



QUEBEC HOME & SCHOOL

NEWS

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SPECIAL SECTIONS

see pages
7,8,9 & 10

40 THIS NUMBER HAS MORE THAN ONE SIGNIFICANT MEANING THIS YEAR FOR US

An international festival. .

. . .just for children

The first Montreal International Children's Festival was held last June, and was judged such a success by the 75,000 people who came that it will be staged again this year.

From June 2 to 10 the downtown area of Place des Arts, Complexe Desjardins and Place Guy Favreau will take on the colours and sounds of a carnival. Much of the entertainment and animation will be provided by Quebec professionals, but 20 countries as various as Ghana and Switzerland are sending entertainers to dazzle and amuse young Montreal visitors.

So far, organizers have lined up clowns from England, marionettes from Poland, theatre troupes from Poland and Yugoslavia, dancers from the Philippines, and musicians from China.

Many countries have had children's festivals for years, and

they have been held regularly in Toronto, Vancouver, Victoria and Edmonton. For many children, it's an opportunity to visit an exciting and stimulating part of their own city, and to see live entertainment and participate in activities designed especially for them.

The festival, which is funded jointly by the federal and provincial governments and corporate donations, will make special provision for school groups. Only the first weekend (June 2 and 3) will be for all comers; June 4 to 10 is reserved for school groups. For information, call 282-1239 or write:

Festival International
du Spectacle pour Enfants
625 ave du Président Kennedy
Suite 400
Montreal, PQ H3A 1K2

Ministers of Education agree to share knowledge to aid students

"Evaluation and more effective use of education resources are at the top of our priority list," said Council of Ministers of Education Chairman Terence Donahoe at the close of a two-day meeting of education ministers in Charlotte-town earlier this year.

Mr. Donahoe stated that he and his fellow ministers had reviewed and approved a series of specific proposals for interprovincial cooperation in both elementary-secondary and postsecondary schools.

A major study on evaluation policies and practices by the Council will permit sharing of information not only on student achievement and program evaluation, but also on approaches to performance appraisal for all professionals working in the education field. Council members also agreed to examine the costs of special education programs at the elementary-secondary level, with emphasis on the thrusts of the financing involved and on expected results.

"The purpose of these projects," said Mr. Donahoe, who is Minister of Education for Nova Scotia, "is to serve the best interests of the students of Canada. It is the intention of ministers to use the interprovincial mechanism we have in this Council to assist in making the best-informed decisions possible in our individual provinces on the educational issues which face us."

One of the projects in the elementary-secondary field supports the establishment of a computer software clearinghouse which, with provincial input and expertise, would be responsible for cataloguing and evaluating the software being used in education programs.

Given the similarity of problems facing colleges and universities across the country, ministers also reached agreement on projects aimed at sharing of essential information regarding many aspects of postsecondary education, including finance, program development, research and accessibility.

Educational departments will share information on provincial funding formulas for colleges and universities, annual adjustment mechanisms, funding for research and the manner in which postsecondary education expen-

ditures are accounted for to the responsible minister and provincial legislatures.

Manpower training will receive special focus. Ministers agreed to establish an information base on provincial manpower training systems which would include data on factors such as flexibility of systems in addressing emerging needs for retraining, accessibility of programs to employed people, and the development of new adult education models.

**SUPPORT
ALL KIDS
JOIN
HOME & SCHOOL**

Fine arts centre to open

The English Sector of the CECM has been authorized to open, in September 1984, a Centre for Fine and Performing Arts, which will be located in Thomas d'Arcy McGee Secondary School.

In addition to a general secondary school curriculum, this centre will offer optional courses in plastic arts, music, dance and theatre.

The goal of this unique project in Quebec is not to train experienced artists but to provide an opportunity for talented students to explore and to develop their artistic talents.

Two teaching periods a day will be devoted to the artistic disciplines: one period within the regular timetable and one additional period.

Student enrolment drop on increase

The Demography Department of the Conseil scolaire tabled its report on student enrolments in the eight school boards of the Island of Montreal as of September 30, 1983.

The highlights of this report can be summarized as follows:

- The overall number of enrolments decreased more this year than last year: between September 1982 and September 1983, the total number of students dropped from 225,661 to 218,058, a decrease of 7,603 students (-3.4%).

- Among the French-speaking population, the relative and absolute decreases are three times

higher this year than last: -1.3% (vs -0.4%) or -1843 (vs -526) students. For the English-speaking population, the decline is similar in relative terms but less in absolute figures (-5769 vs -6032 students).

- The student populations of all the school boards declined this year. Among the Protestants, the PSBGM lost 2.5% of its students, while the Lakeshore lost 3.3%. Among the Catholics, the CECM lost the most, 4.3% of its population, followed by Verdun with a drop of 3.7% and Jérôme-Le Royer with a decline of 3.3%. The school boards of Sault-Ste-Louis

and Baldwin-Cartier lost 1.9% and 1.6% respectively, while Ste-Croix's population dropped by only 0.6%.

- The official student enrolments as of September 30, 1983 for each of the school boards of the Island of Montreal are as follows:

| | |
|-----------------|------------------|
| Jérôme Le Royer | 21,758 students |
| CECM | 107,537 students |
| Sainte-Croix | 8,926 students |
| Verdun | 6,062 students |
| Sault-St-Louis | 13,488 students |
| Baldwin-Cartier | 16,724 students |
| PSBGM | 32,093 students |
| Lakeshore | 11,470 students |

Editorial . . .

What English minority?

Six years ago Quebec Federation requested the federal government to refer Bill 101 to the Supreme Court of Canada. In the light of the glaring injustices of this legislation and in view of its discriminatory nature, such a request seemed only natural. But Prime Minister Trudeau's answer was "fight it through the courts yourself" and if you don't like what the provincial government has done, then vote them out of office.

How is it then that the same federal government that was so obviously uncaring about justice and linguistic rights of the English-speaking citizens of Quebec is now so greatly concerned to rush to the Supreme Court to obtain a judgment on behalf of the French-speaking population of Manitoba?

How is it that the same federal government, in spite of the verbal generosity of the Secretary of State, managed to find only \$15,000 to help Quebec Federation begin its legal challenge to Bill 101, while at the same time it provided funds and legal services to Georges Forest of Manitoba to the tune of over \$60,000, no strings

attached?

How is it that the contenders for the Liberal leadership, as well as leaders of other parties, declare themselves so sympathetic to the linguistic aspirations of the 5% francophone population of Manitoba, while ignoring the desired-for linguistic justice of the 15-20% anglophones of Quebec?

One is led to wonder whether the courts have become so politicized that it is impossible to obtain justice if the judgment might be embarrassing to the federal government. One is also led to wonder about the dual standard that seems to exist in the government's linguistic policy for Canada.

In its struggle for the rights of Quebecers, Quebec Federation has been denied justice, and although both the federal and provincial governments would like us to be quiet and fade into the background, Federation has no intention of so doing.

We may have to tolerate being regarded as second-class citizens by both governments, but even second-class citizens have a right to justice.

A.M.

A preview of the future?

Bill 40 – and political attitudes toward "volunteerism"

Have you been watching the Bill 40 debate on T.V.?

Have you observed the different approaches used by the P.Q. members, depending on whether the presenter's brief was 'pro' or 'con'?

Have you observed the 'avoidance' of questions on the part of our government representatives?

Have you noticed the lack of 'instant translations' in this crucial debate involving language rights, and the fact that the 'two solitudes' are still prevented from understanding the subtleties of exchange?

Did you watch Thursday, January 19th, 10:00 p.m., when the Quebec Federation of Home and School Associations presented their brief? An extremely precise and well researched brief of 25 pages.

Was it frighteningly obvious to you that the P.Q. government recognized that this was a potentially damaging brief and, therefore, they came prepared to distract attention from its content by bringing up to the hearing a September 1983 newspaper clipping, in which a Home & School article referred to Dr. Laurin as

having "racist learnings"? Is he above criticism? The 'Honorable' Minister neglected to give equal special attention to the other media, who have described him in like manner.

Was it not obvious to you that David Payne, Deputy for Vachon, had come well prepared to distract rather than discuss the dissident points in the Home & School brief?

Did David Payne's disdain and contempt make an impression on you, as a viewer? How about the fact that Dr. Laurin himself introduced the issue of racism, turned his question period over to his colleagues and promptly left the forum, in the midst of the furor, without even awaiting a satisfactory answer? The fact that a 'democratic' Minister condones such a premeditated public embarrassment — of a non-political opponent — should cause one to put into perspective the future fate of a solitary school representative who feels strongly enough to try to express his dissident views to the Minister of Education. (The future will not include a School Board, as we conceive them today, as a buffer zone, to serve the educational/community

F. Lowry – Parent – Active community volunteer
Vice-President, Lindsay Place High Home & School Association

concerns.)

When Dr. Laurin and David Payne verbally accosted Marion

Toronto tells the truth about Quebec

This is just part of the story about how Toronto *Globe and Mail* columnist William Johnson is driving ultra-nationalists of the Quebec press to despair by massively detailing the lies that have been used to advance linguistic purity.

Johnson (at one time) contributed to the agony of the Quebec English community while riding shotgun on the Quebec nationalist bandwagon, a steamroller that was already overflowing with the little dears of the Quebec English press. But somewhere down the line he found great discrepancies in what was being written and said about the historical past and the factual present.

Johnson refused to be demeaned by the myths of the revisionists. Unlike the trendies of the time who were more interested in the craze of the day than in discovering the truth, Johnson vigorously researched his subject. What he's come up with is a devastating indictment of the twisters of Quebec's linguistic dilemma.

Such prestigious Quebec writers as Carole Corbeil and Lise Bissonnette — hardly two of our favourites — have been foaming at the mouth editorially over Johnson's revelations.

Daigle, President of Quebec Federation of Home and School Associations, they were attacking the biggest school volunteer organization with 40 years of formal, organized volunteerism, and one with an extremely respected record on social issues. Other groups may represent profes-

sional teachers and administrators, but this group represents 'professional' volunteers.

Did not the Government make obvious their paranoia in reference to this brief's contents.

(see VOLUNTEERISM page 5)

If you don't
do it,
who will?



You know that the kids in your community need somebody to stand up for them...for their education...for their future. Maybe it's time that somebody was you!

There's No Limit To Home & School Scope And Action

OTHER PEOPLES OPINIONS

passing of the Charter of the French Language to "save the French language."

We should, I think, make statistics as easy on ourselves as possible. Here's what Johnson tells us happened in the 11-year interval as outlined in a report for *Le Devoir* by researcher Pierre Bouchard: "It turned out that little has changed in the amount of French used at work by francophones. In 1971, they worked 87.5% (total work force of bilingual and unilingual francophones) in French; in 1982, 89.1%, for a change of 1.6 percentage points. In 1971, 66.3% of francophones (French speakers only) worked almost exclusively in French; 11 years later it was 67.2%, not even a whole percentage point change. (The price Quebec has paid for that measly 1% — 500,000 on the dole — is simply too much to fathom.)

Johnson outlines the drop English suffered in the work force in the same period of time: "In 1971, 64% of English-speaking Quebecers worked almost solely in English; by 1982 only 32.5% worked in English."

We couldn't help being reminded that the *Gazette* (our daily downfall) avoids anything even resembling the Toronto columnist's shattering disclosures.



Quebec Home & School NEWS

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Letters to & from...

Quebec Society for Disabled Children

Dear Mrs. Daigle,

We wish to express our deep gratitude, through the Home & School News, to the local Home and School Associations and their teams, the principals, teachers, parents and students, for their wonderful effort and support in our Tag Day last Fall, which was part of our "Forget-Me-Not" Campaign. Were it not for their help, our Society would be unable to carry on with its important work in supplying vital services and equipment to physically disabled children in our province.

Participating PSBGM and Lakeshore schools have raised more funds than in previous years and we were pleased to have the participation of schools from the Gaspé area for the first time this year. We enclose a detailed list for publication in the "Hearing From You" column with this letter.

We extend special congratulations and thanks to Westpark Elementary School in Dollard des Ormeaux whose super workers raised \$3,242.03. They have been breaking the record every year.

Again, we thank all those who participated in our campaign for their generous cooperation and, hoping to have their support next year, we remain,

Tony Shorgan,
Executive Director.

"Forget-Me-Not" Campaign 1983 – Tag Day Results

| List of participating schools from the Protestant School Board of Greater Montreal | | |
|---|-----------|------------------|
| Name of School | Tag Boxes | Amount Collected |
| Algonquin Elementary School | 80 | \$ 268.52 |
| Barclay Elementary School | 40 | 215.32 |
| Bedford Elementary School | 100 | 698.92 |
| Beechwood Elementary School | 70 | 374.49 |
| Carlyle Elementary School | 100 | 903.04 |
| Cedarcrest Elementary School | 200 | 998.04 |
| Coronation Elementary School | 200 | 1,019.81 |
| Courtland Park Elementary School | 150 | 626.71 |
| Dalkeith Elementary School | 40 | 366.37 |
| Dunrae Gardens Elementary School | 130 | 691.40 |
| Elizabeth Ballantyne Elementary School | 50 | 606.43 |
| Gardenview Elementary School | 370 | 906.16 |
| Glencoe Elementary School | 100 | 819.89 |
| Herbert Purcell Elementary School | 120 | 237.84 |
| Keith Elementary School | 70 | 654.10 |
| Laurentide Elementary School | 100 | 752.68 |
| Malcolm Campbell Elementary School | 70 | 218.99 |
| Meadowbrook and Summerlea Elementary Schools | 30 | 182.22 |
| Northmount High School (& \$10.00 Home & School Donation) | 50 | 338.42 |
| Riverview School – "Marathon of Coins" Project | | 180.50 |
| Roslyn Elementary School | 150 | 794.91 |
| Royal West Academy | 10 | 87.73 |
| Somerled Elementary School | 100 | 998.09 |
| Westminster Elementary School | 30 | 158.67 |
| Westmount High School | 50 | 106.67 |
| Westmount Park Elementary School | 20 | 182.76 |
| Westpark Elementary School | 380 | 3,242.03 |
| Woodland Elementary School | 80 | 565.40 |
| PSBGM: Total Boxes Distributed and Amount Collected: | 2,890 | \$17,196.11 |

| List of Participating Schools from the Lakeshore School Board | | |
|--|-----------|------------------|
| Name of School | Tag Boxes | Amount Collected |
| Ecole Primaire Beaconsfield | 20 | \$ 104.52 |
| Northview Elementary School | 180 | 621.29 |
| Spring Garden Elementary School | 40 | 105.43 |
| Edgewater School Donation | | 50.00 |
| Lakeshore: Total Boxes Distributed and Amount Collected: | 240 | \$ 881.24 |
| PSBGM Schools Carried Forward | 2,890 | 17,196.11 |
| Grand Total | 3,130 | \$18,077.35 |

| List of Participating Schools from the Gaspé School Board – "Gift of Love" Project: | |
|--|------------------|
| Name of School | Amount Collected |
| Grosse Ile School | \$230.96 |
| New Richmond High School | \$320.00 |
| Shigawake-Port Daniel School | \$390.50 |
| | \$941.46 |



PRESIDENT'S MESSAGE

MARION DAIGLE
President

Home and School – A Partnership

In the 1970 edition of the history of QFHSA Bill Asherman, our historian, wrote the following introduction.

"Organized groups of parents date back to the latter part of the 19th century, when first mothers, later both parents, and then teachers became increasingly concerned about the welfare and education of children. It became increasingly clear that there was something more to education than the three R's and that only co-operation between the Home and School could achieve the desired success of giving to as many children as possible the best education in accordance with their individual abilities."

The key word in all of the above is co-operation. During this 40th year I have taken some time to look more closely at the historic roots of this organization. It is interesting to note that the first Home and School group in Quebec was organized by an educator, Dr. W.P. Percival, at Macdonald College High School in 1919. The first association of which there is a record was that formed at MacVicar School, in Montreal in 1930, under the leadership of the Principal, Miss Helen Guiton.

These educators must have felt the need for more than just the token support of the community for its school. They sought the active participation of parents within the school system,

parents whose talents and expertise could further enhance and enrich school life beyond the three R's. Out of this need has grown the partnership known as the Home and School Association. Through the years many more teachers, principals and administrators have encouraged and fostered parental participation — John Parker, QFHSA Honourary President, Calvin Potter, Owen Buckingham, both past Presidents — to name a few. As educators and as parents they have stepped forward to serve Quebec Federation of Home & School Associations.

Each year at our AGM, QFHSA highlights this partnership — Home and School — with two special Awards. The Buzzell Award recognizes a parent volunteer who has generously given time and effort to further the aims of Home and School provincially. The Paterson Award recognizes an outstanding educator who has also encouraged the participation of parents in school life.

I hope you enjoy our special insert on 40 years of Home and School, prepared by our NEWS staff. Participation and co-operation have shaped Home and School locally and provincially for more than 40 years. Let us strive to continue this partnership in the years to come.

Life after death

by Waheed Hussain, student at
Windermere Elementary School,
Beaconsfield

The nuclear holocaust had been over for 100 years. We had been rebuilding for 75 years. We found ourselves (there were 100 of us) on a beach. Our leader said "We pitch camp here".

The reason my ancestors survived was that they knew the war was coming. So my ancestral grandfather and his sons set to work on an impenetrable bomb shelter. Then they covered the walls with asbestos and a radiation proof material. When the war started they went under with a few other families. When the war ended some people were mentally affected by staying under so long. Eventually after generations one of the family's ancestors became our leader. He was paranoid. He was scared that anybody who was different (some were affected by the radiation and some were not) was someone from hell and had a curse from the Devil.

The radiation had different effects on different places. The black rocks were most affected. Nothing lived or grew there. Then there was the fringes. The people who lived there were affected by the radiation. The plants and animals were also affected. After the fringes came Analloy. This place was not affected by the radiation.

I was thirteen, Pretty tall, for my age. Luckily, not too tall,

because even if you are really tall for your age you would be banished to the Fringes, or killed. My father was the wise man or philosopher of the group. I didn't really like the rules and ways thought right by the "elders".

My best friend's name is Jason. One of the reasons I liked him was that he felt the same way as I did about the "elders" which was that they should go jump in the lake. Another reason was that we did a lot of things together. Once we even created our own language. It was fun talking to each other without anybody hearing or understanding us. It was hard living after a war. My father said that a country called the U.S.S.R. invaded a country called El Salvador. Then a country called the U.S.A. ordered them out. The U.S.S.R. didn't listen and shot a nuclear warhead at the U.S. Then the war started. Eventually the U.S. won, and we survived.

They say that the earth was lush with vegetation, now it's a barren wasteland. We had to eat roots that tasted like rubber. We rarely ate meat. The farms that grew the roots were often attacked by weird creatures from the Fringes. So their output was low. Almost everyone had a gun where they could reach it, because the towns were usually attacked by Fringe

people.

One day I was roaming around and noticed a cave. I decided to go exploring. I went through a few passages and found a huge room. In the room were lots of boxes with lots of lights and buttons on them. In the middle of the room was a huge pointed thing. My father said they called them missiles. He also said that they used them in the war. But this one was huge. It was about 15 ft. wide and 100 ft. tall. On one of the fins was written ALPHA BETA. I ran back and told Jason. He said "Oh no, take me there now!" when we left we didn't notice a little band of people following us. When we reached the room Jason said "It's just as I thought, the doomsday device." "What's that?" I asked. "It's a missile so powerful it can burn up the atmosphere and blow up the earth". Just then the Fringe people that were following us shot us with poison arrows. Jason died instantly. They hit me in the arm. Then the started to fiddle with the boxes with lights on them. The missile took off. A middle aged sun used to have 9 Satellites. The third Satellite's atmosphere was burnt up by its own dwellers. Now that middle-aged sun has 8 satellites.

reprinted from Windermere
Spotlight, Issue #19

A Nation at Risk**Developments south of the border**

During the past few years, teachers and parents in Quebec have been struggling to keep up to date with a variety of new developments in the field of education. These range from new contract arrangements, the *projet éducatif*, the *régimes pédagogiques*, back to basics, computers in the classroom, the White Paper, the latest version(s) of Bill 40, and the Superior Council's enquiry into conditions in the teaching profession — to name but a few. All of this activity is taking place against a backdrop, and perhaps because of, increasing public concern about the state of our schools and of public education in general. Quebec, however, is not unique in this respect. The percep-

tion that something is seriously remiss with the education system is widespread throughout North America. Nowhere is this more so than the U.S.A.

In recent months a number of public and privately sponsored reports and studies have been published in the U.S.A. They include, for example, John Goodlad's *A Place Called School*, TheodoreSizer's *Horace's Compromise: The Dilemma of the American High School*, the Twentieth Century Fund's *Making the Grade*, the Education Commission of the States' *Action for Excellence*, the Carnegie Foundation's *High School: A Report on Secondary Education in America*, the National Science Board Com-

mission's *Educating Americans for the 21st Century*, and the Twentieth Century Fund's *Federal Elementary and Secondary Education Policy*.

However, the report that hit the headlines and the one that has probably had the greatest public impact is *A Nation at Risk: The Imperative of Educational Reform*, the report of the National Commission on Excellence in Education. This report was presented to President Reagan at a public ceremony last April and has since received wide publicity in the media including detailed coverage, for example, in *Time*, *Newsweek*, and *U.S. News & World Report*.

The Report begins by stating

that the U.S.A. is at risk, because competitors throughout the world are overtaking that country's once unchallenged preeminence in commerce, industry, science and technological innovation. "The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards... but also from the chance to participate fully in our national life."

The problem, thus stated, has many causes and many dimensions; education is only one of them. But, states the report, education is "the one that

Ed.: In a subsequent article Dr. Burgess will continue his analysis of A Nation at Risk with particular reference to its major recommendations.)

undergirds American prosperity, security, and civility." A high level of education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom.

The essential message of *A Nation at Risk* is that mediocrity, not excellence, has become the norm in American education: "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people."

The Report goes on to document this "rising tide of mediocrity":

- Some 23 million American adults are functionally illiterate.
- About 13% of all 17-year-olds (and up to 40% of minority adolescents) are functionally illiterate.
- Over half the population of gifted students do not match their tested ability with comparable achievement in school.
- From 1963 to 1980 a virtually unbroken decline took place in average scores on the Scholastic Aptitude Tests (SAT's).
- Nearly 40% of 17-year-olds cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps.
- About one quarter of recent recruits to the U.S. Armed Services cannot read at the ninth grade level, the minimum required to understand written safety instructions.
- The average graduate of schools and colleges today is not as well educated as the average graduate of 25 to 35 years ago.
- For the first time in the history of the U.S.A., the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents.

This sorry litany of decline in educational performance has taken place at a time when the demand for new skills is accelerating rapidly. The Report draws attention to the fact that computers and computer-controlled equipment are already penetrating nearly every aspect of our lives — both in the home and in the workplace. And yet, states the Report, within the context of the modern scientific revolution, "We are raising a new generation of Americans that is scientifically and technologically illiterate."

If you think that all of this sounds somewhat alarmist, you would be right! *A Nation at Risk* is a political document rather than a carefully prepared research report. Its primary purpose was to influence public opinion with the intention that, in turn, the power of public opinion would pressure legislators to introduce major educational changes. In this regard, *A Nation at Risk* has been quite successful. 1984 is an election year in the U.S.A. and many State Governors have already committed themselves to reform programs.

SOFT DRINKS. THE HARD FACTS.

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

To give you and your students the opportunity to learn the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks". We are also producing an educational film about soft drinks (available in the Fall).

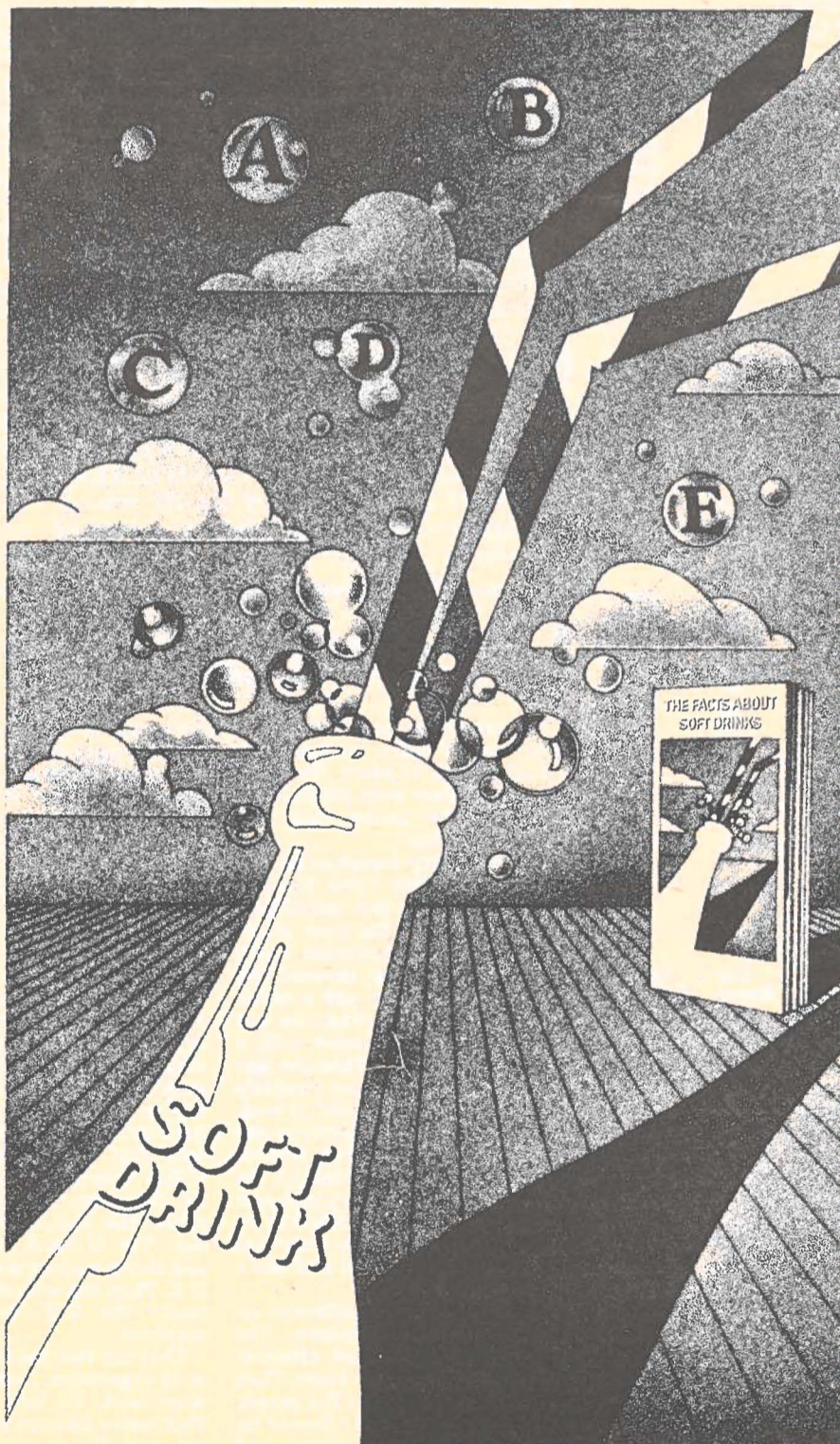
These materials do not suggest that soft drinks are a substitute for proper nutrition, they simply illustrate what your students should know about soft drinks: what they're made of, how they're produced, their history, their diet implications and other important facts... and, remind them that this refreshing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

We also have available a poster and brochure on the proper care and handling of glass bottles.

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

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink Association,
5th Floor,
443 University Avenue, Toronto,
Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Got NEWS?
Send it in to
FOCUS on the LOCALS
editor
Barbara Peden
c/o QFHSA office

French school

Decision delayed one year

The elected Commissioners and Parent Representatives of the Lakeshore School Board (LSB) have voted to delay for one more year a decision regarding the permanent accommodation of French secondary schooling within the Board. This action was taken at a public meeting held on Monday, January 30, 1984.

For the 1984-85 school year, the LSB will continue to operate a temporary French high school program, with classes for students from grades seven through 10. As has been the case for the past three years, this program will be administered through one of the Board's two French elementary schools, Ecole Primaire Beaconsfield.

While the numbers of students within its French-language sector have risen from 92 in September 1978 to 826 in September 1983, the majority of these students are still at the lower grade levels. Only 65 are now receiving high school instructions, and 38 others are enrolled in grade six, the final elementary school grade. For this reason the Commissioners and Parent Representatives did not feel the decision regarding the permanent establishment of a French high school program was obligatory at this time.

Another factor in the debate that led to the delay was the unsettled question of the Govern-

ment's Bill 40, still being discussed in Parliamentary Hearings in Quebec City. If enacted, this legislation could dramatically reshuffle school networks in the area served by the LSB and there is little likelihood that the government would allow any English school system to operate French schools. Many community groups have cautioned the LSB not to create a French high school that then could be realigned with another school board.

The provision of French high schooling within the LSB has been debated for several years. In September 1983 the board started a four-month consultation with all segments of its community to solicit advice and recommendations. Options such as French high school as a sector within an English high school building, a French junior high, and the transfer of all Protestant French high school students to Roman Catholic schools each received some support. There was, however, no consensus on any one answer to the problem, either in the community at large or among the 15 elected Commissioners and two Parent Representatives.

Having decided to delay a final decision on this issue, the LSB must now turn to another aspect of the same phenomenon, that of increasing enrolment in its French elementary school sector.

Study shows immigrant children ignored and dumped . . .

"For years we fought to have immigrants come to French schools. And now that they're there, we ignore them; we let them vegetate. When the parents realize that we've ruined the future of their children whom we taught as though they were slow learners, they'll be revolted and they'll never believe in our good will."

(Certain members of the teaching personnel).

This is one of the striking statements from among approximately 200 contained in an unusual study on the social and educational integration of immigrant children into schools in underprivileged areas. This study was examined by the Conseil scolaire de l'île de Montréal (CSIM) at its regular meeting of December 19, 1983.

The CSIM had asked Mrs. Anne Laperrière, a professor at the Université du Québec, to carry out this study which was done in seven schools of the Island of Montreal that demonstrated very particular characteristics linked to a variety of factors: the proportion of immigrant children in the school and in the neighbourhood, the length of time that they had been in Canada, the division of these children into ethnic groups of various sizes and the sociological and cultural characteristics of these groups.

The problems

After having outlined the factors contributing to the sociological and educational integration of immigrant children according to the way they are perceived by people involved in the schools and in the ethnic groups, the study defines the problem of teaching immigrants in schools in underprivileged areas based on the statements of teachers, school principals, educational personnel and the people involved in the various ethnic communities.

This problem can be summarized in the following way:

- According to the teachers, specific problems on the social and educational integration of immigrants exist only in schools where there is a high concentration of recent immigrants. Here there are acute problems of learning a second language very often accompanied by no less acute a problem of catching up

academically. In the opinion of the teachers, the schools have absolutely no pedagogical resources to face up to the evident problems of the children whether it be in the field of language learning or catching up in the educational program.

- According to school principals, the rigidity of government norms leaves no place for the specific characteristics of schools that accommodate immigrants. They feel that this rigidity is evidence of a deeply ingrained insensitivity to the problems of immigrants as well as of a lack of political will on the part of school boards and the ministère de l'Éducation to help immigrants.

- Representatives of the various ethnic communities believe that both the French and English populations have narrow intentions of assimilation and that they know nothing about the ethnic cultures except the more superficial elements. According to them, this insensitivity to the specific characteristics of ethnic cultures means that immigrant children are often "dumped" rapidly and unjustifiably into special classes of all kinds.

The solutions proposed

After having made this diagnosis, the various people involved suggest, by their statements, a certain number of solutions that could help the sociological and educational integration of immigrant children. It is interesting to note that the majority of these solutions resemble the "compensatory model" of supportive measures for schools in underprivileged areas: reception procedures, pedagogical support measures, sensitizing school staff, bringing school and families closer together and an open attitude to multiculturalism.

The report also suggests that schools not exceed a ceiling of 40%-50% of immigrants to permit

rapid linguistic and cultural integration since schools with a high ethnic concentration do not permit students to learn the language naturally.

The author of the study, Mrs. Anne Laperrière, concludes her report with a series of 26 recommendations which are proposals for action on the sociological and educational integration of immigrant children that were systematically brought out in the statements of the representatives of the educational and ethnic communities that she interviewed during her study. Nevertheless, she insisted on pointing out that it is "the direction and the general orientation of these recommendations that should be retained because they point out areas where action is considered essential, while the concrete methods suggested remain subject to revision."

Statement by Mr. Mongeau

After the SCIM had studied this report, its Chairman, Jacques Mongeau, stated: "In our opinion, Mrs. Laperrière's study presents an initial diagnosis that is very interesting but that must, nevertheless, be considered with care even if its recommendations have the merit of coming from the grassroots. This is, as its name indicates, an exploratory study that our experts at the Conseil and in the school boards will have to test."

And the Conseil's Chairman concluded,

"It is obviously important to react rapidly in this field where everyone unanimously regrets the immobility of the ministère de l'Éducation up until now. However, any additional measures that we take together with our partners, at the beginning of the next school year in all the schools of Montreal that are faced with this problem of the sociological and educational integration of immigrant pupils, will have to be useful and desired. That is why we have to consolidate our activities in this field this year, to think about the new possibilities that are opened up by Mrs. Laperrière's study and to act effectively as of 1984-85."

Volunteerism needs no legislation

The Home & School's brief exemplifies the "grass-roots" parents' reaction, of the anglophone community, and they were deliberately railroaded, (including late night schedule) in order not to be able to discuss specific points of content, thus not able to get good media coverage.

After Bill 40, I hope there will be some form of all-powerful, non-confessional Deity that will give strength to the parent volunteer, who is willing to become an MEQ drone (slave)!

How about a reaction to the above statement?

How about more personal, verbal and media backing, now, of

the groups that oppose Bill 40?

If you think it doesn't affect you, think of *your* grandchildren!

Did you believe, a few years ago, that it would be possible to have Bill 101 and the Office de la langue française? This was created by the same political attitude!

Urge others to join your local Home & School Association, swell our numbers, and show the Government that we understand the principles and motivations of volunteerism, and do not need legislation to tell us how! Perhaps the Government should ask us how!

NFB films

"War" series for classroom

"War", the highly acclaimed series of seven one-hour National Film Board of Canada productions broadcast on network television last fall, is now available for classroom use.

Hosted by Canadian international affairs journalist and military historian Gwynne Dyer, the films bring fresh perspectives to an old subject. Dyer ranges from Napoleon to Nagasaki and beyond, charting with passionate logic the major social, political, economic, and technological developments of the past two centuries.

Film locations range from the Parris Island U.S. Marine training camp to a military college on the Kremlin's doorstep. Shooting took place in 10 countries and involved the armed forces of six nations. But the strength of the series lies in Dyer's informed and incisive views. While playing the role of authoritative tour guide through the entire history of modern warfare, his viewpoints transcend national boundaries, languages, and uniforms. Without sentiment of Utopian ideology he lays out the facts and confronts viewers with the drama of how history is made.

The series comprises *The Road to Total War*, an account of the evolution of modern warfare from battlefield slaughter to global annihilation; *Anybody's Son Will Do*, an examination of the techniques used by all armies in preparing recruits to kill and be killed; *The Profession of Arms*, an analysis of the mentalities and organization of career officers; *The Deadly Game of Nations*, a case study in conflict with the Middle East as example; *Keeping the Old Game Alive*, a study of NATO war games and the questionable premise of a winnable conventional war in Europe; *Notes on Nuclear War*, an attempt to unravel such doctrines as "nuclear deterrence", "limited nuclear war", and "mutual assured destruction"; and *Good-bye War*, a review of "just causes" through the ages, with the conclusion that mankind's survival depends on finding means other than armed might to resolve conflict.

The "War" series is available for sale as a set or by individual title in both videocassette and 16mm formats. Film prints may also be borrowed from National Film Board libraries.



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BOOK REVIEW

The Hole in the Fence

By Barbara Black Peden

Health and Welfare Canada

You may already be aware of this storybook in its English or its French version (*Mes Amis, Mon Jardin*). Four years ago my son asked me for money for a special book they "had to have." His Grade 2 French immersion teacher was very enthusiastic about the publication, and continues to use it.

I thought it was a book about nutrition, because all the characters are vegetables, but instead it's a series of lessons about morality or, as it's now called, "life skills," with the emphasis on drug abuse.

The book has been reprinted, apparently because of its success (although with the government you never can tell), with a revised guide for teachers and a new guide for families.

If you're tongue-tied talking to your child about friendship, courage, race relations, ridiculing fat people or avoiding the neighborhood pusher, you can surreptitiously study the family guide's suggestions ("How did Carrot cheat?" "When is it all right for children to keep secrets from adults?") and then casually introduce them after reading your

child his bedtime story.

The illustrations are riotously vivid, and the stories are clearly, if not memorably, written, but there's something that goes against the grain about having to teach your child how to live from a government pamphlet.

In the hands of a good teacher, the kit is probably very useful. Classroom discussion about familiar, everyday situations is a major element of learning to use language, and talking about attitudes in a general way is part of learning good citizenship. These simple stories of animated vegetables with faults and failings are sufficiently distant from real troubled people to have some value as entertainment, and children seem to like them.

On the other hand, the family guide is clearly meant as a source of ideas, but somewhere out there are earnest, literal-minded parents who are going to read every word, ask every question and struggle through every "family/fun craft." Morality is not a matter of quizzes and lessons in the home. It's in the way we treat each other, the entertainment we choose, the

literature (especially children's literature) we read, and the remarks we make about others in our unguarded moments together as a family. But you knew that.

The Hole in the Fence, accompanied by the family guide, *Talking Through the Hole in the Fence*, can be ordered through any bookstore, or by sending a cheque for \$4.50 to the Receiver General of Canada to the following address:

Canadian Government Publishing Centre,
Box 8888,
Ottawa, Ont. K1G 3J2

HOME & SCHOOL

For 40 years
the parents
voice in
education

Stress affects children

Stress in the family can lead to more accidents and illnesses in children, according to a study published in *Pediatrics*, the journal of The American Academy of Pediatrics. The study analyzed more than 1000 pre-schoolers for rates of six kinds of illnesses and accidents. Mothers were asked to report whether one or more of 20 stressful events, such as death of a relative or marital problems, had taken place.

Results showed that children from families that had experienced 12 or more events were twice as

likely to have needed medical attention for one of the study conditions than were children from families with three or fewer events. Children from the more stressful families were six times as likely to be hospitalized.

Researchers said that stress on the mother's part may have resulted in a decrease in childrearing standards, thus increasing risks for children. Stress in the children may also have made them more psychologically susceptible to illness, researchers noted.

Anti-drug message needed

Dr. Robert DuPont wants drug education programs to focus on the immediate consequences of drug use rather than the long term effects. In an article in *The Journal of the Addiction Research Foundation* (of Ontario) (August 1983), DuPont cautions that "drug habits tend to be for a lifetime".

DuPont, president of the American Council on Drug Education, praised the Canadian health and welfare booklet *Stay Real* for

its "truly brilliant message about health risks" of marijuana use, but criticizes it for distinguishing between physical and psychological dependence. The issue should not be the type but the extent of dependence. He feels the family should be tough and bring the immediate consequences of drug use closer. The message should be, "we don't want you drinking", not "we don't want you drunk."

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CHSPTF Seminar

French in Canadian Schools

Five Canadian provinces now require a school board to provide access to *French school* for children of that language minority, says Boyd Pelley of the Council of Ministers of Education (CMEC).

Since 1978, the three western provinces have made provision for French schooling in their programs.

The phrase "where numbers warrant" has yet to be defined in the courts, and there are court cases in hand on the right to manage schools for the language minority.

These issues, and the question of access to English school in Quebec, are the major issues of today in minority language education.

Dr. H.H. Stern, the Ontario linguist-researcher, spoke to the Canadian Home and School and Parent Teacher Federation on *Learning the second language* and warned against dealing with

second-language learning separately from language education in general. First-language needs should have priority over bilingualism in elementary and secondary education, said Dr. Stern. And the *core* (or regular) program in French as a Second Language needs urgent attention to meet the needs of the majority of Canadian schoolchildren.

Immersion, according to Dr. Stern, has given experience that can be very useful in developing core programs that reflect the same "language across the curriculum" concept.

But teacher training and upgrading to deliver second language programs are urgently needed, and cooperation between school systems is required for program and teaching improvement.

In a session on *French as a Second Language* programs, Mr. Daniel Abergel (consultant, Lakeshore School Board) explained the components of the program

developed by his board in a continuum from Kindergarten to high-school leaving. An hour a day in Grades 1 to 3 is followed by immersion (or core) in Grades 4 to 6. At high school (from Grade 7) there is optional subject-teaching in French, as well as French-as-a-subject. The objective is communicative competence on graduation. Materials developed by the Board's consultants are available at cost on request.

A CHSPTF position on the French language in elementary and secondary education is to be prepared by an *ad hoc* group for consideration at the '84 annual meeting in Winnipeg.

The seminar was financially supported by the Secretary of State for Canada, Official Languages in Education branch.

Minority/second-language funding

During the three years beginning in 1983, the federal government will contribute \$600 million to the provinces to defray some costs of services in minority- and second-language education. In 1983-84, total funding will be \$15 million more than in 1982-83, and the total budget will be increased by 5% in each of the two subsequent years of the new agreements.

The sums to be contributed in support of school programs will take into account a national average contribution per student (full time or equivalent). No province will receive less per student in 1983-84 than it did in 1981-82.

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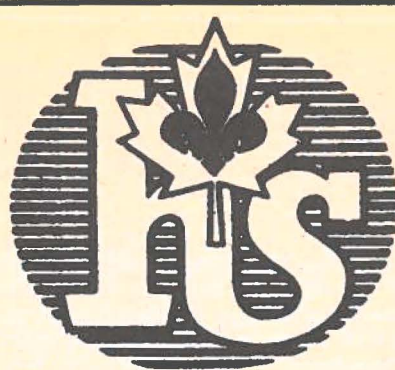
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QFHSA

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QFHSA AIMS

Here are the aims of the Federation as they appear in our provincial charter:

To provide facilities for the bringing together of the members of Home and School Associations for discussion of matters of general interest and to stimulate cooperative effort.

To assist in forming public opinion favorable to reform and advancement of the education of the child.

To develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education.

To raise the standard of home and national life.

To maintain a non-partisan, non-commercial, non-racial and non-sectarian organization.

QFHSA – A Proud History of Action

Late 19th Cent. Parents and educators everywhere — but especially in the big cities of North America — were becoming concerned about the neglect and exploitation of children.

1895 The Canadian Home and School and Parent-Teacher Federation was started in Baddeck, Nova Scotia, by Mrs. Alexander Graham Bell, wife of the inventor of the telephone.

1919 The first local Home and School Association was organized by Dr. W.F. Percival and others at Macdonald College High School in Ste. Anne de Bellevue.

May 26, 1944 Two groups of locals, one in Montreal and the other off-island, combined to form the Quebec Federation of Home

and School Associations. By the time the Federation held its first annual meeting the following spring, it had 50 member associations. By 1950, there were 105, and by 1962, we hit an all-time high of 195 locals. Individual membership reached a high of 290,000 in the late 1960s.

December, 1945 The first issue of the Quebec Home and School News was published as an eight-page mimeographed newspaper. By 1948, however, it had turned into a 28-page magazine subtitled "the magazine for thoughtful parents." In 1963 it reverted to a newspaper and, for the first time, was mailed free of charge to every member.

HONOR ROLL OF SCHOOLS

List of past and present local Home & School Associations which constitute Quebec Federation of Home and School Associations

| Name of School | Location | Year H&S Began | Year H&S Ended | Notes (e.g. reasons for H&S ending) |
|------------------------------|---------------------|----------------|----------------|---|
| ABC | Cookshire | 1956 | 1970 | |
| Adath-Israel | Outremont | 1956 | 1962 | |
| Asbestos-Danville-Shipton | Danville | 1956 | 1980 | |
| Ahuntsic | Montreal | 1956 | 1976 | |
| Alexander Galt Reg'l | Lennoxville | 1977 | 1978 | |
| Alexander-Wolf | Courcelette | 1958 | 1970 | |
| Algonquin | Montreal | 1956 | 1981 | Became a French school. |
| Allancroft | Beaconsfield | 1961 | | |
| Amherst | Montreal | 1956 | 1963 | |
| Ayer's Cliff | Coaticook | 1956 | | |
| Aylmer Elem. | Aylmer | 1969 | | |
| Aylmer High | Aylmer | 1956 | 1965 | |
| Bagotville Corbet Memorial | Bagotville | 1956 | 1968 | |
| Baie Comeau | Baie Comeau | 1975 | | |
| Bancroft | Montreal | 1956 | 1958 | |
| Bannantyne | Verdun | 1960 | 1970 | |
| Barclay | Montreal | 1956 | 1966 | |
| Baron Byng High | Montreal | 1960 | 1967 | |
| Beacon Hill | Beaconsfield | 1967 | | |
| Beaconsfield Elem. | Beaconsfield | 1966 | 1978 | School closed and became Ecole Primaire Beaconsfield. |
| Beaconsfield High | Beaconsfield | 1966 | 1981 | |
| Beauharnois | Beauharnois | 1956 | 1962 | |
| Bedford | Montreal | 1956 | 1974 | |
| Bedford (District of) | Cowansville | 1973 | 1978 | |
| Beebe | Beebe | 1956 | 1966 | |
| Beechwood | Pierrefonds | 1970 | | |
| Bishop Mountain | Quebec City | 1957 | 1964 | |
| Bishopton | Bishopton | 1956 | 1964 | |
| Border Community | Rock Island | 1956 | 1964 | |
| Boucherville | Boucherville | 1957 | 1970 | |
| Briarwood | Beaconsfield | 1958 | 1981 | School closed and became Ecole Primaire Beaconsfield. School closed. |
| Bronx Park | Lasalle | 1956 | 1968 | |
| Brownsburg High | Brownsburg | 1956 | 1968 | |
| Buckingham High | Buckingham | 1956 | 1971 | |
| Bury High | Bury | 1956 | 1971 | |
| Butler | Bedford | 1956 | 1971 | |
| Campbell's Bay | Campbell's Bay | 1960 | 1972 | |
| Candiac | Candiac | 1960 | 1968 | |
| Carlyle | Town Mt. Royal | 1956 | | |
| Cartierville | Cartierville | 1956 | 1970 | |
| Cecil Newman | Lasalle | 1948 | 1970 | |
| Cedarcrest | St. Laurent | 1961 | | |
| Cedar Park | Pointe Claire | 1956 | | |
| Centennial Park | Chateaugay | 1968 | 1972 | |
| Central Park | Lachine | 1953 | 1969 | |
| Champlain | Aylmer | 1979 | 1980 | |
| Champlain Street | Hull | 1978 | 1979 | School closed. |
| Chateaugay Reg'l | Chateaugay | 1968 | 1969 | |
| Chelsea | Chelsea | 1956 | | |
| Chibougama | Chibougama | 1960 | 1968 | |
| Chomedey High | Chomedey | 1963 | 1970 | |
| Christmas Park | Beaconsfield | 1966 | | |
| Coaticook High | Coaticook | 1956 | 1972 | |
| Compton/Waterville | Waterville | 1957 | 1969 | |
| Connaught | Verdun | 1954 | 1973 | |
| Coronation | Montreal | 1956 | 1974 | |
| Cote des Neiges | Montreal | 1953 | 1965 | |
| Courtland Park | Dorval | 1955 | | |
| Crawford Park | Verdun | 1953 | 1973 | School closed. |
| Crestview | Chomedey | 1964 | 1971 | |
| Devonshire | Montreal East | 1954 | 1965 | |
| Dorion Gardens | Dorion | 1969 | 1972 | |
| Dorset | Baie d'Urfé | 1969 | | |
| Dorval Gardens | Dorval | 1953 | 1980 | School closed. Now amalgamated with John XXIII (Catholic). |
| Dorval High | Dorval | 1966 | | |
| Drummond | Montreal | 1953 | 1970 | |
| Drummondville High | Drummondville | 1956 | 1968 | |
| Dunrae Gardens | Town Mt. Royal | 1953 | | |
| Eardley | Aylmer | 1977 | | |
| Ecole Primaire Beaconsfield | Beaconsfield | 1982 | | Formerly Beaconsfield and Briarwood schools. Formerly Lakeside Heights. |
| Ecole Primaire Pointe Claire | Pointe Claire | 1982 | | |
| Edgewater | Ile Perrot | 1964 | | |
| Edinburgh | Montreal West | 1965 | | |
| Eliz. Ballantyne | Montreal West | 1956 | | |
| Elmgrove | St. Laurent | 1956 | 1969 | |
| Escuminac Inter | Gaspé area | 1955 | 1959 | |
| Fairmount | Montreal North | 1957 | 1960 | School closed. |
| Farnham Inter. | Farnham | 1956 | 1965 | |
| Gagnon | Gagnon | 1961 | 1963 | |
| Gardenvue | St. Laurent | 1957 | | |
| Gaspé High | Gaspé area | 1957 | 1969 | |
| Gatineau Inter. | Gatineau | 1947 | 1965 | |
| Gault Institute | Valleyfield | 1948 | 1980 | |
| Gilson | N.D.G. (Mtl.) | 1946? | 1958 | |
| Glencoe | Montreal North | 1972 | 1980 | |
| Gordon/Duvernay | Laval | 1961 | 1965 | |
| Granby High | Granby | 1951 | 1969 | |
| Grandmere/Laurentide | Grandmere | 1956 | 1967 | |
| Greater Lapraire/John Adam | | | | |
| Memorial | Lapraire | 1963 | 1969 | |
| Greendale | Dollard des Ormeaux | 1967 | | |
| Greenfield Park | Greenfield | 1945 | 1965 | |
| Grenville District | Grenville | 1958 | 1969 | |
| Grosse Isle | Magdalen Islands | 1967 | 1969 | |
| Guy Drummond | Central Montreal | 1971 | 1974 | |

HONOR ROLL OF SCHOOLS

The Federation

| Name of School | Location | Year H&S Began | Year H&S Ended | Notes (e.g. reasons for H&S ending) |
|----------------------------|-----------------------|----------------------|----------------------|--|
| Hampstead | Hampstead (Mtl.) | 1945 | | |
| Harrington/Rouge River | Calumet | 1961 | 1972 | |
| Herbert Purcell | Pierrefonds | 1966 | | |
| Herbert Symonds | N.D.G. (Mtl.) | 1944 | 1966 | |
| Heroes' Memorial | Cowansville | 1967 | 1973 | |
| Highlands | Lasalle | 1951 | ? | |
| Hillcrest | Ile Jesus | ? | ? | |
| Holland | Quebec City | 1972 | 1981 | |
| Howard S. Billings High | Chateauguy | 1968 | 1974 | |
| Howick Elem. | Howick | 1971 | | |
| Howick High | Howick | 1946 | 1974 | |
| Hudson Elem. & High | Hudson | 1949 | | Includes Mount Pleasant. |
| Hull | Hull | 1950 | | |
| Huntington | Huntington | 1951 | 1965 | |
| Iona | Snowdon (Mtl.) | 1945 | 1978 | |
| John Grant High | Lachine | 1957 | 1973 | |
| John Rennie High | Pointe Claire | 1956 | | |
| Joliette | Joliette | 1955 | 1974 | |
| Julius Richardson | Chateauguy | 1957 | | |
| Keith | Lasalle (Mtl.) | 1945 | | |
| Kensington | N.D.G. (Mtl.) | 1945 | 1976 | School closed. |
| Kensington/East Greenfield | Greenfield Park | 1953 | 1971 | |
| Kensington/St. Hubert | St. Hubert | 1971 | 1972 | |
| Knob Lake | Schefferville | 1968 | 1970 | |
| Knowlton High | Knowlton | 1951 | 1971 | |
| Lachine High | Lachine | 1945? | | |
| Lachine Rapids | Lasalle | 1957 | 1982 | School closed. |
| Lachute High | Lachute | 1958 | 1968 | |
| Lake of Two Mountains High | Lake of Two Mtns. | 1948 | 1967 | |
| Lake Megantic Inter. | Lake Megantic | 1951 | 1968 | |
| Lakeside Heights | Dollard des Ormeaux | 1955 | 1981 | School closed. Reopened as Ecole Primaire Pointe Claire. |
| Lasalle High | Lasalle | 1973 | | |
| La Tuque | La Tuque | 1961 | 1973 | |
| Laurentia | St. Jerome | 1955 | 1968 | |
| Laurentide | St. Laurent | 1968 | 1974 | |
| Laurentien Elem. | Lachute | 1968 | 1974 | |
| Laurentien Reg'l High | Lachute | 1969 | 1973 | |
| Laval des Rapides | Laval des Rapides | 1955 | ? | |
| Laval West | Laval | 1959 | 1966 | |
| Lennoxville & Ascot | Lennoxville | 1951 | 1966 | |
| Lewis King | Terrebonne | | | |
| | Hgts. | 1954 | 1973 | |
| Lindsay Place High | Pointe Claire | 1964 | | |
| Logan | Montreal | 1953 | 1978 | School closed. |
| Longueuil & Mtl. South | Longueuil | 1944 | 1966 | |
| Low South | Low | 1955 | 1962 | |
| McCaig | Rosemere | 1970 | 1974 | |
| Macdonald | Ste. Anne de Bellevue | 1947 | | |
| MacKayville | Lafleche (St. Hubert) | 1951 | 1967 | |
| McMasterville Inter. | McMasterville | 1956 | 1964 | |
| Magog & District | Magog | 1947 | | Also known as Princess Elizabeth School. |
| Maisonneuve & John Jenkins | Montreal East | 1951 | 1974 | |
| Malartic | Malartic | 1948 | 1972 | |
| Malcolm Campbell High | Montreal | 1961 | | |
| Maniwaki Inter. | Maniwaki | 1946 | 1970 | |
| Mansonville | Mansonville | 1968 | 1971 | |
| Maple | Chateauguy | 1960 | 1967 | |
| Maple Hill | St. Laurent | 1953 | 1978 | |
| Martinvale | Chomedey | 1958 | 1965 | |
| Mary Gardner | Chateauguy | 1962 | | |
| Matapedia Inter. | Gaspé area | 1956 | 1983 | School closed. Students go to Escuminac. |
| Meadowbrook | Lachine | 1956 | | |
| Merton | Cote St. Luc | 1954 | 1972 | |
| Millar | St. Laurent | 1959 | 1970 | |
| Monkland High | N.D.G. (Mtl.) | 1956 | 1969 | |
| Montreal East | Montreal East | 1956 | 1974 | |
| Montreal Hebrew Academy | Outremont | 1945 | 1959 | |
| Montreal West High | Montreal West | 1946 | 1979 | Now Royal West Academy. |
| Morin Heights Inter. | Morin Heights | 1954 | 1963 | |
| Morison | Montreal North | 1958 | 1980 | School closed. |
| Mountainview | Ottetburn Heights | 1956 | 1969 | |
| Mount Bruno | St. Bruno | 1956 | 1965 | |
| Mountrose | Montreal East | 1957 | | |
| Mount Royal High | Town Mt. Royal | 1950 | | |
| Murdochville Inter. | Murdochville | 1958 | 1960 | |
| Nesbitt | Montreal East | 1952 | 1964 | |
| New Carlisle High | Gaspé area | 1958 | | |
| New Richmond High | Gaspé area | 1946 | | H&S ceased in 1976 and was reactivated in 1982. |
| Noranda High | Noranda | 1946 | 1964 | |
| North Hatley High | North Bay | 1947 | 1964 | |
| Northmount High | Central Mon-treal | 1957 | | |
| Northview | Pointe Claire | 1957 | | |
| Oakridge | Baie d'Urfé | 1958 | 1980 | School closed. |
| Ogilvie | Montreal East | 1959 | 1965 | |
| Ormstown | Ormstown | 1961 | 1967 | |
| Outremont Hight | Outremont | 1945 | 1973 | |
| Parkdale | St. Laurent | 1953 | 1974 | |
| Parkview | Granby | 1982 | | |
| Peace Centennial | Montreal East | 1954 | 1963 | |
| Perron | Perron | 1945 | 1962 | |
| Philemon Wright High | Hull | 1969 | 1979 | |
| Politmore Inter. | Politimore | 1953 | 1970 | |

Gisela Amarica: *Home & School president, Malcolm High School; vice-president, Quebec Federation; recipient of Leslie Buzzell Award, 1984.*

Mrs. Amarica must hold some kind of record: she first joined the Home and School in 1952, when her first child entered the school system, and has been a local president almost every year since then. This year the youngest of her nine children will graduate from high school.

When Mrs. Amarica became involved, she was still learning English, and the Home and School gave her a real sense of belonging. She remembers a series of films on childhood development and family life shown by the Mental Health Institute, which then worked closely with the Federation, and how valuable they were for her and her husband as they became accustomed to a new country.

There was nothing like Home and School when she was a student in Germany. She took the train to her high school, and remembers her parents visiting it only once in all her years there, for an art show.

Cartierville in the 1950s was a neighborhood of single-family houses and stay-at-home mothers. Many were immigrants, unable to speak much English, and although they were very shy of holding office in the Home and School, they were always willing to bring baked goods or do other volunteer chores for the school.

It is still a popular area for recent immigrants. Mrs. Amarica says she "can't find any Anglo-Saxon names on the class lists." Many are Greek and Armenian, and she says that she has often had to explain customs to parents which native Canadians take for granted.

"For example, when we ran after-school programs, such as ballet, we could get very few girls, because girls were supposed to come right home after school."

Nevertheless, she's proud of the fact that her local at Morrison School started extracurricular French enrichment classes in the late 1950s, long before French immersion got off the ground. Both general and executive meetings were so well attended "that we often had to put more chairs in the gym."

Mrs. Amarica started working with the Federation under Denise Arrey and Betty O'Connell in the 1970s. She feels Home and School should be kept alive in every school "because it does so much more than the school committee."

Betty O'Connell: *past president, Quebec Federation; past vice-president, national association.*

For Betty O'Connell, being part of the Quebec Federation meant enriching friendships and the chance to show off a flair for administration and negotiation she didn't know she had.

She joined at Westment Park Elementary in 1963, and, like many volunteers, started filling the gaps, pressing for a lunchroom and starting a noon-hour French enrichment program.

She got involved at the Federation level as an area representative, then found herself editing the News. One of her great inspirations was a dynamic lawyer, Bill Miller, who preceded her as president.

"He was used to telling people what to do, I guess, and I found myself doing things I didn't think I would have been able to do."

While Mrs. O'Connell was president, there was a particularly ferocious three-way labour dispute among the school boards, the teachers' unions and the Bourassa government. Mrs. O'Connell talked herself into an observer's seat at the negotiating table — and takes credit for breaking a deadlock between the warring parties.

Doreen Richter: *past president of Quebec Federation; past vice-president of Canadian Association; donor of Gordon Paterson Award; Life Member, Canadian Home and School; Member, PSBGM, first elected 1980.*

Mrs. Richter joined the Home and School in 1952 in Arvida, and continued her involvement during a four-year stay in New Brunswick. In 1966 the Richters moved back to Montreal and Doreen remembers lively times.

"I was president of the Home and School at Dorval High, and the principal had no idea of good public relations with the parents. They were really up in arms. I had to go to the board and recommend that he be removed or there would be real trouble in the school. He was removed, so I guess it shows that parents do have some influence and are listened to."

In the early 1960s, "getting rid of school uniforms was an issue, and corporal punishment was very controversial."

In the late 1960s and early 1970s, language became a hot topic, and it was through the dispute over immigrants' language of education in the Montreal North area of St. Leonard that she met

The government was willing to give in to the unions' demands for fairly hefty wage increases, but the school board adamantly refused. Mrs. O'Connell knew what the board did not: that federal grant money for second-language education was going straight into provincial coffers instead of being used to help pay for French immersion in English schools. Her suggestion that this "extra" money be used to cover the teachers' salary increases broke the impasse.

Mrs. O'Connell was also president when the Parti Quebecois formed its first government, yet the Federation's annual general meeting in 1977 was an unqualified success, because never before or since had so many education officials been persuaded to take part.

"Through all the politics, we were never on the outs with anybody," she says. In dealing with government, "you can never waver, never show weakness." In assessing where they stand with teachers' unions, she says parents' groups shouldn't fall prey to the "weak attitude" that because they love the teachers in their own school they should always support their union's position. The priority is what's best for the children.

Bob Beale. Doreen still works with Mr. Beale on the Quebec-Canada Student Exchange Program which he established to improve French-English relations.

Doreen remembers those early language debates taking place in a very different atmosphere from the current Bill 40 controversy.

"The minister of education at that time was Guy St. Pierre, a very nice guy. When you went to his office he would throw the door open and come from behind his desk to talk to you."

When Doreen was president of the Federation she did a lot more travelling than is possible today. "I must have put 10,000 miles on my car, going all over the province. Even then we were urging Catholics and Protestants to work more closely together, because we could see how rapidly the rural population was dwindling."

Now she's a school board member, but she remembers the PSBGM of 15 years ago as "pretty stuffy. They may hve consulted with Home and School at the executive level, but the idea of consultation with the grassroots wasn't really accepted then."

is People

Some of the Federation's most active and long-standing volunteers look back — on the early days, the battles won and lost, the changes and the friendships.

Reubin Resin: *former president, Quebec Federation; former president, Canadian Association.*

Mr. Resin joined his local Home and School just after the Federation came into being. They organized after-school ballet classes and sponsored evening speakers, much as locals do today, but there were some differences.

"I worked for years for that," he says now, from the legal office where he still works. "You've heard of Duplessis (premier at the time, known for his pugnacious nationalism)? Well, he turned me down on all grounds, time after time. One of the conditions they made was that Protestant be included in the name."

It was, and is, the only provincial Home and School with an official religious affiliation, but it finally got its charter in 1955.

Gordon Robertson: *former vice-president, Quebec Federation; recipient, Leslie N. Buzzell Award; former member, Lakeshore School Board.*

Mr. Robertson got involved in Home and School at Valois Park Elementary in the mid-1950s, and has never stopped, though his children have long since left the school system. He's an honorary member of the executive at both Valois Park and Lindsay Place High, where he was the first president.

For him, the notion that Home and School is a purely secular organization is a wrong one. The movement is Protestant in a profound and subtle way, expressing the essence of the Protestant approach to life: self-reliance, altruism, belief in progress through education, and an inclusive, welcoming approach to other faiths and cultures. This last quality, he adds, seems to have become "a lash to beat us with," as English-language institutions have been accused in recent years of assimilating more than their share of immigrants.

He recalls the exciting days of Operation Bootstraps, a mammoth survey of

Ernest Spiller: *former teacher at Lachine High, former principal of Carlyle, Dollard des Ormeaux High, Verdun High; former employee of PSBGM; former associate deputy minister of education; recipient of Gordon Paterson Award, 1982.*

Mr. Spiller, although never an executive member, has worked closely with the Home and School throughout his career.

He remembers his first teaching job at Lachine High in 1947, which he facetiously claims he got because he could double as a hockey coach.

"In those days the parents were actively involved in extracurricular sports, social events, everything. I remember sleigh rides and skating parties with hot chocolate at the school after, all organized by the parents. They even used to sit in the balcony at the school dances!

"Their attitude was 'You're professionals, you do the teaching. How can we help?' It was the same at Carlyle School, when I was principal there. Parents today are a little more suspicious, and principals as a result are more wary, more on the defensive."

Mr. Spiller says this informed, helpful attitude "seemed natural" to Quebec's English-speaking community, and was a deeply rooted part of their heritage. He

"When I was president of the Federation, I had a lot of good people on the board — Doug Walkington, L. Mowbray Clarke, F.W. Price, Reg Dawson, who became mayor of Town of Mount Royal." Mr. Walkington, who still keeps in touch with Mr. Resin, succeeded him as president and still is active, writing abstracts of education-related material from Hansard for the national association.

Mr. Resin recalls that Quebec Federation hosted a national convention while he was president, "and it was very successful. One of my greatest satisfactions was getting the big long roll of paper that everybody attending the convention signed. I've still got it someplace."

"But there was one thing I kept pushing for (in the 1950s) and nobody listened, or acted on it. That was improving the teaching of French."

Quebec education by local Home and School Associations in the 1960s. The recommendations of many hundreds of parents went into the Federation's brief to the historic Parent Commission.

"When we suggested to the commissioners that we wanted various reforms, including the creation of a department of education, for the good of all Quebec children, one of them asked 'Do you mean all the children of Quebec?' They couldn't believe we would have anyone's interests at heart but our own."

Impressed during his tenure as a school board member by the effectiveness of the Lakeshore Parent Committee, he says school committees, Home and School and church organizations all draw on the same committed, concerned people. "You meet the same people at all these groups."

He feels, like many who deeply resent Bill 40, that parent involvement is not something to be legislated or formally quantified by government. "If parental involvement has to be 'guaranteed,' then there's something wrong, it means there's no mutual faith."

was pleased when he went to the 1982 annual general meeting, at which he was awarded the Gordon Paterson Award for outstanding contributions by an educator, and discovered that the two-day event had been organized by Norah Ramsey, whose mother, Mrs. Guest, had been an active Home and School member when Norah was at Carlyle.

Mr. Spiller also takes pride in the fact that he was the only Quebec education department official to win a Federation award in recent years.

"When I was appointed associate deputy minister, one of my first acts was to phone up the Federation people. I knew my appointment was intended to be a liaison with the Protestant schools, and I felt that meant the parents, too."

Unfortunately Mr. Spiller's main task turned out to be the selling of the government's plans to reorganize the system along lines he couldn't accept, and he resigned in protest. A year later, he has still not been replaced.

He feels that Home and School is "more than a voice, it's a movement. Parents may not have had legal power in the school system (prior to the creation of school committees) but they had enormous influence."

Presidents of Quebec Federation

| | | | | | |
|---------|--------------------|---------|----------------------|---------|--------------------------|
| 1944-46 | Gordon Paterson | 1957-59 | Mrs. Runa Woolgar | 1971-73 | Mrs. Denise Arrey |
| 1946 | A.M. Patience | 1959 | F.W. Price | 1973-74 | William I. Miller, QC |
| 1946-47 | K.C. Fensom | 1959-61 | Jack W. Chivers | 1974-75 | John Goodchild |
| 1947-48 | A.W. Smith | 1961-62 | John N. Parker | 1975-77 | Mrs. Elizabeth O'Connell |
| 1948-49 | J.A.B. McLeish | 1962-64 | Wolfe Rosenbaum | 1977-79 | Rev. Alex Morris |
| 1949-51 | Dr. E.C. Powell | 1964-65 | Mrs. Sandra Donavan | 1979-81 | Dr. Calvin Potter |
| 1951-53 | L. Mowbray Clarke | 1965-67 | John H. Purkis | 1981-83 | Owen Buckingham |
| 1953-55 | Reuben Resin | 1967-69 | Mrs. Dorothy Frankel | 1983- | Marion Daigle |
| 1955-57 | Douglas Walkington | 1969-71 | Mrs. Doreen Richter | | |

John Parker: *former teacher; former principal; former executive member, Montreal Teachers' Association and Provincial Association of Protestant Teachers; former president, Quebec Federation; former Montreal city councillor; recipient of the Samuel R. Laycock award, 1978; member, Protestant School Board of Greater Montreal; honorary president, Quebec Federation.*

Mr. Parker joined the Home and School in the mid-1950s, when he was principal at Monklands High. Active in teachers' associations, he soon became invaluable to the Federation executive, and when Jean Drapeau became mayor in 1960 and was looking for a member of his municipal reform team, John Parker seemed a perfect choice. So, in his various roles, he was able to play a part in the creation of a department of education, the formation of a teachers' union, the planning of the Metro and the building of the Expo 67 World's Fair!

As Federation president while the Parent Commission was inquiring into the state of Quebec education, Mr. Parker presented a massive and far-reaching brief to the provincial government based on years of research and brain-storming by local Home and

Schools.

He looks back somewhat wistfully on the days when education was a straightforward affair between parties who trusted each other. As a teachers' association representative in the 1950s, he would get together with school board officials to plan changes to their contracts over a pleasant lunch at the Ritz-Carlton Hotel.

During the 1960s, Home and School was growing so fast in Quebec that he remembers having to organize the Federation into regional councils. He remembers particularly valuable volunteers such as Jack Chivers, an insurance executive who worked out the first students' insurance policy on behalf of the Home and School.

He's especially pleased to have won a national award in 1978 for his years of commitment, but insists that, on the contrary, "Home and School has been very good to me."

"For one thing, it gave me an opportunity to work with women. In those days, even as teachers we were segregated. But in the Home and School, here were the very brightest women around, the cream of the crop. I had to run to keep up with some of them. It was very good training."

Award winners over the years

In 1950, the Federation inaugurated a special award for outstanding service at the provincial level and for furthering the aims of Home and School in general. It was named after its donor, the former honorary president of the Federation, the late Leslie N. Buzzell. An additional stipulation added in 1965 was that the Buzzell Award be given to someone other than a president of the Federation. Winners have been:

| | |
|---------------------------|-----------------------------|
| 1950 Ernest A. Jarand | 1967 Dr. Howard S. Billings |
| 1951 David V. Jackson | 1968 Not awarded |
| 1952 Arthur R. Colman | 1969 Mrs. George E. Buch |
| 1953 Mrs. T.B. Hughes | 1970 E. Michael Berger, QC |
| 1954 Alex G. Pryde | 1971 Mildred Clark |
| 1955 Mrs. A.D. Grieve | 1972 Not awarded |
| 1956 Dr. W.P. Percival | 1973 Gordon Robertson |
| 1957 Mrs. Isobel Shuster | 1974 Maybelle Durkin |
| 1958 Mrs. R.D.H. Heard | 1975 Rev. William Clinton |
| 1959 Dr. Baruch Silverman | 1976 Not awarded |
| 1960 William Asherman | 1977 Patricia Lewis |
| 1961 Mrs. Rose Simon | 1978 Joan Riches |
| 1962 A.R. Hasley | 1979 Joan Mansfield |
| 1963 Paul Gerin-Lajoie | 1980 Fay Richardson |
| 1964 F.W. Price | 1981 Dorothy Chant |
| 1965 Mrs. J. Alan Scott | 1982 Gordon Perry |
| 1966 Not awarded | 1983 Barbara Milne-Smith |

Also in 1950, another Federation award was created, the President's Award, similar in value and nature to the Buzzell Award and given to the president on his or her retirement from office.

In 1973, thanks to the initiative and generosity of past president Doreen Richter, a new award was created to recognize an outstanding educator who had given long service to Quebec education and had encouraged the participation of parents. It was named after the first president of the Quebec Federation, Gordon Paterson. Winners have been:

| | |
|---------------------------|------------------------|
| 1973 Dr. L.P. Patterson | 1979 David Hill |
| 1974 Prof. Frank R. Scott | 1980 William Ralph |
| 1975 Winton Roberts | 1981 Margaret Seveigny |
| 1976 Ian Trasler | 1982 Ernest Spiller |
| 1977 Lorne Hayes | 1983 Lucien Rossaert |
| 1978 Lloyd McKeen | |

Canadian Mental Health Association Award winner:

1954 Mrs. G.B. Clarke

Canadian Centennial Medals (1967):

| | |
|-------------------|--------------------|
| Mrs. W.R. Abbot | John H. Purkis |
| William Asherman | T. McDade |
| Mrs. M. Kucharsky | Douglas Walkington |

Carol Lane National Safety Award and Province of Quebec Safety League Award (1967): Mrs. Ruth Cohen

... more key events in Federation history

HONOR ROLL OF SCHOOLS

| | | | | | | | | |
|--------------|---|------|--|---|---|--|--|--|
| 1945 | The Federation presented its first major brief to the Quebec government. On this occasion, the subject was tax assessment, but over the years parents' views on practically every subject related to children were made known to education officials and legislators. For the first 30 years most recommendations were for reforms and innovations, such as family courts, student insurance, high school driving lessons, safety programs, improvement of technical and vocational education, better training and working conditions for teachers, and many more. In recent years, briefs have tended to protest the government's chosen direction for change. | | tions favored separate English and French systems, while a sizeable minority favored the government's plan. | Port Cartier Preville | Port Cartier Preville (St. Laurent) | 1974 | 1976 | |
| | | 1974 | The Federation protested against language tests for 5-year-old children, which were being used in an effort to direct immigrants into the French-language system. The Federation also protested against the steady incursion of the education department into many key roles which had always been performed by school boards, such as the raising of revenue through taxes and the negotiation of teachers' salaries. | Prince Charles & T.H. Bowes Quebec City High Queen Elizabeth High Rabbinical College Rawdon Richmond Riverdale High Riverview Robert Jobber Rosedale Rosemere District Roslyn Rougemont Roxboro Royal Charles | Chomedey Quebec City Sept Iles Outremont Rawdon Richmond Pierrefonds Verdun Chateauguay N.D.G. (Mtl.) Rosemere Westmount Rougemont Roxboro St. Hubert | 1960 1956 1945 1974 1952 1970 1969 1966 1950 1968 1945 1947 1940 1956 1959 1951 | 1969 1974 1969 1976 1959 1974 1972 1973 1971 1972 1978 1963 1979 1959 1980 1966 | School closed. School closed. Began as Springfield Park in 1949. Became a French school. Incorporates Royal Vale and Mtl. West High. Became a French school. |
| | | 1975 | French immersion classes were springing up everywhere in the Protestant school system, although the provincial government didn't acknowledge their existence or provide any help. The Federation became embroiled in a protest over the use of minority-language grant money, which was given to Quebec by the federal government and was disappearing into the province's general revenues. | Royal Vale Russell Saguenay Valley/Arvida Sarah Maxwell Scotstown Inter. Seigniory Seven Islands Shaare Zion Shawbridge Shawinigan Falls High | Snowdon (Mtl.) Town Mt. Royal Arvida St. Laurent Scotstown Pointe Claire Sept Iles Cote St. Luc Shawbridge Shawinigan Falls | 1945 1956 1957 1949 1948 1966 1956 1954 1949 | 1970 1981 1978 1973 1966 1977 1965 1966 | |
| 1947 | A weekly 15-minute radio program was launched by the Federation, called Home and School on the Air. It ran for 16 years on CFCF, and provided useful information for parents, as well as excellent publicity for the Home and School movement. | | | Shawville High Sherbrooke High Sherbrooke/Lawrence | Shawville Sherbrooke Sherbrooke | 1944? 1955 1947 1955 | 1970 1967 1968 1961 | Amalgamated with Sherbrooke in 1961. Now includes Hopetown. School closed. |
| 1959 to 1961 | Operation Bootstraps, an extraordinary grassroots survey and study project, was undertaken by 49 local associations. The object was to assess every aspect of education — textbooks, services, teachers, the role of parents — and make recommendations to improve its quality and efficiency. | | | Shigawake/Port Daniel Sir Arthur Currie Sir Winston Churchill Somerled South Hull Souvenir Spring Garden | Gaspé area N.D.G. (Mtl.) St. Laurent N.D.G. (Mtl.) Hull Laval Dollard des Ormeaux | 1965 1957 1968 1958 1956 1965 | 1974 1970 1982 1968 | |
| | | 1977 | Bill 101, a Charter of the French Language, was introduced and hotly debated. In essence, the bill declared Quebec a French-speaking society, and relegated English to the same status as any other foreign language. In its brief to the legislative committee, the Federation argued passionately for retention of English as an official language, and for recognition of the legitimacy of the English-speaking community here. A Bill 101 Action Committee was struck to initiate and support legal action and a public protest campaign. | Ste. Adele St. Bruno St. Eustache Ste. Foy | Ste. Adele St. Bruno St. Eustache Ste. Foy (Que. City) | 1954 1954 | 1967 1973 1968 | |
| 1962 | At this time, of course, the whole province was waking up to the exciting period now known as the Quiet Revolution. The Parent Commission, set up to investigate Quebec's chaotic and outdated education system, heard the results of Operation Bootstraps in the form of a brief which ran to 45,000 words and included 176 recommendations. | | | St. Johns St. Lambert St. Laurent High St. Paul l'Ermite/Cherrier Stonecroft Strathearn Summerlea | St. Johns (St. Jean) St. Lambert St. Laurent St. Paul Pierrefonds Montreal Lachine | 1956 1948 1946 1956 1966 1955 1951 | 1973 1977 1961 1962 1981 ? 1983 | Was a H&S in 1941 School closed. Being amalgamated with Meadowbrook. |
| | | 1978 | A writ was filed with Quebec Superior Court on behalf of Quebec Federation and 17 co-plaintiffs challenging the French Language Charter. Five years later, this case has still not been heard. | Sunnydale Park Surrey Gardens Sutton High Tetrautville Thetford Mines Thorndale Three Rivers Thurso Inter. Twin Oaks Valcartier Village Val d'Or Valois Park Van Horne Verdun High | Dollard des Ormeaux Dorval Sutton Montreal East Thetford Pierrefonds Trois Rivières Thurso Ste. Rose Valcartier Val d'Or Pointe Claire Montreal Verdun | 1966 1958 1948 1950 1957 1961 1950 1952 1957 1960 1958 1946 1951 before 1948 | 1978 1971 1973 1976 1968 1974 1982 1974 1974 | |
| 1964 | As a result of the findings of the Parent Commission, the first provincial department of education was established. Many of the Federation's recommendations were implemented, and several members of the executive served on the first Superior Council of Education. | | | Vivan Graham | Pincourt | 1958 | 1980 | H&S ceased in 1974 and was reactivated in 1977. School closed 1980. |
| | | 1983 | The government introduced Bill 40, an ambitious plan to secularize and standardize the Quebec school system. In its original form, leaked to the public in 1981, the plan would have eliminated all school boards and unified schools into geographical regions. Widespread protest, in which the Federation took a major role, resulted in some concessions, notably the preservation of the PSBGM's 1867 boundaries and separate English and French systems for Montreal. However, Federation members are virtually unanimous in their opposition to the bill's plan to set education policy in Quebec City and require parents to administer local schools. A brief was presented to the legislative committee in November, 1983. | Wagar High Wakefield Inter. Waterloo Waterville | Cote St. Luc Wakefield Waterloo Waterville | 1966 1954 1960 before 1952 | 1962 1952 | |
| 1971 | The Quebec National Assembly passed into law a bill which paid Home and School the ultimate compliment of imitation: Repeatedly praising the Federation's concern and hard work, the government created school committees to give advisory powers to parents throughout the Quebec school system. | | | Westminster Westmount High Westmount Park West Park | Cote St. Luc St. Laurent N.D.G. (Mtl.) Cote St. Luc Westmount | 1968 1957 before 1945 1957 before 1944 | 1973 1965 1974 1979 1978 | School closed. H&S ceased in 1963 but reactivated in 1968. |
| | This year also marks the beginning of the period in which the Federation, in response to its members, began to dissent from some of the government's plans for change. A proposal which would have given Montreal Island unified, non-religious school boards caused controversy within the Federation itself. A majority of associa- | | | William Latter William Trenholme Willingdon | Ville St. Pierre N.D.G. (Mtl.) | 1950 before 1945 | 1969 | Became a French school. |
| | | | | Willowdale Windermere Windsor Mills Inter. Woodland Young Israel | Pierrefonds Beaconsfield Windsor Mills Verdun Montreal | 1966 1976 1945 1947 1951 | 1962 1964 1963 1962 | |

FOCUS on MEMBERSHIP

| | |
|---|-----|
| ALLANCROFT | 185 |
| AYER'S CLIFT | 19 |
| AYLMER | 43 |
| BAIE COMEAU | 0 |
| BEACON HILL | 171 |
| CARLYLE | 72 |
| CEDAR PARK | 114 |
| CHRISTMAS PARK | 202 |
| COURTLAND PARK | 125 |
| CHELSEA | 21 |
| DORSET | 110 |
| DUNRAE GDNS | 147 |
| EARDLEY | 80 |
| ECOLE PRIMAIRE BEACONSFIELD | 91 |
| ECOLE PRIMAIRE PTE. CLAIRE | 149 |
| EDGEWATER | 229 |
| EDINBURGH | 120 |
| ELIZ. BALLANTYNE | 125 |
| GARDENVIEW | 182 |
| GREENDALE | 134 |
| HAMPSTEAD | 78 |
| HOPETOWN-SHIGAWAKE | |
| PORT DANIEL | 25 |
| H. PURCELL | 75 |
| HOWICK | 20 |
| HUDSON | 238 |
| HULL | 40 |
| JOHN RENNIE HIGH | 83 |
| JOHN XXIII/DORVAL HIGH | 39 |
| J. RICHARDSON | 34 |
| KEITH | 74 |
| LACHINE HIGH | 151 |
| LASALLE HIGH | 20 |
| LINDSAY PLACE HIGH | 141 |
| MACDONALD HIGH | 132 |
| MAGOG (PRINCESS ELIZABETH) | 48 |
| MAL. CAMPBELL HIGH | 56 |
| MARY GARDNER | 17 |
| MEADOWBROOK | 153 |
| MOUNTROSE | 84 |
| MT ROYAL HIGH | 138 |
| NEW CARLISLE HIGH | 84 |
| NEW RICHMOND HIGH | 36 |
| NORTHMOUNT HIGH | 17 |
| NORTHVIEW | 154 |
| ROYAL WEST ACADEMY | 110 |
| SEIGNIORY | 170 |
| S. HULL | 82 |
| SPRING GARDENS | 65 |
| SUNNYDALE | 153 |
| THETFORD (Andrew S. Johnson — Mem. School) | 45 |
| THORNDALE | 123 |
| VALOIS PARK | 158 |
| WAGAR HIGH | 214 |
| WESTMINSTER | 153 |
| WESTPARK | 192 |
| WILLINGDON | 121 |
| WINDERMERE | 182 |
| WILLIAM LATTER | 18 |

The above represents the number of Local Home & Schools who have sent in their Family Membership lists to QFHSA office as of March 23, 1984.

Check with your membership chairperson to see that your school has submitted its membership list, and that it's up to date.

The membership fee

Why should I belong to QFHSA? I am only interested in my children's school(s) - what happens to this \$5.00 membership fee? What can I expect in return for my \$5.00? Here are some answers.

1. \$0.50 of your membership fee goes to The Canadian Home and School and Parent-Teacher Federation*. Your contribution helps to strengthen the educational circle by calling for equalization of educational opportunities for ALL CHILDREN in Canada.

2. \$2.50 pays for each family's subscription to the NEWS which is published 5/6 times a year and mailed directly to the home of each family member. Our newspaper, a volunteer effort, enjoys a reputation as a well informed vehicle for disseminating information on educational matters - locally, provincially and from across Canada.

3. \$2.00 pays for everything else! To be effective a provincial group must be able to coordinate services. Thus it is necessary to have:

a) a central office and a secretary.
b) Communication services: mailings to Presidents, kits to Membership and Publicity Chairmen.

c) Conferences - to promote local associations. (We will send speakers if requested by a local association).
• Fall (leadership) Conference
• Mid-term Presidents' Meeting
• Annual General Meeting
d) Travel - sending QFHSA delegates to other provinces' AGMs where possible; attendance at conferences and/or workshops organized by other educational bodies. Delegates from locals are often asked to attend, e.g.

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

Situation

normal!

Once upon a time, there were four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.

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

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

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

Area Representative Travel Expense - we pay the travel ex-

Affiliate Memberships of School Committees/Parents Committees

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

Centennial Regional High School S.C.
Gault S.C.
Ormsworth Elementary S.C.
Sherbrooke Elementary S.C. (all members joined as individual Supporting Members)
Jewish People's Peretz Schools
Massey Vanier S.C.
Beechwood S.C.
Lakeshore School Board Parents Comm.
South Shore Protestant Regional Sch. Brd. Parents Comm.

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

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

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

*QFHSA has agreed, on a part-time basis, to give \$0.75 for school year 1983/84.

Affiliate Memberships of School Boards/Trustees

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

APPLICATION - QFHSA

Supporting (Family) Membership \$ 5.00 ☐

Affiliate (Group) Membership \$25.00 ☐

eg. School Board
School Committee

Name: _____

Address: _____

Postal Code: _____

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

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

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

Canadian Youth and Physical Activity

Young people aged 10-19 have more in common with adults than boys and girls in that age group have with each other, reveals this report, one of a series based on the Canada Fitness Survey.

Examining physical activities, attitudes and health practices among Canadian youth, the survey, funded by Fitness and Amateur Sport, found similarities between youth and adults but also important differences in their outlook and habits.

For example, before 18, boys are more active than girls, but at 18-19 they drop activities so quickly girls surpass them.

- Other interesting differences:
- girls smoke more, while boys drink alcohol more often;
 - girls watch diets more closely, eat more fruit, fewer fatty foods and less salt, but they eat proper breakfasts less often and have fewer regular meals. They also attach more importance to watching their weight;
 - boys are more likely to believe that regular physical activity and not smoking are important for their health;
 - girls display greater interest in becoming active and a partner or supportive friend is more important to them than to boys;
 - boys favour activities such as hockey and soccer while girls prefer skating, dancing, and gymnastics.

Both sexes agree, however, that having fun is the main reason to be active and that lack of time because of schoolwork is the principal obstacle to becoming more active.

But it is the similarities between young people and adults that impressed the authors of the study. A few examples:

- five of the six top choices of activity — walking, jogging, running, home exercises, bicycling and

swimming — are the same for youth and the general population.

- young people agree with adults that having fun and feeling better are the two most important reasons for being active;
- lack of time is seen by all as the main obstacle to activity;
- changes over the years 10-19 involving less activity, more smoking and drinking and fewer breakfasts bring youth and adults closer in habits that may affect health.

Dr. Blake Harris, senior consultant, Fitness Canada, Fitness and Amateur Sport, explains that such reports give to both Canadian researchers and program-planners an opportunity to ex-

plore and understand our young people's values from which more effective ways can be found to deliver relevant programs.

"It also provides valuable information for politicians at the three levels of government to get a perspective on the fitness needs of youth toward which funds and programs can be directed," adds Ferris.

Single copies of the report may be obtained by sending a 9 x 12 self-addressed envelope to the Canada Fitness Survey, 506-294 Albert, Ottawa, K1P 6E6. Multiple copies are available at \$4.00 each including postage and handling.

NPAW: May 13-21, 1984

Get up and go — all year long

The second National Physical Activity Week has been set for May 13-21, and the theme this time is "Get up and go!" For that week, schools are encouraged to organize running/movement activities in physical education classes and as intramural activities. The program is sponsored by the Canadian Intramural Recreation Association (CIRA) and the Canadian Association for Health, Physical Education, and Recreation (CAPHER).

Last school year approximately two million students across the country participated in events organized for the first National Physical Activity Week. "The success of National Physical Activity Week was due, in no small part, to the leadership shown by physical education teachers across

Canada," says Wendy Dahlgren, president of CAPHER.

A colorful poster and a resource package were being prepared to be sent to schools in March. Ontario teacher Brian Cressman and Alberta teacher Phil Carlton worked on the materials.

The kits will give teachers in both elementary and secondary schools good ideas for activities to cover all aspects of a daily quality physical activity program and will serve as an additional resource for use long after National Physical Activity Week is over.

Further information is available from Danielle Proulx, Program Coordinator, CIRA/CAPHER NPAW Project, 333 River Road, Vanier, Ontario K1L 8H9.

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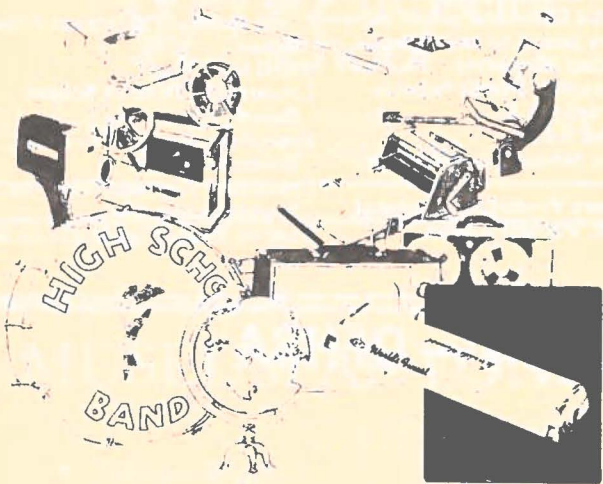
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FOCUS on the LOCALS

NORTHVIEW

How one school organizes its computer training

The use of computers in the school is a hot topic among parents, educators and administrators. As computers become more available, numerous questions must be resolved. Which microcomputer and which program is most suitable for the age level of the students? Who will teach the computer course? Which students will have access? Is there storage space providing adequate security?

For the past year, Northview School has been experimenting with ways to introduce students to the Apple II Logo Program. The school has two Apples, and a printer purchased by the local Home & School. A third computer, also partially funded by the local, is on order.

Teacher Colin Legalt has become Northview's computer resource person, and has taken special courses and workshops. Other teachers have also taken professional improvement courses in computer study offered by the Lakeshore School Board. Student computer time, however, is supervised by 20 volunteers, who have participated in courses taught by board computer consultant W.B. Corrigan and Colin Legalt. Home and School volunteer Diana Pope coordinates the parent/classroom scheduling.

The objective of our computer program is to encourage students

to become comfortable with this new learning tool. Students learn the Logo language in an experimental way, guided by the volunteer supervisor. Objectives are suggested for each week of computer time, but there is no formal testing. By the end of the year, students will learn to prepare their own disks and to write procedures.

Due to a limited number of computers, Northview has set up a schedule of access for Grades 2, 4 and 6 on a rotating basis. The computers are also available to families when not in school use.

A proposal for a Kindergarten computer pilot project has been submitted to the board for consideration. Further information on Northview's computer program is available from principal Fred Argue, teacher Colin Legalt, or coordinator Diana Pope, 697-1420.

Featured nationally

Carol Ohlin, the indefatigable local president at Northview Elementary in Pointe Claire, has found time to read through the minutes and records of the school's first quarter-century, and has published a brief history for current parents and staff of the school's growth and development.

The school was built in 1957, and the local was organized the same year. It has bought gym



Northview Grade 4 student Andrea Quesnel beams with delight at the Turtle Graphics displayed on the screen of the Apple computer.

equipment, encyclopedias and other library books, duplicating and sound equipment, carpeting, coffee pots and computer programs. Its latest gift to the school, in March, was a \$1,500 stage system.

The local has written briefs about educational issues, sponsored field trips, social evenings and parent education, and ran an after-school ballet program which lasted over 20 years.

Northview is so good at raising money (about \$7,000 last year) that it was featured in an article entitled "Parents to the Rescue"

in a March issue of *Maclean's* magazine, which is widely read across Canada. Also featured was Sunnydale School, another champion fund-raiser.

The *Maclean's* article hailed the efforts of parents to fill in the gaps created by cutbacks in government spending on educational "frills," but pointed to strong objections from some critics, who say such aggressive parent output widens the gulf between haves and have-nots, and lets school boards off the hook.

Carol Ohlin



After successfully completing the requirements of the babysitting course, Grade 6 students from Northview School proudly display their Red Cross babysitting cards. The eight-week course was taught by Home and School volunteer Angela Wentzel. Due to popular demand, another course for additional students will be taught in the spring. For parents looking for qualified babysitters, the students' names were printed in the school monthly newsletter, "The Hibou."

NEW RICHMOND

Students speak out for prizes

The New Richmond High School Home and School Association held the first public speaking contest in many years on Feb. 21.

Seventeen students from Grades 3 to 8 addressed an audience of 80 parents, teachers and students on a wide variety of topics.

Speaking for the panel of three judges, Mr. Phil Doddridge said all the speeches showed praiseworthy research and effort.

First prize winner of a trophy donated by the Branch family was Stephanie Barter, for a speech on space exploration. Stephanie also won a \$50 bank deposit.

Second prize of \$20 was won by Sharon Pidgeon for a speech on drug abuse, and Hany Elereksousy won \$10 for his talk on computers.

Elementary students won prizes, too. Shelley Campbell won a Home and School trophy and a \$50 bank deposit for a touching speech on child abuse. Johanne Fallow won \$20 for an entertaining address entitled "Kids are People, Too," and Marvin Sinclair won \$10 for a speech on "Where I'd Like to Travel." Colleen Campbell, the youngest participant, won an honorable mention for her superb delivery.

LINDSAY PLACE

Let's hear it for the non-smoking generation

Lindsay Place High School in Pointe Claire has enthusiastically participated in a national campaign designed to show students that it's definitely not cool to smoke.

Fran Lowry of the local Home and School found community members who would add prizes to those donated by the students' council, the school committee and the physical education department. The provincial Home and School gave a dictionary as a prize.

Sally Forbes, the school nurse, wrote to the local to thank them for their support. Her letter says, in part:

"The entries received were exceedingly good, with the largest response in the poster and slogan category. In fact, there were over 400 posters submitted, several articles, skits and poems. I believe the most worthwhile learning experience is usually when the students themselves participate. Although everyone cannot be a winner, the reward for each participant is really ensuring his or her own good health by being a non-smoker."

The prizes selected have been specially chosen to emphasize Canadiana — Canadian writers, artists and photographers. Judging was based on originality, creativity and clarity of the message with emphasis on the positive.

Here is a list of the winners in the National Breakaway Generation Non-Smoking Campaign at Lindsay Place:

Poster/skit, Eva Plainou; article, Elysa Schwartzman; poem, R. Green; poem/skit, Duane

Fougere, Allan Tanguay and Steven Waters; skit, Anita Serur; French skit, Warren Kwaunick and Jordan Freed; posters, Liz Morales, Sue Khan, Tracy Houston, Alex Spiliotakis, Colin Ramlogan, David Otley, Jennifer Wilson, Peggy Epstein, David

Leibov, Heidi Miller, Esther Georgekopoulis, Corrie Knox, Richard Shimotakahara, Andrew Belson, Kenneth Takabe, Natasha Arora, Kirsten Rodger, Morti Braut; slogans, Orit Sheck, Neesa Harroche, Rowena Borenstein and Leanna White.

KEITH

Keep the pages turning

The past couple of months have been very busy at our school. The month of February was "I Love to Read Month."

Various activities, such as a bookmark-and-poster contest, oral reading competitions, a guessing game based on book characters, movies, videos, and individual class projects were thoroughly enjoyed by children, teachers and parents.

The Shoestring Shakespeare Company presented *Twelfth Night* to Grades 4 to 6. Our thanks to Bev Layton for helping prepare the children.

Youth Theatre entertained children in kindergarten through Grade 3 with a play called *The Capetown City Kite Crisis*.

Grade 4 children enjoyed a sugaring-off party at St. Joseph-du-Lac.

Parent volunteers have been working diligently with our librarian, Elizabeth Phelps, to complete the computerization of our library. All their efforts are gratefully appreciated.

A Mini-Olympics Night was held and it was enjoyed by everyone. Our thanks to the staff for making it so successful.

Our chocolate bar drive will be held in April with most children actively participating.

J. Cloutte

SUNNYDALE

Parents enjoy music

An evening concert involving 10 classrooms of children in Grades 1 to 5 was held Feb. 15 for friends and family. Merrill Roth teaches this music program, which is funded by the Home and School local. She enthusiastically did extra work with the children in preparation for the concert, which was enjoyed immensely by all. Merrill is also preparing a musical play for the Grade 6 students to present this spring.

The computer program headed by Home and School volunteers Carol Shattner and Carla Levine and assisted by other volunteers continues to operate with success. Plans are underway to add more software and a printer.

Rhona Deitchman

FOCUS on the LOCALS

EDGEWATER

Parents learn about Youth Protection Act

At a recent meeting of the Edgewater Home & School, there was a presentation on the youth protection act. Special guests for the evening were Don Smith, an MUC police constable who works in the youth division, and Laurie Boucher, youth protection director for Ville Marie Social Services.

Mr. Smith discussed the role of the police in dealing with children in trouble with the law, and with children that are in danger. He spoke about the various reactions police officers have to the law.

Mr. Boucher began his presentation by discussing the aims of the act. The law is aimed at protecting children from newborn to 18 years of age. It is aimed at protecting two types of children: those who are in danger, whose security

or development is compromised; and those aged 14 to 18 who commit delinquencies.

Mr. Boucher then discussed the principle on which the law is based: that children have a number of rights, including:

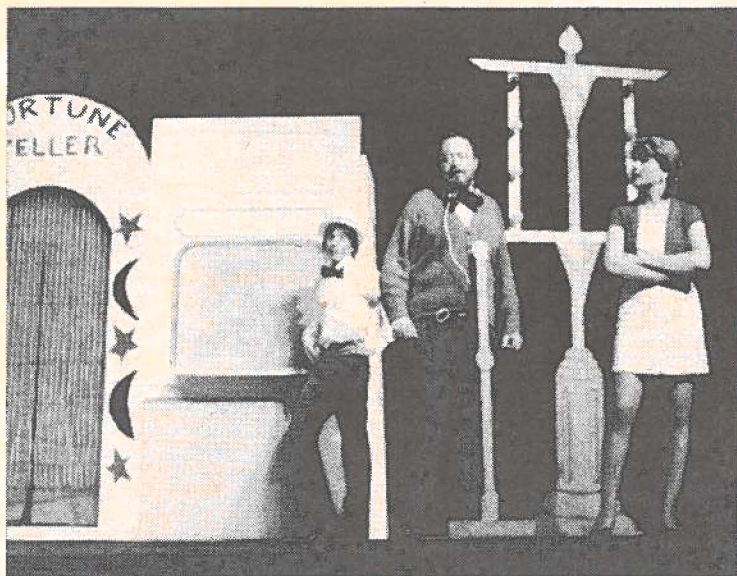
1. the right to remain in their natural milieu and to be treated there,
2. the right to be informed as to what is happening,
3. the right to be consulted about measures that are to be taken,
4. the right to be considered innocent until proven guilty,
5. the right to a proper and complete defence, and
6. the right to be heard before a judge.

Mr. Boucher described the duties of the youth protection director in great detail. The primary aim of working with children in danger is to ensure that they will be safe and, preferably, that they will eventually be returned home. When dealing with delinquents, the aim is to see that they accept responsibility for their actions, that they stop their criminal acts and, it is hoped, that they turn out to be responsible adults.

The presentations were followed by a discussion and question period. Some of the topics covered were cutbacks in social service budgets; options available to parents who feel they can no longer cope; dealing with emotional maltreatment; procedures followed as a result of a citizen report; rights and responsibilities of social workers; symptoms of potential problems that parents can identify; criminal records; the Shawbridge detention centre; and abused children.

The meeting was very successful. It was very informative as to the aims and principles of the law and how these are applied. It also served to allay many misconceptions about the law and it promoted many thought-provoking discussions on the topic.

Diana Jackson



DORVAL/JOHN XXIII HIGH students Chris Emanuel and Denise Boucher and teacher Basil Holland on stage during a performance of Thornton Wilder's *By the Skin of Our Teeth*. Traditionally, the annual school play involves both students and faculty members. This production of Wilder's bittersweet American classic was presented March 29, 30 and 31.

WESTPARK

Champion Tag Day volunteers

Westpark Elementary School in Dollard-des-Ormeaux has the distinction of being the school that collected the most money for the Quebec Society for Disabled Children again this year. The children in Grades 3 to 6 did a super job, and collected \$3,242.03.

Mrs. Elizabeth O'Connell, director and Tag Day co-chairperson (English sector), came to the school to officiate at a draw for a Canadian coin set donated by the Society. Ervin Sebag, a Grade 4 student, was the lucky winner. A second draw was held for a child's portrait photograph, donated by Drummond Photos, and the winner was Michael Bale, Grade 5.

Over the past five years Westpark children have collected more than \$10,000 for the Society! The Home and School local is treating all the children in the school to ice cream sundaes for their wonderful effort.

Margaret Packwood

WILLINGDON

Fun fair up the street

If you're not planning to attend the annual general meeting's second day, you might want to take in Willingdon School's Fun Fair, from 10 a.m. to 1 p.m. on Saturday, May 26.

The Home and School local plans to stage a bike decorating contest and games and sell food and drinks, crafts, attic treasures, baking and toys. The school is on the corner of Terrebonne and Royal in N.D.G.

COURTLAND PARK

Students enjoy chess and folk dancing



Members of the Courtland Park chess team enjoy a game at lunch. From left, standing: Neil Peden and Jason Nelson, Grade 6; Ian Harrison, Grade 3; Matthew Dinsmore, Grade 5. Seated, Luke MacQueen, Grade 4 and Anthony Nelson, Grade 5. Kneeling, Brian Wright, Grade 4.

Courtland Park School is proud of its chess club, which competed in a board-wide tournament only weeks after some members learned the game, and did very well.

Jason Nelson won a trophy for defeating all other Grade 6 contestants in the Protestant School Board of Greater Montreal tournament. Jason has had some experience playing in tournaments before, and it was on such an occasion that his mother met Andy Fletcher, a member of the Montreal Chess League. Mr. Fletcher started coming to the school to

give lessons, and his help was greatly appreciated.

Courtland Park also had some winners in the PSBGM Fine Arts Festival. Both the kindergarten and the Grade 3/4 folk dancing won in their classifications. In all, four folk dancing groups entered the festival. It's a popular activity at Courtland Park.

The Grade 6 classes recently enjoyed attending a dress rehearsal of the Lachine High School student production of *Witness for the Prosecution*, a courtroom mystery with a surprise ending.

MEADOWBROOK

First dance was a smash success

"It was easy money!" says Wendy Mackay, who helped organize the first fund-raising dance for Meadowbrook Elementary in Lachine. With relatively little effort, the local made a profit of \$1,000 and the 200 people present had a wonderful time, dancing to a professionally manned sound system and taking advantage of a cash bar.

"The fact that we held it at the Maison du Brasseur was a big factor, because it's such a lovely location," she adds. The Maison du Brasseur is a restored stone building on the shore of Lake St. Louis, only blocks from the school.

Meadowbrook parents, staff and students were also pleased with the sale of chocolate Easter bunnies, which they acquired from the Jean and Charles company. They resold them to the children without canvassing door-to-door, and made \$1,000 profit. The 100 leftover bunnies were donated to senior citizens.

The school plans a bicycle sale soon, and they'll combine it with their second annual bottle and newspaper drive. Unlike the dance, Wendy says, the paper drive is "a lot of work. But we also look on it as a community conservation project." Meadowbrook's traditional pre-Christmas fund-raising event is a bazaar on

which school families contribute items.

Lunchtime programs directed by Home and School volunteers are thriving. They include chess, macrame, knitting, and, for the youngest children, Orff method music classes.

VALOIS PARK

Bike rodeo

The Home and School at Valois Park, in Pointe Claire, is going through a busy time organizing various events. A survey went out with the newsletter in March trying to get feedback from all the parents in the school. Part of this survey was directed to the children, and a separate one was sent to the staff. We hope the results of this will help us when we are organizing future events.

We are already working towards next year's fair, setting up craft-making sessions for both adults and children. We also have a contest for a new name for our fair.

Our Bike and Summer Sport Equipment Sale was held March 31 and our Bike Rodeo Committee is getting down to the final planning stages.

Tina Townsend

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HERBERT PURCELL

Buildup to speech night

On March 28 we had a successful used book sale, run by Diane Ball and Janet Phillips, with help from Maureen Cogdale. Margaret Evans ran a table which sold cupcakes to the children. Mrs. Van Orenburg helped her in the morning, as did several other parents. Between the two events we raised about \$340.

Our elections will be May 15. We need parents to attend and take part next year. Our committee is much too small to function properly for the next school year, so help us out, parents, by attending.

Coming up is our Grade 6 dance and fantastic plans are in the works. Field Day plans are in the making: ribbons are being ordered and there will be treats for each child.

Coming up in May: our Speech Night, in which 10 finalists will compete and one child will win a trophy.

Susan Wrensch

FOCUS on the LOCALS

BLACK CAPE

Gone but not forgotten

A local reporter recently wrote a brief history of the first consolidated school on the Gaspé coast, and some of the details make interesting reading today.

When Black Cape Consolidated opened in October, 1931, it had two teachers: Miss Annie Denison, the principal, taught Grades 6 to 9, and Miss Ruth Burton taught Grades 1 to 5.

Three years later, a two-room extension was added to the school. Addison McNair, who was in charge of the construction, earned \$1.50 a day, and the men under him were paid \$1 a day.

Three more teachers were hired. Their salaries ranged from \$36 to \$50 a month.

At first, children were taken to school in vans pulled by horses, but these eventually gave way to buses and snowmobiles.

Black Cape Consolidated was closed in 1959 when another school was built in New Richmond. The local newspaper article names 17 former teachers still living in the area, no doubt well remembered by their many pupils.

NEW CARLISLE

Students present Loyalist play

Students of New Carlisle High School entertained local Home and School members recently with a play celebrating the Loyalist heritage in their community. The play was followed by an address by Enid Bechervaise

on Loyalist celebrations planned throughout eastern Quebec for this summer.

The Loyalists were the settlers in British North America who refused to join the uprising against the Crown in 1776. Fearing for their safety, they abandoned their farms and businesses, and migrated north by the thousands to start over in what is now southern Ontario and Quebec.

To be of Loyalist stock is the proud claim of many Canadians, some of whom will be spending their summer vacations in New Carlisle this year.

HOPETOWN

Students remember Terry Fox

Students in the Hopetown and Shigawake-Port Daniel area must have good, strong legs. Last fall the Hopetown School children walked around their school 25 times to commemorate amputee Terry Fox, and the Shigawake-Port Daniel school children raised \$1,043.95 in their Terry Fox Run for cancer research.

Newsletters for those two schools have an interesting feature. Every month they include a brief profile of one of their teachers, illustrated with a portrait by a student artist.



These are the well-spoken participants in the New Carlisle Home and School's public speaking contest, held March 21. Topics covered a wide range, including "Man's Best Friend," "The Meaning of Easter," "Pollution," "The James Bay Project," and "The Loyalists," among others. First prize winners, who received a trophy and a \$50 bank deposit, were Kevin Gallan and Lori Ann Day.



SAFETY SCENE



Roller-skating can be safe

Youngsters are becoming adept at roller-skating in ever-increasing numbers. It takes a lot of practice and is often accompanied by falls, some bad.

Mindful of roller skating's growing popularity, the Quebec Safety League offers the following information and advice in the hope of reducing the threat of injury to youngsters involved in this sport.

- Buy skates that fit well. For children, choose shoe skates that fit their present foot size, not a pair they can "grow into". Avoid hand-me-downs that don't fit.
- Learn to perform basic skating manoeuvres well before attempting more complicated manoeuvres.
- Caution children against roller-

skating on the street or on crowded sidewalks.

- Try to break your fall with your hands, and avoid landing on the flat of your back or your head.
- Take off roller-skates before crossing streets.
- Keep equipment in good repair. Do not skate on wheels that need repair.
- Keep parts tightened. Have broken straps of strap-on roller skates replaced immediately.
- Protect your head and your teeth with a good head protector.
- Avoid skating too close to others, they can stop abruptly in front of you or skate across your path and cause accidents.
- Remember that roller-skating in traffic is a definite hazard.

Is faster better?

The Minnesota Safety Council recently duplicated an experiment that used to be conducted regularly in Europe. Two drivers travelled over the same 1,000-mile route in similar vehicles.

The fast driver passed 2000 cars, braked 1339 times and covered the distance in 20 hours and 12 minutes.

The slow driver flowed with

traffic, passed only 13 cars and braked 562 times. It took him 20 hours and 43 minutes - only 31 minutes longer than it took the fast driver.

The faster car used 10 gallons more gas, and the driver's pulse rate rose because of the tension and risks he had taken.

Is faster better?

Few teens buckle up

A survey conducted in the United States last year by The Insurance Institute for Highway Safety (IIHS) found that high school students, who are more frequently involved in accidents than older drivers, also tend to use safety belts less frequently than adults.

Researchers observed student drivers in the parking lots of six high schools in the Washington and Baltimore areas and compared their belt use with that of other drivers in the vicinity. At five of the six locations, more than twice as many non-students used belts than did the students; and at three locations, the non-students' use was more than five times as high. Student belt use ranged from one per cent to 21 per cent while non-student use ranged from 8 per cent to 31 per cent.

But for both students and non-students, belt use varied directly with the socio-economic status of the area. Belt use was highest in areas with the highest housing values, and lowest in areas with the lowest housing values.

Traffic volunteers to be insured?

In a recent issue of the NEWS there were a couple of stories on the use of school brigades. In many ways, it is an easy solution to a growing problem, but not without at least one drawback. The March issue of the NEWS reported a letter to the editor of the Lakeshore News & Chronicle (See Traffic volunteers not insured, page 5) from Virginia Bell stating that the volunteer is NOT protected by any insurance.

This matter was discussed at the February 16th meeting of the Comité de concertation (see Safety Programs, A "serious look"). It is of much concern to the comité as the number of school brigade members is increasing regularly. (In 1982 there were 4932, increasing to 8938 in 1983).

With the relatively new insurance laws in effect, especially where the Régie d'assurance automobile du Québec is concerned, any injury resulting from a traffic accident is covered by the R.A.A.Q., and you can no longer sue a party for damages above and beyond what the R.A.A.Q. pays. However, there are gray areas and a sub-committee has been set up and includes representatives from the R.A.A.Q., the Club d'automobile du Québec, the Fédération des commissions scolaires catholiques du Québec, and the Ministry of Education. This committee will present at our next meeting (April 26) a written report on the civil responsibility of the school brigades.

Infant Auto Seat

Loaner Program Coming to Quebec

A brand new program aimed at young Québec parents, more specifically at newborn children - and involving the loan and/or rental of infant auto seats, will be launched in the coming months by the Québec Safety League. The prime objective of the campaign is to make infant restraint systems easily accessible to all new parents to help them insure full protection of their newborns in automobiles from the very first ride on.

The Québec Safety League will loan the infant auto seats to those organizations interested in offering them for rent in their respective communities at a very modest price.

The program is made possible through the generous assistance

of La Régie de l'assurance automobile du Québec, the Department of Social Affairs (Québec) and Bo-Beep Inc.

For further information, contact Bella Lafontaine at the League: (514) 482-9110.

Keep bathroom door closed

A letter in the "Dear Abby" column underscores the need for parents to consider all possible hazards while child-proofing their homes.

A couple wrote to relate how their baby daughter wandered into the bathroom and was found face-down in the toilet bowl minutes later. The child drowned. The letter-writers pleaded with parents to keep toilet lids down and bathroom doors closed when

toddlers are around.

Ed. note: This article, as many that appear in the NEWS, was taken from SIGNAL, the official bulletin of the Québec Safety League. In a tragic sense of irony, after receiving this particular copy of the SIGNAL, a news item from western Canada reported the death of a 15-month old Vietnamese by drowning in a diaper pail in a day-care centre!

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SAFETY SCENE



SAFETY SCENE



Opération Printemps 1984

Bicycle safety – everyone's concern

Le Comité provincial de concertation sur les programmes de sécurité routière en milieu scolaire has prepared a bicycle safety program suitable for two age groups: 4 to 9 years old and 10 to 12 years old. The two main objectives for this year are "being seen" and "driving with the flow of the traffic."

The month of May has been designated as "Bicycle Safety Month" in the Province of Québec.

A couple of points were raised at the Comité's meeting and should be noted by anyone organizing bicycle safety programs. First of all the Club d'Automobile du Québec shall distribute, free of charge, their pamphlets on bicycle safety. Please note that this offer lasts only until their supply runs out.

Michelin program outdated

The representative from the Conseil scolaire de l'Île de Montréal brought up the subject of the Michelin Safety Kit which contains a section on bicycle safety. The Régie d'assurance automobile du Québec representatives warned that Michelin's information on bicycle safety no longer conforms to the Provincial Highway Safety Code. The Ministry of Education also noted that the pedagogical character of the kit should be revised. The Comité then proposed that Michelin be approached and asked to revise their kit. In fact the Comité would like to see a close co-operation with Michelin.

Subtle messages used

The kit that has been prepared by the Comité contains elements of messages subtly prepared. On the cover a young boy and a young girl are seen cleaning a bicycle. It is hoped that this will encourage our young people to prepare their bicycles for the riding months ahead. Too often children take their bicycles right out of Winter storage and ride off with them. The intriguing part is that their parents let them.

The Code prohibits



Another subtle point is made. Throughout the program the term "driving a bicycle" is used as opposed to riding a bicycle. It was felt that the word driving would elicit the thought of driving a vehicle, which somehow demands care and the following of rules, whereas riding simply denotes pleasure.

Message from the President . . . Summer Safety Campaign '84

The Canada Safety Council's 1984 Summer Safety Campaign was held from May 1 to 7. It focused attention on the special care needed to prevent the accidents that are so regularly associated with school holidays and vacation time. Statistics show that of the about 3,300 accidental deaths in Canada during June, July and August of 1981, approximately 1,700 occurred on our crowded highways, 440 were the result of falls, while water sports claimed another 500. In addition, many thousands suffered painful and crippling injuries.

The facts are clear. An increased level of care and attention to safety is needed, especially in the home and family environments, if summer-time accidents are to be prevented. For example, cycling by children, teenagers and adults is on the increase. This healthful exercise and efficient means of transportation can be dangerous unless special attention is paid to safe riding practices. Do your part to ensure that cyclists and motorists "Share the Road" for safety.

We have chosen "Safety is Always in Season" as the theme for our 1984 Summer Safety Campaign to emphasize that, while the need may be greatest in the high accident summer months, safety awareness should never take a holiday. Practice safety at home, at work, while on vacation and during recreational pursuits. Encourage others to do the same and enjoy its benefits throughout the rest of 1984.

W.L. Higgitt

Program covers wide area

The program is designed to cover a wide area of bicycle safety and bicycles in general. A brief history about bicycles can be told to the 4 to 9 years old and the 10 and 12 years old can use the same information to make a presentation. There is a list of laws governing bicycles and another for the cyclists. There is also a series of instructions for safer cycling.

A substantial vocabulary list with regard to bicycles and bicycle safety will help the young cyclist learn the meaning of these "strange" words. There is also a hidden word game, as well as a self-evaluating questionnaire. A list will help the children check their bicycle in the Spring for road readiness.

Other activities include drawing a bicycle and the safety accessories required by law, making a safety poster, writing a safety essay, etc.

Also available: "For a safer ride" pamphlets and "Be seen" posters. You may obtain these, as well as the "Opération Printemps 1984" kit by writing or telephoning:

Programme de la bicyclette, Régie de l'assurance automobile du Québec, 880, Chemin Ste-Foy, 5e étage, Québec, G1S 2K8, (418) 643-1878

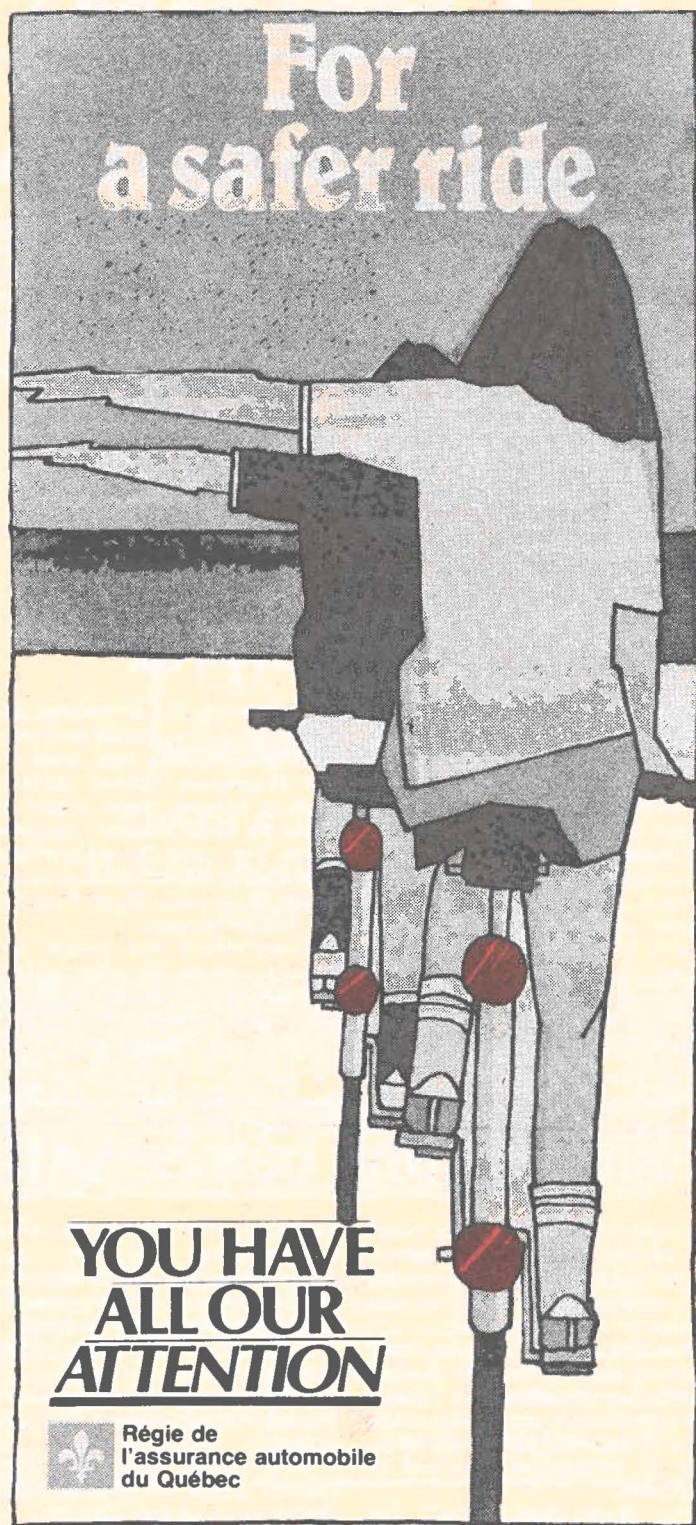
The pamphlets and posters are available in both French and English. Also available, in French, at McDonald's Restaurants, a 26-minute video-cassette VHS 1/2-inch or a 3/4-inch video-cassette from the R.A.A.Q. address. The video-cassette is titled "La sécurité à bicyclette".

Note: The English version of this cassette is available on 16 mm film through

McDonald's Restaurants, 2900 de Miniac, St-Laurent, H4Z 1N5, (514) 331-7090

The only drawback is that the film version does not entirely conform to the new Highway Safety Code. Should you use this film the discrepancy will have to be emphasized for the viewers. The H.S.C. is quite specific about the reflectors required on a bicycle.

Ed. note: Some printings of "For a safer ride" show that the left or right hands may be used to indicate a right-hand turn. Of course the left hand is always used to signal one's intentions.



SAFETY PROGRAMS

A "serious look"

In the March issue of the NEWS you will recall reading an article *Safety Programs, Let's take a 'serious look'* (page 13). The Safety Scene editor took part in the February 16th meeting and reports the following.

The committee is known as 'Comité provincial de concertation sur les programmes de sécurité routière en milieu scolaire'. What a mouthful! Basically it is a committee composed of civil servants from the Provincial Ministries of Education and Social Affairs, and from the Régie d'assurance automobile du Québec, as well as people from the Club d'automobile du Québec, Conseil scolaire de l'Île de Montréal, the Red Cross, the Provincial Block Parents Committee, UNICEF, school principals and police officers from both the Québec Police Force and different municipal forces throughout the Province.

Although the February 16th

meeting was the third "get-together" of the group, it was officially the second meeting. (The first meeting on November 22, 1983, being "over-burdened", was continued on December 8.)

The second meeting dealt with many things. First of all there was approval of the minutes with certain corrections and additions. Among the items is the proposal to invite representatives of the following organizations to attend our meetings: Fédération des comités des parents, Association des cadres scolaires du Québec, Québec City Police Force, Association des régisseurs du transport scolaire, Fédération québécoise des directeurs d'école, and Association des chefs de police et pompiers de la province de Québec.

Mandate revised

The mandate of the Comité was revised and corrected. It now reads:

More SAFETY SCENE

on page 15

1. to evaluate the methods used to promote the safety of students as public road users.
2. to establish co-operation amongst participants and to concert the development of methods to promote safety of students as public road users.
3. to determine the level of involvement of the participants in the developing or the relaying of methods to promote the safety of students as public road users.

The highlight of the meeting was the bicycle safety program. (See the article *Opération Printemps 1984*).

One other important item was discussed. (See item *Traffic volunteers to be insured?*)