



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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May 6 & 7

## 1983 CONFERENCE THEME

# "FOCUS ON TOMORROW: ALTERNATIVES AND OPTIONS"



**Sometimes there's fun** (see page 12)



### White Paper

## Violates Educational Democracy

The Quebec Association of Protestant School Boards (Q.A.P.S.B.) has submitted a brief to the Superior Council of Education strongly criticizing Education Camille Laurin's plan to reorganize the school system.

In its presentation, Q.A.P.S.B. says that the Minister's plan violates the fundamental principles that lie at the heart of the North American tradition of a democratic education system.

The Association also criticizes the plan on both educational and administrative grounds. Speaking on behalf of Q.A.P.S.B. at the November 11th hearings, Mr. Marcel Fox said that "the overwhelming emphasis of the White Paper is on structures, on form rather than substance, and that the 'educational project' emphasized in the plan gives no real promise of being a means of improving the teaching and learning in our schools."

Fox said, quoting from the brief, "Any fundamental change should be based on a sound and clearly-articulated philosophy. We fail to find any evidence of such a philosophy in 'The Quebec School'."

Q.A.P.S.B. presented its brief

at hearings held by the Superior Council of Education to gather reaction to the Minister's proposal. The Superior Council is the highest advisory body in the Ministry of Education of Quebec (M.E.Q.) and reports directly to the Minister.

In its analysis of the government's proposal, Q.A.P.S.B. points out that the Minister violates all seven principles that are fundamental to a democratic school system and to responsive, quality education.

#### Local Democracy and The Right to Vote:

Under the plan two thirds of Quebec voters would lose the right to vote on school issues, and the remaining third would participate only in the election of a School Committee with no real power.

#### Checks and Balances:

By emasculating the role of the school boards, the government proposal would make it impossible for them to function as an effective counterweight to the Ministry of Education. In effect, authority and control would become even more highly cen-

(See Democratic page 12)

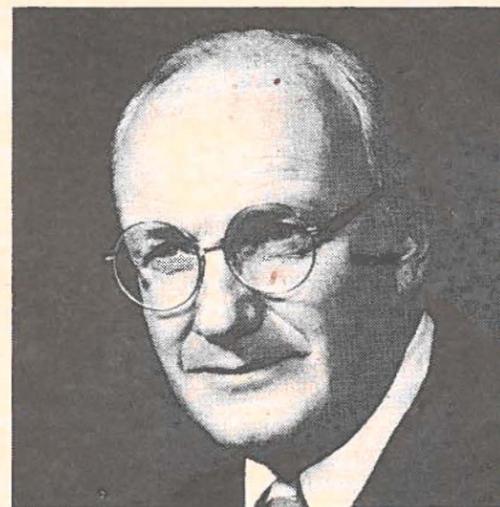
QFHSA's theme for its Annual General Meeting this year will be FOCUS ON TOMORROW: ALTERNATIVES AND OPTIONS — the impact of technology and curriculum on our school system. The opening Plenary Session on TECHNOLOGY: EDUCATION FOR TOMORROW will set the tone for what we hope will be an exciting, stimulating and worthwhile conference. I urge you to attend, to participate, and generally share in what has always been an excellent conference.

Please examine our program, publicize it to your members, and encourage participation by your local association on May 6 and 7 at our 39th Annual General Meeting, to be held on the Loyola Campus of Concordia University.

## GORDON B. THOMPSON

KEYNOTE  
SPEAKER

Friday  
evening,  
May 6, 1983



Distinguished Canadian consultant and lecturer in the field of communications technology, Mr. Thompson has been described as one of the world's original and provocative thinkers on the nature and future of communications. His outlook for the future of our youth and the world of tomorrow is one of optimism and enthusiasm.

Recently retired from Bell-Northern Research where, during his twenty years there, Gordon Thompson's work led to an expanding examination of the relationship between information technology and society.

Mr. Thompson will deal with the challenge the new technology presents to our educational institutions, not in terms of how to use it to run better schools, but rather in terms of the necessity to better prepare our students so they can successfully materialize the new technology's potential to produce truly satisfactory social impacts.

Mr. Thompson will meet with members for an informative question and answer period after the banquet.

## Asks for withdrawal of Laurin plan

## Quebec Federation of Home &amp; School presents brief

"Structures should never become more important than the people they serve." Quebec Federation of Home & School Associations believes that the changes in educational structures proposed in *The Quebec School* are designed to centralize all education in the hands of The Ministry of Education. This state control of education will not serve the needs of the children of Quebec. Control of education must remain in the hands of all citizens and not become a tool of government.

That is the conclusion reached by the QFHSA in its brief on Education Minister Camille Laurin's White Paper on school system reorganization. The brief has gone out to individual Home and School Associations across the province for commentary and discussion.

"Therefore," continues the brief, "QFHSA recommends that the government proposal *The Quebec School: A Responsible Force in the Community* be withdrawn. Following this, an open and extensive period of consultation among parents, teachers, principals, school commissioners, ratepayers and Ministry of Education officials must take place before any change in educational structures in undertaken."

The 26-page brief, which was presented to the Superior Council of Education in November 1982, contains the following recommendations:

1. QFHSA recommends that the government proposal *The Quebec School: Responsible Force in the Community* be withdrawn.

2. QFHSA recommends the retention of confessional board structures, both on and off the island of Montreal, as the best means for the protection of language and culture for both the French and English speaking populations of Quebec, as guaranteed in the

B.N.A. Act under Section 93.

3. QFHSA is open to reform in education within the present structures. Any change in these structures must be governed by firm constitutional guarantees which will benefit all sectors of Quebec society.

4. An open and extensive period of consultation among parents, teachers, principals, school commissioners, ratepayers and Ministry of Education officials must take place before any change in educational structures is undertaken.

5. QFHSA recommends that School Committees and Home & School Associations remain the vehicle for parent participation in the schools of Quebec and we support the consultative role assigned to the School Committees in Bills 30 and 71. In addition, Parent Committee representatives to the School Boards should be given the right to vote.

6. Parents prefer that responsibility for education at the local level be placed in the hands of School Commissioners democratically elected by universal suffrage to serve on School Boards representing a broad community of schools. These commissioners represent the interests of the electorate. Consultation by commissioners with School Committees and Home & School Associations must continue to be part of the framework of the educational process.

7. QFHSA recommends strongly that existing School Board structures, through their Instructional Services Division, be given greater control and management over the curriculum content and its implementation to meet the needs of local communities.

8. There should be taxation powers given to School Boards sufficient for them to meet expressed educational

goals as determined by the communities they serve. School boards should be accountable both to the government and to the local taxpayers for the use of public funds.

9. **School Board Elections** — some revision is needed to improve the system of election of School Board Commissioners: the time of year when elections are held, allotment of time for campaigning, funds for greater use of media to highlight the issues.

10. **Number of School Boards** — it is generally agreed that the number of present School Boards could be decreased, thus saving money and resources to be utilized at the level of the local school.

11. QFHSA recommends the retention of off-island Protestant school boards as a means of protecting English language education and culture in the rural communities of Quebec.

12. QFHSA reaffirms its recommendation made in 1975 concerning the Harwood territory. QFHSA recommends that the Harwood territory continue to be a part of the Lakeshore School Board as it has heretofore been.

13. QFHSA reaffirms its recommendation of 1975 concerning English Catholic School Board structures: — that within the Catholic School Boards structure, English Catholic Boards be instituted, independent of the French Catholic Boards, with the same autonomy as the other Boards on the island of Montreal, to serve the English Catholic community.

14. QFHSA favours the principle of the Educational Project at the local school level — within the philosophy of the local, autonomous, confessional School Board — the body that is legally accountable to the local electorate.

The first Home & School Association

in Quebec was organized in 1919 as part of the growing movement of parent participation in schools across Canada — founded in Nova Scotia in 1895 by Mrs. Alexander Graham Bell. The provincial association, known as Quebec Federation of Home and School Associations (QFHSA) was founded in 1944 and received its letters patent in 1959 under the Quebec Companies Act.

One of the major objectives of the organization, as recorded in Article II of the QFHSA Constitution, is to: "assist in forming public opinion favourable to reform and advancement of the education of the child."

This parent-based organization maintains an "independent" status whereby membership is on a voluntary basis through the payment of yearly dues. At the present time it represents approximately 7500 families throughout the province of Quebec. QFHSA members also belong to The Canadian Home and School and Parent-Teacher Federation.

Parent participation has allowed QFHSA to seek information, provide critical analysis and formulate policy — from the parental point of view and free from any government legislated rules and regulations. In addition, QFHSA locals have established, wherever possible, a close liaison with School Committees and Parent Committees.

In the 39 years since its founding, QFHSA has sought to meet the constitutional objective, as stated earlier, through resolutions, briefs, position papers and other statements of policy to both provincial and federal governments and to other educational organizations.

## Open letter to Dr. Laurin

I approach you as a parent, a volunteer worker, and as a citizen of Quebec, of age to vote in Provincial Elections. I wish to make a statement which includes questions.

There are two related points which I wish to stress — points which I feel have been long overlooked.

- 1) Electoral
- 2) Educational

Mr. Laurin, I believe that I understand our electoral system, generally as follows:

a) The local voters elect a local member, according to his personal or political platform — in relation to how he will represent that particular riding in the assembly. Thereby, he will bring the voters' concerns to the attention of the government, with hope

of influencing policy, in the interest of the constituents.

In the riding of Bouret, you, Mr. Laurin, were elected by 15,810 voters, who you claim to represent as a MNA.

b) Following the election, the winning party leader "picks" who he wants to head the ministries. There is no evidence that there is any prerequisite for the member to have expertise in the subject of that Ministry. This is demonstrated when the Cabinet shuffles occur.

At this point, the Minister severs his claim to being the direct representative of the people, because he was not elected — he was nominated and now is representative of his party position.

I challenge your right, Mr.

Laurin, to generalize on this important issue, in reference to the desires of the Parents of Quebec and in doing so, the generalization includes me!

As a voting parent, you do not represent me.

1) As you did not run in my riding.

2) I did not have any power to influence you becoming Minister of Education, with a mandate to restructure my existing school system.

I find it personally offensive to have you claim to be my representative and mentor. Your position on the White Paper is imposed on me, not a reflection of my requirements. I challenge you to substantiate claims of grass-roots demand for the changes in the White Paper. I challenge you to supply names of voters and parents who demand this.

The Ministry of Education was ideally designed to lead the educators of Quebec, and to help develop high standards of education, available to all. Instead, it has become a monumental bureaucratic manipulator, using its original mandate to increase its self-serving powers to a dictatorial level, forgetting its mandate to serve!

I challenge your right, Mr. Minister, to claim that the restructuring is based on your mandate.

OTHER  
PEOPLES  
OPINIONS

In our recent past we had proudly evolved to one of the highest educational standards in the world. Under the direction and manipulation of the MEQ, we have been undermined and dragged to much lower standards for the sake of centralizing of power.

I, as a parent, reject the insinuation and accusation that the term "vested interest" is a dirty word. I do not apologize for a "vested interest" in my children and culture. I am proud to invest!

How can you insist with such fervor that school restructuring is in the best interest of the parents?

Possibly, you do not understand the "Pyramid" system that our parents and educators have developed, and believe in, and trust. This system has its basis in the very terms we use, to describe positions, within our present school system. We have teachers and principals — the principal being a principal teacher, who achieved his position by coming up through the ranks, acquiring experience as he did so.

You propose that we, the parents, are asking that our system be replaced by institutional administrators qualified by a grading system, in cold directorship of our precious educational system.

The top of the pyramid is such an integral part, to the entire structure, that we as parents cannot accept it as being imposed. We have a team now.

I do not think that this claim on your part can be substantiated by fact.

This is only one such basic difference in point of approach to education, that we go our separate thought patterns from here on...

Opposition to this massive change has already been recorded in the Legislature of Quebec. Over 14,000 signatures were deposited. Signatures of persons who categorically objected to the Minister's proposals. Does this not suggest a negative position

see PARENTS p. 12

Quebec  
Home & School  
NEWS

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## Hearing from you...

### Parents concerned and vocal...

#### MONTROSE

Who is to blame for the walkouts and strikes of the last few weeks? There can be no question that the "illegal strikes" were precipitated by the government's decision to arbitrarily impose salaries and working conditions by decree (Bill 105). Contracts that had been negotiated and signed in good faith were no longer valid. The government proposals were aimed at reducing the staggering provincial deficit, but what private citizen or enterprise would be allowed to tear up a duly signed contract and get away with it? The answer: None.

Upon reflection it seems that every major social issue is dealt with either by decree or emergency legislation, and we have yet to see these so called drastic measures result in better hospital care, better education, or the lessening of our tax burden.

Cut backs are not a new idea where education is concerned. Where are the Art and Music teachers we used to have? Where are the Home Economics and Shop teachers we enjoyed as boys and girls? Why do we have to write letters begging to keep our part-time librarians? Why do our gym teachers have to work in as many as 3 different schools per week? Community schools are a thing of the past for most of our children, yet we often lack adequate lunchroom facilities and busing is a yearly problem. As one can see there is very little fat

left to trim in our classrooms and schools. Contract conflicts, major changes in curriculum (Regime Pedagogique), and proposed changes to the entire educational system (Restructuration of School Boards) are both costly and disruptive.

Why can't specialists be taken out of the regular student-teacher ratio so that all children, slow learners and gifted alike can realize their full potential? Let us use those teachers listed as surplus and already on the payroll to reduce class sizes and once again make it possible for a more personalized pupil-teacher relationship. Enrolment has declined and many schools have closed and it's time for those in power to concentrate their efforts on using the resources already available to bring back meaning to the term "quality education". Remember, "the children of today are our leaders of tomorrow". We must all be involved where education is concerned.

On February 17th, Bill 111 was passed. This punitive back-to-work legislation aimed at the teachers was worded in such a way as to deny the rights and freedoms of anyone who dared to protest. On February 17th, it was aimed at the teachers but who might be next? We are grateful that the teachers are back in the classrooms to allow for meaningful negotiations. They have taken the first step... Let us hope our children will benefit.

The Mountrose School Committee

#### PRINCESS ELIZABETH

Mr. Premier:

We, the members of the Princess Elizabeth School Committee and the Magog & District Home & School Committee are very unhappy with the current impasse in negotiations. The lack of sincere collective bargaining does not augur well for a democratic society.

We cannot support the manner in which the Quebec Government has arbitrarily made decisions which will lessen the quality of education for our children.

The reduction in school personnel is a primary concern to us but as citizens of this province we are also concerned that the quality of services in the social sector will

also suffer.

We find these policies of the present government unacceptable and will not tolerate such a dramatic reduction in the quality of life that we have come to expect and for which we are paying.

In order to avoid a crisis situation every three years, we would like to request a permanent, impartial, professional arbitration commission be set up to make binding decisions after honest collective bargaining has been exhausted.

The members of  
The Joint School Committee/Home & School Committee of the P.E.P.S. Magog, Que.

#### PHILEMON WRIGHT

Dear Sir:

As a result of the current crisis, we, the School Committee members of Philemon Wright Regional High School, condemn the Parti Québécois government for its actions.

CONDEMN

(1) Bill 111 as an attack on civil liberties and a total abuse of legislative power with extreme sanctions.

(2) The absence of negotiations.

(3) The centralization in current educational policy.

DEMAND

(1) Abrogate Bill 111.

(2) Begin negotiations in good faith.

(3) Return control over educational matters to locally elected School Boards.

(4) That the government take the current issue to the people.

A telegram containing the above has been sent directly to Mr. Levesque and Dr. Laurin.

Thomas Virany  
Chairman

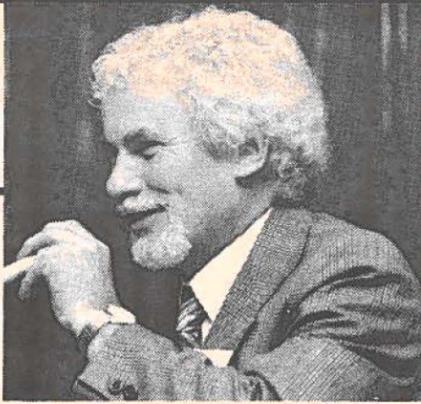
#### COURTLAND PARK

Like many other schools, Courtland Park Elementary School in Dorval has wrestled with the current teachers' contract dispute. The teachers held a meeting, which was well attended, to explain the effects of the imposed contract. The combined school committee/Home & School executive mailed to parents a brief, neutral history of the contract dispute, and two forms which could be signed and returned. One was a letter to Dr. Laurin; the other was a request for a telegram to be sent to both parties urging a compromise solution.

I've enclosed the report made on this somewhat unscientific but interesting survey, for your information.

You might like to print the resolutions on the second page, which were the result of much thoughtful discussion by our committee (see page 11).

Barbara Peden,  
School Committee Chairman  
and Home & School Publicity



## PRESIDENT'S MESSAGE

OWEN BUCKINGHAM  
President

As this will be the last issue of the NEWS before our Annual General Meeting in May, at which time my term of office as President of QFHSA expires, I would like to take this opportunity to reminisce about Home and School.

I have been involved in Home and School at the local level for the past 32 years. As a teacher at Cedar Park and John Rennie High School, I was the Staff Representative throughout my teaching career; as an Administrator in John Rennie High School, Northview Elementary, Cedar Park Elementary and Seignory Elementary I have had active local Home and School Associations in my schools for the past 18 years. Local Home and School has been good for me and for my schools throughout these years. It was because of this that I decided to get involved five years ago at the Provincial level, and this I have never regretted.

It was an eye opener to me to find out just

what your Federation was actively involved with. The two main ones being our Court Case on Bill 101 and School Board Reorganization. If I have any regrets it is that so much time was taken on these items that involvement with Membership, work on Curriculum by me, through time alone, did not allow me to be involved in the way I would have liked.

To the new President, whoever he or she may be, I can only say one thing. What we as parents, through our Federation and local Associations, are trying to do for our children is the most worthwhile cause a parent can have. To all members I thank you for the opportunity of being your President for the past two years.

Thanks. I haven't quit. I shall still be involved with Home and School. There is no way I will leave something as important as Federaton and its locals.

#### VALOIS PARK

Dear Mr. Buckingham:

On behalf of the Executive of the Valois Park Home & School, I wish to acknowledge receipt of your letter and news release concerning Bill 111.

Our Executive unanimously supported your positions expressed in the news release. We appreciate your swift action in representing all local Home &

Schools in this matter.

We will also forward a copy of this correspondence and news release to Mr. C. Ryan, Dr. C. Laurin, Mr. G. D. Lévesque, Mr. M. A. Bédard, the staff of our school, our school committee and L.S.B.

F. M. Lowry  
President, Valois Park Home & School.

#### Courtland Park Study

## There's more than one way to do things

A total of 135 parents representing 115 families responded to the handout, indicating widespread concern. Still other parents may not have responded because the choices presented weren't satisfactory to them, or because they were unwilling to sign their names.

Results were counted twice: the number of parents and the number of families. Some households had access to only one handout and other parents had more than one; some responses had more than one signature. Signatures were requested for an accurate count; they were seen by only one person.

Fifty parents (42 families) signed only the letter to Mr. Laurin. These parents were strongly opposed to Bill 111 and Bill 105, and suggested that the government retreat from its position.

Thirty-six parents (27 families) signed only the form addressed to the school committee/Home & School executive. These parents regretted Bill 111 but looked for an admission by the teachers' union that education costs and numbers of teachers must be reduced.

Unexpectedly, 59 parents (46 families) signed and returned both the letter and the form to the school committee, sending a message which is more difficult to

interpret. These parents seem to disapprove strongly of Bill 111 but acknowledge the need for give-and-take on both sides.

Six persons supported sending a telegram to the government, but not to the teachers' union. Several parents added comments:

- "Teachers are to instruct our children and teach by example. Defying the law is setting a very poor example indeed!"

- "It is understood that due to the state of the economy the numbers of teachers will have to be reduced in the future, but gradually over the next 5 to 10 years... Increased workload and larger class size are no benefit to our Quebec children..."

- Re: telegram to teachers' union: "I definitely would not support such a telegram. Any reduction in the number of teachers above that allowed for or as a result of decline in enrollment would affect the quality of education."
- Another parent said bureaucracy should be cut, not teachers.

Several parents complained that the handout provided no option for parents who approved of the government's position, including Bill 111.

The letters to Dr. Laurin have been delivered to the office of MNA Joan Dougherty. She promised to deliver them as soon as

Dear Sirs:

Congratulations on the content of the Quebec Home and School News.

I would like to ensure that we continue to receive your publication, so kindly correct our mailing address to 562 Lemoyne Blvd. West, Longueuil, J4H 1X3.

Keep up the good work.

Yours truly,

Mrs. L. Cooper  
Secretary General  
St. Lawrence Protestant School Board

possible to Dr. Laurin. The other responses were destroyed after counting.

It is safe to say on the basis of this response that many parents are opposed to Bill 111 and would rather see a teachers' contract negotiated than imposed by decree. However, parents are divided or undecided on the issue of responsibility for the impasse.

Actual letters delivered: 100

Actual forms received: 86

The following telegram has been approved by the school committee of Courtland Park School, and sent to Minister of Education Camille Laurin and the Provincial Association of Protestant Teachers:

"Based on a recent survey, a majority of the families supporting Courtland Park School (Dorval) believe that Bill 111 should be repealed and that both parties should arrive at a compromise solution that addresses the government's need to reduce costs and the teachers' desire to protect the quality of education and to establish a more reasonable contract policy. We recommend that the current conflict be resolved quickly on the above guidelines without further deterioration of the school year."

## Win or Lose — It's Fun

# High School Students Bullish on Stock Market Game

"Hey Mom, remember those Husky shares I sold short last month for ten grand? Well, I covered my short position today, and made a cool \$1500 on the deal."

If you doubt that your son or daughter talks that kind of language, you could be in for a big surprise. This year some 7,500 students across Canada are getting their first taste of the stock market at school. But don't expect a rebate on your education taxes in the near future, because it's all an educational game. The High School Stock Market Game is sponsored by the Toronto Stock

Exchange, member brokerage firms and Bell Canada, and is run by Wilfred Laurier University.

Two games are played each school year, one in the fall term and one in the spring. Students form three to five-person teams and each team starts with an imaginary \$100,000 with which they buy and sell stocks and options based on the daily GLOBE & MAIL price quotations. Results have been nothing short of spectacular, impressing some of the country's most successful stockbrokers. Top honours to date go to a 1980 team which turned its \$100,000 into \$3 million in a mere

twelve weeks, by investing heavily in oil options during a boom in these stocks. Business professor Jim McCutcheon, the man responsible for co-ordinating the program at WLU, estimates that 30 per cent of the student teams end up making money. Of the 70 per cent who lose, most of the loss is incurred in the early stages of the game before investment techniques have been mastered. And even then, losses rarely exceed ten per cent of the initial \$100,000.

To date, teachers have been sending their teams' weekly trading records to WLU for data processing and entry into the computer. Starting with the national pilot project, however, trades will be entered each day directly from the schools into the WLU computer using the Bell Datapac Envoy 100 system. Computer programming for the system was donated by Bell. At the end of each twelve-week game period, each team's portfolio value is calculated and winners are announced. Each member of a winning team receives a trophy, and the teams are awarded nominal cash prizes. Awards are made at an annual banquet in May, which will be preceded by a day of seminars and tours around the new TSE premises and Toronto's financial community. Some 125 students are expected to attend the ceremonies this year.

The game originated thirteen years ago when WLU economics professor Ralph Blackmore developed it as a means of teaching the basics of the stock market to his first year business students. Since then, it has expanded into high schools at a rapid pace. Last year, 180 schools in Ontario participated in the game, and as of March 1983, an ad-

ditional 55 schools across Canada will be participating in a national pilot project which eventually will see schools in all provinces offer the game as a regular part of their business and economics programs.

The total cost of running the game has now escalated to \$75,000 per year and to help elevate the game to the national level, the TSE is underwriting the program to the tune of \$25,000 annually. The TSE supports this program because it is a unique educational means for giving high school students practical experience in understanding the operations of the stock market and its role in the Canadian economy.

Indeed, many students participating in the program have initiated investment clubs in their high schools as a result of their experience in the game. Canada sorely needs this kind of program.

At present, our American neighbours are almost three times as likely as we are to participate in the stock market. As more students graduate from the Stock Market Game, we can expect a change.

Local schools participating in the National Pilot Project are:

- Beaconsfield High School, 84 Beaconsfield Court, Beaconsfield, Quebec H9W 5G7.
- Howard Billings High School, 210 McLeod, Chateauguay, Quebec J6J 2H4.
- Lake of Two Mountains H.S., 2105 Guy St., Deux Montagnes, Quebec J7R 1W6.

Note: For information about how to participate in the High School Stock Market Game, please contact Professor Jim McCutcheon, BBA Director, Wilfred Laurier University, 25 University Avenue East, Waterloo, Ontario, N2L 3C5.



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## PARENTS & INTERESTED OTHERS

Unintentionally (three different people wrote them) the stories on this page show very different attitudes to education: by 'Business', the 'Arts' and the 'Ministry'. Is your approach reflected in one of these three — TAKE TIME TO MAKE YOUR APPROACH TO EDUCATION KNOWN — COME TO FEDERATIONS A.G.M. MAY 6 & 7.

### Secondary Education

## Economics for all Students

The new educational program in economics that the Minister of Education announced last fall at the annual meeting of Quebec

teachers of economics will mean that all secondary students are going to become familiar with basic economic concepts. Mr. Laurin stated that in present day societies a well balanced, general education must include a sound knowledge of economic principles.

Almost 800 teachers will be involved in the implementation of this new program of "Economic Education" which will be compulsory for students in Secondary V (Grade 11) beginning in September 1983. The Ministry of Education will also establish a training program for the teachers involved.

In addition to introducing the student to basic economic concepts the new program is intended to develop his critical faculties and to make him aware of his individual and social responsibilities as a participant in the economy.

### Extra-ordinary

## Exploring Imagination in the Classroom

The real world of fathers and mothers and older brothers finds its match in a delightful new production from the National Film Board of Canada. **The Sound Collector** is a twelve-minute animated film about sounds, and language, and the ability to imagine.

Its hero is six-year-old Leonard who spins fantastic stories from the most ordinary household noises. Despite the scoffings of his older brother Seymour, he just goes his way, eyes, ears and mind alert. When Leonard hears the clatter of pots and pans on the kitchen counter a knight clad in shining armour takes shape. The whirling of egg beaters becomes a helicopter rising above the trees. An exciting story begins to unfold and even the disdainful brother is drawn into this game of fantasy.

Director Lynn Smith, well-known for her award-winning **This Is Your Museum Speaking**, has used her background as a teacher and her talent as an artist to create a film which is both attractive and useful. Using cutouts, paint, and collage she has constructed a world of close-to-home which will appeal to both young and old.

Pre-schoolers and primary grade students will be enchanted by Leonard. Their teachers will use **The Sound Collector** to stimulate language activities and storytelling. It will also be used as a catalyst for discussions about behaviour and family

relationships.

Amongst teachers and parents it can serve as a rich resource for child study discussions, and at all levels it will be an inspiration to art and film students.

A study guide with detailed and imaginative suggestions for its use accompanies the film.

N.F.B.  
P.O. Box 6100  
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# Hug your kids . . . they'll love you for it

"The individual nuclear family is highly fragile. In a society typified by impersonal, competitive relations, it is the one unit which is supposed to support the individual with love and stable affection."

Often it is found that parents of children experiencing adolescent depression have themselves a fear of a positive relationship. No direct affection was displayed, no caresses, no kisses, only an outer show of formal kindness. In

adolescent depression, the fact of never being kissed or loved by the parents plays a powerful role.

Like news commentator, Paul Harvey, I also enjoy 'catchy' bumper stickers. One that has particularly impressed me reads: "Have You Hugged Your Kids Today?"

The common adages that songs are written about (i.e.) *All You Need is Love*, *Love Makes the World Go Around*, and *Love Will Turn You Around*, are aimed at the stereotype 'lovers', but a meaningful display of affection from parents for their children is as essential to their well-being as is good food and clean air.

In today's world of ill-fated economy, polluted environment and threatened peace, we are obligated to establish a legacy of love for our children to inherit. Perhaps during these difficult times when we complain over inflation, indeed, around this time of year when we are equipping our children for school, we may, inadvertently or not, convey the message that we would prefer not to have these 'burdens'. Certainly we are financially stressed, but is that the emotion we are communicating?

I'd like to share a 'poem' with you which I doubt will have any great impact on the literary world but which helps me to express my feelings as a parent in this controversial society. It reads:

#### STOP, LOOK AND LISTEN

"Do you still love me? my daughter asked  
As she started out the door;  
We had had an unpleasant argument  
Just a few minutes before.  
With a tone of indifference, I replied, "Of course"  
Without looking up to see  
The serious look on her childish face

Uncertain of what my answer might be.

Sometime later it struck me  
As I worked at some household task

I hadn't seen it; I'd missed it completely —  
The depth of the question she'd asked.

It's not strange that she should wonder

It's happening all about  
Love's promise is so often broken

It causes all of us to doubt.

Our children are our hopes for tomorrow

And our dreams of yesterday  
So many times we seem divided  
Let's walk together for a ways.

Our journey will lead to separate paths

From that we can't escape  
But for the time we have together

Let's keep our love in healthy shape.

An impromptu survey of a cross-section of local people who were all asked the same question — "Is it important for parents to hug their kids?" earned the following responses:

A mother of 12 children: "I believe that when we show our affection to our children we are not only making our child feel closer to us, but we are also demonstrating a deeper communication."

Principal of Elementary Level, father of 4: "Certainly, hugging your kids is an outward symbolic gesture which is a reassurance of the desire to be needed, and makes one feel loved."

General Practitioner, father of 3: "Hugging is very important. Children who are deprived of physical contact and affection from their parents are mentally deficient. In my profession, I see

Home Influences Chairman  
Canadian H&S and Parent-Teacher Federation

these children obviously more aggressive and hostile."

14-year-old female, Grade 9 student: "Yeah, a hug from Mom or Dad shows me that they love me and care about me."

Family Life Co-ordinator: "Hugs tell us that we are loveable and capable of loving. We need that kind of self worth and belief in ourself to face the challenges of living."

Senior citizen, mother of 6, grandmother of 18: "Hugging your children makes them feel loved, especially after you have scolded them for doing something which you didn't approve of. A reassuring hug tells the child that it was the action which you disliked, not themselves."

Psychologist, Co-ordinator of Early Childhood Development Program: "The sense of touch represents security to the child. To a child, a hug is an accurate channel of information to the child — their primary way of knowing they are loved. Physical contact with children is critical to their survival. Deprived of this, children become socially retarded and possibly mentally retarded. It is a documented fact that children deprived of love will die!"

6-year-old, Grade 1 student: (Shyly) "Hugs are better'n chocolate chip cookies...."

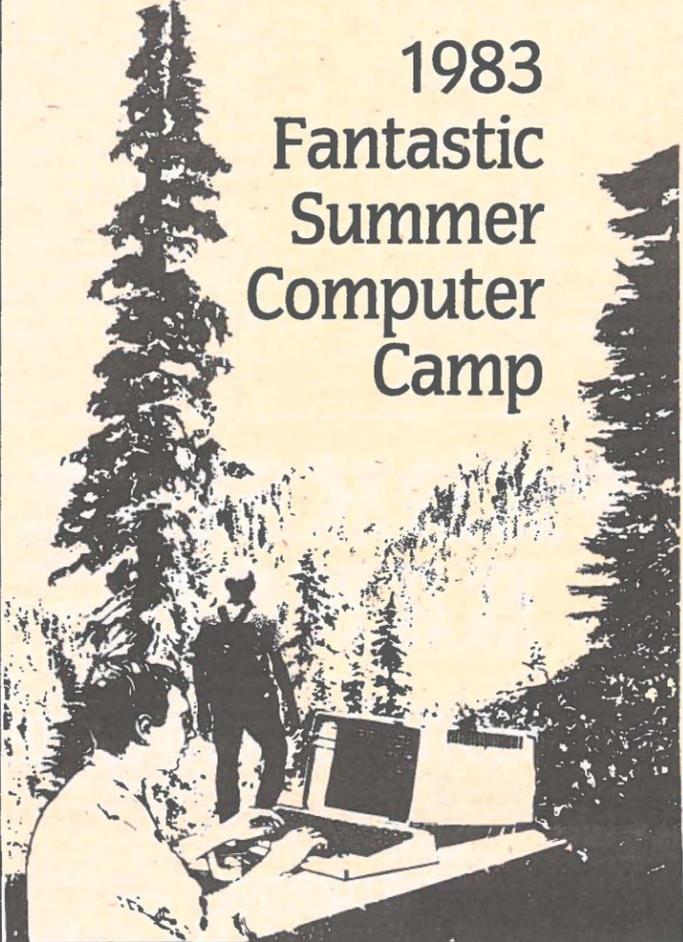
The material advantages we can offer our children may vary according to our means, but we are all capable of offering them the most valuable gift — our love.

This interest is, in my opinion, a most powerful factor in the education of our children and determines their success or failure at coping with life in general.

In this nuclear age, perhaps our efforts to improve society should be oriented around the theme: "Arms Race: Be The First To Hug Your Kids Today!"

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## School elections are coming

The next school elections will have to be held in June 1983. Thus states the law on public instruction. When, last January 19, the Conseil des commissaires voted a budget of \$2,120,584 for the next school elections, they did so unenthusiastically, but the law had to be respected and the organization of the election which requires months of effort had to be set in motion.

Since autumn we have been asking about the eventuality of these elections. We have been asking if the Minister of Education will not decide to postpone them as it happened in 1976 since the school reorganization project debated this year proposes substantial changes in the make up of school commissions and the method of electing commissioners.

However, the Minister of Education decided to go on with the elections and the commissioners are therefore obliged to proceed accordingly. The slight enthusiasm of the commissioners is explained by the fact that the present electoral law, applied for the first time in 1973, and again in 1977 and 1980, did not satisfy anyone.

In the files of the C.É.C.M., a report dated June 15, 1981 entitled «Revision of school electoral law» reviews the question from A to Z. It had much to say on the subject in the light of the experience of the first elections. The 66 page report dealt with 205 articles. It was the first report on the subject, but not the only one, since after the elections of June 1983, the C.É.C.M. presented a project calling for a reform of the school electoral law.

Here are some of the main

modifications to the electoral law proposed by the C.É.C.M.:

- the holding of elections in the month of November instead of June;
- the extension of the interval between the posing of the candidature as a commissioner and the day of the election, an interval which would be extended from one to two weeks;
- the reimbursement of electoral expenses incurred, up to \$3,000, for each elected candidate or for a candidate who obtains at least 20% of the votes.

To date, these efforts have come unanswered and the school elec-

tions will take place on June 13, 1983 without any changes made to the electoral law. The cost of the Operation, more than two million dollars, is assured by the Conseil scolaire de l'île de Montréal, which is reimbursed through subsidies by the ministère de l'Éducation.

As foreseen by the law, the enumerating of electors started on February 26. Some 3800 enumerators were employed to identify approximately 700,000 electors.

Bernard Grégoire  
Vice-président C.É.C.M.  
Comité exécutif

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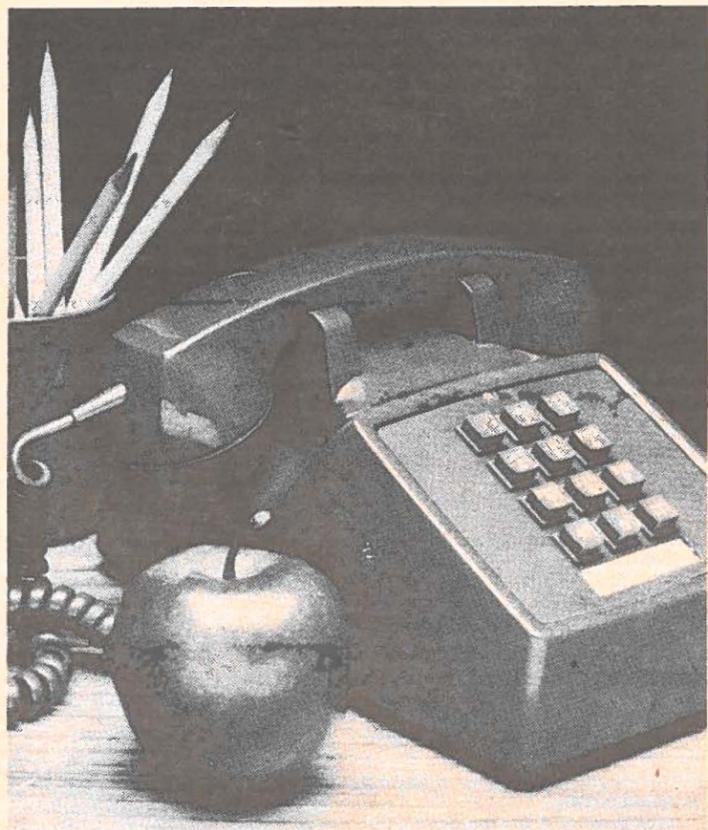
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Hello teacher!

## Higher Education By Telephone



More and more educators are turning to audio teleconferencing as a cost-effective way of reaching rural and remote communities.

Audio teleconferencing brings three or more people located in two or more places together over the phone when travel costs and time restraints prohibit face-to-face meetings. These cost restraints have so far kept university courses for rural areas to a minimum.

With teleconferencing, a whole program of courses can be developed and administered for regions that would otherwise go without them.

This is the theme of a new booklet entitled Higher Education By Telephone by G. Barry Ellis, PhD, director of educational teleconferencing (ETC), at the University of Calgary. The booklet is published by the TransCanada Telephone System, an organization of Canada's major telephone companies and

Telesat Canada whose function is providing national telecommunications to Canadians.

Higher Education By Telephone is a comprehensive guide to help educators understand teleconferencing technology, select appropriate programs and work with groups in rural areas.

The booklet covers the components of educational teleconferencing, and institutional considerations such as academic standards. It presents case studies, financial information and brief notes on technologies such as Telidon and slow-scan television.

Author Barry Ellis supports his enthusiasm for educational teleconferencing with a comparison of drop-out rates. The normal rate for ETC courses is 15-20 percent, about identical to normal courses, and well below the 40-60 percent rate for correspondence courses.

### Unesco Study

## New Technologies: Their Impact on Education

With the co-operation of National Commissions for Unesco of the European Region, educators are having an opportunity to compare the application and impact of new technologies in fifteen countries.

The first meeting of a three-year European Joint Study was held in Columbia, South Carolina, October 25-28, 1982. It was convened jointly by the Canadian and United States Commissions for Unesco in collaboration with TVOntario, who on behalf of the Canadian Commission, is the lead agency co-ordinating the first year of the study. Coordination for years two and three will be the responsibility of the U.S. National Commission.

The main purpose of the study is to survey the educational use of new communication and information technologies, study the implications of the introduction of new technologies and identify

areas in which further development, research and evaluation are most needed at the national, regional and international levels in this field. Austria, Belgium, Canada, Denmark, Finland, France, Hungary, Israel, Italy, Spain, Sweden, Ukrainian S.S.R., U.S.S.R., United Kingdom, U.S.A., will exchange and compare information and experiences on the above topics.

An advisory group, composed of top Canadian specialists, will be working with the Canadian coordinator, Dr. Ignacy Waniewicz, Director of the Office of Development Research, TVOntario.

The first phase will be a national review by each participating country of the actual and potential applications of new technologies including, but not

limited to, computers, videotext, communications satellites, teleconferencing, interactive video, multichannel cable, fibre optics, etc. The Joint Study team will meet next fall in Paris at the invitation of the French Commission for Unesco, to review the work completed, and to develop the scope of the next stage of the study which would cover the state-of-the-art, case studies and significant impact issues.

This study should be of benefit to several Canadian constituencies — educators, governments and industry. Although the main focus is the educational application of technology, there will be considerable depth of information useful to the marketing planning of technological companies and media producers.

### No Names

## "Just following standard rules"

After seeking legal advice from two law firms, the Conseil des commissaires decided that since the Commission was not obligated in any way by the criminal law to give the names of teachers who went on strike as was requested by the Education and Justice Departments, it would not provide such a list.

Furthermore, the Commission will not supply to the Education Department, the names of the non-strikers and those on authorized leave of absence but the normal procedures will be followed in order to obtain the necessary subsidies to cover these teachers' wages.

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or is it  
TRIM THE EATS  
and keep smart**

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## Critical of Sex Education Program

# Presented like an obituary list . . .

The Protestant Committee of the Superior Council of Education has expressed its dissent from the advice of the Superior Council to the Minister of Education on the subject of sex education in Quebec schools.

In a press release, Constance Middleton-Hope, Chairman of the Protestant Committee, emphasized that "there are already in Protestant School Boards trained staff responsible for moral and religious education and human awareness programs which include a sex education component consistent with the views of the

3. I feel that the Conseil did not sufficiently question the point of view of the Ministère's programme. It seems to me that this document, having adopted a very rational position, commits the error of forgetting the love of children.

"Much is said about morals, but the latter is simply placed on the same level as biology, psychosociology, etc. The difficulty that I sense, is that the matter of sex education is presented like a kind of obituary list when it should be the opposite. Sexuality is life, it is the joy of living, it is love, it is passion, it is discipline, it is also a soaring towards the spiritual.

"This is not an attempt to make a case against a document which



Constance Middleton-Hope, the recently elected chairman of the Protestant Committee of the Superior Council of Education.

necessitated considerable effort by the sub-committee concerned, but as a Protestant parent and educator, I am unable to identify with it."

**. . . when it should be the opposite**

Protestant community." And furthermore, "The Protestant community has little or no interest in having sexologues or another philosophy of sex education imposed on its schools."

Mrs. Middleton-Hope then went on to elaborate on the principal reasons for the disagreement and stated that:

"The advice that the Conseil supérieur de l'éducation presents to the Ministère on Sex Education appears reasonably logical to me, however I must register my dissidence for the following reasons:

1. I cannot support the principle that such instruction be obligatory for all levels without allowing exemption for reasons of conscience. I uphold the view that if the Charter of Human Rights and Freedoms insists on the right of exemption for religious and moral education, it goes without saying that the parent also has the right to demand exemption from instruction which is contrary to his personal beliefs.

The Charter cannot be selective in the rights it implies.

2. For most Protestant School Boards, sex education is part of the educational project and is integrated into the teaching of moral and religious value.

This programme, rather these programmes, are adapted to the needs of the community and reflect especially the cultural and social values of the pluralist population in Protestant schools.

This community, being sensitive to the varied groups found within its schools, has long endorsed a type of sex education that answers local needs.

## Ethics in Education

# Parents, Teachers Should Work Together on Moral Education

Donald Craig, Editor & Publisher of *Ethics in Education*, suggests that the area of its special concern is more important for children than any other aspect of education. If true, it means that it is also very important for parents and teachers.

*Ethics in Education* is an eight-page professional Letter for elementary and secondary educators, issued ten times during the school year. Its aim is to extend knowledge, acceptance and practice of ethics, or moral/values education, throughout Canadian schools. A more distant target "is development of consistent high standards of ethical thinking and behaviour in the adults whom school children become."

Readers are principally professional educators. Content deals chiefly with in-school activity. However, the best source of moral training is, or should be, the home. But how many parents, asks Craig, give thoughtful, consistent, informed attention to the moral development of their children, from the time they begin to crawl out of the crib to the time they graduate from high school? Speaking personally, "I know I failed to do so with my kids."

He says most of us are too busy with such things as toilet training, dressing kids for school and keeping them safe and out of trouble to think much about whether they will grow up to be responsible, courageous, principled adults, just and caring in all their dealings, good citizens not only of their towns but of the nation and the world.

Giving that kind of upbringing is quite an assignment. But it is a

terribly important one, in today's difficult world. It's too important to be left to chance, to haphazard training that parents have knowledge or time for, or that teachers may slip into Social Studies now and then before the bell rings.

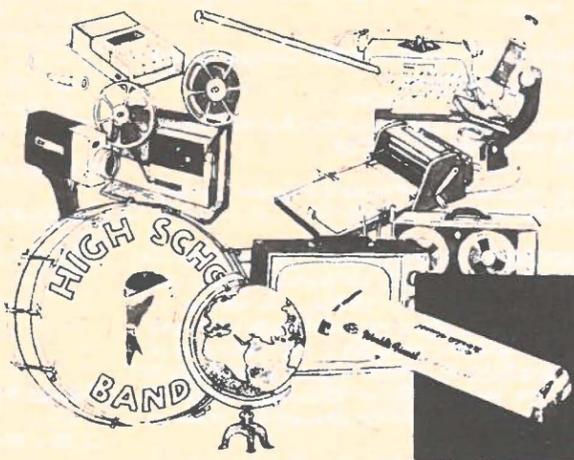
That is why *Ethics in Education* constantly presses for more organized, professional approaches to moral/values education, from kindergarten right through grades 12 or 13.

Says Craig: "It's why we want to see more collaboration between parents and teachers in working for character development both at home and in school. Specifically, we hope the time will come when schools begin to work with parents on the ethical upbringing of children from Day One — when they bring home their baby from the hospital and start to dream about its future."

*Ethics in Education* is published by a non-profit organization,

federally incorporated, with directors in Nova Scotia and Ontario, and 20 advisory and contributing editors in Canada, the U.S. and England. It is not tied to any one philosophy or theory of morality or moral education, and has no affiliation with any organization, church or special interest. Our publishing address is Box 580, Lunenburg, Nova Scotia. Our phone number, if you wish to phone for information, is 902/634-8619.

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# AGM Section

## Many resolutions show parents are concerned

1

### EDUCATION: SCHOOL BOARDS AND LOCAL AUTONOMY

BE IT RESOLVED THAT Quebec Federation of Home and School Associations strongly urge the Government of Quebec to ensure that responsibility for education at the local level be kept in the hands of School Commissioners democratically elected by universal suffrage to serve on confessional school boards representing a broad community of schools, and

BE IT FURTHER RESOLVED that the Ministry of Education be asked to transfer to the local school boards powers of taxation, control of curriculum and hiring of personnel so that school boards may meet their priorities and obligations to the communities they serve.

2

### SCHOOL BOARD ELECTIONS

BE IT RESOLVED that Quebec Federation of Home and School Associations request the government of Quebec to amend the Education Act to incorporate the following recommendation:

That the time span between the closing of nominations and election day be extended from the present seven days to fifteen days.

3

### RETENTION OF ENGLISH, PROTESTANT SCHOOLS IN RURAL AREAS

BE IT RESOLVED that Quebec Federation of Home and School Associations request that the Ministry of Education continue to respect the wishes and desires of the Anglophone population, particularly in rural Quebec, by assuring that all English speaking residents have access to English, Protestant schools within a reasonable distance.

4

### INTEGRATION OF SPECIAL EDUCATION STUDENTS

BE IT RESOLVED that pressure be brought to bear upon the Ministry of Education and all other persons in authority to immediately rescind this policy and thereby revert to a former policy of separate classes for the "Special Ed" group of students, irrespective of the additional dollar cost that this policy dictates.

5

### EDUCATION — CURRICULUM DEVELOPMENT

BE IT RESOLVED that Quebec Federation of Home and School Associations urge that the Ministry of Education of Quebec return control and management of curriculum to the school boards as they now exist, and the role of the Ministry of Education be limited to coordination of provincial objectives and to the provision of resources to meet curriculum, and

BE IT FURTHER RESOLVED that the development of curriculum for the English-speaking community be placed in the hands of qualified educators and parents within the English-speaking community, and

BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations establish a Curriculum Committee mandated to find effective means to study and report on the activities of all the parties involved in the area of curriculum and to report regularly to its membership at the local association level.

**WALK - RIDE YOUR BIKE - JOG - RUN - DRIVE  
EVEN TAKE THE BUS  
BUT COME TO YOUR MEETING**

## FRIDAY, MAY 6, 1983

7:30-8:30 a.m.	<b>BREAKFAST</b>	Available in the cafeteria at the Campus Centre Building, Loyola campus.			
8:30-9:00 a.m.	<b>REGISTRATION</b>	On the second floor, Campus Centre Building. Coffee available here from 8:30 to 3:30.		<b>Co-ordinator</b>	Charles Joyner, Dean of Engineering Technologies, Dawson College, Selby Campus Co-ordinator. Margaret Sydell, Consultant in Data Processing. Donna Manzo, Vice-President, QFHSA.
9:00-9:15 a.m.	<b>WELCOME</b>	Opening remarks by the President of Quebec Federation, Mr. C. Owen Buckingham.	10:30-11:00 a.m.	<b>COFFEE BREAK</b>	Time to view displays.
9:15-10:30 a.m.	<b>PLENARY SESSION</b>	<b>TECHNOLOGY: EDUCATION FOR TOMORROW</b> Preparing today's students for the change and the challenge of the 21st century. Advances in technology and its impact on society both today and in the future are now being felt in the classrooms of the public schools of Quebec. A panel of experts will examine the many facets of education related to preparing future generations to meet the needs of tomorrow's world. • Is the New Curriculum for Quebec Schools (Régime Pédagogique) - both elementary and secondary - preparing our students for future career options in the fields of technology? Are facilities and equipment sufficient? The computer in the classroom - a necessary tool? • In the light of advances in technology, how adequate are the current vocational programs offered in our secondary schools? What about training or re-training programs for teachers? • What are the facilities, programs and career options available in technological education at the CEGEP level? In our anglophone CEGEPs? • How does private industry view the public school system re preparing students for the world of work in technology? What are the effects of technological changes in electronic data processing - especially as they affect women in the workforce? <b>Chairman</b> Pat Jarrod, Consultant in Student Life and Tech/Voc Education, Lakeshore School Board. <b>Panelists</b> Dr. Robert Lavery, Director-General, Lakeshore School Board. Dr. John Gradwell, Professor of Vocational Education, McGill University.	11:00-12:00 p.m.	<b>CONCURRENT WORKSHOPS</b>	<b>FOUR SEPARATE WORKSHOPS HEADED BY THE PANELISTS</b> Delegates will have the opportunity to choose one of the workshops conducted by one of the panelists. There, in a more informal atmosphere, the many ideas brought forward by the panelists can be discussed and questions asked.
			12:00-12:30 p.m.	<b>FREE TIME</b>	Another opportunity to view displays.
			12:30-1:30 p.m.	<b>BUFFET LUNCH</b>	Served in the Main Lounge on the second floor.
			1:30-5:30 p.m.	<b>ANNUAL BUSINESS MEETING</b>	To be held in the Games Room in the basement. If the business meeting has not been completed by 5:30 p.m. it will be continued the same evening at 9:30 p.m.
			3:30 p.m.	<b>COFFEE BREAK</b>	A few minutes to relax and look around.
			5:30-6:30 p.m.	<b>HAPPY HOUR</b>	In the Main Lounge on the second floor.
			6:30-8:00 p.m.	<b>BANQUET</b>	<b>Guest speaker: Gordon B. Thompson, P. Eng.,</b> Communications Consultant. One of the world's original and provocative thinkers on the nature and future of communications - an energetic optimist. (further information about Mr. Thompson appears on the front page.)
			8:15-9:30 p.m.	<b>EVENING SESSION</b>	Following his banquet speech, Mr. Thompson will answer questions and/or hold an informal discussion with members of the audience. An opportunity not to be missed.
			9:30-11:00 p.m.	<b>SOCIAL HOUR</b>	In the Oasis Lounge on the Second Floor. Cash bar.

# SATURDAY, MAY 7, 1983

7:30-8:30 a.m.	<b>BREAKFAST</b>	Available in the cafeteria at the Campus Centre Building, Loyola campus.			
8:30-9:00 a.m.	<b>REGISTRATION</b>	On the second floor, Campus Centre Building. Coffee is available.			
9:00-10:30 a.m.	<b>CONCURRENT WORKSHOPS</b>	<p><b>1) COMPUTERS IN THE CLASSROOM: BOON OR BANE?</b> Are our schools successfully coming to grips with the technological revolution now sweeping the country? Computers are generally invading the classroom and parents are becoming increasingly apprehensive about this new force in education. What is happening re computer education in the classroom? What does the future hold? These and other concerns will be addressed by an educator who is using computers in the classroom with great success.</p> <p><b>Chairman/Co-ordinator</b> Dr. Jon Percy, Hudson Home &amp; School Association, and Area Rep., Lakeshore III. <b>Speaker</b> Elias Leousis, Teacher, Bancroft Elementary school, and Chairman, Quebec Association of Computer Users in Education.</p> <p><b>2) KIDS AND STRESS</b> Participants in this workshop will be given a short stress test and then will measure the results. The group can then relate to stress on children and how stressful situations in daily life can affect them. Practical solutions will then be discussed so that more positive relationships can develop between parent and child, school and child and, finally, parent and school.</p> <p><b>Chairman/Co-ordinator</b> Peggy MacArthur, Past President, Northview Home &amp; School Association. <b>Speaker</b> Patrick Baker, Principal, Spring Garden Elementary School, Lakeshore School Board.</p> <p><b>3) CAREER 'CHOICES': A COMPUTER AID IN CHOOSING A CAREER</b> Are there shortcuts to a career choice for students? How do students pick a career which fits their capabilities? There are no shortcuts but there is a computer program called 'Choices' which can assist students to identify careers which fit their capabilities. 'Choices' is being used as a pilot program at Lake of Two Mountains High School to help students match capabilities with possible careers. Mr. Ryan will discuss 'Choices': how it aids the students, counsellors and even the parents.</p> <p><b>Chairman/Co-ordinator</b> Clive Francies, President, Ecole Primaire Beaconsfield Home &amp; School Association <b>Speaker</b> Garth Ryan, Guidance Counsellor, Lake of Two Mountains High School.</p> <p><b>4) COMMUNITY INVOLVEMENT: A WORTHWHILE INVESTMENT</b> As we focus attention on the future with dwindling financial resources and, in some cases, on diminishing human resources for community projects, how can we as parents, citizens and taxpayers realize the potential in our communities? How to coordinate and utilize for maximum benefit our volunteer resources both within the school and the community will be the focus of this workshop.</p> <p><b>Chairman/Co-ordinator</b> Marilyn Ashby, Chairman, Social Affairs/Support Services, QFHSA. <b>Speakers</b> Betty Russell, Executive Director, West Island Volunteer Bureau Marg Ford and Anne Atkins, Co-ordinators, Community Office, John Rennie High School.</p>	<p><b>Chairman/Co-ordinator</b> Angelika Redahl, Edgewater Home &amp; School Association. <b>Speakers</b> Gordon Martin, Educational Media Producer. Professor Dennis Murphy, Associate Professor, Communication Studies, Concordia University</p> <p><b>2) PROTECTING THE CHILD TODAY - A BETTER SOCIETY TOMORROW</b> More and more today we hear or read about child abuse and neglect - the child at risk - family violence - the battered child. Recognizing that the problem exists throughout society is one thing. What are the alternatives and options open to us as parents and citizens to overcome this problem? What role can Home &amp; School play in public awareness of this growing problem? This workshop will focus on alternatives and options for providing these children with a better tomorrow.</p> <p><b>Chairman/Co-ordinator</b> Elaine Müller, President, Windermere Home &amp; School. <b>Speaker</b> Marion Daigle, Vice-President, QFHSA, and President, Macdonald High Home &amp; School Association. Marion Lessard, Co-ordinator, Child Protection Committee, Social Services Department, Montreal Children's Hospital.</p> <p><b>3) THE CURRICULUM FOR QUEBEC SCHOOLS (REGIME PEDAGOGIQUE): WHERE ARE WE NOW?</b> How is the M.E.Q. planning to implement the new curricula in the coming months? What are the implications of the curricula changes in preparing students for post-secondary and career options? What are the links to school reorganization? These and many other questions will be answered and discussed by Rod Elkin of PAPT. A must workshop for any parent interested in the future of education in this province.</p> <p><b>Chairman/Co-ordinator</b> Sylvia Rankin, President, Thorndale Home &amp; School, and President, Lakeshore Regional Council. <b>Speaker:</b> Donna Manzo, Vice-President, QFHSA. Rod Elkin, Executive Assistant, Provincial Association of Protestant Teachers.</p> <p><b>4) THE ADOLESCENT: LETTING GO</b> Not quite an adult, no longer a child. How does the adolescent handle today's world - family relationships, peer pressures, money problems? How do we, as parents, handle decision-making and assigning responsibilities for teens? Does the community provide adequate resources for our teenagers, troubled youth? This workshop will give participants an opportunity to discuss and share our concerns re this exciting and sometimes frustrating age group.</p> <p><b>Chairman/Co-ordinator</b> Allan Locke, Vice-President, QFHSA, and President, Lindsay Place High Home &amp; School Association. <b>Speaker</b> Marion Daigle, Vice-President, QFHSA, and President, Macdonald High Home &amp; School Association. Dr. Gert Morgenstern, Psychiatrist, Children's Services, Douglas Hospital.</p>		
10:30-11:00 a.m.	<b>COFFEE BREAK</b>	Displays.	12:30-1:00 p.m.	<b>FREE TIME</b>	Last opportunity to view the displays.
11:00-12:30 p.m.	<b>CONCURRENT WORKSHOPS</b>	<p><b>1) MEDIA AWARENESS - THE VIDEO CRAZE</b> Have you asked yourself questions such as: — Video games, are they a friendly or hostile invasion?</p>	1:00-3:00 p.m.	<b>AWARDS PRESENTATION LUNCHEON</b>	The recipients of the Leslie N. Buzzell and Gordon Paterson Awards will be honored.
			3:00-5:00 p.m.	<b>BOARD OF DIRECTORS MEETING</b>	All Home and School Presidents are invited to attend.

## VOTING DELEGATES

The following schools submitted their membership lists before March 1, 1983, in accordance with the constitu-

tion and are entitled to send the number of voting delegates indicated to the annual general meeting.

Allancroft . . . . . 3	École Primaire Bcfd . . . . . 3	Hudson . . . . . 5	Meadowbrook . . . . . 4	Spring Gardens . . . . . 3
Ayer's Cliff . . . . . 3	École Primaire Pte-Claire . . . . . 3	John Rennie High . . . . . 3	Mountrose . . . . . 3	Summerlea . . . . . 3
Aylmer . . . . . 3	Edgewater . . . . . 6	John XXIII/Dorval High . . . . . 3	Mt. Royal High . . . . . 3	Sunnydale . . . . . 3
Beacon Hill . . . . . 4	Edinburgh . . . . . 3	Julius Richardson . . . . . 3	New Carlisle High . . . . . 3	Thetford Mines . . . . . 3
Beechwood . . . . . 3	Elizabeth Ballantyne . . . . . 3	Keith . . . . . 3	New Richmond High . . . . . 3	Thorndale . . . . . 4
Carlyle . . . . . 3	Gardenview . . . . . 3	Lachine High . . . . . 3	Northmount High . . . . . 3	Valois Park . . . . . 4
Cedar Park . . . . . 3	Greendale . . . . . 3	Lasalle High . . . . . 3	Northview . . . . . 3	Wager High . . . . . 4
Christmas Park . . . . . 4	Hampstead . . . . . 3	Lindsay Place High . . . . . 3	Parkview . . . . . 3	Waterloo . . . . . 3
Courtland Park . . . . . 3	Herbert Purcell . . . . . 3	Macdonald High . . . . . 4	Princess Elizabeth . . . . . 3	Westminster . . . . . 6
Dorset . . . . . 4	Hopetown . . . . . 3	Malcolm Campbell High . . . . . 3	Ste-Foy . . . . . 3	Westpark . . . . . 4
Dunrae Gardens . . . . . 3	Shigawake, Port-Daniel . . . . . 3	Mary Gardner . . . . . 3	Seigniorie . . . . . 4	Willingdon . . . . . 3
Eartley . . . . . 3	Howick . . . . . 3	Matapedia Intermediate . . . . . 3	South Hull . . . . . 3	Windermere . . . . . 4

# Resolutions . . .

## 6

### TECHNOLOGY AND EDUCATION IN CANADIAN SCHOOLS

BE IT RESOLVED that Quebec Federation of Home and School Associations ask The Canadian Home and School and Parent-Teacher Federation to strike a special committee on Technology and Education whose mandate during the school year 1983-84 will be to gather data on the state and needs of technological education in the elementary and secondary schools of Canada, and

BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations ask The Canadian Home and School and Parent-Teacher Federation to petition the Council of Ministers of Education, Canada, to set up a committee composed of representatives from industry, education and parent organizations, to examine the state and needs of technological education.

## 9

### SCHOOL BUS STOPS ON ONE WAY STREETS

BE IT RESOLVED that Quebec Federation of Home and School Associations urge the Ministry of Transport to promote the policy that the direction of flow of traffic on one way streets adjacent to schools where school buses stop be such that the school buses can stop there with their exits parallel to the sidewalk, and

BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations, through its local Home and School associations, urge the local municipal authorities to cooperate in the implementation of this policy.

## 14

### IMPROVED PARENTING THROUGH EDUCATIONAL COURSES

BE IT RESOLVED that Quebec Federation of Home and School Associations request the Ministries of Education and Social Affairs to promote parenting education courses, for adults as well as for students, and

BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations urge all local Home and School associations to support the offering of parenting education courses where they are requested or needed.

## 10

### STUDENT TRANSPORTATION VEHICLE LOG BOOK

BE IT RESOLVED that Quebec Federation of Home and School Associations petition the Ministry of Transport to see that bus drivers each keep a log book detailing the results of a daily inspection by the driver and also detailing all malfunctions, regardless of repair cost.

## 13

### WELFARE — FAMILY VIOLENCE

BE IT RESOLVED that Quebec Federation of Home and School Associations ask The Canadian Home and School and Parent-Teacher Federation to encourage its provincial federations,

through their local Home and School associations, to promote community action in support of all agencies concerned with family violence and their need for better reporting systems, more transition houses, more funds for hospitals and "expert" care, more child welfare and family care workers.

## 15

### ESTABLISHMENT OF A QUEBEC SCIENCE CENTRE

BE IT RESOLVED that Quebec Federation of Home and School Associations petition the Government of Quebec, at its next session of the legislature, to initiate and fund the establishment and operation of a Centre of Science and Technology, with the following objects:

a) to depict to the public and to conduct a program of education in the origins, development and progress of science and technology, and their rela-

tionship to society;  
b) to depict the role of Quebec in the furtherance of science and technology;  
c) to stimulate the interest of the public in matters depicted by the Centre;  
d) to collect and exhibit objects and displays and to maintain and operate a museum and related facilities for the furtherance of the objects of the Centre established as a project of Quebec.

## 7

### CURRICULUM — SEX EDUCATION

BE IT RESOLVED that Quebec Federation of Home and School Associations inform the Ministry of Education that it supports the retention of the Moral and Religious course of study, which includes the module on human sexuality, prepared by the Protestant Education Services Committee of the Ministry of Education and approved by the Protestant Committee of the Superior Council of Education, and

BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations inform the Ministry of Education that it supports the parents' right of exemption from Moral and Religious Education under the terms of the Charter of Human Rights and Freedoms.

## 11

### SAFETY EDUCATION PROGRAMS

BE IT RESOLVED that QFHSA petition the Ministry of Education to make obligatory the teaching of safety education programs within the school curriculum for all Quebec children, but especially for the five to nine year age group, and

BE IT FURTHER RESOLVED that QFHSA also ask the Ministry of Education to make more safety teaching units available for use by teachers, and

BE IT FURTHER RESOLVED that QFHSA request its local Home and School associations to actively support and encourage such programming.

## WHO SPEAKS FOR YOU WHEN YOU'RE SILENT

## 8

### YOUTH AND SMOKING PREVENTION

BE IT RESOLVED that Quebec Federation of Home and School Associations request The Canadian Home and School and Parent-Teacher Federation to ask all provincial Home and School federations to urge their local Home and School associations to work towards the implementation of preventive programs in all communities across Canada, and

BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations urge The Canadian Home and School and Parent-Teacher Federation to reflect their commitment by using its influence to promote non-smoking among adults.

## 12

### WIFE BATTERING — LAYING OF CHARGES IN ASSAULT CASES

BE IT RESOLVED that Quebec Federation of Home and School Associations ask The Canadian Home and School and Parent-Teacher Federation to encourage all provincial Home and School Federations, through their local Home and School associations, to ask police forces to establish a practice of having the police regularly lay charges in instances of wife-beating, as they are inclined to do with any other case of common assault.

## 16

### VIDEO GAMES AND VIDEO AMUSEMENT CENTRES

BE IT RESOLVED that Quebec Federation of Home and School Associations, through its local Home and School associations and other parent organizations, request local municipal councils to act on existing municipal regulations or to pass municipal regulations to:

- 1) control access to existing video game sites and video amusement centers during school hours.
- 2) limit the number of permits for video game sites and video amusement centers, including the number of video game machines in a given site or center.
- 3) limit the proximity of these video game sites or video amusement centers to school premises.
- 4) require that the supervisor have the burden of responsibility to see that the age limit (16) for access to the video game site and video amusement center is strictly adhered to at all times.
- 5) see that supervision of video amusement centers be closely monitored by local municipal authorities.
- 6) restrict the location of mechanical rides, games and attractions aimed at young children in or near video amusement centers.

## 1983

### CONFERENCE COMMITTEE CHAIRMEN

Audiovisual . . . . .	Gordon Perry	Preview Book . . . . .	Susan Stamm
Awards . . . . .	Owen Buckingham Calvin Potter	Program Book layout . . . . .	Gordon Perry
Book of Reports . . . . .	Kathleen Vinois Betty Brunet Rosalie Fagen	ads . . . . .	B. Milne-Smith
Constitution . . . . .	Gisela Amarica	Program Coordinators . . . . .	Marion Daigle Donna Manzo Angelika Redahl
Displays . . . . .	Joyce Payan	Program Committee . . . . .	Clive Francis Peggy McArthur Jon Percy Marilyn Ashby
Finances . . . . .	Marilyn Percy	Publicity Chairman . . . . .	Sandra Keightley
General Arrangements . . . . .	Joan Locke	Publicity Comm. . . . .	R. Kandalgaonkar Virginia Bell
Hospitality . . . . .	June Smith Ann Silverthorne Susan Stamm	Registration . . . . .	Anna Nadler Ann Trzcienski Fay Richardson
Kits . . . . .	Nina Stein		
Nominations . . . . .	Calvin Potter		
Photography . . . . .	Gordon Perry		

## INSTANT ANSWERS! Teaching Students to Use Their Resources

An essential part of education is learning to use reference sources. The federal government, probably the largest source of research material in the world, is an important — and often overlooked — part of this process.

Knowing how to research the federal government is a skill that will serve youngsters throughout their lives. From writing top-notch essays today to collecting the Canada Pension Plan down the road, Canadians will always need to know how to contact the federal government.

The Government of Canada, through the Task Force on Service to the Public, has launched a number of programs to make it easier to learn about federal programs and services. Designed for all Canadians, and particularly useful for students researching school assignments, the programs are stepping stones to finding the right office to contact about a specific topic. They can be reach-

**... or how to  
cut through  
government  
without really  
trying!!!**

ed by telephone, letter, in person and even computer.

Young researchers will find the Index to Programs and Services especially helpful. Easily accessible in many libraries and post offices, the Index lists hundreds of federal programs and services, the departments responsible for them and their addresses and telephone numbers. In looking up a topic such as energy conservation, for example, students will find about 80 programs in the Index, a description of each one and where to obtain more information about them. (The Index can also be purchased for \$9.95 from authorized bookstore agents or the Canadian Government Publishing Centre, Supply and Services Canada, Hull, Québec K1A 0S9. Updated annually, the 1983 version will be available in January.)

A more novel approach to the Index to Programs and Services is through Telidon, the two-way communication system invented by the Department of Communications. Telidon carries the Index as part of Cantel, the

Government of Canada information bank. Other subjects on Cantel include pensions, income tax, jobs and government publications, as well as topics not usually associated with government such as weather forecasts, Canadian tourist destinations and car fuel ratings.

About 800 Telidon terminals have been set up for students and other Canadians in public places such as shopping malls and libraries and through various public and private-industry trial projects. They are also in Canada Service Bureaux, storefront offices set up by the Task Force on Service to the Public in 14 cities to help people who prefer to deal with government in person.

The telephone is another way for students to find the right government person to talk to. Public telephone directories make it easier to find government phone numbers by listing programs by both subject and department. More than 20 frequently-called government services are receiving toll-free numbers so that people can phone them free of charge. A telephone referral service allows people in several provinces to dial a single, no-charge number to receive assistance.

But youngsters need more help than just finding the right department. They also require complete, helpful answers to their questions. The Task Force on Service to the Public is working behind the scenes to help individual departments improve the quality of service they provide to the public. This includes everything from teaching telephone-answering skills to re-designing reception areas for visitor comfort and convenience.

Knowing how to obtain government brochures, reports, books and other publications, means students have better access to a wide range of background material. Interviews with government experts make livelier, more informative, accurate and current essays. Students who learn to research government sources achieve an understanding not only of their assigned subjects but also of Canada's government and how it operates.

Teaching students how to use the Task Force's stepping stones to better government access — the Index to Programs and Services, Cantel, Canada Service Bureaux



and telephone programs — gives them a skill they will use the rest of their lives.

For more information, contact the Canada Service Bureaux nearest you, or the Task Force on Service to the Public, Supply and Services Canada, Hull, Québec, K1A 0S5.

## Speaking for the silent minority majority

### CONCERNED PARENTS

The following resolutions were drawn up, discussed and approved by the executive. They address not only the current dispute, but other issues contributing to parents' anger and frustration.

**WHEREAS:** Changes in the education sector are threatening the stability of our children's education, **WE, THE COMBINED SCHOOL COMMITTEE AND HOME & SCHOOL EXECUTIVE OF COURTLAND PARK SCHOOL, DORVAL:**

#### CONTRACT

1. In recognition of our teachers' professional capabilities and dedication, support them in their desire for a settlement to the present dispute, acceptable to both parties, not imposed by law (Bills 111 and 105).
2. Support retention of the present pupil/teacher ratio.
3. Recommend that education costs be cut in the Department of Education bureaucracy.

#### REGIME PEDAGOGIQUE

4. Oppose the integration of learning-disabled children into regular classrooms without adequate specialists and facilities.
5. Support the authority of the PSBGM to establish curriculum for our schools, and oppose the imposition of a province-wide curriculum which will lower the present quality of PSBGM education.

#### RESTRUCTURE

6. Support the retention of representatives elected by universal suffrage from our own community to a school board, the PSBGM, which has a proven tradition of response to our needs, and oppose any erosion of its authority.
7. Oppose the introduction of any reorganization of the school system which would place on parents a greater burden of time, administrative expertise or financial and legal responsibility.

**Jim Warrington,**  
Home & School President

**Barbara Peden,**  
School Committee Chairman

## 1983 01 27/29 NOTES

### "Reading Choices" Conference

One workshop dealt with Gifted Children. These children can be observed to have advanced language proficiency for their age. They are curious and often teach themselves to read. In choosing literature, they tend to choose more non-fiction.

Since they love to read, reading should provide pleasure. They should be allowed to choose their

own material. Gifted children have made these recommendations for the classroom:

- 1) Make literature readily available.
- 2) Allow more time for reading in class.
- 3) Teach good reading methods.

A second session gave some insights into the initiation of literacy. A child can be considered to be literate when his or her writing can be read by anyone and when he or she reads what is actually written in the book. Adults should make writing tools available from the youngest age. Encourage the children to "write" early.

In schools, literacy can be encouraged by shared reading. Storytelling is popular, as are lap reading and group oral reading. Informal conversation on paper can be exchanged between grade levels. Students in Grades 2 and 7 could write to each other and thus the conversation could be written, rather than spoken.

Literacy is not an absolute condition. It is very complex and so cannot be simplified.

A third workshop gave us some clinical techniques for reading. The child being selected for help is chosen after diagnosis to note his strengths and weaknesses. There is great flexibility in using the whole class or working-one to one.

Some topics for learning could be time order, listing, cause and effect, and comparing and contrasting.

One activity that has many dimensions is called OPEN SORT. Words are placed on individual cards. Students sort them in any way they wish. Then, they must explain why they sorted them in that way. The teacher can then set the task of asking them to sort all the long vowels into one stack, etc. The same set of cards can be used in many ways.

Some suggestions for word fluency were presented in a fourth workshop. Verbal Ping Pong involves partners. One person says "board". The other must make a verbal reply — for example, "eraser". The first person names another word and the game goes on until one partner cannot think of a new word to retort.

Groups can put their heads together and come up with all the words that can be used to replace an ordinary word like **said**. Results are astonishing.

Present a simple sentence to the class. An example could be, "Her suitcase was packed". Now the students must write a story to follow this sentence. They can choose a sad story (someone has been hurt — she is going to help out) or a happy story (she is waiting for a taxi to the airport to go on a lovely holiday). The student is given a choice and so a better story is usually the product.

The conference was very well organized and the first bilingual Reading Conference can surely be considered a success.

**Anne Macwhirter**



# Photo art<sup>®</sup>

#### ELEMENTARY:

- Individual Photos
- Group Photos
- Communion
- Confirmation
- Kindergarten

### SCHOOL PICTURES

#### SECONDARY:

- Identity Cards
- Rolodex Cards
- Adhesive Photos
- Graduation
- Grad Dance

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## Reorganization

## Whither English Education

"My thesis today is that English education is in peril.

"I choose to believe the situation of the English in Quebec is serious but not hopeless. But we are in a Quebec context and there are some who view the situation in Quebec as a whole but not serious.

"In my view, English education is threatened by the decline in numbers but also by a loss of control in decision and policy making in all aspects, but especially in curriculum.

"Like many of my ilk, career teacher, school administrator and civil servant, I still believe in the rational model for decisions leading to action.

"I shall, therefore, try to sketch in twenty minutes where we are, how we came to be in our present plight and offer some suggestions for a programme which will improve our situation.

"English education is threatened because we are fewer. That is a fact. In 1975-76 there were over 231 thousand pupils studying in English in

Quebec public schools. In 1980-81, there were 154 thousand. The decrease - 77 thousand - was 33.4% for this period. Most forecasters predict a continued decline in the eighties though at a slower rate. Several factors are at play. They are:

- 1) Lower birth rate (general in North America)
- 2) The compulsory directing of new arrivals to French schools
- 3) The English exodus from Quebec
- 4) The forced exclusion of French-speaking Quebecers from English schools
- 5) The voluntary decision of many who are eligible for English instruction to study in French
- 6) The movement away from English public schools to private schools of varying models.

"I do not believe that the primary motive of French Quebecers is to plan the elimination of English education in Quebec."

## Powerless Service Cooperatives

A public awareness meeting on School Board reorganization, one of the many similar meetings held by local Home & Schools across the province, was sponsored by Home & School and School Committee of Valois Park School on Jan. 24th.

It was attended by approximately 125 interested parents, teachers, members of the Valois community (parents of preschool children, older children, and even those with no children).

Art Douglas, school principal, welcomed everyone and introduced chairman for evening, Mr. John Killingbeck, Director of Elementary Education, Lakeshore School Board. He introduced the speakers, handled the question period (cards given to audience - questions written down - returned to chairman), thanked the guest speakers.

Knute Sorensen - former Assistant Director of Lakeshore School Board and

member of the Superior Council of Education.

Ernest Spiller - former Associate Deputy Minister of Education and an educational consultant.

Joan Dougherty - former chairman of the Protestant School Board of Greater Montreal and presently Liberal MNA for Valois.

André Benoit - Valois Park Task Force representative.

After speeches and questions, there was coffee and dialogue.

Knute Sorensen used an overhead projector to outline the present structures and responsibilities of the Ministry of Education, the School Boards, and the individual schools, as well as the changes involved if Laurin's White Paper becomes law.

He emphasized the increase in

direct contact between the Ministry and the individual schools and the decrease in the responsibilities of Laurin's so-called "Service Cooperatives" (i.e., the proposed School Boards).

He discussed the impact that the school board restructurization will have on our schools. At present, the boards pool resources and distribute them as needed to the schools under their jurisdiction. Through the academic curriculum services, all schools are given equal and expert guidance in educational matters.

Under Laurin's plan, school boards will operate as powerless service cooperatives, without any real power or say in the education of our children.

see POWERLESS p. 13

## "Parents wishes not respected"

from page two

exists in minds of Quebec parents.

You insist in the White Paper that parents want to run the schools!

As a parent I challenge this position.

I am very much aware of the high level of involvement of anglophone parents in the Quebec school systems. My family has been involved for 201 years, working mainly at grass-roots level, and always for the enrichment of our children.

Gradually we evolved; we are not perfect yet, but we consider ourselves to be continuing to improve in the context of our local necessities. We strongly wish to continue to have valuable input - co-ordinated by school boards - in the present context. We parents do not wish to run our schools. We recognize our lack of professional training and our lack of hours

available for this extremely complex task.

On this theme, I reiterate that your position, of giving the parents what they want, is not based on any facts emanating from my personal school environment, therefore you, Mr. Laurin, do not represent the wishes of these parents, and I do not want to be recorded as a part of your proverbial "The Parents".

I suggest that you, Mr. Laurin, take note of the total number of parents and involved Quebec adults who have registered their opposition.

A few examples are:

14,000 Quebecers signed a petition to save the school boards - presented through MNA's.

7,000 families, members of the province-wide QFH&SA, who are today represented here and who are solidly against restructuring.

Parents Committee of Quebec.

The Townshippers Association.

Alliance Quebec.

QAPSB

School Board Commissioners.

etc., etc....

These are all Quebecers! They are parents and voters!

Is it not obvious that these groups outnumber the 18,000 voters who originally voted you, Dr. Laurin, into the riding of Bouret?

To me, these numbers negate your claim to represent the parents of Quebec. You technically represent only your riding and your party position.

I challenge you, Mr. Minister, to acknowledge the opposition. How many Quebecers must come forth.

Fran Lowry

President

Valois Park H&S

## Democratic principles ignored

from page one

tralized than at present.

## Division of Jurisdictions:

The perceived intention of making school board and municipal county boundaries coincide, and of placing school boards at the mercy of regional municipalities is a cause of serious disquiet. This will cause chaos in the system, separating elementary schools from each other and from their associated high schools. To subject the education of children to the whims or political desires of municipal politics is neither wise nor just. Mayors across Quebec have spoken out strongly against assuming this responsibility.

## Taxation Powers:

The right of communities to undertake locally-funded initiatives, already severely curtailed by the government, would be so eroded as to be practically abolished.

## Accountability and Consultation:

The Minister's plan would mean that school boards would no longer be accountable to parents and taxpayers for the use of public funds. If the concept of accountability to the community is destroyed, the inevitable result will be a situation of taxation without representation.

## Cultural and Religious Diversity:

The proposals would effectively eliminate the rights of Roman Catholic and Protestant citizens to manage their own school systems. The school system would be nationalized, and virtually all important decisions would be made by the Ministry of Education.

## Community Influence on Curriculum:

Laurin's plan concentrates responsibility for curriculum at the provincial level. It removes from boards the wherewithal to develop and adapt local programs, placing this responsibility on the individual schools which will not have adequate resources to respond.

Q.A.P.S.B.'s brief also says that the plan is unsound administratively. Policies should be determined at a level that is as close as possible to where they are to be implemented. The proposals would accelerate the centralization of the system. The M.E.Q. already has twice the number of employees as its Ontario counterpart, which has a significantly larger number of pupils. Authority, responsibility, and resources should be applied in a way that best serves the children.

The brief points to an underlying downgrading of the role of teachers, principals, and other professionals in the Laurin proposals. The teacher would become a technician who is told what to teach, how to teach it, and how to measure what has been learned.

Principals, traditionally the more gifted teachers, would have to become essentially managers and politicians, accountable to whichever political party controls the National Assembly. Such a situation is certain to discourage the most competent from applying for leadership positions.

In the conclusion to its 36-page brief, Q.A.P.S.B. urges the government to heed the expressions of profound concern that have been voiced by school commissioners, parents, teachers, administrators, and other concerned individuals. Criticisms have emanated from all parts of the province, from both French and English speaking citizens, and from both Roman Catholic and Protestant sectors.

Q.A.P.S.B. says that people understand the proposals and they do not like them. "The overwhelming message, a veritable thunder of negation, is clear: the population does not want what has been proposed."

## Bibi's Column

Dear Readers:

Recent reports in the press are alarming. In one article, it states that nearly a third of all inmates in state prisons say they were drinking heavily just before committing their crimes. Twenty percent admitted having drunk more than four ounces of pure alcohol every day in the year before going to prison. Officials said the results show an alcohol problem of staggering size.

A survey of American T.V. shows, comedies and dramas over the last seven years reveals that alcoholic beverages are imbibed almost twice as much as coffee, tea, soft drinks and water combined. This gross distortion of drinking practices glamorizes the use of alcohol.

Canadians spent more than \$8 billion on marijuana, hashish and liquid hashish. Enough is known about crop sizes, retail prices and the number of users to put these figures together. A million teenagers were among these 3 million Canadian purchasers. Montreal remains the country's main point of entry for hashish from Lebanon.

The number of cocaine users continues to grow. Some 225,000 Canadians spent \$475 million on cocaine in 1981 alone. Also some 20,000 users spent 2.25 billion on heroin in 1981. Bumper crops in 1982 are expected to result in increased shipments.

Did you think we don't have a drug problem? This information comes from an R.C.M.P. report, *National Drug Intelligence Estimate 1981*.

Other published research shows that there is a connection between emotional support supplied by parents and the use of drugs by youngsters. The more a supportive relation with parents is perceived, the less the involvement with marijuana. The greater the influence of friends, the greater the involvement with marijuana. An adolescent less likely to engage in marijuana use is one who values and expects to attain academic achievement and who sees society as unproblematic. Those involved with marijuana show a concern with personal autonomy, a lack of interest in the goals of conventional institutions, a jaundiced view of society and a more tolerant view of transgression.

Research by Shirley and Richard Jessor published in *Longitudinal Research on Drug Use* states that those involved with drugs perceive less parental support, less compatibility between parents' and friends' expectations, greater influence of friends relative to parents and greater friends' support of and models for drug use. These findings apply to both sexes.

More data along the same lines all indicate that youngsters who are generally happy at home and who have good relationships with parents are less likely to be involved in drugs, unless of course the parents themselves are into alcohol and drugs.

Any questions concerning these findings will be gladly answered.

## QFHSA Fund Raising Project

# It was worth the effort!

"It is with a feeling of pride and satisfaction that I write this report on the Fund Raising Raffle and Gala evening of QFHSA," says Sandra Keightley, Co-chairman, Publicity.

"My pride stems from the visible demonstration of the strength of Home & Schoolers across the Province of Quebec in coming together to support a successful and important fund raising project. The efforts of the many people who sold raffle tickets, the support of those who willingly bought tickets, and all those who contributed to the organization and running of both the Raffle and the Gala, are positive proof of the vitality of QFHSA.

"My satisfaction is in reporting to you that over \$15,000.00 has been added to our funds, the

combined proceeds of the raffle and the gala evening."

The latter was not only profitable, but also very memorable and enjoyable, thanks to the over 300 Home & Schoolers and many guests.

Among the guests were Joan Dougherty, MNA from Jacques Cartier Riding and former Chairman, PSBGM, Rod Elkin, Executive Assistant, Provincial Association of Protestant Teachers (PAPT), Ernie Spiller, former Associate Deputy Minister of the Department of Education, Yves Mondoux, President of the Quebec Safety League, Joan Mansfield, President of the Canadian Home & School Federation, Brydon Murray, President of the Lakeshore Teachers Association, Betty O'Connell, representing the Society for Disabled

Children, to name only a few.

M.C. for the evening was Joe Canon, of radio station C.J.A.D. who, with a helping hand from Don Sweet of the Montreal Concordes, kept things moving on.

The John XXIII/Dorval High School Band, under the direction of Christina Finney, opened the evening. Dancing music was by Disc Jockey Berl Dewar. "It was an occasion for us to get together for a fun evening as well as a meaningful one," says Keightley. "It was especially meaningful for the winner of our grand prize of a trip for two to Florida, Zaven Artinian, of St. Dorothee, Que., along with Malcolm Campbell High School, the winner of the TRS-80 computer.

The other winners were: Mrs. Zoppi, the winner of the Encyclopedia Britannica, sold to her by Northview Home & School Association; the winner of the weekend for two at the Chateau Laurier and \$100.00 cash was Mr. Anthony Looker, and this ticket was sold by Malcolm Campbell High School; the last prize winner was Mrs. F. Fontaine who received the Sinclair Computer, and this ticket was sold by Sunnysdale Home & School Association.

Congratulations to everyone! And thanks to those who made these prizes possible, and to those who contributed door prizes.

Says Keightley: "This has been the first time that QFHSA has raised funds in this way. I believe the results achieved were more than financial. The contacts and publicity which accompanied the Raffle and Gala were very positive; we have demonstrated the strength of our organization across the Province, and helped members of our organization to get to know each other better.

"I think we have a very healthy organization and I encourage you all to work hard to bring in new members. We have an association we should all be very proud of and we should brag to others about it and encourage as many people as we can to join.

"It is very important during these difficult times that we stick together and fight for what we believe in — after all...

KIDS ARE WORTH IT!



## Many thanks to the following for their generosity and support which has contributed to the success of our provincial fund raising.

Lakeshore Travel Service — Gordon Osborne — 2 tickets to Florida  
 Le Permanent — Florida Condominium  
 Encyclopedia Britannica — 30 volumes Britannica 3  
 C/N Hotels — Weekend for two at Chateau Laurier  
 Future Byte — Beaver Hall Hill - Computer  
 Radio Shack — 10 Basic Programming Courses  
 Petro-Canada — Gasoline vouchers  
 Judy Kalman, Hampstead H & S — Floral Voucher  
 Centaur Theatre — 2 Theatre tickets  
 Dorset H & S — Baie d'Urfé - Bottle of wine and baked cakes and cookies for the Gala  
 Windemere H & S — Beaconsfield — Bottle of wine  
 Lakeshore Travel Service — Gordon Osborne — 2 Flight bags  
 Norman Dutcher — Photo Portrait - 1 Portrait sitting on canvas  
 Queen Elizabeth Hotel — Weekend for two  
 Avon Canada — Bottle of cologne  
 Jean et Charles Chocs — Jean Laliberté — 1 Case of cho. almonds  
 Montreal West High School — Prefect assistants  
 Meadowbrook H & S — Lachine — Baked cakes and cookies for our Gala  
 Courtland Park H & S — Dorval — Baked cakes and cookies for our Gala  
 John XXIII/Dorval High School Band under the direction of Mrs. Christina Finney, and assisted by Mrs. Cathy Doucet, Band mother.  
 Dorval Athletic Association — Loan of Raffle Drum  
 Joe Canon — Radio Station C.J.A.D. — For a superb evening as M.C.  
 Don Sweet — Montreal Concordes — Special Guest Speaker  
 Montreal Concordes — Tickets to preseason games  
 Provincial Association of Protestant Teachers — Table snacks  
 Rose & Jyant Kandalgoankar — Flower vase  
 Sunsweet Citrus Limited — Spices and soup mixes  
 Dawn Barrett — Newfoundland "Screech"  
 Al & Joan Locke — Misc. door prizes  
 Graham Rolph — D.R.S. Limited — Misc. Books  
 Berl Dewar — D.J. for the Social Gala — Beautiful music  
 Tele-Direct — Digital Clock  
 Buffalo Colour Limited — Jack Howarth - 4 Tickets to Expos  
 James A. Locke — Design and printing of Gala Evening Poster

### LIBRARIES

## Services Centre Goes Private

The Libraries Centre has become a private organization and is no longer attached to the Ministry of Education. Created in 1963 to provide centralized location, evaluation and cataloging services for teaching libraries, the Centre was integrated into the instructional resources branch of the Ministry of Education in 1967.

The present change in status will not affect the services provided by the Centre but will make available to it different sources of revenue to ensure its development. The Centre will continue to purchase books and evaluate and catalog them for the various teaching libraries in Quebec, but will not be available as well to other non-government clients in need of its services.

### Powerless...

from page 12

At the school board level, only one individual will represent each school, and all representatives from all schools will "fight" for the same resources.

Individual schools will operate as a "corporation" and receive their directives from the Ministry of Education, not from the school boards as they do now. No longer will schools have an intermediary group to rely on for expert advice and guidance in matters pertaining to education.

The new school boards will be "sidelined" and forced to concentrate on "services" rather than education.



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# FOCUS on the LOCALS

## HOWICK ELEMENTARY

### Here's what we are...

Howick Elementary is a rural school with a pupil population of just over 100. Our combined Home and School/School Committee is a very active one participating in every facet of school life. Our main goal is to provide a fuller and more rounded education for our children through the sponsorship of various projects in the school.

To raise funds we hold a Craft Fair in November. Our second annual fair held this year saw twenty-four craftsmen from all over the province demonstrating and selling their crafts. This provides not only a chance for the whole community to do their Christmas shopping but an opportunity to see craftsmen at work. This is our main fund raising project for the year.

One of our main projects is the school rink. We not only pay for its maintenance but also organize parent volunteers to set up and dismantle the boards as well as supervise weekend skating. This year we paid for the installation of lighting for the rink as well as the playground in summer. This rink provided much entertainment for the pupils of our school as well as being a public service in

that it is the only rink in the village.

We also participate in many other ways in the life of the school. We fund the library as well as organizing parent volunteers to staff it. In the spring we run a six week activity program offering a variety of interesting activities for all the pupils to participate in. We also pay for the field trips which our children take. Our school provides a hot lunch program and our Home and School is ready to help with volunteers when and if our chef is unavailable. We also fund such things as visits by cultural groups (i.e. Montreal Symphony Orchestra and Youth Theatre) and try to provide whatever is needed for other school projects (i.e. prizes for "I love to read" week contests etc.).

We are proud of our school and feel that it provides an excellent and well rounded education for our children. We are fortunate to live in a community that cares so much for their school and its children and which is always available to support our fund raisings and provide volunteers for any activities that we sponsor.

Claudia Hannah

## Génies en Herbe

### Victory for Lindsay Place High

Lindsay Place High School students Michael Sebag, Paul Vaillancourt, Mike McCauley and George Haim were victorious in the recent French-language television show "Génies en herbe" (equivalent to the English-language "Reach for the Top" program). The quartet won their first round match against Collège Charles Lemoyne by a 205-180

margin and thus advance to the next round of T.V. contest. They were ably coached for the contest by teachers Eliane Benyekhlef and Yvonne Herreck. The success of the students reflects well on the calibre of French-language instruction being provided by the school staff. The date for Lindsay Place's next appearance has not yet been set.

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## NORTHVIEW

### Volunteers Help Young Writers

Northview Elementary School in Pointe Claire has an exciting program to encourage creative writing in the primary grades. It was initiated last year by free flow specialist Phil Stark and continued this year by Lauren Klinger.

But it's the volunteers who keep it going. A child meets once a week with a volunteer to tell a story. The story is printed or typed, illustrated by the student, and then bound in a permanent cover.

This procedure often takes several sessions, and the child's enthusiasm and confidence visibly bloom. The finished book is proudly shared with other children in the classroom, and then taken home to read over and over with a happy feeling of accomplishment.

Language arts are also promoted by **The Northview Viewer**, a collection of creative writing from all grade levels. Two volunteers compile this magazine three times a year.

Other volunteers assist teachers in the classroom by working individually with students to develop basic skills, devoting many hours to their work.

The library, a major volunteer effort, is staffed by almost 30 parents. Library books are purchased, catalogued, and repaired by two volunteer co-ordinators,



Assisted by a parent volunteer, Andrea Mascis, kindergarten student Sandra Williams works on her book, *The Hamster Story*, at Northview School's Writing Centre.

one of whom teaches a five-week library skills course to Grade 3 students.

The School Supply Shop, organized and administered by a volunteer, sells classroom supplies throughout the year at cost.

Volunteers have been busy in other ways at Northview. Three major fund-raising events have been held to raise money for the construction of a creative

playground, for the purchase of a computer, to subsidize field trips, to buy library books, to provide extra teaching materials, and to promote the school's science fair and arts and crafts club.

The Task Force on School Reorganization recently sponsored a spell-a-thon to raise money for that cause.

Carol Ohlin

## DORSET

### Raising Money for Projects

Dorset Elementary School in Baie d'Urfé had a very busy and energetic fall. The season started off with the Skate 'n' Ski Sale and culminated in the Christmas Fair. In between, the Home and School local organized a Family Photo Night and helped fund an after-school movie, *The Sea Gypsies*.

The Christmas Fair has become a community event. It's a place for variety: activities ranging from games for the children to lunch with Santa, handicrafts produced by local artisans, a book room, a drawing contest, a raffle, a white elephant room, and of course, the Bake Shop. The many hours of work put in by parents and staff helped raise \$1,700.

## GASPE

### Films & Food

Children of the Port Daniel-Shigawake School enjoyed Saturday morning movies at their school recently. It was a lively double feature: *Little Men of Cromagnon* and *Soap Box Derby*.

The New Richmond High School local sponsored a pot luck supper for parents and children in January.

Sharon McCully, membership chairman at New Richmond High Home & School Association, was chosen Personality of the Month - March 1983, by the Municipal Council of New Richmond for her extremely active involvement in all aspects of community life - Meals-on-Wheels, reporter for SPEC, a volunteer teacher with the Vacation Church School of the N.R. United Church - to name but a few of Sharon's activities.

The money raised this fall has helped pay for a new sound system for our gym, donations to local church Christmas baskets, support of a foster child and partial funding for a recent visit by the Youth Theatre.

It is heartening to know that the time given by everyone benefits not only the pupils but the school as a whole and the community as well.

Activities being organized for the spring include a Nutrition Week, a bicycle safety program, and participation in the Home and School's Gala Social Evening in March.

Diane Radu

## HAMPSTEAD

### Glowing With Project Pride

Hampstead School has had a very active few months.

Our Christmas concert, put on by our students for our students, was a huge success. Many classes participated, and the morning was topped off by our choir, singing in a "heavenly" manner suitable to the season!

Our big project has been the raising of money to buy a computer. Thanks to the hard work of our students and the support of our parents, we now have two computers in the school, and the purchase of a third is a real possibility.

The teachers and students have launched Project Pride, a campaign to make the school as welcoming and pleasant as possible.

Project Pride signs are on display throughout the building, promoting clean-ups of the school and yard, care for others, energy-saving and more.

Everyone has pitched in with a will. Some students have made striking banners to be awarded monthly to the class which has best exemplified the goals of the program.

Judy Kalman

**BE SURE  
TO BE SEEN  
(AND HEARD)  
AT THE  
QFHSA  
AGM  
(IT'S YOUR  
ASSOCIATION)  
MAY 6 and 7**

# FOCUS on the LOCALS

## CEDAR PARK

### It was energy in and then energy out



These Cedar Park students enjoyed an Energy Morning in January. First they ate pancakes in their classrooms; that was "energy in." Then they did exercises and played games in the schoolyard; that was "energy out!"

## MONTROSE

### Fund-Raising Successful

The Montrose Home and School local in Rosemount raised \$1,300 with an October bake sale and a family fun night in December.

Fund-raising chairman Lydia Zozula and president Ken Sydell organized a bake table with international appeal; the response from parents was enormous.

The family fun night was a pre-Christmas party with something for everybody.

Santa Claus arrived with toys and candy canes. A carnival of skill games was popular, and prizes of toys and stuffed animals were awarded.

A raffle table was covered with donations from local businessmen, including jewellery, books, hockey tickets and restaurant dinners. A second-hand book sale was held, and refreshments were served.

Home and School, school committee, staff and students worked hard together getting these activities ready. Thanks to our dynamic volunteers, who made them a great success. Thanks to everyone who participated, and who believe that at Montrose, "Kids Are Worth It!"

Brian Boisvenue



## EDGEWATER

### Enrichment Popular

Edgewater parents, staff and children raised \$2,800 with their second annual pre-Christmas bazaar. The event included a raffle, bake table, homemade candy, a hot lunch, crafts, and a visit from Santa Claus.

The Pincourt school has also been busy selling honey to raise money to fight the school restructure plan. In November, the White Paper Task Force sponsored a spelling bee, and turned proceeds from the students' pledges over to the Community Action Funds for Education (CAFE).

Edgewater has an active enrichment program for its pupils.

Home and School volunteers line up teachers, set up a schedule and collect fees, which are kept as

low as possible. For example, an 8-week fine arts course costs only \$10 per student.

Enrichment classes are held in the school at lunchtime or after regular school hours. There are two 8-week sessions, one before and one after Christmas.

The classes offer something for almost every child: ballet, creative dance, arts and crafts, fine arts, pottery, babysitting, toutes en francais (a multi-activity program preparatory to French immersion).

A teacher has been found to teach piano and voice on a one-to-one basis, and she also teaches music appreciation to primary classes during school hours.

## VALOIS PARK

### Trying to Solve White Paper Puzzle

Valois Park parents are determined to keep alive debate on the government's restructure plan, and came up with an original way to coax their parents out to a January meeting on the topic.

They made a large jigsaw puzzle from a picture of the school, cutting it into 340 pieces and distributing the pieces to students and staff members with an accompanying letter. The puzzle piece, said the letter, represented "your child's share of the school. Please bring this piece back to put into the puzzle again."

The meeting at the Pointe Claire elementary school was well-attended, and addressed by such well-known critics of the Laurin plan as John Simms, president of the Association of Protes-

## WILLINGDON

### Parents Learn Good TV Habits

The parents of Willingdon Elementary School in N.D.G. spent an evening in January listening to Nancy Tolchinsky of the Children's Broadcast Institute, on the subject of television and their children.

Television seems to be here to stay, said Ms. Tolchinsky, and rather than ignore its presence we should learn how to use it creatively and how to control its use.

Statistics indicate that most children between the ages of five and twelve watch three to four hours of television each day. When children finish high school they will have spent 11,000 hours in the classroom — and 15,000 hours watching television!

Television watching has affected many aspects of our lives. To a degree, it has displaced other activities, such as reading, and has interfered with interpersonal relationships and communication among family members.

On the other hand, according to Ms. Tolchinsky, not watching television has occasionally caused peer problems, when children are

unable to discuss current TV shows with their friends.

The child does not always understand what he sees, and confuses reality and fantasy. Children younger than eight see all TV messages as the truth; they think that victims do not die but are only injured. Violence in TV movies impresses children more than violence in newscasts, because in movies it is presented in a glamorous and dramatic way.

Ms. Tolchinsky suggested the following guidelines for parents.

- Try to watch television with the child so that you can explain and discuss what is seen.
- Check the TV listings with the child and plan together what will be watched each week.
- Limit hours of watching each day. This can be accomplished through a token system, whereby the child spends a token for each half hour of television watched during the week.
- Write the television station when you do not like the programs.

June Smith

## NORTHMOUNT

### Fund-Raising Dance

The Home and School and school committee of Northmount High School in central Montreal raised \$800 for the school yearbook with a highly successful dance in November.

Parents contributed all sorts of delicious dishes and desserts for the buffet table, and senior students helped serve. Candlelight and brightly colored tablecloths created a warm atmosphere in the school gym.

A disc jockey was on hand to

play records, but the highlight of the evening was Greek dancing, as accomplished local dancers guided everyone through the steps.

Coordinators for the evening were Mr. and Mrs. D. Mylonas and Mr. and Mrs. A. Davourlis. The administration, staff and parents of the school were well represented, and a great time was had by all.

Elinore Damie

## ELIZABETH BALLANTYNE

### Computer Age Has Arrived

Elizabeth Ballantyne School in Montreal West has received two microcomputers.

One was provided by the P.S.B.G.M. The other was the result of hard work by the Home and School local and the school committee, which raised \$3,000

for their computer fund.

Parents and children held a highly successful bulb sale last fall which brought in over \$2,000. The school is now well on its way towards purchase of a third computer.

Ann Silverthorne

The local has prepared an articulate and persuasive brief denouncing the school reorganization plan.

**Got NEWS?**  
Send it in to  
**FOCUS on the LOCALS**  
editor  
**BARB PEDEN**  
c/o QFHSA office

# △ SAFETY SCENE △ SAFETY SCENE △

## Block Parents — an essential service

A publicity blitz January 22nd, 1983, to recruit new Block Parents and "re-activate" old ones had disappointing results. Communities blitzed were: Baie d'Urfé, Beaconsfield, Dollard des Ormeaux, Dorval, Ile Bizard, Kirkland, Pincourt, Pointe Claire, Roxboro, Ste. Anne de Bellevue, Ste. Geneviève, Terrasse Vaudreuil.

As part of the blitz, the following letter was circulated to try to answer questions prospective Block Parents might ask themselves.

On the subject of "Block Parenting" Donald Smith, Youth Division, M.U.C. Police, has the following to say:

"As a police officer for the past twenty years, I have often heard how nice it would be to have a policeman on every street corner. We all know that would be utopian as well as being costly, however, I certainly would like to see at least every third house a Block Parent house. This is not only possible, it is reasonable and does not cost anything but a few minutes of your time should a passing child be in need. Who would not grant a child a few minutes of his/her time, whether they are married, single, etc.

"In the 4½ years as the liaison between the M.U.C. Police Department and the North Shore Block Parent Committees, I have heard all the reasons why people do not become Block Parents. Is your excuse among them?

"I WORK, I HAVE NO TIME. Surely you could grant a few hours a week, whether evenings or on the weekend. Even if it is only for an hour, at least for that hour children around your home will have refuge, if the need should arise.

"CRIMINALS WILL KNOW WHEN I'M IN AND WHEN I'M OUT, MAKING IT EASIER TO BREAK INTO MY HOME. A Block Parent only puts the sign up when available to answer the

door to a child in need (danger). The sign is removed if you are taking a shower, out in the backyard, working in the basement and not able to hear the door bell, or whenever you do not feel up to the task of answering the door.

"THERE ARE ALREADY TWO OR THREE BLOCK PARENTS ON MY STREET. That's all the better! Then it would be easier to remove your sign for a few hours, knowing that your neighbours have their signs in their windows.

"I HATE MEETINGS, I HAVE NO TIME FOR MEETINGS. You do not attend Block Parent meetings unless you are an area representative, or other officer on the local committee.

"MY CHILDREN ARE TOO OLD, I HAVE NO CHILDREN. Does that really prevent you from opening the door to a child who is lost, being followed by a molester, bothered by bullies, sick, hurt, or scared of stray animals?

"I DON'T WANT TO GET INVOLVED, OR SUED, OR

WHATEVER. Your duty as a Block Parent is limited to opening the door to a child in need and contacting his/her parents, or the police. Children who are aware of the Block Parent Program know when to use it, and they are instructed that Block Parents are not public washrooms and they do not supply lunches, drinks, etc.

"Give a care, become a BLOCK PARENT. Contact your local school or police station for information."

"I OPEN MY DOOR TO ANY CHILD. Block Parent signs assure child of friendly home and of presence of occupant.

More successful was a poster contest held in all the elementary schools in the above mentioned areas. While 100% participation was not achieved, this was considered successful in view of timing (strike, etc.) Winners are shown in photo. Their prizes were given out at the respective MacDonald Restaurants.



Mr. Ohlin accepting for daughter Alix 2nd prize Northview (Pointe Claire)

Janet TEKENOS McDonald's Restaurant

Katy MILLS 3rd prize Cedar Park (Pointe Claire)

Carol CROMBIE Dorval hostess McD. Rest.

Tamara BRUCE 1st prize Dorset (Baie d'Urfé)

Donald SMITH Youth officer M.U.C. District 12

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## Road security

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