each song with guitar chords supplied by Bram Morrison. Great fun for the classroom too. For new Canadians an insight into the Canada of tradition*.

*Now if you ever feel inclined to go squiddin'

Leave your white shirts and collars behind in the town.

And if you get cranky, without your silk hanky You'd better steer clear of the squid-jiggin' ground."

- from "Squid-Jigging Ground" by Arthur R. Scammell:

- and the Canada of to-day -

"Yes you who must leave everything

That you cannot control;
It begins with your family
But soon it comes round to your soul.

Well, I've been where you're hanging;
I think I can see how you're pinned,

When you're not feeling holy
Your loneliness says that you've sinned."

- from "Sisters of Mercy" by Leonard Cohen.

LAVAL UNDERTAKES A LEARNING CENTRE AS PILOT PROJECT

by Mrs. Ann Hughes,
Director of Pupil Services,
Laval School Board.

The Laval School Board has under its jurisdiction eight Protestant elementary schools in Quebec's second largest city — Laval (situated immediately north of the Island of Montreal) — with a total enrolment of approximately 3,600 pupils. For the 1972-73 academic year, the Pupil Personnel Department of the Board has as its priority in pilot projects the organization of a Learning Centre for 5-, 6- and 7-year olds in Souvenir School and a Nursery class for hyperkinetic 3- and 4-year olds in Pierre Laporte Memorial School.

The Learning Centre

The students chosen for the Learning Centre are being recruited from three schools in the system. A few seriously impaired youngsters who have been referred by hospitals are from a fourth school although that school was not originally considered for the initial project. The students are all of average or above average intellectual capacity; however, they are lacking in social, emotional, perceptual, visual motor and/or language development.

The purpose of the program is to

provide individual activities on an intensive one-to-one basis for the sole goal of remediating the specific developmental lag. The approach is aimed at providing appropriate experiences for 5-, 6- and 7-year olds to ensure early academic success and consequently prevent frustration that result in future negative behaviour manifestations and failures in school.

The Centre started operating on November 13, 1972 from 9:15 a.m. to 11:45 a.m. with the Board's psychologist and a group of twenty-four volunteers. The volunteers attended sessions on five consecutive Wednesdays for an in-service training program which hopefully gave the participants a general overview of learning disabilities. The ladies will conduct the phases of the program under the direction of the psychologist, who will plan with the volunteers the specific activities for each child and will develop an evaluation program for determining the progress of the youngster. In addition, she will consult with parents on the psychological and developmental progress of the students when indicated. We expect

Q.F.H.S.A. MEMBERSHIP HONOUR ROLL.

The following Home & School Associations are to be congratulated and have been put on our Honour Roll for an increase of their membership from the previous year.

ASSOCIATION	Mship. CHAIRMAN	1972-73	1971-72	INCREASE
Ahuntsic	Mrs. H. Baby	142	111	31
Aylmer-Eardly	Mrs. J. Hopkins	53	9	44
Beaconsfield High	Mr. R. Laker	67	48	19
Bedford	Mrs. J. Klein	110	102	8
Cedar Park	Mrs. M. Scott	156	152	4
Dunrae Gardens	Mrs. F. Bossons	218	140	78
Hudson	Mrs. P. Bell	129	124	05
Keith	Mrs. C. Snook	78	66	12
Laurentien High	Mr. K. Low	32	23	9
Laurentide	Mrs. H. Bleiweiss	77	67	10
Lindsay Place	Mrs. M. Beauchamp	148	108	40
MacDonald	Mrs. D. Scholefield	411	293	118
Morison	Mrs. P. Morgan	105	99	6
New Carlisle	Mrs. D. Imhoff	62	61	1
Rosedale	Mrs. D. Sauriol	118	117	1
Russell	Mrs. C. Saltzman	182	156	26
Saguenay	Mrs. D. Wells	135	118	17
Sarah Maxwell	Mrs. D. McIsaacs	53	49	4
Seigniorie	Mrs. Pam Butler	260	256	4
Tetreauville	Mrs. J. Miles	42	39	3
Thorndale	Mr. D. Bicknell	174	167	7
Wentworth	Mrs. Margolese	123	93	30
There are 2 re-affiliations — WELCOME BACK —				
Beaconsfield Elementary		24	—	
St. Foy	Mrs. Bullen	74	—	
ADDITIONAL MEMBERSHIP (since our last publication)				
Christmas Park — 1				
Roslyn — 33				

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July 3rd to August 10th, 1973

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that the knowledge gained from this program will give future direction to other schools in planning for a centre during the regular school day and the need for removing a child from school to attend a hospital clinic for remediation will be alleviated if not eliminated.

The success of the Centre will depend on the devotion of the volunteers to the program. At this phase of organization, the women involved have been highly enthusiastic and keenly interested in youngsters with learning disabilities. Many of the volunteers are active members of the Quebec Association of Children with Learning Disabilities. The program would never have gotten off the ground without these volunteers' assistance in the administrative duties of telephoning, contacting, recruiting, etc.

The Nursery School

This project is to provide an educational setting for youngsters who have been diagnosed by the hospitals as hyperkinetic. The class is housed in Pierre Laporte Memorial School, and the program started October 1st, 1972 with Mrs. Pat Hinde in charge of the class. Each child is picked up by bus at his door and brought to school for approximately 9:30 a.m. and returned home at 2:30 p.m. Presently, there are seven kiddies in the class and two more will be admitted soon. Mrs. Hinde is presently managing the class alone at her own request. She has found that these particular youngsters respond more positively to the one authority in the class and that she rarely loses control of them when she is alone.

Children differ one from another in a variety of ways but in most cases such differences are not significant, but some children deviate from the norm to such a degree that if special

management is not provided early, only frustration and failure at a later date in the classroom situation can be expected. In hyperactive children it is not so much the amount of body movement that concerns doctors and child care workers but the uselessness or quality of the expended energy. Many of these children cannot control their impulses, they may suddenly jump up during a quiet period and run to the teacher, throw something during play, hit another person, run into the street or break objects. The classroom environment may of necessity be eliminated of all stimuli that may cause hyperactivity, activities are quite frequently shortened and proceed from an enforced quiet to active participation. Activities that can be completed in a short length of time are provided in order to avoid frustration and also that the child may experience success and slowly a child's attention span may be lengthened by this procedure. The youngster's ability to follow instructions is quite frequently developed by the issuing of a maybe short request and subsequently adding additional instructions as he progresses.

We are at presently in the process of compiling dossiers on our youngsters and, therefore, at this time any progress observed is purely subjective. All of the parents have expressed their pleasure and satisfaction with the program and a few have expressed their appreciation to the School Board. From the calls received, there is strong suggestion that the program is being carefully observed by other professionals and also is being publicized greatly by members of the Q.A.C.L.D. Mrs. Hinde must be highly commended for her beautiful management of the children and for the progress they are manifesting.

HOW TO STRETCH YOUR NUTRITIONAL DOLLAR

by Deanne Delaney -
Dietician, Montreal Children's Hospital.

Nutritional needs for the whole family CAN be met on a limited budget if meals are planned one week ahead.

Consider leftovers, food supplies on hand, seasonal foods and advertised specials in the newspaper. Organize your shopping list by grouping the foods as found in the store to save yourself time. Shop alone, without children, if possible, when the store is not too crowded.

3 meals essential

Three meals a day is the most satisfactory means of fulfilling the family's food needs. Canada's daily food guide recommends 2½ cups of milk for children up to eleven years and four cups for adolescents, 1½ cups for adults, 4 cups for expectant and nursing mothers. Each child or adult should receive two servings of fruit or juice including a satisfactory source of vitamin C (i.e.) oranges, tomatoes, vitaminized apple juice. One serving of potatoes in addition to two servings of other vegetables, preferably yellow, green and often raw are important to health. Canada's food guide also recommends bread with butter or fortified margarine and one serving of whole grain cereal. One serving of meat, fish or poultry provides animal protein. Eat liver occasionally. Eggs, cheese, dried beans or peas may be used in place of meat. In addition, eggs and cheese should each be eaten at least three times a week.

Milk needs

Milk delivery may be convenient but adds to the milk cost. For a large

family the three quart container is cheaper than the individual quarter size. Partially skimmed 2% milk is equally nutritious as homogenized milk and costs two cents less a quart. Buy only milk with vitamin D added. Another saving is powdered skim milk which has the same food value as homogenized or 2% milk if vitamins A and D are added and is less than half the cost of a quart of regular milk. Mix the powdered milk with water and refrigerate for the following day. Use this milk for drinking, baking or in making sauces. Powdered skim milk or evaporated milk may also be whipped for inexpensive and low calorie toppings.

Cooked cereals preferred

Plan to serve cooked cereals two to three times a week. They are cheaper per serving than the prepared products, especially the pre-sweetened cereals. Check to see that prepared cereals or alternatives (i.e.) rice, flour, cornmeal, macaroni, noodles are enriched with 3 vitamins and iron.

Enriched white bread is similar to whole wheat bread in food value yet costs less. Compare bread prices according to the weight of the loaf and look on the label for "whole grain", "enriched flour" or "milk solids added" for the best nutritional bargain. Day-old bread is often sold at lower prices at stores or bakery outlets. If possible, freeze one or two loaves for use later in the week. Slices of stale bread can be rolled into crumbs for breading fish, poultry, or casserole toppings.



Deanne Delaney

Fortified margarine replaces butter and is a great cost saving. Refrigerate bacon fat or meat drippings in a covered jar for use in frying or flavouring in sauces, casseroles. Use shortening, lard and vegetable oils for baking and salad dressings.

Meat varieties

Less expensive meat cuts are as good food value as those priced higher. Often they are less tender but if proper cooking methods are used can be just as tender as higher priced meats, (i.e.) pot roasting for beef shoulder, blade cuts, stewing or simmering beef, lamb or veal shank and flank or braising pork shoulder chops, beef round or short ribs. Boneless meat may cost more per pound but less per serving. Meat with no bone yields 3-4 servings a pound, medium amount of bone 2-3

servings a pound, large amount of bone 1-2 servings a pound. Less expensive hamburger can be served as patties, meat loaves, cabbage rolls or in casseroles. Often poultry is cheaper per serving than many meat cuts. Cold meat cuts are more expensive.

Compare the cost per serving of fresh and frozen cod, perch, sole, haddock. When using canned tuna or salmon the flaked variety is less expensive than the chunk size pieces.

Grade A medium size eggs and cheese should be used frequently to replace the more expensive meat sources of protein.

Meat alternatives

Legumes and nuts are also inexpensive meat alternatives and are satisfactory as main course dishes when served with animal protein such as milk or cheese (i.e.) kidney or lima beans, split pea soup, or peanut butter. Casseroles are also a good means of stretching the nutritional food dollar and making use of leftovers at the week's end.

Compare seasonal prices for your best vitamin C source (i.e.) oranges, grapefruit, tomatoes or their juices and in season — strawberries and cantaloupe. Many juices (i.e.) apple and fruit drinks are enriched with vitamin C. Compare prices of fresh, frozen or canned fruits as the best buy varies with the season. If possible, preserve your own fruit in season for later use. Read labels — it is not necessary to pay extra for Fancy Grade when Choice or Standard brands can be used. Trim bruised or over-ripe fruit and cook for stewed fruit or a sauce for a pudding.

Fresh vegetables

Cabbage, turnip and onions are inexpensive fresh vegetables. At times of the year when fresh vegetables are not plentiful, frozen or canned varieties may cost less per serving (i.e.) peas, beans. Larger quantities are cheaper per ounce only if you are able to make use of the whole can when opened. The large chain store brand products are often cheaper. It is less expensive to add your own butter or sauce to frozen vegetables than to buy them with these trimmings added. Use outer stalks and leaves of vegetable trimmings for soups, mixed vegetables or casseroles. Also, the water left from cooking vegetables contains valuable vitamins and minerals which can be used in making gravy, soups or sauces.

Often it is the extra items in the shopper's food basket that increases the weekly food costs (i.e.) potato chips, snack foods, soft drinks. These items are low in food value and use too much of the food dollar if not controlled.

How much food does your family need for one week? This table (i) is based on Canada's food guide and shows the quantities of food that will provide an adequate diet for persons of various ages. It is a useful guide for making up the weekly shopping list. (i) Healthful Eating, Nutrition Division, Queen's Printer for Canada 1970.

	Amount Needed or No. of Times Each Food Group is Served	Units	Mod. Active Man	Mod. Active Woman	Child 1 to 3 years	Child 4 to 6 years	Child 7 to 9 years	Child 10 to 11 years	Girl 12 to 15 years	Girl 16 to 20 years	Boy 12 to 15 years	Boy 16 to 20 years	Total Amounts for Your Family for One Week	
MILK ¹	Each day: Children (up to about 11 yrs.), 2½ cups. Adolescents, 4 cups. Adults 1½ cups.	Approx number of quarts	2	2	4½	4½	4½	4½	6	6	6	6		
FRUITS Citrus Fruit and Tomatoes ² Other Fruit	one serving a day one serving a day	pounds pounds	2 2	2 2	1 1	1 1	1½ 1½	1½ 1½	2 2	2 2	2 2	2 2		
VEGETABLES Potatoes Other Vegetables	one serving a day two servings a day	pounds pounds	3 4	3 4	1½ 2	1½ 2	2½ 3	3 3	3 4	3 4	3 4	4 4		
BREAD AND CEREALS Bread Butter or Fortified Margarine Whole Grain Cereal	one serving a day	ounces ounces ounces	64 12 8	32 8 8	24 4 4	32 6 4	40 8 6	48 10 8	56 10 8	56 10 8	60 10 8	84 16 10		
MEAT AND ALTERNATES Meat Fish Liver Eggs Cheese Dried Vegetables, Nuts	one serving a day at least 3 times a week at least 3 times a week	pounds ounces ounces number ounces ounces	2 4 3 3 6 3	1½ 4 4 6 3 3	½ 2 2 3 1	½ 2 2 3 1	¾ 2 3 3 3	¾ 3 3 3 3	1 4 3 3 4	1 4 3 3 4	1 4 3 3 4	2 4 3 3 4	4 4 4 4 4	
VITAMIN D	400 International Units a day		For all growing persons and expectant and nursing mothers.											
EXTRAS or OTHER FOODS ³ Refined Cereals Fats Sugar Other Sweets Tea, Coffee, Condiments, etc.	As desired	ounces ounces ounces ounces	12 8 10 8	6 8 10 8	1 1 1 2	3 3 2 2	3 3 4 4	4 4 4 4	3 3 4 4	3 3 4 4	4 6 8 8	6 6 10 8		

¹During pregnancy and lactation a daily intake of 4 cups (32 fl. oz.) is recommended.

²If juice is used here, consider one 20 oz. can of orange juice or vitaminized apple juice equivalent in vitamin C to 1½ pounds of this group, or one 48 oz. can equivalent to 3½ pounds of this group. (For 20 and 48 ounce cans of tomato juice, halve these equivalents.)

³If bakery goods are bought, these foods should be decreased accordingly.