



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Bill 3 Becomes Law 3

On December 20, 1984, Bill 3 — The Act Respecting Elementary and Secondary Education — was passed in the National Assembly. It is worth highlighting events leading up to and including the vote on this very important legislation. Prior to the vote only 27 articles had been reviewed, 300 amendments were introduced during the last days of debate, the Liberal protested the 'guillotine' of closure.

The Liberals refused to vote on Bill 3 since sections of the Bill contained articles identical to those in Law 57 (re taxation). On December 20th, just before the vote in the National Assembly on Bill 3, the Supreme Court of Canada had ruled that Law 57 was unconstitutional.

Many organizations, including

Quebec Federation of Home & School Associations, had demanded that Bill 3 be submitted to the Quebec Court of Appeals to test its constitutionality before passage, but this had been steadfastly refused by the government.

School boards, both Catholic and Protestant, are now preparing legal positions. Injunctions will be sought at the appropriate time in advance of any implementation of the Law.

A complete text of Law 3 was unavailable even in mid-January so it is difficult to comment on its overall content. The QFHSA Task Force on School Reorganization will continue to monitor the legislation and its implications for the future education of students in this province. Please contact your local Home & School Association,

School Committee, School Board and/or our office for further information. Write or call your local MNA and make known your con-

cerns. Further updates will appear in the March/April issue of the NEWS.

Where do we really stand in law?

Were you amused, intrigued or offended by political events of the past few months? Prime Minister Mulroney lunching with Premier René Lévesque in the National Assembly, both grinning like Cheshire kittens. More recently the Prime Minister lunching with Liberal leader Robert Bourassa, followed immediately by a TV conference at which it was stressed there will be no provincial conservative party this time around to split the anti-PQ vote. This assur-

ance despite the fact that TV viewers had witnessed interviews a week earlier with organizers of a fledgling Tory provincial party who were targeting 25 seats in the next provincial election.

However you respond, you were a witness to the political realignment going on in Quebec. That change is reflected in the new political language - reconciliation. It is the language of national unity expressed as a commitment to fellowship among citizens. It is a language of trust built on the faith of social comradeship.

Unfortunately Quebec's record of provincial governance since 1974 has severely tested the public's confidence that Quebec Nationalists know how to manage public goods such as schools, parks and hospitals in such a way that every citizen feels he/she is being treated with respect. What Quebec politics needs, in short, is a recognition of its demographic plurality by respecting the equality of official languages.

The letter below to Prime Minister Mulroney stresses that the prerequisite to national reconciliation is a meticulous respect for linguistic equality and cultural diversity in Quebec.

The Right Honourable
Brian Mulroney
Prime Minister of Canada
Prime Minister's Office,
Langevin Block
Ottawa, Ontario K1A 0A2

Dear Mr. Prime Minister:

On January 13, 1983, Quebec Federation of Home and School Associations (QFHSA) wrote to former Prime Minister Pierre Elliott Trudeau regarding his offer, at that time, to reopen discussions with Quebec on Section 23 of the Constitution Act, 1982. Our concern was the hint of a weakening of the already truncated minority language educational rights in Quebec. In his reply of April 11, 1983, he reaffirmed that the offer to reword Section 23 was made with the intention of strengthening, not weakening, minority language educational rights.

With the advent of your Government you announced a policy of national reconciliation and the objective of obtaining Quebec's agreement in the matter of the Constitution Act, 1982. We find it ironic that as an inducement to Quebec there should be talk of appeasement by way of a veto or of opting out with full compensation at the federal level. At this very time, at the provincial level, Quebec is in the process of enacting

Bill 3 — An Act Respecting Public Elementary and Secondary Education. If passed, the Law would curtail and abridge a dissentient right in education — an early version of what today is called "opting-out with full compensation" — that has protected the cultural autonomy of religious local minorities in this province since 1841. The right to dissent is a protection co-guaranteed by the Federal Government through the Constitution Act, 1867.

That there can be concurrent discussion at the federal level of better accommodation of Canada's cultural diversity while at the provincial level Quebec is in the process of trying to dismantle the structure that has for over 140 years effectively protected its cultural plurality, is a disturbing signal about the state of minority rights in Canada. In the past ten years we have found the Federal Government to be very ambivalent in this matter of minority rights. This characteristic we attribute to its 'revisionist' attempts to redefine the nature of Canada from that described by Georges Etienne Cartier — a dual/duality or double linguistic majorities (i.e. the English a majority in Canada and a minority in Quebec, while the French are a majority in Quebec and a minority in Canada) — to that of a linguistic duality (see *A National Understanding*, 1977).

We can understand the rationale for the revisionist definition. It greatly simplifies the search for a national reconciliation by facilitating a subtle drift from the 'personality' principle reflected in the bilingualism of the Official Languages Act to an accommodation of the 'territorial' principle implicit in Quebec's Bill 101 — and that accommodation without changing the description of Canada as bilingual. But it would not be the kind of Canada envisaged and described by the Fathers of Confederation, nor does it take into account the welfare of the official language minority in Quebec of which the Federal Government by the Constitution is a co-guarantor in regard to education and language rights.

We are in favour of national reconciliation. But surely it has prerequisites? We respectfully suggest that amongst them should be a requirement of meticulous respect for linguistic equality and cultural diversity in Quebec.

Sincerely yours,
Marion Daigle (Mrs.)
President,
Quebec Federation
of Home & School
Association

Make a date to be at the
Quebec Federation of Home & School Associations

Annual General Meeting and Conference

THEME:

**Our Children and Youth:
A Question of Values**

FEATURES:

Plenary session (Friday morning):
Conflicting Values: A Problem for Youth

Keynote speaker (Friday evening):
Dr. Norman Henchey
Faculty of Education, McGill University

WHEN: May 10 and 11, 1985

**WHERE: Loyola Campus,
Concordia University, Montreal**

For a preview book and more information, send a 9x12
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Editorial . . .

Youth needs your help . . .

The United Nations has declared 1985 International Youth Year, with the slogan "Participation, Development, Peace", and with 'Youth' meaning people between the ages of 15 and 24 years. Its outcome is to be greater awareness of the concerns and interests of youth among the general population, and greater understanding of the contribution made to society by young people.

There does not seem to be as much enthusiasm for International Youth Year as there has been for previous Years. The United Nations has set up committees in its honour, and youth festivals or conferences have been announced in the Soviet Union and in Jamaica. In the West, the Year is supposed to be an opportunity for young people to draw attention to the radically different economic and social conditions they are facing in the 80s.

International Youth Year is being promoted as a year of activities by youth, but a majority of their age group are unlikely to be touched by Youth Year activities. There are few national or provincial organizations of young people to spread information and promote interest in the Year. Even local groups are few and far between. Young people attending community college or university have the best chance to participate

in projects, through their student clubs and associations. The young men and women lucky enough to have employment, and the thousands consigned to the limbo of unemployment, these will be hard put to recognize the Year as something for them, let alone find ways to support it by individual or group action.

If parents and teachers are ambivalent about International Youth Year in their own communities, it will take extraordinary determination and know-how on the part of high school students to react in any way to their Year. Others outside schools are less and less interested in children and adolescents, as fewer and fewer homes house even one of either species.

The adults who have influence on life in Canadian high schools have the responsibility to help their students see International Youth Year as an exciting opportunity to act in concert with their peers around the world in undertaking projects to display their talents, challenge their skills, and improve communication with the world around them. It would be a real achievement if those who now feel hostility towards the young could end the Year liking them more and having greater confidence in them, . . . and our young people likewise.

Joan Mansfield

Preparation, Frankness Key to Parent-Teacher interview

School District 81 will hold parent conferences on Wednesday afternoon. You are scheduled to meet with your child's teacher at 3:45.

If you react to an announcement like this with a twinge of uneasiness, or even downright anxiety, you have lots of company.

"Many parents are afraid they'll say something that might have an unfavorable effect on the way the teacher treats their child. Or they worry that the teacher will judge them as parents," says Sadie Hofstein, director of the Nassau County, New York, Mental Health Association and specialist in parent education.

Even parents who, like me, are teachers themselves are not immune to conference jitters. There seems to be no cure for the anxiety most of us feel about discussing our child's progress — or lack of it — with a teacher.

But parents I have talked to said that they were better able to cope with their uneasiness if they gave the conference some thought beforehand. Many parents prepared simply by talking with their

children, who, after all, are important authorities on how they're doing at school.

Says nurse Britta Haynes, whose two children are now teenagers: "I found I could learn a lot about what went on at school just by paying attention to what the children said to one another and to their friends."

Her method is particularly useful if your child clams up in response to your asking how things are going at school.

When you do discuss school with your child, you'll be more likely to get answers if your questions are specific. Try asking, "What was the best thing that happened at school today?" or "What was the hardest work you had in math this week?"

Before going to a conference at school, I always asked my children if they had anything they wanted me to tell the teacher. Even when the messages weren't fit to deliver as given ("Tell her I wish she'd quit reading that dumb book to us every day!"), they often gave me a child's-eye view of life in the classroom.

Talking to your youngster before you talk to the teacher will

make the child less anxious about the conference. Even when everything is going well at school, children often worry about what's discussed during those mysterious meetings between mother and teacher.

Reassure your child by giving him at least a partial recap of what

By Martha Brown

Reprinted from Saskatchewan Home & School Newsletter, Fall 84.

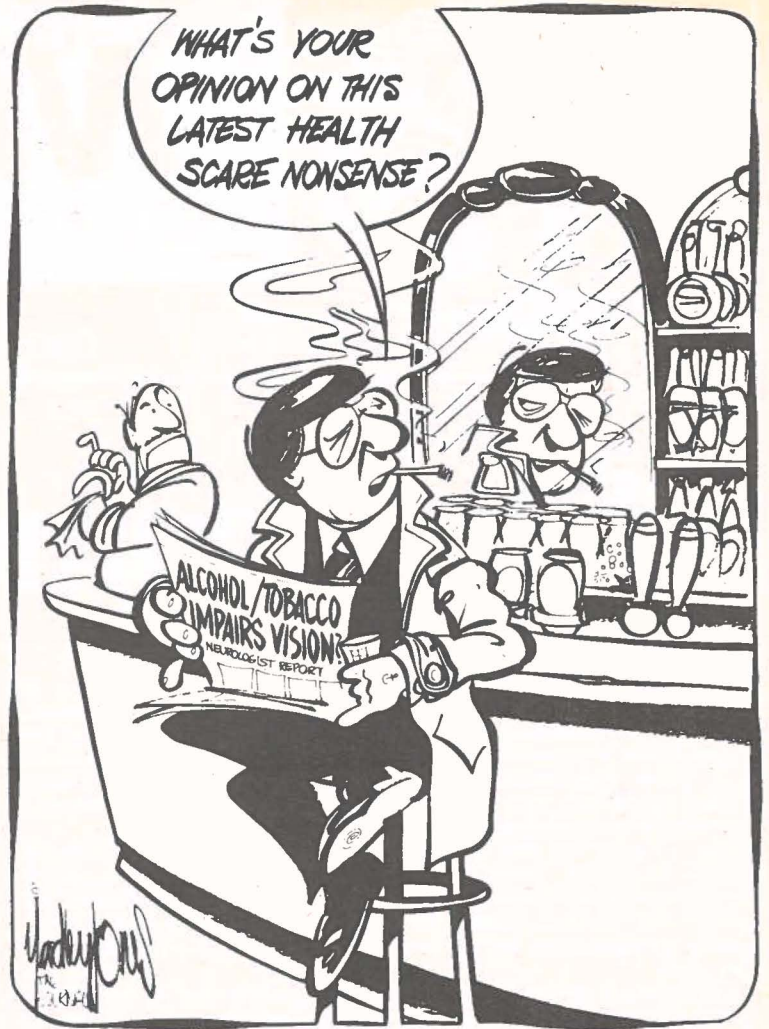
the teacher says during your talk, even though you may feel it's best to keep some of the discussion confidential.

If your school holds frequent reporting conferences, you may be invited to meet with the teacher several times a year to discuss your child's progress. Try to get an appointment early in the conference schedule.

From my own experience, I know a teacher is likely to feel a bit numb after talking to 21 parents, 15 minutes at a time. Early-comers get better attention.

And don't forget that the teacher may be nervous, too, particularly if she's new to teaching or naturally shy, says Carol Murray, whose teaching experience spans more than 20 years in city and suburban schools in the Chicago area.

"I think of a conference as an opportunity to let the teacher know I appreciate her hard work," says Carole Leland, a nurse whose husband serves on the local school board. "And if I make a complaint later, I don't feel so bad about it if I know I've said something positive in the first place."



The Journal, Addiction Research Foundation of Ontario November 84

OTHER PEOPLES OPINIONS

Several parents said that they think it's important to let the teachers know you're willing to discuss problems. Sharon DuMont, a music teacher and mother of children in the first and eighth grades, says: "I think teachers sometimes spend too much time accentuating the positive when they talk to parents about their children."

"Of course, it's nice to hear the good things. But since conferences are so short, I want to find out right at the beginning of our talk if the teacher thinks my child is inattentive or needs extra help in a subject. I always try to let the teacher know right away that she can speak frankly to me."

The teacher who tells you that your son has a problem at school isn't being critical of you as a parent; she's asking for your help, even if she doesn't say so directly.

In discussing your child's problem with the teacher, take a "what can we do about it?" attitude. Find out if you can do anything at home to help.

Though each situation is different, several problems do seem to crop up frequently in parent-teacher conferences. Teachers sometimes use specialized education terms, which can be confusing.

For example, you may not know whether to be pleased or worried if the teacher says your son works best in an "unstructured classroom situation." Don't hesitate to ask her to explain such a term if you don't understand it. ("Unstructured" simply means children are expected to work at their own pace with varying degrees of guidance.)

Running out of time is another common problem — routine conferences seldom last more than 10 or 15 minutes. Nearly every teacher and parent I talked to said they

felt pressured trying to discuss a child's progress and have enough time left for questions.

"At the beginning of your talk, let the teacher know if you have any questions, so she can allow time to answer them," says Carol Murray. She suggests jotting down your questions in order of importance before you meet with the teacher.

"Parents shouldn't hesitate to ask for an extra conference if they think it's necessary," says kindergarten teacher Charlotte Scott. "I find that the better I get to know the parents, the more interested I am in working with their children."

Sometimes what you tell the teacher about your child can help her work with him more effectively in class. Let her know about his hobbies, vacations and what he likes to do in his spare time.

The teacher of a child who is attending school for the first time may want to know how that child's behavior in class compares with his behavior at home. "If little Dan is lively and talkative with his family but timid and shy in kindergarten class, I'd want to find out why," Charlotte Scott says. "I like to compare notes with parents to make sure neither of us is missing a clue."

You'll probably want to tell the teacher about a death or illness in the family, or any other emergency that could affect your child's work of behavior at school. But some parents and experts, including the late Dr. Huim Ginott, advise against letting the school know about a longstanding problem, such as an alcoholic parent, or an unusual family situation like adoption.

They point out that teachers are not trained counsellors and that the school might label a child and (See Level . . . page 13)



Quebec Home & School NEWS

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Quebec Society for Disabled Children

"Forget-Me-Not" does well

Dear Mrs. Daigle,

We want to express our deep appreciation, through the Home & School News, to the local Home and School Associations and their teams, the principals, teachers, parents and students, for their cooperation and effort in raising funds during our September '84 Tag Day, which was part of our annual "Forget-Me-Not" Campaign.

Your consistent support and participation, throughout the years, has made it possible for our Society to provide essential services and equipment to needy physically disabled children in our city and province.

We are grateful for your valuable support of this most worthy cause and hope that you will continue to care enough to help us in the future.

On behalf of our Directors, our staff, and most of all, the children we serve, please accept our heartfelt thanks for your unselfish deed.

Sincerely,
Freda Clavier Edelson, (Mrs.)
Executive/Recording Secretary &
Tag Day Co-ordinator for the
Protestant Schools.

P.S. - Enclosed is list of the participating schools and a breakdown of monies collected by their respective students.

1984 "Forget-Me-Not" Campaign - Tag Day results

PSBGM schools		School	Tag boxes	Amount collected		
		Westpark	400		3,119.57	
		Willingdon			25.00	
		Woodland	80		468.01	
		TOTAL:	2,992		\$16,956.44	
		LSB schools				
		Beaconsfield	20	\$	75.19	
		Edgewater			50.00	
		Northview	150		698.71	
		TOTAL:	170	\$	823.90	
		Laurenval Schools				
		Pierre Laporte Memorial	80	\$	525.46	
		Prince Charles/T.H. Bowes	80		501.82	
		Western Laval High	80		22.97	
		TOTAL:	240	\$	1,050.25	

Submitted by Mrs. Freda Clavier Edelson, Executive Secretary/Recording Secretary & Co-ordinator of Tag Day for Protestant Schools.

If it's divided, you don't have to stop

Dear Sir/Madame:

I refer to an article which appeared in your December issue of the Quebec Home and School News (Vol. 21, No. 5) entitled "School Bus Stopping... Obey It", fifth paragraph which may be inadvertently misleading for the reader.

You state in the fifth paragraph that drivers encountering a school bus with flashing red lights and going in the opposite direction on a highway do not have to stop. Did you mean on a highway with a divided median as per your second paragraph? It has always been my understanding that in the case mentioned, drivers must stop for a school bus with flashing lights when on a regular highway without a median, and this in both directions.

In closing, I urge the Q.F.H.S.A. to continue publishing school and transportation safety articles. Your efforts are appreciated.

Sincerely,
David C. D'Aoust,
Director General
Protestant Reg'l Sch. Board
of Chateauguay Valley

Ed. note: Yes. I meant you did not have to stop where the highway is divided and has a median.

Children's choir seeks singers

The PSBGM Children's Chorus starts its 1984-85 season in a new guise. As a program for gifted children, the emphasis will be on musicianship and reading skills in preparation for a number of concerts to be given in the Montreal area this year.

The new conductor will be Jean Sult, long-time director of the Vanier College Choirs and founder-conductor of Chorale des Jeunes de Montréal, which is opening up this fall for choristers aged 16-25.

The Children's Chorus is open to PSBGM students ages 8-15, and rehearsals will take place at Westmount Park School auditorium Mondays 4-5:30 and Wednesdays 2-3:30 starting on September 17.

For information and audition appointments please call:
PSBGM Children's Chorus:
Georgie Crawford 483-7358
Chorale des Jeunes:
Walter Raschkowan 482-8054



PRESIDENT'S MESSAGE

MARION DAIGLE
President

A very Happy New Year to you all. I hope that your resolutions for 1985 will be fulfilled.

In November I was privileged to represent you at the mid-term meeting of The Canadian Home and School and Parent-Teacher Federation (CHSPTF) in Halifax, Nova Scotia. This meeting was special as it highlighted 90 years of active participation by parents in the education and welfare of children through Home & School Associations. Baddeck Academy in Cape Breton was the site of the first Home & School Association in Canada, initiated by Mrs. Alexander Graham Bell. To commemorate this event His Honour, the Lieutenant of Nova Scotia, Alan Abraham, presented a plaque to each provincial federation. In addition, the Halifax town crier proclaimed this historic occasion. Later on we were greeted by the Major of Halifax, Ron Wallace, stimulated and entertained by the Deputy Minister of Education, Mr. Gerald McCarthy who, as a parent and educator, has had a long history of involvement in Nova Scotia Home & School. His message of encouragement to continue in our work was based on a 'grass roots' background. A very complimentary letter received from the N.S. Minister of Education, Mr. Terence Donahue, stressed the importance of Home & School and its goals. "Since it started in Nova Scotia in 1895, the Home & School movement has had a long and illustrious impact on the school system in the entire country and your involvement and commitment continues to be strong and effective". Mr. Donahue has just completed a term of office as Chairman of the Canadian Council of Ministers of Education.

I am telling you all of this because I want to stress the importance which these people were attaching to this historic meeting. There are few volunteer organizations in Canada which can claim a history and tradition equal to 90 years. The roots are deeply embedded in Canadian society.

As always the CHSPTF agenda was lengthy, a good part of which was to update on national projects and to prepare ideas for study and research in connection with res-

olutions and policy for debate at the Annual Meeting in Newfoundland in June 1985.

Projects update included the finishing touches to a radio spot highlighting the importance of good nutrition and physical activity. This ties in with a workshop audio-visual program on fitness/nutrition presently in use in elementary schools in Canada, developed by CHSPTF and Fitness Canada. CHSPTF and the Canadian Heart Foundation are working together on a project "Smoke Free Space For Kids" in 1985. Materials on this should be available soon. Many of you are aware that 1985 is International Youth year. CHSPTF hopes to fund an information kit to high school student leaders, school staffs and parent groups on the importance of participating in this special project.

The topics touched on here merely scratch the surface of the many areas of concern which involved your national body. To be a part of this network of information, communication and activity is essential for every home and school member. Your membership fee to CHSPTF is well spent.

Now to Quebec. Bill 3 is now Law 3 but for how long? Please look for further information in this edition on this issue. Quebec Federation of Home and School Associations (QFHSA) will be monitoring and actively participating in efforts to halt implementation of this law until the courts have judged its constitutionality.

All systems are go in the new year for our annual general meeting and conference - May 10 and 11, 1985, at Loyola campus, Concordia University.

Please make a mark on your calendar now to attend. It is organized for the membership - to make decisions on resolutions and policy affecting your kids, your schools, your school boards, your institutions, etc. Don't leave these matters for others to debate and vote on. Be a participant - be involved.

Have a safe and successful winter season and good luck with all the Home & School activities throughout the province.

90th Anniversary

H & S Executive met in Halifax

Home and School in Nova Scotia played host to its national organization, the Canadian Home and School and Parent-Teacher Federation, when the CHSPTF executive committee met at the Maritime Museum of the Atlantic in Halifax, November 22nd to 25th, 1984.

The occasion marked ninety years of Home and School in Canada. The first recorded parents' association was formed at the Baddeck Academy in December 1885, with the help of Mrs. Alexander Graham Bell, resident of Baddeck, N.S. and wife of the inventor of the telephone and other modern technology.

From this first start, Home and School associations were organized in other communities, and from 1914 on, the distinguished Nova Scotian educator, Dr. L.A. DeWolfe, together with other leading citizens, promoted the development of Home and School Councils to bring local associations together to support public education and improve the welfare of children and youth.

One of these Councils, the Dartmouth Home and School Council,

entertained the national Home and School officers and provincial presidents at dinner in Dartmouth on Saturday evening, November 24th. Mr. Gerald McCarthy, deputy minister of education for Nova Scotia, was the guest speaker. Local officials and friends also attended.

The Canadian Federation is headed up by Joy Bastness of Hagen, Saskatchewan, CHSPTF president, elected in Winnipeg in May 1984. Vice-presidents are John Noddin (St. John, N.B.), Astrid

Reader (Paris, Ont.), Sonja Anderson (Winnipeg, Man.) Other members of the executive are treasurer J. Doug Davidson (Winnipeg, Man.), Joan Mansfield (Hudson, Que.) and Tom Wilkinson, of Charlottetown, P.E.I. together with the presidents of the provincial Home and School federations.

Carolyn Drysdale, of Wallace, Cumberland County, N.S. acted as coordinator of arrangements for the members of the CHSPTF executive and staff, on behalf of the N.S. Federation.



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New Education bill does nothing to improve education

By Donald F. Ross *Donald Ross is director general of the Richelieu Valley School Board. This article is reprinted from The Gazette.*

David Wadsworth ably pointed out (Dialogue, Nov. 20) that Bill Three does nothing to improve what happens in the classrooms of our schools.

We certainly agree, and cannot see how a massive upheaval of the entire educational system will solve the problems we face today.

Does Bill Three provide more teachers or the long-awaited approved instructional material or any other benefits to the pupil in his learning environment? As far as we can see, it does not.

Quebec has sufficient unfinished business in the field of education today without trying to get into a costly new project that benefits no one. The *régime pédagogique* is still in the process of implementation, and the government still hasn't found a solution to the massive conflict that occurs every three years or so over contract negotiations. How then can this upheaval of the present structures really help the child in his or her classroom?

In order to see where we may be headed, we should take a look at the past.

From 1841 until the creation of the Ministry of Education in 1964, we provided an educational system that came to be recognized as second to none. The system at that time was guided by the regulations

of the Protestant Committee of Education.

A high-level Protestant administrative group worked out of Quebec to see that the regulations were followed in the schools and to provide support services. Lines of authority were clearly defined. Few bureaucratic procedures existed. Lawyers and paper pushers were not needed to keep each other busy, and we developed a fine system of education.

No one will deny that there was a need for change in the education system so that all of the young people of Quebec could be served better. This was particularly true because of the limited comprehensiveness of the programs available to French-speaking high school students.

So along came the newly created Ministry of Education with an array of civil servants. New directives, regulations and legislation were issued. The result was that the energies of people interested in education — teachers, administrators, school commissioners, members of home and school associations — were channelled into reaction instead of creation.

This situation is just going from bad to worse. Too often lately, it appears that we may be losing sight of the child. Have we become caught up in a power struggle that

has more to do with politics than with education?

Do we need new legislation which creates a massive upheaval? No. Could the present Education Act be modified to meet our present needs? Yes.

Should the minister of education be given the power to operate by regulation rather than by legislation? Is everyone aware that a committee headed by two members of the National Assembly found that while the assembly passed 54 laws last year, the provincial cabinet adopted 800 regulations? Does everyone realize that regulations do not require the approval of the National Assembly?

Where does the power, purportedly being given to the parents, end up? The early sections of Bill Three give the impression that members of the school council have an important role to play; but as one reads about the powers of the minister, it becomes very clear where the real power rests.

Consultation over a long period suggests that parents want to be involved in their school, and in some school boards they are actively involved at the present time. They would have been involved whether we had the government's green light or not. It amazes us that the government

seems to feel that it must pass legislation in order to have people talk to each other — or worse than that, to have parents take an active role in the education of their children. We deserve more credit than that.

Do we need legislated committees to make things run? Will the multitude of committees proposed by Bill Three slow down the process of education — perhaps bring it to a halt? Do all of the people who will sit on these committees have the time to do so? If the committees cannot carry out their mandates, who assumes the power? In a few years, if the law comes into force, will we be told that we were given the opportunity to run our schools but we couldn't do it so the government will have to do it?

Erosion of powers

We have had enough erosion of powers. We had already reached the point in June 1982 when Marcel Fox, director general of the Protestant School Board of Greater Montreal, found it necessary to say, "So far, but not further."

Insofar as the proposed committee structures are concerned, we must keep in mind that whatever is done must conform to the official school policy set by the Ministry of Education and must fall

within the financial rules and regulations established by the government's Treasury Board. Does this sound like an exercise in futility?

Could the reduction of the number of school boards in the province and the integration of kindergarten through grade 11 programs be accomplished within the existing legislation? It certainly could.

Would the establishment of language-based boards go a step further than Bill 101 did? We think it would. The proposed legislation states that "English-speaking school boards shall be established for the education of children who may receive instruction in English, according to law." What would this do for the schools which are providing French-language instruction to non-Canadian school-age children whose mother tongue is English? It would put them under the jurisdiction of French-speaking school boards.

Granted, there is a similarity between what is taught in either French or English. But in the present system the parents seem to appreciate that their children can have the benefits of a dual culture by being educated along with students in French immersion programs at least for part of each day.

Does anyone know how much the implementation of this reor-

(Continued on page 6)



AN OPEN LETTER TO ELECTORS FROM THE LAKESHORE SCHOOL BOARD

On December 20, 1984, Quebec's National Assembly adopted Bill 3 - An Act Respecting Public Elementary and Secondary Education.

Immediately prior to the final vote on the Bill, the Liberal opposition walked out of the Assembly. They refused to participate on the grounds that sections of the Bill were most probably unconstitutional (a Supreme Court of Canada judgement that same morning had declared sections of Bill 57 - a law which had limited the taxing powers of school boards - ultra vires of the power of the Quebec National Assembly). The Liberals were also expressing their very strong disapproval of the Government's attempt to push the Bill through, using closure, with over 300 amendments introduced at the last minute without adequate Parliamentary scrutiny and debate.

After years of effort on the part of our community to protect our constitutional rights of local autonomy in education against continuous government encroachment, first in opposition to the White Paper of Dr. Camille Laurin, then against his Bill 40, and more recently against Bill 3, the voices of parents, Protestant taxpayers and their elected School Commissioners have gone unheard.

As a result of closure and the most dubious of legislative procedures, Bill 3 has now been pushed through the National Assembly. We intend to continue to fight in order to protect the constitutional right of our local community to govern its public schools.

Our next step includes both legal and political action.

We have had excellent success recently in court cases against the Quebec Government, such as the Canada Clause vs Bill 101 dispute and, more recently, the taxation (Bill 57) issue.

We are confident of proving in the courts the unconstitutionality of major sections of Bill 3.

We wish to point out the following in case there is any uncertainty in the community:

- no immediate disruption to our school operations is foreseen;
- no changes are likely to occur in the near future, if at all, in such fundamentals as school attendance zones, enrolment procedures etc;
- the major elements of Bill 3 are not scheduled to come into force until mid-1986. Well before that date, the courts will be asked for a declaratory judgement on the constitutionality of the Bill. Furthermore, we plan to seek court injunctions to prevent the implementation of Bill 3.

The Lakeshore School Board will make every effort to ensure the continuity of a top-quality public educational system with a minimum of turmoil. Early in March, lawyers representing the Lakeshore School Board, the Quebec Association of Protestant School Boards, as well as numerous other boards - both Protestant and Roman Catholic - will be in court to state our case against the Quebec Government.

Our best efforts will be made over the next months to protect the rights of the Lakeshore School Board community and to continue our tradition of educational excellence established over the past half century.

If you have any suggestions, please write to us at the Lakeshore School Board office. As this critical situation develops, we will report to the community in order to provide the latest information on this Board's efforts to thwart the Ministry of Education's blatant takeover attempt, aimed at one of our most cherished local institutions.

Peter J.H. Krause
Director General



Joel Hartt, Ph.D.
Chairman

SPECIAL REPORT

The Badgley Report on Sexual Offences Against Children and Youth

The Committee on Sexual Offences Against Children was established by the federal Departments of Justice and Health and Welfare to study this important issue. Their report, which was released on August 22, 1984 is a major landmark in social and legal policy analysis in Canada.

In recognition of the importance to Canadian children of this work, the Canadian Council on Children and Youth convened a meeting of 15 experts from across Canada to provide an immediate and informed response.

The Council's response team found that the Badgley Report on Sexual Offences Against Children and Youths represents the most complex, thorough, qualitative research on sexual abuse of children and youth ever done in Canada or anywhere in the world. For the first time, we have a comprehensive database regarding the extent of the problem and the ameliorative measures that must be undertaken by every one of us to combat effectively this staggering social problem.

Every child in this country is at risk when it comes to sexual abuse: based on the data in the Report, it is estimated that 50% of all women and 30% of all men in Canada have

been victims of an unwanted sexual act; 80% of these acts occurred when they were children under the age of 21.

Using a comprehensive definition of sexual abuse, the Badgley Report is based on meticulous research from a balanced, multi-disciplinary perspective. The data comes from several sources, including a national population survey, a review of all previous research, a national police force survey, plus briefs and submissions from individuals and interested groups.

It points out, through well-founded facts and poignant personal accounts, that child sexual abuse is a pervasive tragedy that has damaged the lives of tens of thousands of Canadian children and youth, most of whom have received little, if any, assistance.

The fundamental premise meticulously followed in this study is that children must be protected. Throughout, there is an uncompromising, relentless emphasis on this principle.

The Badgley Report documents on a national basis what professionals in the field have long suspected: that sexual abuse is a massive social problem. It is obvious from the Report that the problem

is not being dealt with effectively at present, and that many changes must take place immediately. These changes are presented in 52 detailed recommendations in the Report.

In light of the prevalence of sexual abuse in Canada and the need for direction and monitoring, the first recommendation calling for the establishment of an Office of the Commissioner under the Prime Minister is a necessity. An office such as this can provide the leadership and initiative required to coordinate an integrated response on a federal and provincial level which is required to stop the sexual abuse of children.

As demonstrated by the study, the magnitude of the problem demands a comprehensive, ongoing promotional/educational campaign, one which is aimed at all children and their families, the general public and professionals.

The Badgley Report on Sexual Offences Against Children clearly states that criminal and civil laws have a central role in providing protection for children. The Committee's approach in relation to its legislative recommendations is, generally speaking, a "common sense" approach founded on the best available data as seen in the Report.

The recommendations about health and social services can begin to be implemented immediately. They are thoughtfully presented, based upon sound research and are deserving of immediate action. Provincial governments are the focus of changes in these spheres.

The proposals arising from the last section of the Report, those dealing with the protection of children who become involved in prostitution or who are involved in or

exposed to pornography, reflect the careful reasoning, the strong database, and the uncompromising "child-centeredness" of the proposals of previous sections of the Report.

Conclusion

As thorough and important as the Badgley Report is, the follow-up by the voluntary sector is the key to realizing the changes called for in the recommendations.

Public support for action on the Report will encourage governments to comprehensively address the recommendations.

Voluntary sector analysis of the data and recommendations will help us frame programs that will meet the needs of sexually abused young people.

Above all, we must recognize that the Report is only the starting point... an opportunity to tackle this tragic exploitation of children and youth. This opportunity must

by: Brian Ward
Executive Director
Canadian Council on
Children and Youth

be seized by all of us for in a real sense, this Report is now our report.

The Badgley Report (\$25.00) and the Summary Report (\$3.95) are available from Supply and Services Canada, Canadian Government Publishing Centre, Hull, Quebec, K1A 0S9.

Available from the CCCY, 323 Chapel Street, Ottawa, Ontario, K1N 7Z2 "Getting on the Agenda: A Response to the Badgley Report on Sexual Offences Against children and Youths", 35 pages including a synopsis of the 52 recommendations, \$7.50 as well as "Synopsis of Recommendations", 14 pages, \$2.50.

Report lacks insight

The recent federal report on child sexual abuse does not provide an understanding of the problem, says Vanier Institute president Dr. Hans Mohr, an Osgoode Hall Law School professor.

"One would like to welcome a report that concerns itself with sexual offences against children," said Dr. Mohr in response to *Sexual Offences Against Children in Canada*. "There is a great deal of material in the 1,300-page report although some of the research methods can be questioned," added Dr. Mohr, "but it makes hardly any attempt to provide more insight into the nature of the problem."

"To say that 'about one in two females and one in three males have been victims of unwanted sexual acts' is either to alarm us or to trivialize the events. Both are equally harmful."

The VIF president said the report's 52 recommendations are "predictable and time-

worn," focussing too strongly on legal and bureaucratic solutions, especially punishment. "The committee recommends, for example, the creation of a 'new offence of touching persons under 16 in the genital or anal region for a sexual purpose.' This would carry a sentence of up to 14 years in prison." Dr. Mohr notes that this would involve millions of offenders, most of them close to the children.

"Nobody can condone the sexual abuse of children. Many would claim that they cannot even understand such behaviour," added Dr. Mohr, "but if it is indeed the lot of about one-third of the children, then it would equally involve about one-third of the adults. Since this behaviour involves mostly males it would have to be the majority of males."

"Surely something has gone wrong," concluded Dr. Mohr. "But what?"

If you have an
opinion on
this topic,
drop us a line

SHARE
YOUR MIND!

Abuse conference stresses prevention

All men with short moustaches and all women with light red hair will not be issued with parenthood licences this month. It sound like an edict from Big Brother. Instead, this headline-grabbing item comes out of the Fifth International Congress on Child Abuse and Neglect held in Montreal in mid-September.

"We don't allow teachers to have our children in their hair unless they have been properly trained," Dr. David J. Roy told the 2,000 doctors, teachers, social workers and family therapists. "We should be looking at parenthood much more as a professional activity."

Dr. Roy, director of the Centre for Bioethics at Montreal's Clinical Research Institute, was expressing the frustrations felt by many delegates who have fought and, some fear, are losing the battle against child abuse.

Anne Cohn, director of the National Committee for the Prevention of Child Abuse in the Unit-

ed States, said Dr. Roy's idea was "interesting but unworkable." She added that most of the efforts to prevent abuse over the past 10 years have focused on the child. Little energy or money has been spent on treating the abuser, often a family member.

"It's too hard a problem to solve," said Ms. Cohn. "It's much easier to teach a child to say no. It's more fun to develop a play with a big bear and a little bear."

(The recently released federal government report on child sexual abuse — the Badgley report — notes that one in four abusers is a family member or trusted person.)

She was referring in part to the many media tools displayed by some of the 42 countries represented at the conference. The National Film Board, for example, gave repeated showings of its popular series, *Feeling Yes, Feeling No*, which teaches kids how to avoid abuse. The NFB also screened a pre-released version of *Street*

Kids, about Vancouver's teen prostitutes.

In addition, delegates could choose from a sea of over 700 workshops, seminars and exhibits. Many of them were how-to or how-we-did presentations, explaining the ins and outs of programs designed to prevent abuse, report it, expose it or just plain talk about it openly. Often the emphasis was on home- or community-based treatment programs and the need for more education of parents and kids on this ugliest of social problems.

Although many of the 52 recommendations in the Badgley report deal with changes to the law, Cohn and others say the problem can't be solved that way. The answer, say some of the 1,000 Canadian delegates who stayed in Montreal an extra day to discuss the report, lies in better education and increased use of volunteers.

Reprinted from *Transition* (publ. by Vanier Inst. of the family) Dec '84 issue.

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Bill 3...

cont. from page 4

ganization would cost? In this period of economic crisis, should we be taking care of the business at hand — educating the kids — and not contributing to the government's flagrant neglect of the fact that today's debts will be tomorrow's taxes?

Leaked documents

Perhaps Bill Three is better than Bill 40 or the White Paper or the various leaked documents. But are people accepting it only because they are so tired of hearing about it? How many people have actually read the text? What guarantees are there that English-language boards will still be around in five years? If this kind of legislation is allowed to create new structures so easily, they can be abolished just as easily. Could there be hidden objectives in this proposal?

We could implore the entire community not to trade in its constitutional guarantees as described in David Wadsworth's article for the proposals made in Bill Three and to let the members of the National Assembly know that the public has had enough of this costly foolishness and that they want some stability in the education system today.

Adolescents Need Help**You Can Make the Difference**

Ville Marie Social Service Centre has launched a recruitment campaign this fall to expand our foster group home resources on the island of Montreal, specifically the West Island, Centre City and N.D.G. areas.

These homes provide both emergency - up to 3 weeks, and long term care - 1 to 2 years, for Adolescents.

Ville Marie is struggling with a severe shortage of group homes in both these categories. To illustrate the need for homes providing the longer term care, for example, statistics show that over a 12-month period ending in April, 35 of approximately 95 requests for group home placement were not accommodated.

The group home setting makes the adjustment to foster care eas-

ier for the adolescent, particularly as the group home parent serves as a role model rather than as a substitute parent.

The adolescents in need of foster care are unable to live with their own families and they may be performing badly in school, or have run away from home. Most often they are feeling badly about themselves.

They need a dependable adult who will listen to and accept them, respect their ideas and set fair and consistent limits while giving them appropriate responsibility and freedom. With this kind of guidance, teenagers can become better prepared to live on their own when the time comes.

You can make the difference by becoming a Group Home Parent. We provide financial compensation,

Teacher aid**Helping the Hearing-Impaired**

Speech and Hearing Problems in the Classroom, one of the most popular titles in Cliffs Speech and Hearing Series, is now available in a revised and updated second edition.

Written by Phyllis P. Phillips, associate professor emerita of the Speech and Hearing Clinic at Auburn University, the book has become an important tool in helping teachers better understand and deal with problems in oral communication experienced by school-age children.

Subjects covered include: developmental language disorders, articulation disorders, stuttering, voice disorders, special problems (cleft palate, cerebral palsy, aphasia) and hearing impairment. In addition, a glossary of terms is included, as well as references to aid those who want to explore the subject further.

Retail price is \$5.95 (US). ISBN: 0-8220-1807-1; LC: 74-78838. For additional information, contact Cliffs Notes, Inc., Box 80728, Lincoln, Nebraska, U.S.A. 68501.

Fitness and Nutrition:**"Have I Got a Deal for You!"**

"HAVE I GOT A DEAL FOR YOU!" is the title of an entertaining audiovisual presentation from the Canadian Home and School and Parent-Teacher Federation. The A/V, aimed primarily at parents of elementary school children, explains WHAT good nutrition is... and WHY it's so important to establish good habits early in life.

The show elaborates on the necessity of a good breakfast, a balanced diet, and the importance of physical activity as an integral part of each school day. The connection is made between these factors and increased academic performance. Parents are reminded of the crucial role they play in helping children attain their fullest potential.

"Have I got a Deal for You!" is available in both English and French. It's only 12 minutes long, and designed to be a complete, self-contained workshop in a kit

with supporting resource materials and a follow-up questionnaire.

The show was produced primarily for use by local Home and School or Parent-Teacher associations across Canada, but it may be borrowed or purchased by other interested groups, from the national office of the Canadian Home and School and Parent-Teacher Federation (CHSPTF), 323 Chapel Street, Ottawa, Ontario, K1N 7Z2, or from affiliated provincial Home and School and P-T federations.

The purchase price of the A/V in slide-pulsed tape format is \$75 plus postage and handling. The A/V is also available in Beta or VHS video format.

"Have I got a Deal for You!"... produced by the Canadian Home and School and Parent-Teacher Federation with the financial assistance of Fitness and Amateur Sport Canada.

**SMOKE-FREE SPACES FOR KIDS**

WATCH FOR THIS SIGN AND THE NEXT ISSUE OF H&S NEWS

**LSB NEWS****Lakeshore School Board Jewish Heritage Program**

By a margin of 9-5, Council approved a resolution to endorse and participate in a Jewish Heritage Program for children at Mount Pleasant Elementary

School, Hudson. This program will be established with funding from the Québec Ministry of Education. It will operate during two noonhours per week for a group of 9-16 children, and was approved by Council only until June 1985. Council also directed that there shall be a consideration, coordinated by its Priorities and Planning Committee, of the long-range implications of heritage programs and the development of a school board policy by May 31, 1985.

Students in the Mount Pleasant program will learn to speak, read and write elementary Hebrew related to basic concepts of Jewish traditions and values, with an emphasis on key concepts, vocabulary related to Jewish holidays and daily life. The curriculum has been developed in close cooperation with the Jewish Education Council of Montréal.

been developed in close cooperation with the Jewish Education Council of Montréal.

Professional Career Centre

The Council approved the continuation for 1985-86 of the Professional Career Centre established at Lindsay Place High School, Pointe Claire. This centre has 85 students in four programs: auto mechanics, business education (intensive), machine shop and hairdressing. Council also directed that the question of changes in program and locale for 1986-87 be studied by the Council's Education Committee in order to make recommendations to the Council in May 1985.

Beechwood School

The Council approved a resolution calling on the Lakeshore School Board to signify its intention to continue with the Protestant School Board of Greater Montreal (PSEGM) the joint operation of Beechwood Elementary School, Pierrefonds, for the 1985-86 school year.

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The Montreal Museum of Fine Arts

Educational programs geared to student learning



The Montreal Museum of Fine Arts will soon be one hundred and twenty-five years old. It evolved from the Art Association of Montreal which was founded in 1860.

The Museum's collection contains works which are to some extent a reflection of the taste of the Montreal collectors who, since the end of the nineteenth century, have contributed to its enrichment through their bequests and gifts.

Over the years, however, the collection has grown through the addition of paintings, sculptures and prints representing the different trends in Canadian and contemporary art.

The permanent collection also contains examples of cabinet-making, silverware and ceramics, as well as textiles and ethnological pieces, all of which bear witness to the Museum's universal character.

Each year the Museum presents an extensive program of temporary exhibitions. Some of these are mounted entirely by the Museum's staff, the remainder come from other Canadian, American or European institutions.

As well as its permanent collection and its temporary exhibi-

Through the application of different themes and approaches, teachers can use the scope of the collection and the variety of the temporary exhibitions offered each season to provide their classes with an almost unlimited choice of activities.

SOME POSSIBILITIES**EXAMPLES**

The chronological approach which focuses on the space-time relationships that exist between particular works.

The formal approach which relies on visual perception to underline similarities of composition, style, etc.

The thematic or iconographic approach, which combines formal analysis with an examination of the subject-matter.

The integrated or multi-disciplinary approach, which links the visual arts to other forms of expression or to other parts of the curriculum.

The humanist approach, which provides a view of the world based on an awareness of all cultures, ancient or foreign.

The museological approach, which emphasizes the role and activities of the Museum itself and its collections.

The art-historical approach, which underlines the particular contribution of a specific artist, school or group.

The technical approach, which concentrates on the methods used by artists to transform and shape materials.

The majority of the works in the Museum are arranged according to their historical and geographical origins; for example, Oriental art, European art, Canadian art, etc.

Forms, colours, textures...

The human figure and associated themes: portraits, poses, masks, legendary or mythological characters, everyday objects and body movements, different lifestyles, scenery, costumes.

The natural world, landscapes, animals, plants, etc.

Art and religion, art and the social sciences, history, geography, literature.

The ethnological collections; the non-European collections.

The slideshow "Exploring the Museum" and introductory tours of the Museum and its collections.

Many temporary exhibitions fall into this category. For example, the recent exhibits of the work of Toulouse-Lautrec, Alex Colville and Bouguereau.

Drawing, printing, sculpture...

tions, the Museum offers a rich variety of services and activities for all ages.

Specialists from the Education Department are available by appointment to offer suggestions in the planning and organization of experimental projects in either arts or human sciences.

The Museum is an ideal place for the teaching of basic school subjects in conformity with this guiding principle.

Works of art and ethnological objects like those in the Museum's collections can serve to enrich and complement studies in other areas, such as the humanities and the social sciences.

Over the past several years museums have come to occupy an expanded role in the educational process...

Activities designed to complement school programs have contributed everywhere to the closer proximity of the School and the Museum by offering to teachers and students alike the experience of direct contact with original objects which reflect the daily and artistic lives of people from a diversity of periods and cultures.

Guided Tours

All these subjects can form the guided tours; those in greatest demand being the following: Introduction to the Museum, Canadian Art, Inuit Art, Portraits, Masks, Art and Religion. More specialized subjects require a higher degree of preparation which varies according to complexity. What must be remembered above all else in this area is that **EVERYTHING IS POSSIBLE**, as long as the request is effected at least one month in advance and preferably the first semester.

In addition, different kinds of tours can be arranged for each theme.

Initiation Tours

For groups who have never visited the Museum.

Extensive Tours

Prepared with the object of covering particular programs or specific projects requested by professors.

Multiple Tours

For groups who anticipate visiting the Museum several times in the course of the year.

Slide-Lectures

The slide-shows mounted by the Education Department for presentation in classrooms by Museum Guides are an excellent preparation for subsequent Museum visits. Lively discussion is a frequent aftermath of these events, often leading to the enthusiastic exchange of ideas and impressions among students.

For this reason, these slide-shows are presented to the pupils of only one class at a time. It is also important to avoid assembling children of different ages and grade for the same presentation.

Reservations must be made with the Education Department at least three weeks in advance.

1. Exploring the Museum

This slide-show recognizes the child's own natural tendency to collect things and constitutes an introduction to the Museum's role and functions. Themes touched upon include the building itself, the different collections, as well as display and preservation techniques.

A booklet entitled "Let's Explore the Museum" designed for teachers who wish to recreate, with their students, a mini-museum in their own classrooms, may be obtained by telephoning the Museum's Education Department.

2. Canada Yesterday

Using slides of works from the permanent collection, this show examines particular aspects of the past such as food, clothing and transport; it can be an equally effective complement to a fine arts class or a class in the social sciences.

3. Inuit Art

This show presents Inuit works in stone, bone, ivory and

wood. By studying these works students may learn to what extent their aesthetic qualities are the result of the way of life, the beliefs and the environment of the Inuit people.

As in the preceding case, this presentation may be integrated into several different school subjects.

Workshops

The Education Department also offers 2-hour workshops to school groups, the themes of which are the same as those of the Saturday workshops.

Students — Elementary and Secondary Levels

The groups of fifteen students or more work with a Fine Arts specialist. The purpose of these workshops is to help the student, through personal observation and practical work, to better appreciate the Museum's temporary and permanent exhibitions.

Tuesdays, Wednesdays and Thursdays, from 10:00 a.m. to 12 noon or from 1:00 p.m. to 3:00 p.m.

Fees: \$75.00 for a group of fifteen students (with reservation) \$150.00 for a group of more than fifteen students, with a limit of thirty.

Teachers

Workshops covering the same subjects as the Saturday Workshops are also offered to groups of teachers. Through them, teachers of Fine Arts, the Social Sciences and Languages will be informed about the abundance of methods for integrating Museum visits into their courses.

Fees: \$75.00 for a group of fifteen teachers.

General Information**Location**

The Montreal Museum of Fine Arts, corner of Sherbrooke Street and avenue du Musée, Guy Metro Station or no. 24 bus.

Reception of Groups

1379 Sherbrooke Street West, near Crescent Street

The handicapped — by reservation: please use 3410 avenue du Musée entrance

Opening Hours

Galleries, the Boutique, the Café

Tuesday through Sunday from 11:00 a.m. to 5:00 p.m. with late

closing on Thursday (9:00 p.m.); closed Monday.

The Library

Tuesday, through Friday from 11:00 a.m. to 4:45 p.m.

The Slide Collection

Temporarily: by appointment. Same hours as the Library

Art Sales and Rental Gallery

Tuesday through Friday from 11:00 a.m. to 4:00 p.m. with late closing on Thursday (7:00 p.m.)

Check-room

Coats, briefcases, umbrellas and parcels must be left, free of charge, at the check-room

Cameras

Photographs are permitted on the condition that neither flashes nor tripods are used.

Admission Fees

Students under 12 — elementary level: Free. Students from 12-16 — secondary level: 50 cents; Students over 16 with I.D. cards: 75 cents Adults (accompanying and teachers) \$2.00.

Visit Information

Guided tour schedule for school groups From October 1984 to June 1985: Tuesdays, Wednesdays and Thursdays at 10:00 a.m., 11:00 a.m. and 1:30 p.m.

Guided tours

From 45 minutes to 1 hour; extra time should be allowed for arrival, departure, organization of groups and check-room.

Reservations

All reservations must be made at least three weeks in advance; please contact the Education Department.

Cancellations

Please inform the Education Department as soon as possible of any cancellations.

Maximum number of students per group, per hour 50, unless otherwise indicated for particular programs.

Telephone

Education Department (514) 285-1600, extension 135 (English and French).

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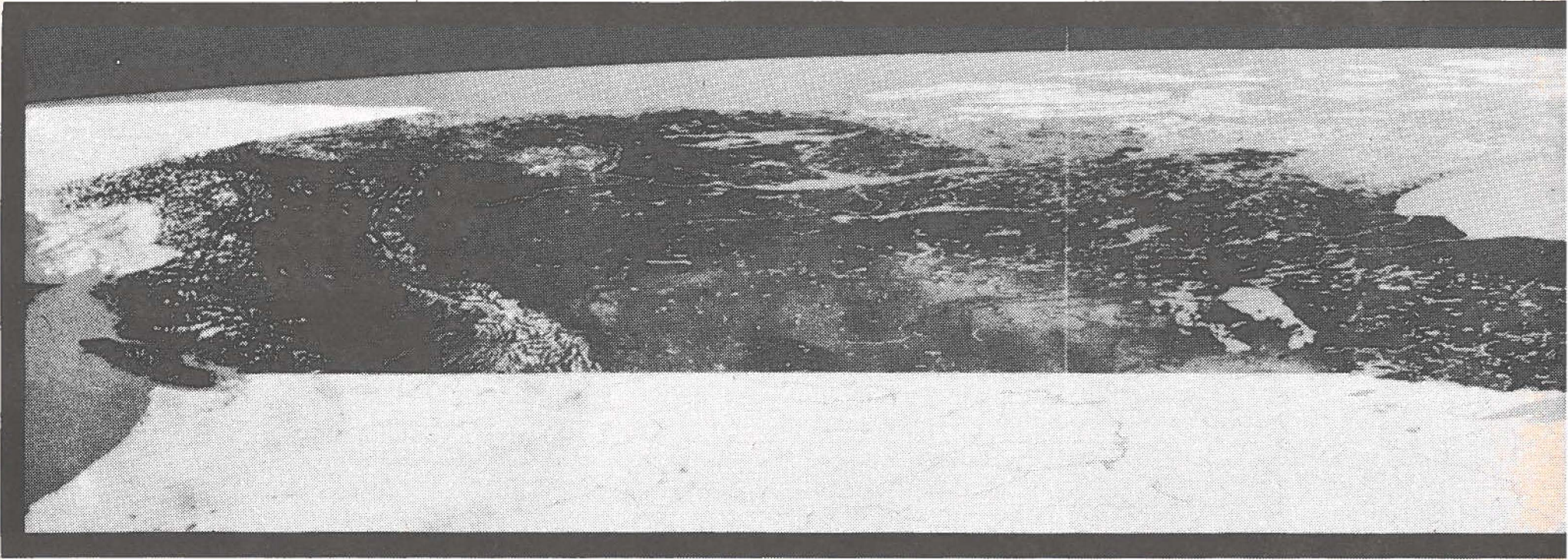
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How many students **W****I****D**



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The National Film Board not only wins Academy Awards in Hollywood nearly every year, it is also Canada's leading producer of audiovisual materials for Canadian studies.

Now it has come up with a unique educational aid which your local might consider as a handsome gift to your school.

The NFB has designed the widest-ever map of Canada specifically for use in Canadian classrooms. It measures 16 feet by 31½ inches! After careful consultation with teachers, it was built for easy installation on a wall or blackboard.

The advantages are obvious. For the first time, children can get a real sense of the enormity of our country — ten million square kilometres! And teachers can easily point to specific places in the knowledge that every child can see them. Children can write on the laminated surface, or affix pictures.

The kit of resource materials supplied with the map includes background information on the map, activities for elementary and secondary students, and listings of about 200 NFB audiovisual materials to complement the use of the map. It is available in either French or English. Suggested activities are organized according to themes, such as language arts and social studies, exploration, transportation routes, relief, vegetation and population.

Wall charts made by computer show northern, western and eastern perspectives of Canada, an

Free literature

Teaching Values

The language Press has available, free with self-addressed, stamped envelope: "How to Teach Values in the Schools" (A Wisconsin Education Association reprint), and

Description and reviews of the Teaching Students to be Critical Series. (Books for grades 4-12 on Emotion, Ethics, Lying, Time, Humor.)

For copies send to:
The Language Press, P.O. Box 342, Whitewater, WI 53190 U.S.A.

innovation which is especially helpful in explaining perspective and distortion, the earth's roundness, and computerized cartography.

In addition to the huge wall map, the kit includes 14 working maps and graphics which can be photocopied or used as overhead

transparencies. There are detailed maps of the St. Lawrence Seaway, and others depicting population centres. The graphics feature several types of cut-out compasses, and an explanation of how a canal lock functions.

Advance descriptions of this educational tool sound exciting,

and worthy of our National Film Board's reputation for imagination and thoroughness.

The price per kit is \$175, but discounts increase with the size of orders. To order, or for more information, write:

NFB Canada Map, P.O. Box 6100, Montreal, Quebec H3C 3H5



Calling all Preschoolers

The Lakeshore School Board is reaching out into its community in an effort to contact local preschools.

This new initiative is being carried out by Kindergarten teacher Judy Segal, who has been relieved of her classroom duties for a half-year to implement the project.

"We have a series of goals," says Segal, normally assigned as a teacher at Dollard des Ormeaux' Spring Garden Elementary School. "Chief among these is the forging of a stronger bond between preschool teachers and their counterparts in the elementary schools.

"I want to meet nursery and preschool teachers in order to exchange information about learning activities for young children. We would like to have more input in order to make our kindergarten classes appropriate to each new group of five-year-olds, plus I feel that preschool teachers would like the opportunity to know more about our current plans and programs so that they can deliver programs providing even better preparation for regular school.

Almost 100 preschools, nursery schools, playgroups and play-schools, as well as daycare centres can be found in the Lakeshore School Board territory, which serves the West Island, Ile Perrot and Vaudreuil-Soulanges regions. Segal will be visiting many of these herself, while others will be contacted by local school Principals and administrators. To complement the literature prepared for parents and teachers, special items just for the preschoolers and their schools will be given out — a coloring book, a poster, stickers and balloons.

For information: Judy Segal (514) 697-2480

The Tenth Annual QACLD Anniversary Conference on Learning Disabilities

National QACLD Conference '85

March 20, 21, 22, 1985

Queen Elizabeth Hotel, Montreal

The Quebec Association for Children and Adults with Learning Disabilities is pleased to announce that Congrès '85 will this year be expanded to host the Fifth National Canadian ACLD Conference, in cooperation with the Canadian Association for Children and Adults with Learning Disabilities.

The national 1985 conference of the Association of Children with Learning Disabilities will also present a special parents' workshop entitled *Practical Tips for Parents on Developing Social Skills in Children and Young Adults*. Speakers will be **Dr. Margie Golick, Dr. Robert Spencler and Dr. Sam Burstein**. The workshop will take place on Friday, March 22, 1985, from 9:00 am to 3:30 pm at the Queen Elizabeth Hotel in Montreal. Cost: \$20 per person.

Special FREE evening sessions for parents on Wednesday and Thursday, March 20 and 21, at 7:30 pm will also be featured.

For further information contact the conference office at

(514) 735-1388

AQETA  QACLD

Up Here is the NFB Canada Map?



McGill

Subsidies too Low, Foreign Fees Too High

In the past seven years, McGill University's enrolment has increased by 20%, and the cost of inflation has risen by 83%. Yet in those same seven years, McGill's operating grant from the Quebec government has increased by only 34%.

In its brief to the Parliamentary Commission on Education and Manpower, the University describes the consequences of this underfunding to the Quebec university network as a whole and to McGill in particular.

Topics of special concern to McGill are the distortions created by methods of distribution of funds among universities; higher fees paid by McGill students from Quebec; and differential fees for out-of-province and foreign students, which threaten to deprive Quebec of economic, trade and educational advantages.

McGill's efforts to cope with the drastic budget compressions of recent years are described. These include salary restraint more stringent than at other Quebec universities, as well as reductions in staff which have as much as doubled teaching loads, and operating deficits for which there are no further reserves to draw on.

In its conclusions, McGill's brief questions unfounded assertions that the university system duplicates efforts, and points out that student/staff ratios and laboratory equipment are better at the Cegep than at the university level, despite the universities' additional responsibilities for research and graduate studies.

It is counter-productive, McGill concludes, to increase accessibility to university studies for the purpose of raising the educational level of the population, if those university studies are of insufficient quality.

McGill makes four specific recommendations, in addition to supporting those made by the Conférence des recteurs et des principaux des universités du Québec in its earlier brief to the Commission:

- re-alignment of the bases for redistribution of government funds among universities, using new resources
- a system of protection against the effects of reduced enrolment
- no change in tuition fees for all Canadian students
- foreign student fees which do not exceed the marginal cost per student, and removal of linguistic quotas from international agreements.

LAKESHORE SCHOOL BOARD

Network of Schools

In conformance with its policy on school closure, and recognizing that no school has been identified as vulnerable for closure at the end of the 1984-85 school year, the Council voted unanimously to confirm its current network of schools for the 1985-86 school year.

Enrolment of students

Assistant Director General Jim Heywood presented Council with enrolment figures for the Board's schools. As of Sept. 30, 1984, there were 11,567 students attending the Board's schools, an increase of 97 over the equivalent figure one year ago (11,470). This is the first year since 1975 that a positive balance has been experienced by the Lakeshore Board. The French schools of the Board continued to be the sector of greatest growth, with an increase of 158 over last year's total of 826. As an added factor of optimism, the grade-by-grade analysis shows that the kindergarten enrolments are above last year's totals, with an increase of 96 in the Board's English kindergartens, and 32 in the French equivalent.

Hudson High Project

The Council directed its administration to proceed with the minimum level of preliminary work,

Canada North

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For years, northern Canadians have grumbled that southerners ignore them. Except for the steady trickle of intrepid greenhorns who go north and discover that this is where they want to spend the rest of their lives, the grumblers are right.

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Called *Up Here*, it will be published every second month, and promises to be full of colorful pictures and fascinating articles about the tough, cheerful, optimistic people of the Canadian north.

As publisher Marion LaVigne says in her open letter to prospective readers, "You'll travel to remote corners of the Territories which, even today, few people have ever seen. You'll meet fine native and non-native artists whose work you've probably never seen before,

and a new generation of writers, poets and photographers the south has yet to discover."

Charter subscribers will get six issues of *Up Here* for \$12 (30% off

the newsstand price) or 12 issues for \$22. They'll also get a gift book, *Cities of the North*. Write *Up Here*, P.O. Box 1350, Yellowknife, N.W.T. X1A 2N9.



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Drugs a short cut to feeling good

More Honesty in drug education would go further with kids

Scientists and drug educators would gain credibility with young people if they admitted drugs can be fun and make people feel good, says Ron Clavier, clinical psychologist at the Clarke Institute of Psychiatry here.

"It is not necessary to talk about the harmful effects of marijuana or cocaine. No one wants to hear that," he told a drug abuse and youth conference.

"Let's not make the mistake of assuming that kids in school have not heard that drugs are harmful."

They've heard it before, and that doesn't stop them, he said.

The sooner drug educators realize that drugs are fun, and "deal with that head on, the more chance we have of making a meaningful impact," Dr Clavier said.

He said one place to start is in the classroom with detailed, science-based drug education that is non-threatening and non-accusatory.

For instance, in a biology class, the science teacher could talk about how substances are absorbed in the body, how they are distributed, what is left behind physiologically and biologically, what the break-down product is, and how the cell responds to the accumulation of that product.

"It is time that information found its way into the classroom so young people can assess it and understand it."

Dr Clavier said it is important to tell students that the sensation of feeling good produced by drugs is an illusion prompted by a chemical imbalance in the brain.

Science lessons could deal with how complicated and delicate the brain is, and how small deviations in the chemical balance of the brain can have serious consequences.

"The brain uses chemistry to communicate. It uses chemicals to take us from reality, or the environment, to our subjective experi-

ence, what we think is happening," Dr Clavier tells students.

A chemical imbalance can mean the brain is responding to an illusion. Talking about drug taking as the "willful onset of chemical imbalances may be a better way to teach young people, "without talking about how bad marijuana is or how many people use heroin."

But, Dr Clavier said, "educators need to point out that (taking drugs) short-circuits all other mechanisms of feeling good."

He tells young people that putting in hours preparing a science project, writing a poem or play, or practising for a winning football game are all ways of feeling good. But why take the trouble, when you can just short-circuit that by sitting at home and listening to music or drooling in your shoe? Why bother to take the time?"

People take the time because that other way—the short circuit is an illusion, and if you start responding to the illusion, you

\$5.7 million grant

Problem Solved for Universities

Quebec and the new Conservative government in Ottawa have worked out a method of disbursing a \$5.7 million federal grant to accelerate research activity in the province's universities.

The grant was allocated to a trust fund in August after Quebec objected to the "unilateral" manner in which the office of the Secretary of State had selected the projects to be funded (see *The Reporter*, Sept. 6, 1984).

At that time Ottawa announced that \$5.7 million had been set aside for 12 projects in Quebec, nine of which were on an original "priority" list of 16 projects submitted by Quebec in the spring, and three of which had not been submitted at all.

will make errors in judgement," Dr Clavier says.

The ultimate error in judgement is an error in the perception of self. If you respond to an illusion of yourself as better, classier, funnier, smarter, more able to appreciate music, more able to experience your environment, you will think more of yourself. But you are responding to an artificially-induced ability. In fact, your actual ability is not changed at all.

Dr Clavier cautioned conference delegates: "When you ask the question 'who do you think you are' to a kid taking drugs, you'd better listen to what the answer is, because they are going to be behaving according to who they think they are, where they think they are, and what they think is happening."

The conference was sponsored by the Drug Education Coordinating Council as part of Ontario's Addiction Awareness Week.

Both Education minister Yves Bérubé and CREPUQ president Claude Hamel called the federal government's decision to ignore Quebec's educational priorities by altering the original list "unacceptable," and agreed that the \$5.7 million should be turned over to CREPUQ until the issue was resolved.

According to the agreement, the money will be spent on 11 projects, all of which were on Quebec's original 16-project priority list.

Included is \$700,000 to expand McGill's robotics research facilities, and \$1 million to help establish a computer research centre to be shared by McGill, l'Université de Montréal, Concordia, UQUAM and l'école Polytechnique.

Book Review

WHEN PARENTS FACE THE SCHOOLS

Judy-Arin Krupp and Robert Pauker
Published by Adult Development
and Learning \$9.00

This book grew out of a parents' workshop in rural Connecticut. One of the authors, Dr. Krupp, was a featured speaker at this year's P.A.P.T.-P.A.C.T. (teachers') convention, and is trying to publicize and distribute the book on her own.

It certainly answers a need for calm, sensible, objective advice for parents who are faced with at least a decade of contact with their children's teachers.

Particularly in the early years, we don't always understand what the teacher expects of our child. We don't know how much to tell the teacher about our child's development, or about unusual situations at home. We tend to compare our child to his brothers and sisters, not, as the school system does, to others of the same age.

How should we react to complaints from the child that the teacher is being unfair, or from the teacher, that the child is not trying? We don't always understand the chain of authority which runs from the classroom teacher through the principal to the elected board member. Nor do we always appreciate the planning and experience—and the limitations—of the education professionals.

These and other subjects are

addressed in a way which is calculated to spark thoughtful discussion among parents. The book is written from the perspective of the United States, but its principles are easily applied to our experience.

Chapter headings include: helping your child adjust to major school changes; what tests mean; understanding your child's grades; helping your child with homework; a parent's dictionary of educational jargon (particularly helpful, that one!).

The authors suggest selling the book in schools and doing a little local fund-raising in the process. If you place a bulk order with the publisher, you can sell the book for \$9, and keep \$1.80 of that amount for your own local. If you sold 100 books, your local would make \$180! The authors also suggest a series of workshops for your parents, each based on a chapter of the book.

They request \$1 for postage and handling for individual orders of the book. Bulk orders should be negotiated by letter.

The publisher's address is:
Adult Development and Learning, 40 McDivitt Drive, Manchester, Conn. U.S.A. 06040

— Barbara Peden

Student Population Drops

(Island of Montreal)

As its regular meeting of December 17, the Conseil scolaire de l'île de Montréal (Montreal Island School Council) published this school year's official student registration figures for the school boards of the Island of Montreal.

The following is a summary of the main points of this report:

The overall number of students as of September 30 1984, decreased by 3448 pupils (from 218 058 to 214 610) compared to 1983.

This decrease of 1.6% is the smallest drop in students since 1970. Three factors had a particular impact on these results. First, 1642 young adults, 18 years of age or over, joined the group of part-time registrants that is made up of "drop-back-in's" who had left high school and who are registering again. This phenomenon is due to unemployment and government programmes such as the social and vocational integration of young people. The two other factors were, on the one hand, a slowdown in the

drop of the birthrate and, on the other, an increase in residential construction on the Island of Montreal.

• The population at the elementary level is levelling off with a drop of only 0.5%, after a decade of large annual decreases. French-speaking students are increasing (845 students more or +1.2%) while English-speaking students are declining in numbers (-1359 students or -4.6%). At the high school level, the population is declining at a rate of 3.7%

• The official registration figures as of September 30, 1984, are the following for each of the school boards of the Island of Montreal:

Jérôme-Le Royer	21 993
C.E.C.M.	104 157
Sainte-Croix	9 058
Verdun	5 986
Sault-Saint-Louis	13 346
Baldwin-Cartier	16 622
P.S.B.G.M.	31 885
Lakeshore	11 563
TOTAL	214 610

John A Swaine

The West Island community lost one of its educational leaders over the Christmas holiday with the death Dec. 27 of John A. Swaine, a school administrator for the past 17 years with the Lakeshore School Board.

Born and raised in the Westmount area of Montréal, Mr. Swaine joined the then West Island School Commission as a teacher in 1957, following the completion of his Bachelor of Education degree at McGill University. He taught at several local schools, most notably at Northview Elementary in Pointe Claire and Beaconsfield High School, and also held the post of staff assistant.

He was named to the school board's administrative cadre in 1967, and served as Principal of Cedar Park School, Pointe Claire, and at Briarwood School, Beaconsfield, as well as Vice-Principal of Greendale School, Pierrefonds. At the time of his death he was Principal of Seigniory School, Pointe Claire.

For all the students, parents and teachers who benefited from his presence in their schools, as well as a host of colleagues and friends, he will be greatly missed for his intellect, his sympathy, his fine sense of humour, and for his quiet courage.

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FOCUS on MEMBERSHIP

These are last year's membership figures.
What will they be for 1984-85???

(1984/85 membership as of January 4, 1985)

	1983/84	1984/85
ALLANCROFT	185	182
AYER'S CLIFT	19	15
AYLMER	13	36
BAIE COMEAU	18*	—
BEACON HILL	171	147
CARLYLE	72	—
CEDAR PARK	114	131
CHRISTMAS PARK	202	151
COURTLAND PARK	125	111
CHELSEA	21	23
DORSET	113	128
DUNRAE GDNS	147	112
EARDLEY	80	86
ECOLE PRIMAIRE BEACONSFIELD	93	134
ECOLE PRIMAIRE PTE. CLAIRE	149	—
EDGEWATER	229	202
EDINBURGH	120	122
ELIZ. BALLANTYNE	137	144
GARDENVIEW	182	108
GREENDALE	134	—
HAMPSTEAD	78	89
HOPETOWN-SHIGAWAKE- PORT DANIEL	26	26
H. PURCELL	75	59
HOWICK	20	6
HUDSON	240	206
HULL	42	63
JOHN RENNIE HIGH	92	33
JOHN XXIII/DORVAL HIGH	39	—
KEITH	74	87
LACHINE HIGH	151	101
LASALLE HIGH	23	6
LINDSAY PLACE HIGH	141	107
MACDONALD HIGH	132	165
MAGOG (PRINCESS ELIZABETH)	48	23
MAL. CAMPBELL HIGH	56	33
MARY GARDNER	17	6
MEADOWBROOK	153	120
MOUNTROSE	84	—
MT ROYAL HIGH	138	—
NEW CARLISLE HIGH	84	49
NEW RICHMOND HIGH	36	23
NORTHMOUNT HIGH	17	6
NORTHVIEW	154	97
ROYAL WEST ACADEMY	133	179
SEIGNIORY	170	143
S. HULL	82	82
SPRING GARDENS	65	81
SUNNYDALE	153	142
THETFORD (Andrew S. Johnson Mem. School)	45	48
THORNDALE	123	61
VALOIS PARK	158	154
WAGAR HIGH	214	—
WESTMINSTER	153	232
WESTPARK	192	151
WILLINGDON	121	107
WINDERMERE	183	185
WILLIAM LATTER	18	—

This column will appear in every News issue with the 1983-84 memberships appearing in light type.

Our goal for 1984-85 is to increase all of these memberships, plus adding new associations to our list.

*We apologize to the Baie Comeau Home & School Association for incorrectly showing their 1983/84 membership, in the Sept. issue as 0.

(1984/85 membership as of January 4, 1985)

All-Canadian encyclopedia—a bargain

By Barbara Peden

Are you one of those people who gets special satisfaction out of getting something good and cheap? Have I got a bargain for you!

For years, school and public librarians have stocked an old Canadian children's encyclopedia published in the 1960s. They kept it around against their better judgement, just because students sometimes came in asking for specifically Canadian information they couldn't find in American or British volumes.

At last an all-Canadian encyclopedia is being published, and thanks to the oil revenues enjoyed by the government of Alberta, it will be sold at one-third its real value.

Mel Hurtig, the Edmonton publisher and a well-known Canadian

nationalist, thought of the project back in 1972, when a tour of Canadian schools opened his eyes to "an appalling lack of Canadian content in school libraries."

He appealed to the Alberta government for help and got it, in the form of heavy subsidies from the oil-rich Heritage Fund. The Canadian Encyclopedia will go on sale early next year for \$150, but pre-publication orders will cost only \$125. Without the Alberta subsidy, the set would have cost \$450.

The three-volume, full-color, three-million-word encyclopedia was written and compiled by many of Canada's best-known authors, and Hurtig is enthusiastic about the quality of the material. He intends to update items every three years, as is done by most reputable encyclopedia pub-

lishers.

The work is intended for adults and students, not very young children.

No one but Hurtig himself knows yet how good it really is. But considering the price, and the fact that there isn't any other decent Canadian encyclopedia in sight, this encyclopedia is a steal.

High school locals could buy it on the proceeds of one bake sale.

Pre-publication orders may be made by mail. A deposit of \$25 is requested, and will be refunded if the set, when it arrives, is not satisfactory. Send orders to:

The Canadian Encyclopedia,
Hurtig Publishers Ltd.,
10560-105 Street
Edmonton, Alberta
T5H 2W7

Cultural outlet formed

The recently founded Ballet West is an important new addition to the Montreal cultural scene. This chartered non-profit organization will provide young ballet dancers with a platform for further development and an opportunity to perform in a theatrical environment. This Christmas season the Ballet West company presented a full length production of Tchaikovsky's Nutcracker Suite. The presentation was the first of an intended annual event.

The framework of the organization is made up of an extremely dedicated group of professionals led by artistic director Margaret Mehuys. Teamed together, they have meant the realization of many dancers' dream. The large majority of dancers endure many years of hard work only to remain within the four walls of the studio. This production unit provides a well deserved outlet for dancers of

the Montreal area to perform in their artistic field.

For further information write to: Ballet West, 103 Chartwell Crescent, Beaconsfield, P.Q. H9W 1C2

**YOUR
OPINION
COUNTS**

Why Belong to A Home & School?

BECAUSE no improvement in school conditions is possible until a strong public opinion approves and demands it.

BECAUSE no group can influence public opinion and public school officials so successfully as an enthusiastic, interested group of parents.

BECAUSE there is no better way to acquaint parents with school conditions, or to arouse their interest in improvements, than through a home and school association which meets regularly to consider such matters.

BECAUSE full and free discussion of general school problems in a meeting of teachers and parents often solves petty difficulties without friction, or prevents them.

BECAUSE discipline usually becomes easy when a child realizes that father, mother and teacher, not only understand each other, but are working together.

BECAUSE acquaintance with parents makes possible a more intelligent understanding by the teacher of the children's needs,

potentialities, and limitations.

BECAUSE intelligent understanding by parents of the work and methods of the schools usually helps to develop loyalty among the children, and as a result the teacher's efforts become more effective.

BECAUSE parents and teachers engaged in a common enterprise will work better and accomplish more when they know each other well.

BECAUSE school methods are changing, and parents need to know in general what the changes are and why they are necessary.

BECAUSE some organizations not interested in schools or child welfare may press for legislation inimical to education or child development. In such cases it is well that there be a strong and growing organization looking after the interests of childhood.

BECAUSE it is an ideal medium for helping to build a spirit of confidence, fair dealing and goodwill among the nations and races of the earth.

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MONTREAL, QUEBEC H4B 2Y5
PHONE: (514) 481-5619

Fingerprinting Children, Just in Case . . .

It all started when a Dollard-des-Ormeaux woman brought the idea back from a visit to the United States, and it snowballed.

During the first half of 1984, more than 1,000 nursery school children had their fingerprints taken, and Seigniory Elementary School in Pointe Claire has had their 320 students "done."

Fingerprinting is the surest method of identifying children. Many very young children do not have dental records because they have never been to a dentist.

Parents at Northview, Dorset and Mount Pleasant Schools have been instructed in how to take

fingerprinting records. The police are enthusiastic about the project, but lack the manpower to take the prints.

The prints are given back to the parents (no file record is kept by police or school), and each parent is advised to keep a copy in case the parents become separated.

Sandra Kashetsky, a member of the Seigniory school committee and chairman of the fingerprinting team here, says the fingerprint records will serve as protection for the students.

"It's just like insurance; you shouldn't need it but it's something good to have."

Educational TV Now on Radio-Quebec

After 21 years on CBC, Quebec School Telecasts have been switched to Radio-Quebec, which can be found on channel 17 on the UHF band.

The English-language programs will be aired twice daily from 11 to 11:30 a.m. and from 1 to 1:30 p.m., Monday to Friday, except holidays, until the end of May.

They include lively, interesting material geared to the Quebec curriculum for both elementary and secondary students.

A recent survey shows that about one-third of Quebec teachers use the programs. Another survey showed that between 65,000 and 70,000 viewers a day in the Montreal area watch the programs

at home.

Most teachers view the programs when they are broadcast, but they can legally be recorded for later use, as long as they are erased by the expiry date listed in the ETV guide which is sent to the schools by mail.

If reception is bad, teachers can borrow the programs on videocassette.

Radio-Quebec is the television network owned by Quebec taxpayers. Apart from these educational programs, its programming is in French, and includes a high proportion of cultural material, public affairs, and little-seen European movies.

Kiwanis Clubs Recognized for Supporting Character Education in Elementary Schools

The American Institute for Character Education has chosen Kiwanis International as the 1984 recipient of the institute's Russell C. Hill Memorial Award. The award, accompanied by a \$5,000 grant to the Kiwanis International Foundation, was presented on October 9 at the AICE annual meeting in San Antonio, Texas.

Kiwanis International, the first organization to receive the Hill Award, was chosen for its support of character education programs in elementary schools. The community service organization has encouraged its 8,100 member clubs to promote the use of character education curricula and to provide financial support to such programs where needed.

The American Institute of Character Education has developed a successful national program for character education that is now being used in 14,000 classrooms in 43 states.

"Service to youth has been a Kiwanis tradition since the first Kiwanis club sponsored its first service project in 1915," says G.H. Zitzelsberger, Kiwanis International Secretary, who accepted the Hill Award on behalf of Kiwanis. "We're especially pleased to receive this honor, because the development of positive values, self-respect, and respect for others among young people has been a goal of countless Kiwanis club projects over the past 70 years."

Outstanding Student

PSBGM takes award

Andrew Halperin, 16, of St. Laurent is one of four gold medal winners in the second annual Montreal Board of Trade Outstanding Student Awards competition held last spring.

Andrew, a senior student at Sir Winston Churchill High School, was the top finalist in the Liberal Arts category.

The 101 finalists were honoured at the annual general meeting of the Board of Trade at the Sheraton Centre Hotel. The Board has brought together Montreal's business leaders for the past 162 years. The winners were selected from the hundreds of students who participated from 58 high schools across the island.

Andrew was also presented with a \$500 scholarship for his victory as well as guaranteed summer job

with a Board of Trade member company.

Andrew was one of 16 finalists from the PSBGM. They were: Adam Barr, Mount Royal, Catherine Scheer, LaSalle, Steven Siadmidis, Malcolm Campbell and Tracy Lynn Wood of Rosemount in the science and mathematics category; Natasha De Cruz, Mount Royal, Deborah Goodwin, Westmount, Karin Patriquin, FACE and Gail Warren of Riverdale in fine arts; John Amarica, Malcolm Campbell, Victoria Kaspi, Wagar and Nancy Anne McArthur of LaSalle in liberal arts, and Lorraine Balleine, West Hill, Lynn Christiansen, Rosemount, Neil Stoopler, Wagar and Tony Yao, Riverdale in the technical/vocational category.



SAFETY SCENE



Be Sensible

"The Teddy Bear Look"

While many people prefer the comforts of home when snow falls, others enjoy ice skating, sledding, snowmobiling or skiing. Quebec Safety League believes winter athletes should partake in these sports carefully as too many people are injured each year.

Those who practice these sports should have the proper equipment for each activity. Of paramount importance is that beginners seek the necessary instruction and then practice as often as possible. QSL suggests the following tips in order to keep warm in the cold:

- Dress for the weather and remember to take the wind-chill factor into account as well as the temperature. On a 20 F (-8 C) day, a 15mph (24km) wind brings the wind-chill index down to an uncomfortable -5 F (-20 C).

- Don't walk, skate, sled or snowmobile on ice unless you are certain it will support you. A warm sunny day will weaken the ice. While the first ice of the season may look clear and strong it often isn't of uniform thickness.

- Drive snowmobiles with extra care on unfamiliar trails and over rough, hilly or wooded terrain.

- Allow children to sled only on hills free from obstructions and away from roads. A child zooming down a snowy slope may be going too fast to avoid a collision.

- Cross-country trails are not as carefully groomed as downhill slopes. Watch out for rocks or branches buried in the snow. Take a survival kit along if you are going beyond well-travelled areas.

- Most healthy people do not have to worry about breathing in cold air. However certain persons with respiratory problems may want to wear a face mask to reduce any chance of infection.

- Remember that wool socks are warmer than cotton; warm socks and water-proof boots help keep feet comfortable; mittens are warmer than gloves because they have less surface area exposed to cold.

QSL says "that the more you look like a teddy bear, i.e. wear many layers of airy clothing, the warmer you are going to be." These lessons learned in the arctic by the army will help you keep warm in this year's wintery blasts.

CHOKING HAZARDS

What Everyone Should Know

Quebec Safety League reports that the candies, hot dogs and peanut butter many young people love to eat could pose a choking hazard to the very young. This conclusion was arrived at by a task force of the American Academy of Pediatrics.

Nobody knows precisely how many children choke on food, but recent studies from 41 states showed that out of 703 asphyxiation deaths in children aged from birth to nine years, 503 were caused by non-food objects and 200 by food obstruction.

The task force notes that children are at highest risk from birth to 48 months with a peak risk at about 12 months.

The most dangerous foods are those which resemble the roundness of the tracheobronchial aperture and are smooth enough to pass easily past the larynx, thus totally

blocking the airway: examples are hot dogs, pieces of meat and grapes.

The packages of potentially hazardous foods should include informational labels warning of the danger to young children, the task force says. The panel also recommends that a nationwide public education program be initiated with practical tips on feeding children from birth through school age.

In other recommendations, the task force said:

- Children should eat or drink only when sitting upright; bottles for infants should not be propped.

- Topical anesthetics used during teething could limit the child's ability to swallow solid foods even those which require little chewing.

- Food should be cut into small pieces and cooked well for young

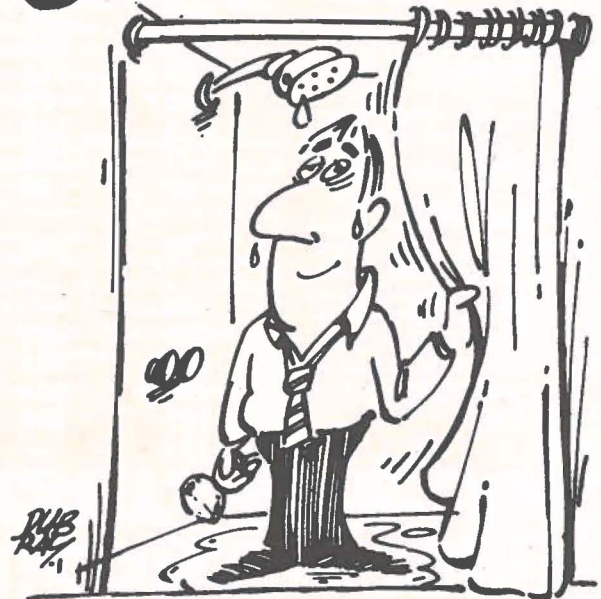
children, who could be fed only a small amount at one time.

- Young children's meals and snacks should always be supervised.

QSL asks parents to follow these safety tips in order to prevent food-choking accidents.

DRINKING & DRIVING

HARRY HAD A COLD SHOWER...



unfortunately, neither a cold shower, fresh air nor black coffee will eliminate 80 mg.* of alcohol from his blood. Only time will do it - and that takes 5 hours and 20 minutes! (at 15 mg./hour)

Take your time, Harry.

*that's the legal limit for drivers.

BE A REAL FRIEND.

Don't let someone you care for drink and drive.



Régie de l'assurance automobile du Québec

SAFETY IS YOUR CONCERN especially if the sidewalk is ice-covered!

FOCUS on the LOCALS

EARDLEY

They Radiate Cheer, and Good Hot Lunches

This western Quebec local's lively newsletter, "News and Views," is full of both, thanks to editor Gisela Adams-Côté. Here are some samples:

The Home and School has bought \$240 worth of new instruments for the school: new drums, a soprano metallophone and a soprano glockenspiel. The school's noon-hour music and drama programs have both drawn record numbers of students this year.

A major fund-raising effort was held in November to buy needed gym equipment. Bottles of spices were sold, and a craft and bake sale was held November 23 and 24.

The school now has a microwave oven, and a local store has sponsored a microwave cooking course for interested mothers. Volunteer Pat Fairhurst and a staff of moms are now supplying hot lunches in the teachers' lounge for some of the students.

Understanding Children Under Stress

Several West Island school communities have been learning about new developments in identifying and relieving stress in children.

Margaret Mitchell, a teacher at Allcroft, and Dr. Riva Soicher have conducted workshops recently at Cedar Park, Allcroft and Windermere Schools.

They base their presentation on findings from a two-year research project sponsored by the Lake-

shore School Board.

The experimental study involved introducing autogenic training (a relaxation technique) to a multi-level class ranging in age from 11 through 13 years.

A report on the research has also been given at the Seventh World Congress of the International College of Psychosomatic Medicine in Hamburg, Germany, by Dr. Soicher and Margaret Mitchell.

Level with teachers *from p. 2*

automatically blame any difficulties he has in class on the unusual situation at home.

But other experts, like Betty Felton, field staff director for United Parents Association, Inc., of New York City, disagree. "A parent who doesn't tell the school about a problem at home, such as a separation or an impending divorce," she says, "can miss out on valuable help. In New York City, for example, the schools will help a single parent find a teenage 'homework helper' for a younger child who's falling behind in his work."

Sooner or later, every parent feels a need to complain about something at school. Talking to parents who have complained successfully, I found that, first, they did whatever they could to solve the problem on their own. Then they made certain they had all the facts and took the trouble to follow through.

How sure can you be that a teacher won't treat your child unfairly if you complain? Every teacher I talked to considered a teacher's retaliating against a child highly unprofessional — really inexcusable. But given human nature, you can never be absolutely sure it won't happen. Lessen the chances by being tactful and pleasant and by following up to make sure the problem really has been eliminated.

If you have to ask for a special conference, be prepared to explain the problem as you see it. "Too many parents ask for a meeting and then expect the teachers to figure out what it's about without being told," says Carol Murray. "Whoever suggests the conference should be the one to carry the ball."

And if the special meeting is requested by the teacher, parents should understand its purpose beforehand, says Betty Felton. If the teacher or whoever sets up the

conference doesn't tell you what will be discussed, ask. Does your child need extra help? Special testing? Is there a behavior problem?

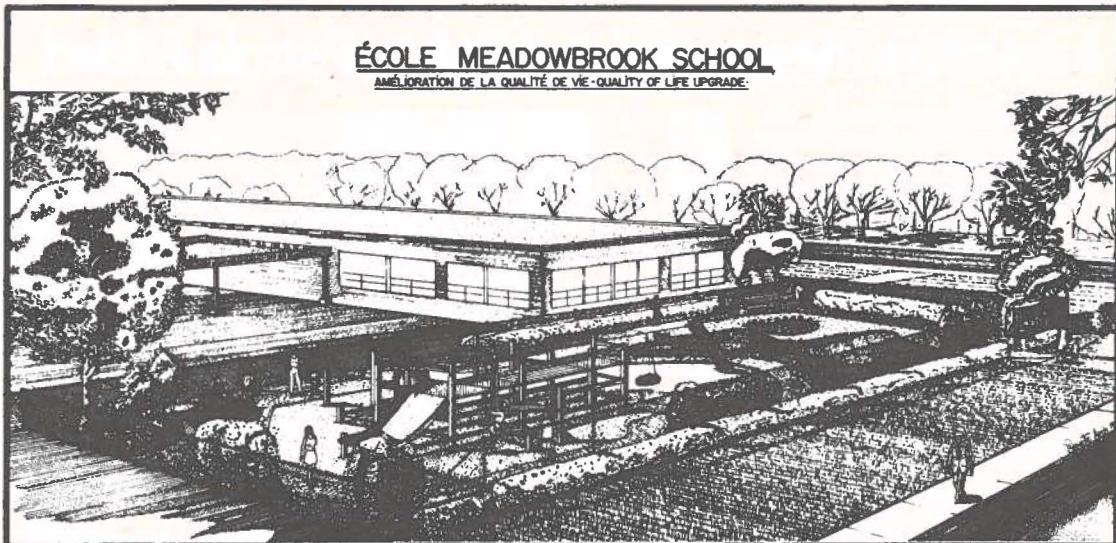
You may want to talk over the upcoming meeting with your child first — or you might even suggest to the teacher that your child take part in the conference. And if you want advice or moral support during any school conference, you can ask your husband or a friend — or anyone else you choose — to sit in on the conference with you.

Whether your talk with the teacher is a routine reporting conference or a special meeting to solve a problem, some follow-up may be required. Your efforts to follow up will let the teacher know you're willing to work with her and want to keep the lines of communication open.

Once in a while, though, you may leave a conference feeling you haven't accomplished much for your child. Despite your best efforts, you and the teacher have failed to hit it off. Or perhaps she seemed reluctant to discuss a problem your child was having in school.

Parents tend to blame themselves when a conference turns out badly. Often, though, neither parent nor teacher is to blame. To assure that every parent can develop a good rapport with every teacher, and vice versa, is unrealistic, especially in the brief span of a 10 or 15 minute conference.

When a talk with the teacher turns out to be less successful than you'd hoped, keep in mind that no single conference is likely to have a lasting effect on how your child does in school. But if you approach every conference with an attitude of friendly self-assurance and show a willingness to work with the teacher, chances are good that most of your talks will count toward a more satisfying education for your child.



architect Michel Goyette

MEADOWBROOK

New Mini-Park Asset to the Whole Neighborhood

A new "sports complex", outlined in the drawing above, greeted youngsters as they returned to Lachine's Meadowbrook school in September. Designed by PSBGM architect Michel Goyette, the playground features a zig-zagging tricycle path covered in mosaic stone, a "Jungle Jim" maze and climbing contraption, grass-covered hill, sandbox and landscaped rest area for kids and adults. Sand castle

building, tricycle riding and hill climbing may not be Olympic sports, but they are sure to be top drawers as far as Meadowbrook's youngsters are concerned.

It was built on the initiative of Principal Bertha Dawang, who decided that the existing playground was out of date.

The new facility is open to all the neighborhood children. During recess and lunch hours, the

Meadowbrook kindergarten and Grade 1 students play there under the supervision of Grade 6 students.

The cost of the project—about \$70,000.—was shared equally by the School Council of the Island of Montreal and the City of Lachine.

Similar projects at Hampstead, Barclay and Nesbitt are now under consideration.

NEW CARLISLE

Successful Bazaar and Casserole Supper

The New Carlisle Home and School Assoc., held their annual Christmas Bazaar and Casserole Supper on Nov. 24th. Approximately 22 exhibitors, selling handicrafts, baking and many other goods realized a profit of \$2,400. The Home and School received 10% of this amount.

A raffle of Christmas prizes was won by Patsy MacDonald, Margaret Flowers and Kathy Gagnon.

The casserole supper which followed the bazaar raised another \$490.00 for Home and School Projects.

A telephone committee under the direction of Enid Bechervaise has been set up to deal with unexpected cancellation of classes.

Olive Gilker reported on the leadership conference held in Montreal, particularly the workshop on child neglect in Quebec.

Guest speaker at New Carlisle's October meeting was Ross Clark, from the English-Speaking Parents' Network.

His speech was very informative, and outlined some of the network's objectives: translation and information from the education

department; regularly issued bulletins; conferences; travelling workshops; liaison with school boards; teachers and delegates.

Door prize at the October meeting was won by Mrs. C. Monroe. Membership now stands at 49.

Ann Hall

Got a money-making idea?
Send it in!

COURTLAND PARK

Carol Singing Raises Cash for Children Far Away

Students and parents enjoyed a Christmas concert on December 19. Each class presented a playlet or short program of songs, and the afternoon program ended, as always, with a performance by the staff choir and some carol singing by the audience.

It was followed by a silver collection for a Courtland Park Christmas tradition, Sleeping Children Around the World. This is a project to provide children living in group homes in developing countries with nightclothes, a mosquito net, toothbrush, facecloth and other simple things the children need at bedtime.

Courtland Park children do odd jobs at home to raise the money, and enterprising groups of children often go out carolling just before Christmas.

This year, a total of \$675.43 was raised and sent to project organizers. Students can look forward to receiving a set of photographs of their far-away friends in the new year.

Our Home and School local has had two speakers so far this year: Michael Thomas, P.S.B.G.M. spe-

cialist, gave a fascinating talk on gifted and talented children, Maureen Haynes, who is president of Westpark Home and School, talked about child abuse.

A new fund-raising idea this

year: picture frames made to look like old-fashioned carved wood, sold along with the annual school pictures.

Barbara Peden

BEACON HILL

Profits From Skis and Skates Buy Storybooks

From the newly-named newsletter, "School Scoops," edited by Cindy Patino, the following events at this West Island school:

The year got off to a bang with a ski and skate sale and raffle which made a profit of \$1,000. Following an interesting presentation by the school's library co-ordinator at a Home and School meeting in September, the local voted \$600 to buy new books.

Mothers got a chance to spend the whole day Christmas shopping on December 7, when all the students stayed at school for a hot-dog and ice-cream lunch, followed by a

movie. Some Beacon Hill mothers have been taking courses in Logo computer language to keep up with their children.

Students have been busy, too. Grade 2 visited the aquarium at La Ronde and collected money for UNICEF. The grade 5 and 6 students had a close-up look at the automobile industry when they visited a car dealership. They've also been studying the Group of Seven (Canada's great landscape artists), journalism, dramatic presentations of folk tales, and the acid rain problem.

FOCUS on the LOCALS

NORTHVIEW

Adventure Playground and Safety Patrols Added

A successful membership campaign, conducted by Janet Overall and Sally Poirier, was the first item of business on the agenda during the fall term for the Home and School at Northview Elementary School in Pointe Claire.

The second objective of the year was the co-ordination of the volunteer program, matching more than 75 parent volunteers with the needs of the school in a variety of tasks from classroom assistance to computer learning to extra-curricular activities.

In addition, we continue to provide support to the School Supply Store, the Class Mothers, and Block Parents. Chess lessons for students of all levels were arranged by Vivien Dagher, and Angela Wentzel conducted the Grade 6 babysitting course, now in its third year.

With funds from the local, poles donated by Bell Telephone, post holes dug by maintenance crews of the city of Pointe Claire, volunteer construction labor of a dozen fathers on an October Saturday, and the persistent efforts of principal Fred Argue to bring together all of these contributions, six stations of an adventure playground appeared to the delight of students and neighborhood children. Also new this year to Northview has been a safety patrol, organized by parent volunteer Betty Gadoua and grade six teacher Sherrie Utter.

Fund-raising, the third essential service provided to the school, has reached its highest goal yet. For the sixth consecutive year under the energetic leadership of convenor Frances Kalman, the Christmastime Towne Fair was a huge success. The craft table, under the direction of Denise Quartz, featured Cabbage Patch dolls and their hand-sewn outfits, creating a



popular and financial contribution to the success of the Towne Fair.

Profits from the monthly hot dog lunches, also organized by Frances, will subsidize a Grade 6 cross-country trip to Vancouver, scheduled for the Easter holiday. A third fund-raising event, the annual cheese sale, was ably directed by Barbara Lalonde and Vivien Dagher.

The Northview community has continued its support of the Butterfly Campaign for the Quebec Society of Disabled Children, contributing almost \$700, and students also collected about \$800 for UNICEF during Halloween. Food

donations for Christmas baskets were supervised by the student council, and the Christmas concert collection was used for local needy families as well as for the Ethiopian Action Plan of the Canadian Save the Children Fund. The student council also donated the proceeds from the December dance to African famine relief.

The Northview staff, classes and families also generously supported the Tiny Tim Fund. Caretaker Peter Magee raised an amazing \$4,000 for the Montreal Children's Hospital with his second annual dance-a-thon.

Carol Ohlin

Northview School Student Council contributed to caretaker Peter Magee's Dance-A-Thon fund. Peter raised almost \$4,000 for the Montreal Children's Hospital.

KEITH

Bazaar Buys Encyclopedia

September got off to a busy start with several classes going apple-picking. Floor hockey, volleyball and handicraft groups were organized, and many children are participating.

The school bazaar was held in November. Parents, grandparents, aunts and uncles all helped to make the day a success. Some of the proceeds were used to supply new encyclopedias and other reference books for the library.

The Home and School local sponsored the play "A Christmas Carol" and a show by magician Ted Outenbridge.

Many Home and School members are volunteering in the library and are helping with a project to aid the Quebec Special Olympics.

Judy Cloutte

HAMPSTEAD

Deaf School Finds a New Home

The Montreal Oral School for the Deaf (MOSD) is an independent school which works in 22 school boards across Quebec.

We provide support to children with varying degrees of hearing loss, from hard-of-hearing to profoundly deaf youngsters. The students use residual hearing and lip-reading, not sign language, in developing communication skills.

In accordance with our philosophy of mainstreaming hearing-impaired children into the "hearing" world, we are involved in a variety of educational programs.

This year there are 18 students and three teachers form MOSD at Hampstead, a school in which the staff is tremendously supportive. The hearing-impaired students enjoy the full range of school activities from computer classes to the science fair to the annual school play.

An educational alternative that has always worked well at Hampstead is called "Team teaching." In this situation, a group of hearing-impaired children and their teacher join a regular class and become a part of that class in every way. They wear hearing aids and, in many cases, supplementary systems that help them screen out additional noise in large classroom environments.

Hearing aids and hearing loss are fully explained to the regular students and before long, a natural give-and-take environment evolves.

Maureen Robinson

The teachers work in close co-operation with either the whole class or with special groups.

Clearly, there are advantages for all the children, and the classroom atmosphere is happy and positive.

For the hearing-impaired students, team teaching provides the best of both worlds. They are immersed in a regular class in which they must meet academic expectations. At the same time, they have the full-time support of a teacher who specializes in speech and language development. They get the chance to hear (and learn) many new words and expressions, they make "hearing" friends, and they feel great about themselves.

The advantage for the regular students is that they are exposed to handicapped children their own age and thus develop attitudes devoid of prejudice. Their questions are answered frankly. They learn through experience that they must look at the hearing-impaired classmate while they speak, and that they must not obstruct the view of their faces.

They learn to repeat the teacher's directions at times, and that there's nothing wrong with saying, "I didn't understand you. Would you say it again?" They also benefit from the interaction and energy of two teachers, and from music and art specialists which MOSD provides.

THETFORD MINES

Schools are a real community affair

A letter from Joanne Coleman saying how much she enjoyed the fall leadership conference contains so many facts that it deserves to be quoted at length.

She says that our booklet on leadership has been of help to both the school committee and the students' council of Grade 6 students at St. Patrick's School, and goes on to describe her region:

"Our two English schools in Thetford have about 120 students in each school. They are under the jurisdiction of the Greater Quebec School Board. Both schools have Catholic and Protestant children and religion classes are taught separately.

"Both schools function very well and there is a happy and busy atmosphere in both schools. The local Home and School Association and the school committees, although separate, all work together to make our two schools a better place for our children.

"The local Home and School Association also raises money for our two schools. A bake sale is held in November and a card party and bake sale in February. A hand-made quilt is donated each year to be raffled at the card party. Home and School members also donate casseroles to feed visiting sports teams.

"In the surrounding areas, local groups such as the Women's Institutes of Inverness and Kinnears

Mills, the United Church women of Kinnears Mills and the St. Andrews auxiliary of Inverness also donate money to our two schools.

"A Fall Fling for adults was held at the high school in November. Profits went to the A.S. Johnson

High School sports teams."

Joanne also encloses a sample of calendars which were sold for a profit of \$320.

Thetford Mines is about 150 miles east of Montreal, south of Quebec City, in the Asbestos region of the province.

RIVERDALE

High School Students Shape Up

A disciplinary crack-down at Riverdale High School in Pierrefonds has drawn such positive response that it attracted the attention of Gazette West Island bureau chief Stephanie Whittaker, and rated a full-length profile in her weekly column.

Two years ago, Riverdale staff decided that lax standards had prevailed for too long.

They set up a "discipline ladder," an official form that states when and how a teacher or administrator has intervened with a disciplinary infraction.

They also created a discipline committee chaired by two teachers, to review difficult problems.

In the bad old days, the delinquent student was sent home on suspension. Often, that's exactly what he wanted: to get out of school and roam the streets or sit in front of the television.

Now, he's more likely to be given

an in-school suspension. He's sent to a plain, white-walled room with nothing but his books and a watchful adult for company. Students who've been there say in awe that "it's like being in jail." The suspension room is supervised by 10 parents who have volunteered to take turns being jailer.

School committee chairman Jean Stratford admits that more volunteers are needed.

Sometimes disciplinary problems are resolved by the student's making a contract, or a promise in writing, to behave.

If the problem is a long-standing one, and acute, the discipline committee sets up a review hearing. The child's parents are invited by mail to attend. Both parents and the student are given a chance to respond to the school's complaints, and talking it out is often the first, and biggest, step towards resolving the issue.

FOCUS on the LOCALS

*It's your special page:
share your ideas
and pictures!*

FOCUS on the LOCALS

ECOLE PRIMAIRE BEACONSFIELD

Santa Ate a Hearty Lunch With the Children

Santa put aside his busy pre-Christmas schedule to have lunch at school on December 1. He ate with all the children at five half-hour sittings, from 11 a.m. to 2 p.m.

His helpers, organized by Darlene Kerr, prepared sandwiches, raw vegetables, cookies and drinks. The cost was \$3 per child.

Children were also invited to spend their pennies in a children-only gift store. Presents costing from 25 cents to \$1.75, and suitable for giving to members of the family, were gift-wrapped for the young buyers.

Helga Unterberger reports that the lunch and gift stores were very successful, and raised \$450 for the school.

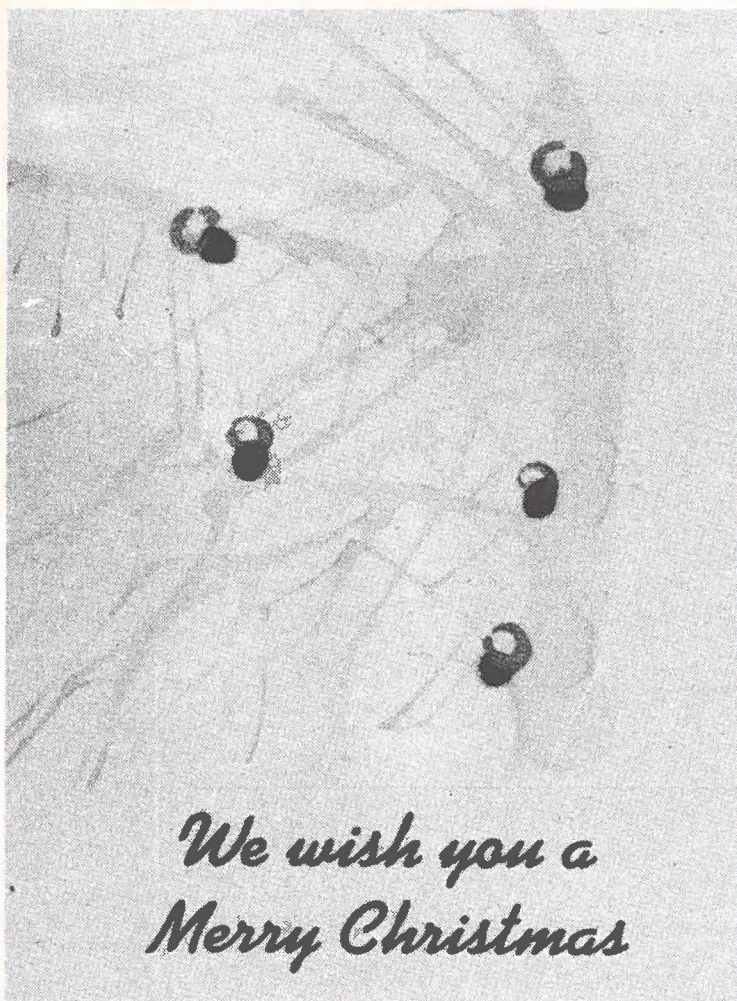
The school is involved in a new session of lunchtime activities: making Easter rabbits, art, chess, recorder, basketball, embroidery, Orff music, judo, drama, and organized games.

Helga encloses pictures taken at a chess tournament between Ecole Primaire Beaconsfield and Roslyn School. "I don't know who won, but everybody enjoyed it," she says.



AYLMER

Christmas Cards Were a Worthwhile Big Project



Back in November, the students and teachers of Aylmer Elementary School started making Christmas cards — and eventually produced about 3,500!

The Home and School local had blank card stock printed professionally with a "We Wish You a Merry Christmas" message on the inside, and the cards were distributed among the 12 classes.

Each class had to come up with a design, method and production of 360 cards. They used sponges, thumbs, stencils, markers, crayon and paint. The end result was 360 packages of cards (a dozen in a package). They sold for \$4, by coupon via the children to their parents.

The start-up costs were high, but so far profits are about \$260, nearly enough to purchase a few microscopes for our school. The surplus cards will be sold again next November.

The project brought the parents, students and teachers together, involved each and every student, drove the teachers crazy, but generally was worthwhile because of its all-encompassing involvement.

Teachers and Home and Schoolers met over a punch bowl to package the cards, and good feelings were generated.

It's great to feel we have drawn the school as a whole into a project, come out with very little criticism, and to have shown a small profit besides.

Lorraine Vadneau

**SHARE
YOUR
IDEAS**

**Send or call
Focus on the Locals**

WINDERMERE

Family Portraits Are Popular

Our family portrait session in November attracted 65 families. Photo-Portraits Inc. produced great results.

In November and December we provided a double-barrelled course for parents: cardio-pulmo-

nary resuscitation one week and first aid the next, with qualified instructors. We had a poor response in numbers attending, but the enthusiasm more than made up for it.

Norma Rennie

GASPE

New Richmond Plans Reunion

At New Richmond High, 200 students, parents and teachers spent an October afternoon skipping to raise money for the Quebec Heart Fund. Teams of six skipped continuously for 180 minutes to the music of Bruce Springsteen and the Beatles. Some showed off a variety of skipping skills, while others got awards for endurance.

English Catholic students from l'École Élémentaire in New Richmond also skipped. They added \$500 to the \$1,000 raised by the N.R.H.S. children. The school's students' council earned 20 per cent of the money for their own

use.

N.R.H.S. is planning a big reunion for next August 2 to 4 for students from 1959 to 1973. If you attended during any of those years, how about getting together with some of your old pals? Contact one of the following:

Mrs. Dale Duthie St. Onge, P.O. Box 7, St. Jules of Cascapedia, Bon. Co., P.Q. G0C 1T0 or phone: (418) 392-5825.

Miss Kathleen Paquet, P.O. Box 38, Grand Cascapedia, Bona. Co., P.Q. G0C 1T0 or phone: (418) 392-4896.

EDINBURGH

Children's Choir Sings for Shut-Ins

Our fund-raising has been very successful. We sold 350 dozen chocolate almonds for a profit of \$3,100. Some of these funds have been set aside for the human awareness program, new audio-visual equipment and building up our library resources.

The Edinburgh school choir, under the direction of Johanne Ledoux and Marco Fratacelli, entertained December 13 at the Eventide Home and the Ste Dorothee Senior Citizens' Resi-

dence. Early in January they brought cheer to Ste. Justine's Hospital.

In the spirit of the Christmas and Hannukah season, we collected food, toys and books for the Welcome Hall Mission, Jewish Family Services and the Salvation Army.

All in all, it has been a busy but rewarding time for the whole school.

Susan Goodman

LINDSAY PLACE

Duck-Tails Centre Stage

Cast members kicked up their heels in saddle shoes, pony tails, poodle skirts and motorcycle boots when the Pointe Claire high school present "Bye Bye Birdie," a Broadway musical set in the early 1960s, on January 30, 31 and February 1 and 2.

Lots more is happening at Lindsay Place. A school supplies store is being set up, and a contest is underway to find a name for it. Some graduating students are preparing for the trip of a lifetime, to Europe.

The Lindsay Place Home and School Association sponsored a talk January 21 by Maureen Haynes, who helped develop the Quebec Addendum to Canadian Home and School Association's child abuse kit.

The Lindsay Place school committee, in cooperation with the Canadian Council on Drug Abuse, will sponsor a preventive drug education program at the school on February 12, 13 and 14. Parents and the public are invited to an information night on February 13.

SUMMERLEA

Graduates, former principals say "so long, Summerlea"

Summerlea School held its final graduation exercises last June as invited guests said goodbye to a PSBGM school that has served Lachine for 34 years.

John Morton, Summerlea's first principal, served from 1950 to 1969. He travelled from his Ontario home to attend the afternoon ceremonies. During his tenure Summerlea once housed over 1,000 pupils. At the time of its closing there were 43.

"If I ever had the chance to serve as a principal at another school, I'd want it to be just like Summerlea," he told the audience and the 15 members of the Grade 6 graduating class.

George Shearman, principal from 1969 to 1980, and Col. K.D. Sheldrick, a former commissioner of The Protestant School Board of School Commissioners of Lachine, spoke with pride of Summerlea's successful past.

But it was also a day for looking

forward. "Cheer up!" urged Tracy Shutnik, class valedictorian. "We have the whole summer ahead of us. And even though this school will no longer exist, Summerlea will live on forever!"

The Grade 4 and 5 students will now move on to nearby Meadowbrook School. On this day, Bertina Dawang, principal of both schools, assured them that Meadowbrook students would welcome them with open arms.

She said Summerlea's history as a strong community school would live on in the other schools of Lachine. "There is a tradition of stability at Summerlea, Meadowbrook and Lachine High. Lachine is a very concerned and involved community.

Summerlea will serve as an annex for John Grant High this year. It will also house a new PSBGM program for high school drop-outs.



Education study termed "tragically misleading"

In the late summer, a news release was issued by the Canada Safety Council following a press story quoting the Insurer's Advisory Organization of Canada. The Organization said it had figures to show driver education graduates contributed to more accidents than those who had not taken a beginner driver's course.

In view of the importance of this to all safety authorities, we are re-printing hereunder the complete text of the news release as prepared by the Council's Traffic Section:

A driver education and traffic safety spokesman has described as "tragically misleading" a study by the Insurers' Advisory Organization of Canada which blames driver education graduates as contributing to more accidents than those who do not take a beginner licencing course.

Dr. R.A. McInenly, co-ordinator of Program Development of the Canada Safety Council points out that the Insurers' Advisory Organization's data is "narrow" and "speculative" and is confident that the safety research community will support him.

McInenly says after two years of accident/violation data collection on over 15,000 driver education students, aged 16 and 17, at a cost of 4.3 million dollars, a United States Department of Transportation study shows conclusively that graduates of a formal driver training program have up to 9 percent fewer violations than drivers not taking instruction, and 5 per cent fewer accidents. The United States study further shows that graduates of driver education programs have up to 40 percent fewer drunk driving convictions than non-driver education youngsters.

Dr. McInenly said that it is most unfortunate that this damaging report was released prior to consultation with the Canada Safety Council. He points out that the study does not consider many common research controls which in this case contaminates the results, including:

- Provincial Certification Differences . . . since all provinces establish their own standards regarding driver education certification, a province with excellent standards may indeed have a lower claim frequency rate than the one reported by the IAQ. For example, some provinces require more classroom and in-car instruction than the normal 25 hours of classroom and 6 hours of in-car.

- Age . . . the Insurers' data did not consider the age of the driver so we

simply do not know if the "inexperienced group with training" as reported by the IAQ, represents just 16 year olds or 17 . . . 18 . . . 19 . . . 20 year olds or a first time licenced driver at any age. As soon as someone says "inexperienced, with training" the public automatically assumes these are teenagers. This is not the case in Canada. Each year over 100,000 new Canadians obtain a driver's licence through formal training. Some receive an insurance discount certificate and enter the highway transportation system. Many women, wishing to re-enter the work force also take formal driver education programs. Indeed, all these new drivers are not 16 years of age. The IAQ study does not segregate the age or sex factor, making their results questionable.

- Data Base . . . the statistical base for the IAQ findings comes from 350,000 policy holders. In the case of youthful drivers it is likely in the name of his/her parent. Since the data is obtained from policy holder documents any teenager covered by their parent's policy that has a driver education discount note attached, whose car was involved in an "at fault" accident will fall into the IAQ "inexperienced driver, with training" group. Even though a parent or even another sibling without driver training might be responsible for that accident.

Dr. McInenly asked, "If driver education is not effective, why do insurance companies give lower insurance rates to graduates than to others?" He speculates that records of individual companies reflect a more accurate picture of what is happening with graduates from formal driver training programs.

The Canada Safety Council has many testimonials that safe driving courses result in safer drivers as evidenced in its national Defensive Driving and Professional Driver Improvement Courses

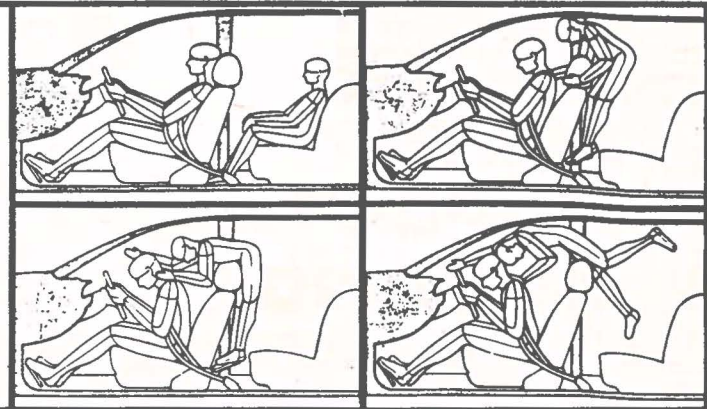
Traffic Education Spokesman Criticizes Study Of Young Drivers' Insurance Claims

offered across Canada. No driver is immune to a traffic crash, but those who enrol in safe driving lessons, no matter how long they have been driving, have a greater chance of avoiding an accident.

Further information can be obtained by contacting the Canada Safety Council, Traffic Section, (613) 521-6881.

Don't let your
child become
a missile.

Fit an infant seat, a
safety seat or an
adult seatbelt,
depending on the
size of your child.



Fascination for children . . . and a source of accidents

Operation Lifesaver

Railways Facts . . .

Children have always been fascinated by trains. Since the under-14 are involved in 7% of train-related accidents, a safety activities album was developed by "Operation Lifesaver" for students from kindergarten to Grade 5.

Elmer, the Safety Elephant, well known throughout the student world for his timely advice on traffic safety, is featured in the 24-page album. The style is simple, direct and humorous. There are stories, games, cut-outs and coloring activities with a guide for each.

The album is for use by teachers and may be obtained in the desired quantities free of charge except for postage and \$2.00 handling, sent to you by C.O.D.

Another booklet "Can you make the grade?" has been prepared to promote the safe way to approach railway crossings. The brochure is available free of charge.

These booklets may be obtained by writing to: Quebec Safety League, 6785 St. Jacques St. West, Montreal, Que. H4B 1V3, or by telephoning their office at (514) 482-9110.

Other booklets are available and information may be obtained from the Quebec Safety League. One booklet I should point out is "The Teacher's Guide" which addresses kindergarten and early elementary classes re. railway crossing signs and signals.

- Each year in Canada some 75 people are killed and an estimated 350 require medical attention or hospitalization following rail/highway crossing accidents.

- There are about 35,500 rail/highway crossings in Canada.

- On the average there are about 700 rail/highway crossing accidents annually.

- Roughly 46% of all rail/highway crossing accidents occur at crossings equipped with flashing lights and bells or flashing lights, bells and gates.

- Approximately 40% of all rail/highway crossing accidents involve a vehicle striking (running into) a train.

- Rail/highway crossing accidents are the most severe type of highway accidents. They are at least 15 times more likely to result in death.

- The principal causes of all rail/highway crossing accidents are failure of motor vehicle operators to a) stop in time, or b) to exercise due care and caution upon approaching crossings, or c) to observe and comply with existing laws and regulations.

- At least 32% of the drivers involved are in the 21-30 year-old age group.

QUEBEC FACTS:

- The Province of Quebec has 4109

- grade crossings (5th in Canada)
- The Island of Montreal has 508 grade crossings.

QUEBEC CANADA

	1983	1984
people killed:	5	39
people injured:	25	147
accidents:	41	308

The Province of Quebec ranks 2nd after Ontario in crossing deaths; 3rd, (after Ontario and Alberta) in injuries; and 3rd (after Ontario and Alberta) in crossing accidents.

In 1984 accidents at railway crossings in Quebec increased by 60 percent: 16 percent for injuries and 100 percent for fatalities. In 1983, in 41 accidents, 5 persons were killed and 25 injured. In the first six months of 1984, 66 accidents were reported with 10 deaths and 29 injuries.

QSL with "Operation Lifesaver" urges everyone to help make 1985 a safer year at railroad crossings.

Too often motorists see the train approaching but refuse to wait until the train has passed to cross the tracks.

Instead, they go around the crossing gates and often get struck broadside. Remember, at 100 km it takes the average freight train over 1,070m to come to a complete stop.

Catch the Spirit of Safety

The 17th Annual Safety Conference of The Canada Safety Council will be held June 23-26 in St. John's, Newfoundland. Detailed information should now be ready and may be obtained by writing to Marie Juneau, Manager, Administrative Services, Canada Safety Council, 1765 St. Laurent Boulevard, Ottawa, Ontario, K1G 3V4.

A "Newfie Night" is planned for June 24th, and it will get its 'official start' with a "Screech In". There will be a special spouse program for those who wish to combine this event with a vacation. A children's program will be provided if there is enough demand.

The 'Traffic Section' should interest our readers. The topic is "Traffic Safety for Tomorrow? Plan Today". Subject matter will include:

- Your Child's Safety: On the School Bus.
- Traffic Safety Information: Where to get it.
- Occupant Restraints: Have we gone far enough?

Plan now to attend.