



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 24
NUMBER 2

MONTREAL
2535 Cavendish Blvd., Suite 212 H4B 2Y5

MAY
1987

Canada Post Postage paid	Postes Canada Port payé
Bulk third class	En nombre troisième classe F - 29 MONTREAL

Return postage guaranteed
Return to publisher

INDEX

Annual Conference Information
pages 8-10

Focus on the Locals
pages 12-14

HONORABLE JOYCE FAIRBAIRN DECLARES

Our hidden shame — illiteracy

Hon. Joyce Fairbairn, speaking in the Senate, in March, 1987, said:

One of the fundamental freedoms in our Charter of Rights and Freedoms is that of thought, belief, opinion and expression.

One of the fundamental rights in that Charter is the right of equal benefit under the law, without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age, mental or physical disability.

For one in five Canadians, those words have no meaning. They offer no sense of security and no promise of opportunity.

Those Canadians are the victims of what I believe to be our country's hidden shame. They are illiterate.

More than four million adult Canadians cannot read or write well enough to function adequately in our society, and one million more cannot read or write at all.

They cannot read the Charter of Rights; they cannot communicate with their government; they cannot do a great many of the ordinary things that all of us take for granted.

CANADA-BORN

70 percent of the illiterate population in Canada was born right here in this country and lives in our cities.

Approximately 40 percent of those people are under the age of 45, one of the most productive periods in a working lifetime. These are accepted statistics and, if anything, they are probably underestimated in Canada.

Who are these citizens who remain in private isolation — frustrated, afraid and angry — in a world in which success and fulfil-

ment depend so heavily on communication at every level of our society?

Some 60 percent of the Canadian illiterate population are unemployed, and they are not looking for a job.

They cannot find a job and they cannot hold a job. They cannot read the classified ads; they cannot read the telephone book; and they cannot fill out applications.

Because of their disability, they cannot benefit from government training programs, not merely because they are illiterate but also because they have not accumulated enough years in the school system to qualify for that training.

• **The illiterate are** mothers running dreadful risks in their homes because they cannot read the labels on dangerous substances or the instructions to deal with accidents to themselves or to their children.

• **The illiterate are** prisoners — men, women and young people in our jails and penitentiaries, whose lives are ruined because of their own inability to understand and function by society's rules.

INADEQUATE SKILLS

• **The illiterate are** students gone through the system without learning the basic communication skills and dropping out of school.

Thirty percent of our teen-agers are drop-outs, or are students who have managed to get through the system as far as university without developing an adequate capacity or capability to read and write.

Literacy scores among first-year students at some of our major universities, and community colleges in Canada have shown an appalling failure rate in recent years.

It was with great regret that I read just last weekend that more than 40 percent of the students who took writing competence exams at the University of Alberta in Edmonton have failed since last November.

Two years ago the number was 40 percent, and nothing has changed. And that university is not alone.

• **The illiterate are** also senior citizens who are in frightening isolation as their inability to communicate compounds the natural difficulties of the aging process.

• **The illiterate are** Canadians with mental disabilities, who are not even given the opportunity to learn.

• **The illiterate are** men and women of all ages across Canada, who learn to travel in a city by counting the bus stops and subway stops because they cannot read the signs; who shop at a corner store or supermarket by memorizing the colour, shape, sizes and positions of goods on shelves.

• **Saddest of all**, it often starts with the little children who are questioning and interested, and whose first efforts at learning are obstructed by the barrier of illiterate parents; and the cycle begins again on another generation.

LEARNING DISABLED

The illiteracy picture I have just described is grim enough, but we must add to that the separate but related issue of learning disability. It affects some 20 percent of Cana-

dians and, if undetected in young people, can brand them as mentally retarded, slow, spoiled, or just plain bad.

I do not like the label of "learning disability", because those Canadians are really not disabled. They are different, and they learn in a way that is different from the way in which you and I learn.

But if we cannot provide them with the alternative teaching techniques, they do not learn at all.

All of these manifestations highlight the fact that illiteracy is truly a national disease and a national crisis.

It spreads across all groups in our society, regardless of age, economics or region.

It cripples individual Canadians for a lifetime — in a way some-

Third World, or, here at home, in terms of poverty, mental and physical disability, racial origins and lack of opportunity for education.

Perhaps the illiterate have become statistics in increasingly large numbers over recent decades because we no longer have a labour-intensive economy, providing the kind of jobs where the illiterate can hide.

Perhaps our relative good fortune as a nation has made us complacent. The truly substantial benefits of the television age have, at the same time, turned our children and young people into viewers rather than readers.

Perhaps the changes in our family life, with the growing number of single parents struggling to maintain a living for their families, have

ANNUAL MEETING



QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS CONVENTION — MAY 8 AND 9
DETAILS BEGIN ON PAGE 8

times just as deadly as a physical disability. And, in doing so, it also cripples the social development and economic productivity of our country.

Because we cannot actually see illiteracy, we, as a nation, have not yet been shamed into dealing with it in the way that we have dealt with more visible disabilities.

Traditional education methods have failed this group and they are now alienated from the system. This applies not just to young people but to people of all ages.

However, unlike other grave national problems which seem to defy solution, illiteracy is one which can be solved, if we want to take the trouble to try.

It is not a partisan issue. It affects us all and we do not think about it, we do not know about it, and I suspect that too often we may not want to know about it.

KEY TO SUCCESS

There may be a number of reasons why Canada trails significantly other western countries such as the United States and, most particularly, Britain in recognizing and dealing with this problem.

Perhaps we have too few people in too vast a country to be able to focus our attention easily on the issue.

Perhaps we have tended for too long to think of illiteracy in terms of underdeveloped countries of the

hampered the early development of reading skills in our children.

Whatever the reasons, we must face the reality that one-fifth of our citizens in this rich country are overwhelmed by this problem, and another generation is already at risk in following the same pattern.

SENATE COMMITTEE ON YOUTH

Like many Canadians, I have been aware of the problems of illiteracy in North America, but it was an abstract awareness until I travelled across this country with some of my colleagues in the Senate on the Special Senate Committee on Youth.

Again and again we heard from young people, from educators, social workers and parents about illiteracy and learning disability, and the emotional and functional crises caused by the simple inability to read and write.

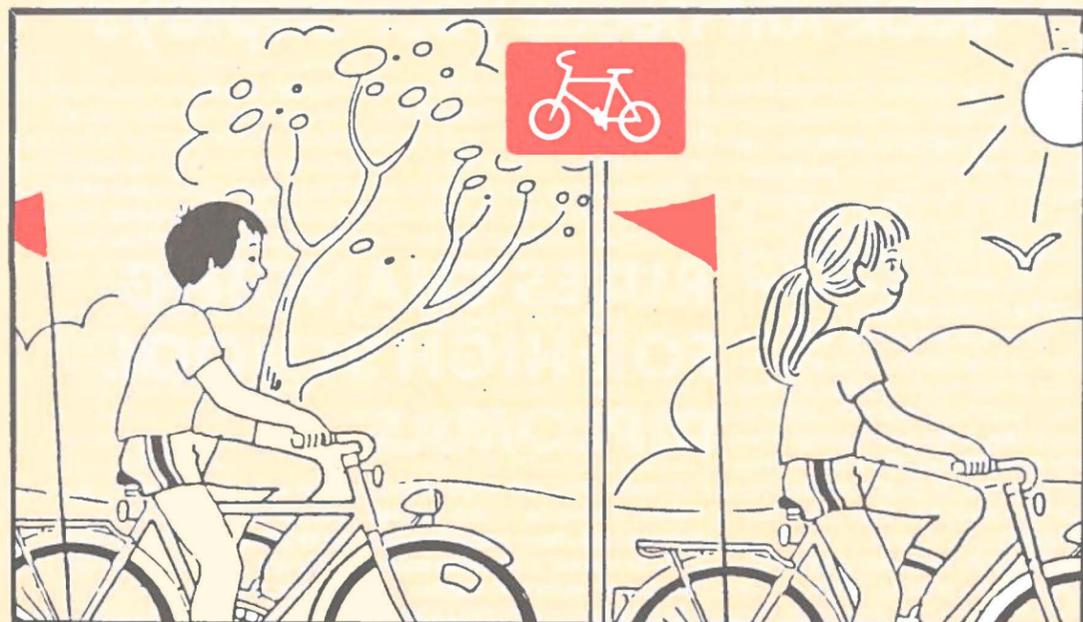
The committee strongly recommended that the government launch a national campaign against illiteracy.

This is one disease that can be cured, and we have in our country people with dedication and worldwide reputations for excellence in the field.

FRONTIER COLLEGE

This institution has reached out to teach reading and writing since

Continued on page 15



Summer's here — Drive cautiously
Ride carefully

Take Time

- Take Time - to Think
Thoughts are the source of power.
- Take Time - to Play
Play is the source of perpetual youth.
- Take Time - to Read
Reading is the fountain of wisdom.
- Take Time - to Pray
Prayer can be the rock of strength
in times of trouble.
- Take Time - to Love
Loving is what makes life worthwhile.
- Take Time - to be Friendly
Friendship gives life a delicious flavour.
- Take Time - to Laugh
Laughter is the music of the soul.
- Take Time - to Give
Any day of the year is too short
for selfishness.
- Take Time - to Do your Work Well
Pride in your work, no matter what it is,
nourishes the ego and the spirit.
- Take Time - to Show Appreciation
Thanks is the frosting on the cake of life.

Claine Beaulieu, 1984

"Stolen" from March '87 issue of Northview School's newsletter, Hibou.

OTHER PEOPLES OPINIONS

Dear Susan Lussier

In reading the Peace articles included in the most recent edition of the Home & School NEWS, I am very heartened in the knowledge that peace education is an important priority with the Q.F.H.S.A.

I sincerely believe that if we are going to make a better world to live in, we need to teach today's children better ways to resolve conflict; perhaps in doing so tomorrow's leaders will not be afraid of finding new ways to communicate, ways that are less aggressive and more cooperative.

What concerns me particularly with this issue is the double standard approach we very often take in this regard.

While we accept the philosophy that we should teach our children how to avoid nuclear wars, we in fact give them very little in terms of skills for problem-solving, negotiation and conflict resolution.

We see nothing wrong with providing our children with an increasing number of toys that represent war material: guns, tanks, space fighters, missiles,

warships, computer games and other games which simulate violence and war.

We see nothing wrong with letting and encouraging our children to play with video games where the only object is to find, shoot and destroy the "enemy".

We see nothing wrong with permitting our children full access to violent movies and television programs.

While on one hand we are trying to teach that world peace is the ultimate goal, we reinforce and foster power, aggression and violence. On a less global scale, we promote anti-social modes of behaviours that lead to abuse, violations and crime.

We should continue the pursuit of peace education in our schools, but we should also, as parents and educators, see our own role in this pursuit.

If we could "disarm" our children perhaps then world disarmament would stand a chance.

Yolande Pineault
Aylmer, Quebec



Quebec Home & School NEWS

Published by the Quebec Federation of Home and School Associations, 2535 Cavendish Blvd., Suite 212, Montreal H4B 2Y5, telephone (514) 481-5619.

EDITORIAL BOARD: Layout: Charlene de Condé; Focus on the Locals: Diane Radu; Articles, Rewrite, Policy: Jon Percy, Gordon Robertson; Safety Scene: Donald Smith; Peace Column: Susan Lussier; Editor: Dorothy Chant-Hannah.

Legal Deposit Quebec National Library
ISSN: 0033-5967

Editorial . . .

"Why Did It Have To Be Me?"

The caption is the mane of a tune that was high on the Hit Parade more years ago than I care to remember and if you recognize it chances are you have grandchildren rather than children in the present school system. However it does describe what is to be the likely response of some parents to certain deliberations that must go on within School Boards every year about this time.

This is the time School Boards try to forecast the number of students they will have to provide for in the coming year and what human resources do they have to meet these needs. How many retirements are coming up, how many sabbatical, maternity and sick leaves are to be granted are just some of the variables that serve to complicate the problem.

In approaching this problem School Boards must look at their total resources on one hand and the needs of individual communities on the other. This balancing act, done in an atmosphere of continuing compression, requires that some very difficult and sometimes unpopular decisions have to be taken. Principals and teachers may have to be relocated to provide certain strengths where they most required.

As good Home & Schoolers you will remember at the beginning of the year how you were encouraged to "become involved" — get to know your local principal and staff — join Home & School and serve on a committee of your choice and become "partners" in the provision of quality education for your children. This a lot of you did and it turned out that your principal is a capable person willing to share his or her ambitions for the school with you. Likewise the teachers were most accommodating in arranging interviews to provide a better understanding of what goes on in the classroom and to provide remedial action where necessary. All in all, the advice about "getting involved" turned out to be pretty good — you were feeling better about things and the children were actually enjoying School.

So back now to the deliberations going on

at the School Board. What about these rumblings you hear about maybe the principal is being moved and the teacher that gave Johnny a new interest in learning will be exercising her skills somewhere else next year. What in the world is the Board thinking about tinkering around with a relationship that has been working so well — not to mention your own efforts to help strengthen the partnership.

First of all, jumping to conclusions is not a very good way to get your exercise. True, some changes will have to be made for reasons mentioned earlier, but in a lot of cases supposition creeps in and you have the parent body in an uproar. If you are upset about what you are hearing check it out with your local School Commissioner who will be able to advise what action, if any, is contemplated and the rationale behind it.

In fairness, and consistent with the record, it must be accepted that the quest of School Boards is still the provision of quality education under conditions that are becoming increasingly difficult. The changes that are made are as a result of considerable consultation and thought. Admittedly some changes are difficult to accept from one's own particular vantage point, especially if you have done your share in making the local school a going concern.

One of the things wrong about this situation is the timing. The time to be talking about policy is at the beginning of the year. Have your Program Chairman invite your local Commissioner, or a member of the Administration, come and explain how personnel appointments are made — it will improve your understanding as well as providing an opportunity for dialogue before decisions are taken.

Experience proves that as our knowledge increases we are better able to understand why certain moves are made. We still may not be enamoured but at least we can accept them as being the best possible under the circumstances.

G.G.R.

Book fair needs your displays

The Canadian Council for Multicultural and Intercultural Education would like to know if you have publications, resources, or projects in the multicultural and intercultural area that could be displayed at a book fair and a conference.

We are interested in what you have developed in such areas as race relations, citizenship, human rights, heritage language, cultural activities, human and group relations, cultural or ethnic identities.

They may be in any media: displays, literature, tapes, student projects.

We wish to make your work known to others. Please send information or a copy (not the original as these will not be returned) to the CCMIE. We will attempt to have them on display at the Winnipeg Multicultural BOOKFAIR, April 26 & 27, 1987

or at the National Conference on Multicultural and Intercultural Education being held in Edmonton, November 11-14, 1987.

Please inform your colleagues regarding this offer. The CCMIE will sponsor and coordinate the

displays at these events. Send the information or any inquiry re: these events to the Canadian Council for Multicultural and Intercultural Education, 252 Bloor Street West, Suite 8-200, Toronto, Ontario, M5S 1V5, (416) 966-3162.

RULES CHANGING FOR HIGH SCHOOL DIPLOMAS

Anyone who left high school without obtaining a high school diploma will have until August, 1987, to receive a diploma under the rules of the former regime.

Formerly, students were required to obtain a 50 pass mark and 18 credits with the required compulsory subjects.

These rules will apply until August, 1987, for any person seek-

ing a diploma regardless of age or present employment status.

Two sessions will be scheduled to write the exams, June 1987 and August, 1987.

After September 1987, those taking the examinations must obtain a pass mark of 60. For more information contact your school board office.

Reprinted from SPEC Feb 17/87.

**RECODIFYING
CRIMINAL LAW
VOLUME 1
REPORT 30**

Re Section 43:

**"Use of reasonable
force" to
control
children**

Recommendations of Law Reform Commission of Canada

3(14) Authority over Children. No one is liable who, being a parent, foster-parent or guardian or having the express permission of such a person, touches, hurts, threatens to hurt or confines a child in his custody in the reasonable exercise of authority over such child.

Comment: Section 43 of the *Criminal Code* justifies use of reasonable force by every school-teacher, parent or person standing in a parent's position by way of correction toward a pupil or child under his care.

Section 44 of the *Code* justifies use of reasonable force by the master of a ship to maintain good order and discipline.

The new *Code* abandons the provisions regarding both teachers and masters of ships. Teachers may only use force if given express permission by parents so to do.

In addition, they may in appropriate cases rely on a defence of necessity (clause 3(9)). Ship captains also, in appropriate cases, may rely on necessity and even perhaps on law enforcement (clause 3(13)(a)).

As for parents, the Commission was divided. A minority felt that a provision such as clause 3(14) blunts the message of the criminal law in its outlawing of force, and that to single out children in this way is to deprive them of security of the person and of equal protection.

The majority felt that such a provision should be retained to prevent the intrusion of law enforcement into the privacy of the home for every trivial slap or spanking.

3(9) Necessity.

(a) General Rule. No one is liable if:

(i) he acted to avoid immediate

serious harm to person(s) or damage to property;
(ii) such harm or damage substantially outweighed the harm or damage resulting from that crime; and
(iii) such harm or damage could not effectively have been avoided by any lesser means.

(b) Exception. This clause does not apply to anyone who himself purposely kills or seriously harms another person.

Comment: The duty to obey the law may conflict with pressure stemming from natural forces or from some other source not covered by the more specific defences known to law. Such cases may be covered by the residual defence of necessity.

Though not included in the present *Criminal Code*, it is well recognized by case-law and has been clarified recently by the Supreme Court of Canada.

For the sake of comprehensiveness, clause 3(9) incorporates and codifies the rule laid down there.

The application of the defence in any given case involves a judgment call. The trier of fact must consider whether the harm to be avoided was immediate; necessity relates only to emergencies.

He must decide whether the harm avoided substantially outweighed the harm done, once again a matter for assessment.

At common law it was clear that necessity was no defence to murder. This *Code* replaces that restriction with a more general one parallel to that used in duress and based on the same principle.

The defence will not therefore avail one who himself purposely kills or seriously harms another person.



President's message

As we approach our Annual Conference, *Footsteps into the Future*, it seems most appropriate to share some of the ideas enumerated at a "Future Directions in Education" Conference that I attended in the fall. Educators from across Canada, the Yukon and the Northwest Territories assembled; the only parent representatives were four parents from Home & School!

We are entering an era of extremely rapid and fundamental change and people need help to be able to consciously change and adapt. Information is now a saleable commodity; **education is the underpinning of an information society.** The education record is a national/international disgrace; research and development are less than 1/10 of 1% on education; therefore, education is the most backward industry in Canada!

We actually know little about how people learn, about teaching, and about how curriculum will influence society. The customers (students/parents) have no way of knowing if they are receiving value for the money spent.

Six imperatives were outlined.

1. **Education is the most significant social service to mankind.**
2. Education should reflect the positive features of the culture in which it exists.
3. **The critical unit is the individual learner.**
4. All activity must be secondary to and supportive of the primacy of instruction.
5. The school must orchestrate an effective partnership between teachers/pupils.
6. Learning is an individual exercise that occurs in a structured group setting — the school.

The Four Educational Objectives — human, social, vocational, intellectual — are supposed to be equally addressed, but in our

society the vocational and intellectual objectives dominate. Ideally, **education should stress socialization for living as well as socialization for learning.**

Recessive responses are government centralization and control, politicization of systems, regression of academic and student services, and denial of the process of renewal in education (only 4.7% of teachers are 30 years old or less!).

Implications of the visions about future directions in schooling: the absolute necessity to transform the secondary school; there needs to be a dramatic democratization of the school system, both inside the school, and outside with other partnerships; educators must convince the wider public of what the educational system has to offer — e.g. **parents need to be sold.**

Success will depend on the partnership of all the stakeholders (parents are one of these stakeholders).

The educators were asked to involve a broader membership and to accentuate community involvement in the school.

Our Home & School organization already does this! **We do function as active partners;** we do try to stimulate community involvement; we do translate active commitment into actions that really do reach and affect our children.

Home & School already expresses the very objectives that can assist educators and the other educational partners to strive toward a new and better educational reality.

My own term of office is presently coming to an end; you will have a new president to walk with you into the future. She/he will need your help; please be committed and involved for your children.

CHSPTF president meets Epp

H&S MEETS WITH HEALTH & WELFARE MINISTER

National Home and School President Sonja Anderson met with the Honourable Jake Epp, Minister of National Health and Welfare, at his Parliament Hill office preceding the CHSPTF Executive Committee meeting in Ottawa in December.

The Minister questioned Home and School about health education in Canadian schools, particularly smoking prevention education.

In line with his department's support for health programs developed by Health and Welfare Canada for delivery by volunteers, associations affiliated to the Canadian Home and School and Parent-Teacher Federation are being invited to deliver parent education about children and smoking in conjunction with the Health Promotion Directorate's PAL smoking prevention program developed for use in elementary classrooms.

The Minister also reported on progress in the government's Redux program to help tobacco farmers change to another (lower revenue) crop.

The "national drug strategy"



mentioned in the Speech from the Throne will be "comprehensive," said Mr. Epp. It would include

public education aimed at children and youth, in cooperation with student and teacher organizations. And Canada will support the Convention on Psychotropic Drugs (1971).

CHSPTF indicated its need for drug education materials for parents, since its kit "Let's Talk About Drugs — It Affects Us All" is out of print.

CHSPTF and the Minister agreed that the increase in critical health issues affecting children and families makes it desirable for CHSPTF members to have the opportunity to review health issues and Home and School resources and set priorities for national action.

School Council Island of Montreal

FINANCIAL DOSSIERS: SETTLEMENT BETWEEN CONSEIL AND MINISTRY

THE CONSEIL has agreed to an overall draft settlement between the Ministry and itself on a group of financial dossiers that have been in abeyance for more than six years.

This draft settlement was drawn up by senior officials of the ministry and the Conseil and is in refer-

ence to an amount of approximately \$10 million that the ministry was claiming from various school boards and the Conseil based on divergent accounting interpretations for certain dossiers.

The Conseil will ask the minister to accept this proposed settlement.

TV Ontario

"Television and Your Child"

"Television and Your Child" is a publication directed at parents who believe that children should neither be banned from TV viewing nor be allowed total freedom to watch as they please.

The publication, researched and written by professionals in the field, outlines the positive aspects of TV programming while at the same time pointing out the dangers of bad programming.

"Television and Your Child" explains how to use TV to improve a number of children's learning skills as well as how to protest against objectionable programming and commercials.

The publication costs \$5.00 plus 75¢ handling and postage.

For further information or to obtain copies of "Television and

Your Child" write:

TV Ontario Customer Service,
Box 200, Station Q, TORONTO,
Ont. M4T 2T1

Kids against vandalism

THE KIDS' CASE AGAINST VANDALISM is a 12-minute film available for loan which has students assume the roles of judge and jury in a true case of vandalism re-enacted on film. An instruction guide is provided.

The film is available as a 16mm print and as a 3/4" or 1/2" VHS cassette. A French version *Les adolescents face au vandalisme* is also available from the Insurance Bureau of Canada, 181 University Avenue, Toronto, M5E 3M7.

PARENT ALERT!**Cheap highs as close as your grocery**

PARENT ALERT! It may be easier than you think for a child to pick up a bottle of wine for an evening of "cheap highs".

Two youngsters, a nine-year-old girl from Toronto and a 13-year-old boy from Saskatoon, had no problems at all walking into several grocery stores and casually buying cooking sherry and cooking wine with alcohol levels ranging between 11 and 36 per cent.

The children, with parental permission, were part of separate experiments conducted by their local newspapers (The Toronto Sunday Star and the Saskatoon Star-Phoenix) testing the availability of liquor substances for children.

Purchase prices, which range from \$1.99 to \$2.59 per bottle, are "well within the price range for teens."

"They talk about cocaine experimentation, or any drug experimentation. But there is no such thing as drug experimentation — you're either using drugs or you're not using drugs!"
Nancy Reagan

Cooking wines and sherries are currently available in grocery stores because their high salt content has caused them to be classed as undrinkable by liquor control boards. (Every cooking wine or sherry must go through a lab analysis and those with salt content levels over 1.5 per cent are allowed onto grocery store shelves).

Where there is a will there is a way, however, and anyone determined enough can get around the salty taste.

An added problem is the availability in stores of stomach bitters. Bitters are a mixture of herbs, vegetables and roots with 30 to 40 per cent alcohol by volume and is considered by law to be medicinal.

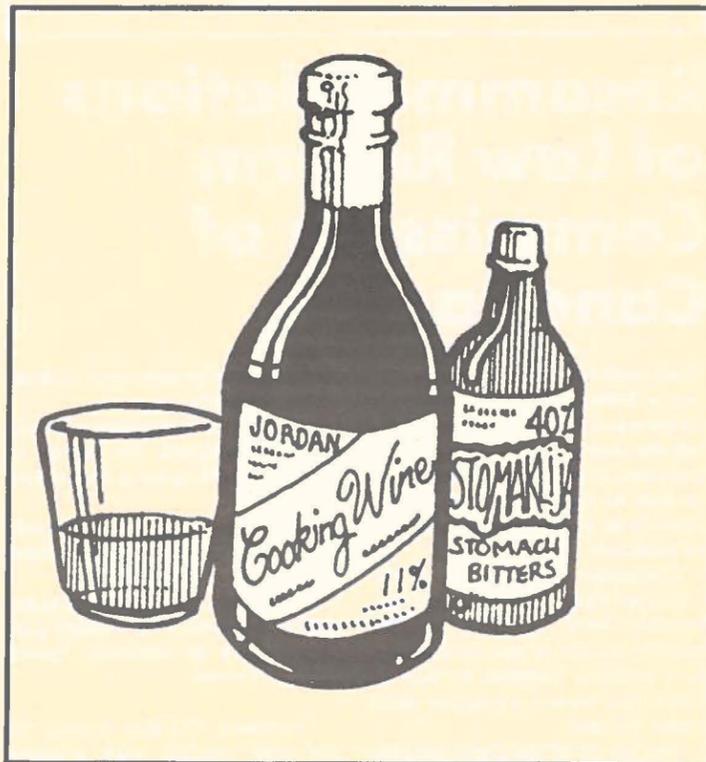
Medicinal, or not, young users have little difficulty discovering new ways to ingest the mixture.

Although there are no government regulations controlling the sale of cooking wines and sherries, the increased awareness has prompted some interest among the provincial liquor control board commissioners.

The sale of such substances was on the top of the agenda at a January meeting represented by all provincial commissioners.

The fact that cooking wines, sherries and stomach bitters, have "always been on the shelves" doesn't make the situation any less dangerous. The awareness of the availability of such alcoholic substances is important in understanding and protecting your children from abuse.

Reprinted from "Survival Tactics" (for a drug free youth) '87



PARKSIDE RANCH

C. P. - BOX 388,
MAGOG, QUEBEC



A CHRISTIAN YOUTH CAMP

320 ACRES BORDERING
ORFORD PROVINCIAL PARK

a member of

Christian Camping International

Supervised activities include

**RIDING • SPORTS • ARCHERY
CAMPFIRES • HANDICRAFTS
RIFLERY • and many others**

Co-educational,
ages 10-16 years

English Camp

June 28 to July 11

July 26 to August 8

August 9 to August 22

French Camp

July 12 to July 25

For information about French camp, call

(514) 388-8510

For information about English camp, call

Magog (819) 843-6748

Montreal (514) 676-5923

SCHOOL BOARD ELECTIONS: SUPPORT FROM SCHOOL BOARDS

THE CONSEIL has received the support of the eight school boards of the Island of Montreal on the opinion it forwarded to the Minister of Education on the revision of clauses in the Education Act dealing with school board elections.

In this opinion, the Conseil recommends to the minister that changes be made to the law, particularly in the sections that set out the calendar or various deadlines for activities leading up to school board elections and that deal with the voting rights of "neutrals."

The Conseil also received the support of several MNA's in the Montreal area and from the opposition critic in this field.

EDUCATION IN UNDERPRIVILEGED AREAS: PSBGM

THE CONSEIL has agreed to the Protestant School Board of Greater Montreal's plan of action for its activities in underprivileged areas in 1986-87.

Acting on the suggestion of the working committee which found it difficult to study the plan of action which was tabled in English only, the Conseil agreed to remind the Protestant School Board of Greater Montreal that it must, under the law, supply a complete French version of its documents.

Forecast expenditures resulting from this plan of action amount to \$863,276.

GIRL GUIDE SCHOLARSHIP

A scholarship will be awarded each year to young women active in Guiding and pursuing secondary education, announces Chief Commissioner Joan Howell. The \$1,000 Girl Guide Scholarships are to help girls and women become responsible citizens and leaders at all levels.

RISKS HIGHER FOR CHILDREN

An estimated 1 of 6 children live in families with alcoholic members, which increases their odds for alcoholism.

The metabolic changes and immaturity of adolescents, coupled with current practices of early and heavy (binge) drinking, accelerate the development of alcoholism.

Teens often have poor nutrition and erratic eating habits (salty snacks and junk food, eating on the run, fad diets), which diminish the body's defense against alcohol.

The high incidence of "blackouts" (memory losses) reported by teens after drinking parties suggests a stronger brain effect than reported by adults.

Moreover, teen drinkers tend to use other drugs which intensify the negative effects of alcohol.

The young drinker "crosses the wall" into addiction much faster and with more damaging effects than the adult drinker.

Youngsters may become alcoholic in 6 months to 3 years, versus the 10-to-15-year pattern for adults.

CANADA DAY — 40 YEARS OF CITIZENSHIP

BEFORE 1947, Canadians were legally British subjects and this year, 1987, marks 40 years of Canadian citizenship. Citizenship Week beginning April 17th will celebrate the nationhood of Canada and what it means to be a Canadian.

A Citizenship Week planning guide is being distributed by the Department of the Secretary of State for Canada for the use of teachers and community groups and to help in organizing events and activities in local communities to celebrate Canadian citizenship. Ideas for activities include contests, publications, recognition of new citizens, information meetings about citizenship, displays and film festivals.

CHALLENGE '87 — SUMMER JOBS FOR STUDENTS

\$180 MILLION has been committed by the government of Canada to this year's student summer employment program, Challenge '87.

This is the same level of funding as provided in 1986. Wage subsidies up to \$127 million will be available to non-profit organizations and to public and private sectors through the SEED program. This is for work experience related to students' fields of study and career goals, as well as jobs for younger students.

Work Orientation Workshops (WOW) for potential high-school drop-outs will receive \$8 million in funding.

CANADA'S FITWEEK '87

NATIONAL PHYSICAL Activity Week has become "Canada's Fitweek" and will run May 22 to 31.

Twenty-six national organizations will be coordinating 14 national projects involving mass participation activities across Canada.

Cities will compete for the title of fittest city in the Crown. Life PARTICIPaction Challenge, and YWCA and YM-YWCA leaders will coordinate family fun walks through their communities.

Commuters will be encouraged to take to bicycling to work as part of "Working Wheels" organized by the Canadian Cycling Association.

Girl Guides and senior citizens will be out exercising too.

CHSPTF National Wrap-up

from the newsletter of The Canadian Home & School and Parent-Teacher Federation.

FEDERAL-PROVINCIAL CHILD CARE AGREEMENT

JUNE 30, 1987, is the date set by federal and provincial health and social affairs ministers at their January meeting for concluding an agreement on an improved child care system.

However, provincial ministers insist that any agreement must provide for federal funding, some \$300 million for the current year, according to Manitoba's minister of Health.

The 1986 Cooke Report on child care recommended \$150 million in funding for a comprehensive child-care network. The recommendations of the parliamentary child-care committee will be tabled on March 21, after the budget.

SEXUALLY TRANSMITTED DISEASES NO. 1 THREAT

CANADA FACES one of the most menacing epidemics of sexually transmitted diseases, according to medical professionals.

The biggest threat is chlamydia, with an incidence three times that of gonorrhea and twenty times that of AIDS and herpes — combined. Between 1983 and 1985, the number of chlamydia cases quintupled, with estimated cases at 420,000 in Canada.

Medical experts associate the loss of 4,615 Canadian babies in 1985 with ectopic pregnancy due to chlamydia, a cause of pelvic inflammatory disease.

The symptoms of chlamydia are often disguised by gonorrhea. Sterility in women and reduced fertility in men are associated with this disease.

VIDEO DOCUMENTARY ON YOUTH SUICIDE

SUICIDE IS the second leading cause of death among young people aged 15 to 24.

To coincide with the release of a 5-year federal task force report on suicide, a special report on youth suicide was published in the March issue of *Canadian Living*.

The magazine's publishers have also produced a 30-minute video entitled "Reason to live", which includes interviews with experts, parents and young people.

For information, contact Sally Armstrong, *Canadian Living*, 50 Holly Street, Toronto, M4S 3B3.

FAMILY VIOLENCE PREVENTION DIVISION

HEALTH AND Welfare personnel concerned with family violence have formed a Family Violence Prevention Division under an executive director for the purpose of coordinating projects on child abuse, battered wives and elderly abuse.

"ACHIEVING HEALTH FOR ALL"

A POLICY FRAMEWORK make public by the Minister of National Health and Welfare sets out the government's intentions with regard to health promotion.

Challenges such as the poor health of disadvantaged groups in Canada, preventable injuries and diseases, and the need for adequate support for Canadians suffering chronic disease and disability will be addressed through a process of public participation, community services promoting self-care, and coordination of public policy to ensure a health environment.

Coming Events

May 7 — deadline date for receiving emergency resolutions for consideration at business meeting of QFHSA on May 8.

May 8 and 9 — Annual General Meeting and conference of Quebec Federation of Home & School Associations in Montreal. On the Loyola Campus of Concordia University in the Campus Centre Building.

May 8 and 9 — New Brunswick Federation of Home & School Associations Annual Convention, Dalhousie, N.B.

May 22 — bimonthly meeting of the Board of Directors of QFHSA, commencing at 6:00 p.m. in our office. Local Home & School presidents are welcome to attend.

May 24 to May 30 — The Canadian Home & School and Parent-Teacher Federation Annual Meeting, hosted by the N.B. Federation of Home & School Associations in Moncton, N.B.

June 2 — Membership/Publicity/Newsletters workshop, at the QFHSA office commencing at 7:30. Committee chairmen, and others interested in these topics, are welcome to attend.

June 9 — QFHSA Think Tank. Presidents of local Home & School Associations are invited to attend.

Volunteers make H & S work

President's message

Friends and colleagues!

Since Home and School began 91 years ago, it has cared about the welfare of every child and made its caring count through cooperative action at local, provincial and national levels of our society.

It is the LARGEST NATIONAL VOLUNTARY ORGANIZATION OF PARENTS in Canada and is recognized to be the national voice of parents in education — an incredible record of voluntary effort!

Realizing how far we have come is no substitute for a vision of how far we have yet to go.

These are new times bringing new challenges, and the national executives' mid-term meeting in Ottawa in December offered the chance to review current activities of Canadian Home and School and make plans for its future.

In education, lowered standards as a result of funding cuts must be resisted, and we must ensure a high standard of schooling Canada-wide, accessible to all children.

But with fewer families with school-aged children, we need EVERY PARENT AND TEACHER to join us in insisting that children remain a Canadian priority.

For this purpose, says the executive committee, we must work to enlarge and expand Home and School membership across Canada.

Only in this way can we fulfill our vision of the Canadian Home and School and Parent-Teacher Federation as a dynamic organization and the leading advocate for children in this country.

Sonja Anderson, President
Winnipeg, January 1987

Chers amis et collègues

Depuis des débuts, il y a de cela 91 ans, le Foyer-École s'est préoccupé du bien-être de tous les enfants, et son oeuvre auprès de ceux-ci s'est réalisée grâce aux efforts coopératifs des membres de notre organisation aux niveaux local, provincial et national.

Nos réalisations ne doivent cependant pas nous faire perdre de vue le bout de chemin qu'il nous reste à faire.

Nous vivons dans des temps nouveaux, qui amènent de nouveaux défis, et la réunion du Comité de direction de la Fédération tenue à Ottawa en décembre fut pour eux une occasion d'examiner les activités courantes du Foyer-École et d'élaborer des plans d'avenir.

En éducation, il nous faut résister aux coupures budgétaires qui auraient comme effet d'abaisser les standards. Nous devons assurer la qualité d'instruction dans tout le Canada, accessible à tous les enfants.

Mais étant donné qu'il y a maintenant moins de familles qui ont des enfants d'âge scolaire, nous avons besoin de CHAQUE PARENT ET DE CHAQUE ENSEIGNANT pour nous aider à travailler pour qu'au Canada, l'enfant demeure une priorité!

À cet effet, dit le Comité de direction, nous devons travailler à accroître et étendre l'adhésion au Foyer-École dans tout le Canada.

C'est de cette manière seulement que nous réaliserons notre vision de la Fédération canadienne des associations foyer-école et parents-maîtres comme une organisation dynamique et le principal intervenant dans la promotion du bien-être des enfants dans notre pays.

La présidente Sonja Anderson
Winnipeg, Janvier 1987

National Conference

DIET & CANCER



May 8 - 9 1987

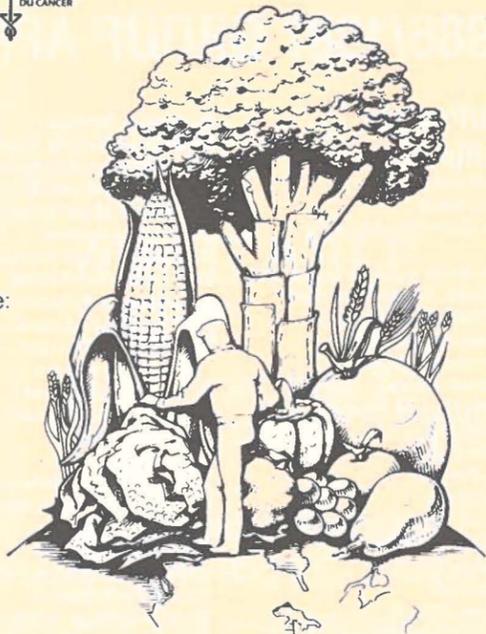
Holiday Inn Crowne Plaza Hotel
Montréal, Québec

The Canadian Cancer Society will host a conference on diet and cancer.

Internationally known speakers will explore:

- the most recent scientific developments;
- the implication for public health policy;
- important strategy for health promotion and education.

For more information, please return the attached form to the Canadian Cancer Society, Suite 985, 550 Sherbrooke St. W. Montréal, Qc H3A 3C5



I would like more information on the Canadian Cancer Society's National Conference on Diet & Cancer.

Name _____
 Address _____
 City _____ Province _____ Zip Code _____
 Profession _____
 Organization _____



FOCUS on MEMBERSHIP



Award of Merit

1986/87 MEMBERSHIP AWARDS

On Island Elementary Schools

Windermere Elementary	88%	Membership Chairman - Barbara Shaw
Beacon Hill Elementary	83%	Membership Chairman - Lynn Mucci
École Primaire Beaconsfield	74%	Membership Chairman - Darlene Kerr
Cedar Park Elementary	73%	Membership Chairman - Donna Warner

Elementary school figures are based upon the number of families in the school

Off Island Schools

Baie Comeau	60%	Membership Chairman - Barbara Rioux
Hopetown-Shigawake-Port Daniel	48%	Membership Chairman - Bertha Hayes

Secondary Schools

Macdonald High School	24%	Membership Chairman - Beverly Moore
Royal West Academy	19%	Membership Chairman - Brenda Major

High school figures are based on student enrollment.

Special Mention

Edgewater Elementary	Membership Chairman - Lynne Benjamin
Edinburgh Elementary	Membership Chairman - Margaret Ludwig
Greendale Elementary	Membership Chairman - Judy Leah
Hudson/Mt. Pleasant	Membership Chairman - Carol Laws
New Carlisle	Membership Chairman - Anne MacWhirter
Valois Park Elementary	Membership Chairman - Lynn Deegan

Congratulations to these schools and their membership committees for these excellent achievements. Membership Awards will be presented at the AGM.

1986/1987 GROUP AFFILIATE MEMBERS

School/Parents' Committees

Allancroft School
Arundel School
Asbestos-Danville-Shipton School
Aylmer School
Beaconsfield, Ecole Primaire
Beaconsfield High School
Beechwood School
Cecil Newman School
Cedar Street School
Dr. S.E. McDowell School
Eardley School
Edgewater School
Franklin School
Gault Institute
Hampstead School
Hudson High School
John Caboto School
Jubilee School
Kensington School
Lakeshore School Board
Parents' Committee
LaSalle High School
LeMoine d'Iberville High School
Lindsay Place High School
Macdonald High School
Margaret Pendlebury School
Massey Vanier Reg'l H.S.
Morin Heights Parents' Comm.
Mountainview School
Noranda High School
North Hatley School
Northview School
Onslow School
Ormstown School

Parkview School
Philemon Wright High School
Pope Memorial School
Queen Elizabeth High School
Riverview School
Riverview School
Rosemere High School
Royal Charles School
Sherbrooke Primary School
St. Augustine School
St. François-Xavier, Ecole Secondaire
St. Veronica School
Ste. Agathe Academy
Ste. Foy School
Souvenir School
Spring Garden School
Sunnydale Park School
Sutton School
Thorndale School
Three Rivers High School
Valois Park School
West Hill High School
Western Laval High School
William Latter School
Windermere School

School Boards

Baie Comeau Dissident School Board
Eastern Townships School Board
Greater Hull School Board
Lakeshore School Board
Ormstown School
Pontiac Protestant School Board
Protestant Regional School Board, District of Bedford
Protestant Regional School Board

of Northwestern Quebec
Protestant Regional School Board of Western Quebec
Protestant School Board of Greater Seven Islands
Regional School Board of Gaspesia
Saguenay School Board
South Central Protestant School Board
South Shore Protestant Reg'l School Board
St. Lawrence Protestant School Board
St. Maurice Protestant School Board
School Board of Bonaventure

Teachers

Aylmer Elementary School
Edinburgh Elementary School
Lakeshore Teachers Association
Provincial Association of Protestant Teachers

Others

Amo Ososwan School
Association for the Advancement of Jewish Education
Kahnawake Education Center
Loyola High School
Quebec Association for Children and Adults with Learning Disabilities
Queen of Angels Academy
Parents' Assn.
St. George's School of Montreal

Home & School MEMBERSHIP LEDGER

	1985/86	MAR/87
ALLANCROFT	185	172
ANDREW S. JOHNSON MEMORIAL	49	43
AYER'S CLIFF	24	17
AYLMER	50	57
BAIE COMEAU	—	40
BEACON HILL	161	164
CARLYLE	11	23
CEDAR PARK	134	127
CHELSEA	27	17
CHRISTMAS PARK	175	169
COURTLAND PARK	110	127
DORSET	87	72
DR. S. McDOWELL	14	—
DUNRAE GARDENS	138	148
EARDLEY	60	55
ECOLE PRIMAIRE BEAONSFIELD	195	225
ECOLE PRIMAIRE PIERREFONDS	—	23
ECOLE PRIMAIRE POINTE CLAIRE	150	149
EDGEWATER	206	206
EDINBURGH	197	206
ELIZABETH BALLANTYNE	146	173
GARDENVIEW	80	50
GREENDALE	94	140
HAMPSTEAD	118	67
HERBERT PURCELL	36	—
HOPETOWN-SHIGAWAKE PORT DANIEL	40	41
HOWICK	5	5
HUDSON / MT. PLEASANT (includes high school)	121	243
HULL	26	—
HUNTINGDON ACADEMY	4	—
JOHN RENNIE HIGH	190	166
JOHN XXIII / DORVAL HIGH	10	CLOSED
KEITH	88	86
LACHINE HIGH	72	78
LINDSAY PLACE HIGH	164	143
MACDONALD HIGH	148	146
MALCOLM CAMPBELL HIGH	30	14
MARY GARDNER	5	4
MEADOWBROOK	100	116
NEW CARLISLE HIGH	46	64
NEW RICHMOND HIGH	16	14
NORTHVIEW	144	116
PRINCESS ELIZABETH	29	43
ROYAL WEST ACADEMY	114	128
SEIGNIORY	113	135
SOUTH HULL	77	70
SPRING GARDEN	33	1
SUNNYDALE	122	144
THORNDALE	114	146
VALOIS PARK	143	125
WAGAR HIGH	151	64
WESTPARK	162	172
WILLINGDON	65	83
WINDERMERE	216	227

Above membership figures include Associate Members at local Home & Schools, i.e. families who have joined more than one school.

PEACE-RELATED ACTIVITIES CALENDAR

- April 24** Workshop **Teaching Peace: Methods and Issues** for teachers and interested parents; offered by Peace Education Network (Que.) 9:30 a.m. - 3:30 p.m. Concordia University, Montreal
Introduction to methods of teaching and communicating peace and related issues to children in the classroom and at home. Will discuss problems and successes in this work, and resources available for teaching peace. Cost \$25 waged or \$15 unwaged. Info: Lacolle Centre (514) 848-4955
- May 10:** Mothers' Day: An Appeal for Peace (see article)
- June 5:** United Nations World Environment Day
- June 5 & 6** "Teach-In for Peacemakers" Peace Education Network (Quebec). Opportunity for members of P.E.N.(Q.) to share with each other and with other educators, parents and concerned adults. Lacolle Centre, Lacolle, Quebec. Cost of \$65 waged and \$45 unwaged includes room & board. Info: Lacolle Centre (514) 848-4955
- Aug. 6 & 9:** Anniversaries of the bombing of Hiroshima & Nagasaki, respectively.
- Sept. 15:** **Peal for Peace**
As last year, an opportunity for schools and other community groups to make a visible expression of concern for peace.
- Oct. 1-30:** National Tour of the **International Youth for Peace and Justice Tour**
- Oct. 16:** **World Food Day**
- Oct. 24:** **United Nations Day**
- Oct. 24-30:** **United Nations Disarmament Week**
This year, 1987, is the United Nations **International Year of Shelter for the Homeless.**

Begin education early

By Susan Hawker Lussier

Most of us realize the value of and need for peace education, but the question often raised is just what it should entail.

Discussion of the global situation and arms race is generally appropriate for the older grades, when students are already so aware and need to express their concerns and find solutions.

But peace education for the students in the younger grades can be not only appropriate but of utmost importance.

A sense of caring, sharing, respect for others, cooperation, appreciation of differences, creative problem-solving, and non-acceptance of violence in any form are necessary forms of peace education for all ages.

Included in this interpretation can be: exercises in conflict resolution and practice with role-playing; regular use of cooperative games and a non-acceptance, with comprehensive explanation and discussion, of war toys and associated paraphernalia.

Also helpful is the study of world geography (puzzles, maps, globes); global education involving awareness and appreciation of cultural differences such as customs, songs, games, dress, diet; nature appreciation and an understanding of ecology and the recognition of those individuals who, as extraordinary peacemakers, have set such an example to the rest of us.

Some of this "peace education" is already in progress, as individual teachers and parents have had the insight to include it in their lesson plans and home environment.

PEACE

Peace, what is it.
Is it friendship between men
Is it kids who count to ten
Is it birds who fly up high
Is it colourful butterflies
Could it be a lovely day
or the children who laugh and play
Could it be tear drops falling
or the sound of crickets falling
If you really want to know
I will tell but cannot show
Peace is kindness, caring, and love
Peace is all of the above.

Dahlia Fabray

But materials and support must be made more available if all our children are to benefit.

Peace education begins with the premise that there is "good" and "bad" in all of us. With the disintegration of the enemy concept, we, as peacemakers, need to become better adapted to bringing out the 'good' in others.

Our world has become too small and the threat too huge to even contemplate having enemies any more. It is up to all of us to contribute to this turning point in the history of our planet.

RESOURCES FOR TEACHING

From Public Education for Peace Society

Box 2320,
New Westminster, B.C. V3L 5A5

1) Curriculum "Conflict and Change" for Grades 7 to 10. Topics include Conflict, Conflict Resolution, How Does the World Eat, Images of the Enemy, Soviet Union, Nuclear War, I Have a Dream, I Can Do. Includes lesson plans and commentary helpful for implementing the program. \$10.00 plus 15%.

2) Video "Learning Peace" 22 min. V.H.S. Documents the implementation of the curriculum "Conflict and Change" (above) in the public school system. Includes the needs assessment and rationale for the program, the role of the school board, teacher and community reaction and student response. Very useful resource for teachers and policy makers. \$49.95 for public institutions (\$39.95 for non-profit groups). Add 15% for postage.

From Anglican Book Centre, 600 Jarvis St., Toronto, Ont. M4Y 2J6

3) Book (Lesson Plans) "Teaching PEACE-Skills for Living in a Global Society" by Ruth Fletcher; Harper & Row, 1986. Provides 64 clearly focused lessons in conflict management, nonviolence, cooperation, whole earth systems, peace, and the threat of nuclear war. Includes activity sheets for each lesson (40 reproducible) and suggestions for incorporating peace lessons into regular classes. Excellent. For ages 8-16. \$17.95 plus 10%.

4) Book "Peacemaking: Family Activities for Justice and Peace" by Jacqueline Haessly. Practical guide to peacemaking at home and with society as a whole. Topics include affirmation, communication, values, respecting differences, cooperation, and resolving conflicts. Some activities from a religious perspective. \$3.55 plus 10%.

From United Nations Education, United Nations Association, 2524 Cypress St., Vancouver, B.C. V6J 3N2

5) Curricula: "World Development", "Conflict and Conflict Resolution", "Cooperation and Consensus". Fun, creative lesson plans involving readily available films, books and other materials. Include wide range of activities. Intermediate grades. Cost unknown, but worthwhile.

From International Youth for Peace and Justice Tour, 1435 City Councillors, Suite 31, Montreal, P.Q. H3A 2E4 (514) 842-5374 or 842-8600

6) Video or 16 mm. film "Children of War" NFB. Excellent new film. Very artistic. Gives a glimpse into the lives of the participants of the Youth Tour. Includes personal reflections, as well as important dialogue between students and tour participants during the school presentations. Good as a forerunner to the Tour.

From United Church Bookroom, 3480 Decarie, Montreal, Quebec H4A 3J5 (514) 484-3163

7) Slide/Tape Set "They are Refugees" 10 min. Made for children. Excellent introduction to the refugee situation, including reasons and hardships. From a Christian perspective, so ideal for Sunday School (Church) but may be adaptable for public school use. Comes with text, and suggested questions for class discussion. Closes with "He's Got the Whole World, in His Hands".



Celebrate life on Mother's Day

By Susan Hawker Lussier

Mothers' Day is a day traditionally set aside to honour our mothers, and those of us who fit into that category certainly appreciate the extra attention.

But the roots of Mothers' Day go back even further, for there was another American woman who, after her experience tending the wounded in the American Civil War, started a two-year crusade to institute a Mothers' Day for peace.

Julia Ward Howe, reformer and author, is probably best known for writing the lyrics of the Battle Hymn of the Republic. She was also president of the New England Woman Suffrage Association and American president of the Woman's International Peace Association.

Her philosophy seemed to be that women, as givers of life, are naturally geared to preserving life, and as such, are peacemakers.

In 1870 she issued an inspirational Mothers' Day Proclamation, calling for the end to all wars.

This in part, is her statement:

Arise all women who have hearts...

Say firmly: "We will not have great questions decided by irrelevant agencies. Our husbands shall not come to us, reeking with carnage, for caresses and applause.

Our sons shall not be taken from us to unlearn all that we have been able to teach them of charity, mercy and patience,

We women of one country will be too tender of those of another country to allow our sons to be trained to injure theirs.

From the bosom of the devastated earth a voice goes up with our own. It says 'Disarm, Disarm! The sword of murder is not the balance of justice.'

Blood does not wipe out dishonour nor violence indicate possession.

As men have often forsaken the plow and the anvil at the summons of war, let women now leave all that may be left of home for a great and earnest day of counsel...

Let them then solemnly take counsel with each other as to the means whereby the great human family can live in peace.

(Let them) promote the alliance of the different nationalities, the amicable settlement of international questions and the great and general interests of peace."

As this Mothers' Day draws near, may we again focus on world peace and justice; that the resources of our nation and others throughout the world be redirected to the nurturance of life-giving programs.

West Islanders for Nuclear Disarmament and Families for Peace and Justice will be holding their Participation for Peace Rally to commemorate and reestablish this Mothers' Day meaning. Please write and tell us about your activities.

QUEBEC LODGE CAMP

- 167 acres on Lake Massawippi in the Eastern Townships
- 4 co-ed camps for 7-16 year olds
- C.I.T. programme for 17 year olds
- Pioneer camp for 14-16 year olds
- Activities include camping, swimming, canoeing, wind surfing, sailing, hiking, trips, campcraft, archery, soccer, volley-ball, campfires, giant puppet making, computing, crafts.
- plus Christian teaching and personal development
- For more information contact the Director, Rev. Nick Brotherhood. Write or call for brochure.

QUEBEC LODGE CAMP,
8105 Chemin du Lac,
RR3, Ayer's Cliff,
Quebec, J0B 1C0
(819) 842-2286

A great place to be this Summer!

FRIDAY, MAY 8, 1987

FRIDAY, MAY 8, 1987

8:30 - 9:00 am	REGISTRATION	On the second floor, Campus Centre Building.
9:00 - 9:15 am	WELCOME	Opening remarks by the President of Q.F.H.S.A.
9:15 - 10:30 am	PLENARY SESSION - NEW DIRECTIONS	
	FAMILY	SCHOOL
	Judy Magill	Louise Delisle-Laberge
	Professor	Guidance Counsellor
	McGill University	St. Croix School Board
	School of Social Work	
		Graham Weeks
		Director
		Job Generation YMCA
		Sun Youth Organization
		COMMUNITY
		Sid Stevens
		Director
		Sun Youth Organization

The **HOME**, the **SCHOOL**, and the **COMMUNITY** — three powerful forces which can generate positive action in adapting to the ever changing fast-paced world in which we live. Preparing young people to cope with change and adapt to the new conditions is a continuing challenge to educators and parents. Do we, as parents, even recognize the changes occurring in the community, the family and the school? Are the life skills needed to deal with the changes in the world around us being adequately supplied to our children?

These and other questions will be more fully explored in three workshops devoted to the theme, following the plenary session.

10:30 - 11:00 am	COFFEE BREAK	Time to view the displays and visit.
11:00 - 12:00 am	CONCURRENT WORKSHOPS	THREE SEPARATE WORKSHOPS HEADED BY THE PANELISTS Delegates will have the opportunity to choose one of the workshops conducted by one of the panelists. There, during a more informal atmosphere, the many issues brought forward during the plenary can be discussed and examined.
12:00 - 12:30 pm	FREE TIME	Visit the displays. Find out what's new.
12:30 - 1:30 pm	BUFFET LUNCH	Served in the Main Lounge on the second floor.
1:30 - 5:30 pm	ANNUAL BUSINESS MEETING	To be held in the basement. Short break at 3:30. Reports - Resolutions - Discussion - Finances - Election
5:30 - 6:30 pm	RECEPTION	In the Main Lounge on the second floor. Cash bar.
6:30 - 8:00 pm	DINNER	Dining room on the first floor. GUEST SPEAKER — MS. SHEENA HANLEY , President Designate Canadian Teachers' Federation
8:15 - 9:30 pm	ENTERTAINMENT	A fun evening with a twist. Cash bar.

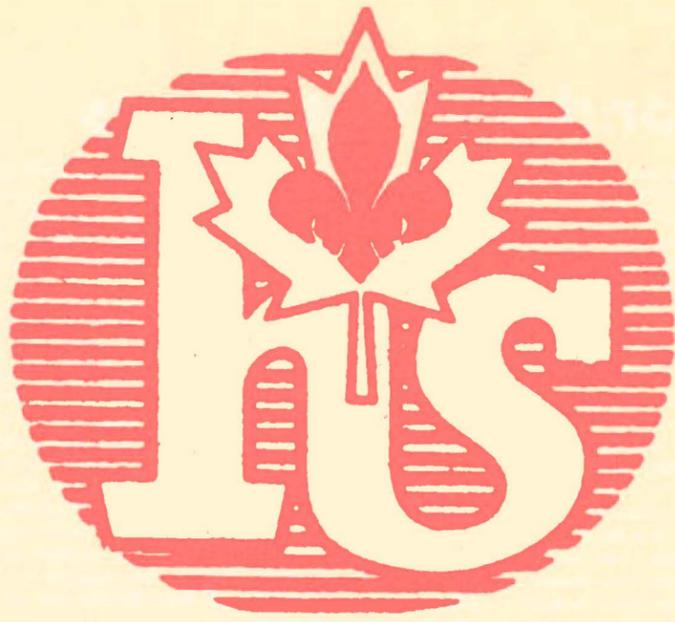
SATURDAY, MAY 9, 1987

SATURDAY, MAY 1987

8:30 - 9:00 am	REGISTRATION	On the second floor, Campus Centre Building
9:00 - 10:00 am	KICK-OFF	A "Rap" Session — LET'S "UNWRAP" OUR IDEAS Let's review where Q.F.H.S.A. is at...so we know where Q.F.H.S.A. wants to go — Footsteps into the Future style.
	SPEAKER	Sylvia Adams, President, QFHSA. MEMBERSHIP and NEWSLETTER AWARDS will be made.
10:00 - 10:30 am	COFFEE BREAK	Chance to see the displays.
10:30 - 11:30 am	CONCURRENT WORKSHOPS	#1 LISTEN, SPEAK, READ, WRITE: WHOLE LANGUAGE THE WHOLE WAY Parental involvement is crucial to successful language learning in students from Kindergarten through High School. This session will examine what's new in Language Arts instruction in Quebec schools, focusing on the role of parents in supporting natural language development.
	SPEAKERS	Anne Board, teacher, St. George's School of Mtl. Charlotte Colson, Consultant, P.S.B.G.M. John Ryan, teacher, C.E.C.M.
	SPEAKER	#2 ECO EDUCATION Our environment is continually being threatened by the steady advance of "civilization." Education is one of the vitally important means of ensuring that present and future generations continue to protect, enjoy and benefit from our natural heritage. This workshop will consider the nature and scope of the proposed Eco Museum and its potential educational role.
	SPEAKERS	Eric Thompson, Professor, John Abbott College, Forestry Dept.
	SPEAKERS	#3 AIDS EDUCATION: WHOSE RESPONSIBILITY? SCHOOL? HOME? CHURCH? A presentation and panel discussion of AIDS education and the approach which is contemplated by one particular school board. Anne Peacock, Consultant, Moral & Religious Education (English sector) P.S.B.G.M. David Berlin, teacher, Wagar High School, P.S.B.G.M.
	SPEAKER	#4 SOCIAL SKILLS: A LUXURY OR A NECESSITY? How important is the acquisition of social skills for today's young people? Are we doing our best to prepare our children socially for tomorrow's society? If you feel these are important questions, then let's talk about the role of the school and of the parents in this shared responsibility. David Nadler, Principal, Windermere Elementary School
11:30 - 12:00 am	FREE TIME	Workshops may run over if necessary.
12:00 - 12:30 pm	RECEPTION	Last chance to see the displays.
12:30 - 2:30 pm	AWARDS PRESENTATION LUNCHEON	The President, and the recipient of the Gordon Paterson Award, will be honoured.

VOTING DELEGATES TO ANNUAL GENERAL MEETING MAY 8th & 9th, 1987

The following schools submitted their membership lists before March 1, 1987 in accordance with the constitution and are entitled to send the number of voting delegates indicated to the annual general meeting.



Allancroft	4	Edinburgh	4	Mary Gardner	3
Ayers Cliff	3	Elizabeth Ballantyne	4	Meadowbrook	3
Aylmer	3	Gardenvue	3	New Carlisle High	3
Baie Comeau	3	Greendale	3	New Richmond High	3
Beacon Hill	4	Hampstead	3	Northview	3
Carlyle	3	Herbert Purcell	0	Princess Elizabeth (Magog)	3
Cedar Park	3	Hopetown	3	Royal West Academy	3
Chelsea	3	Shigawake, Port-Daniel	3	Seigniory	3
Christmas Park	4	Howick	3	South Hull	3
Courtland Park	3	Hudson	5	Spring Garden	0
Dorset	3	Hull	0	Sunnydale	3
Dr. S. McDowell	0	Huntingdon Academy	0	Thetford Mines	3
Dunrae Gardens	3	John Rennie High	4	Thorndale	3
Eardley	3	Keith	3	Valois Park	3
École Primaire Bcfd	5	Lachine High	3	Wagar High	3
École Primaire Pfds	3	Lindsay Place High	3	Westpark	4
École Primaire Pte-Claire	4	Macdonald High	3	Willingdon	3
Egewater	4	Malcolm Campbell High	3	Windermere	5

RESOLUTION 87/4 New curriculum—funding

Submitted by Macdonald High Home & School Association

WHEREAS the new curriculum regulations for Quebec Schools, commonly known as the régimes pédagogiques, were passed by Cabinet through Orders-in-Council in 1981, and

WHEREAS course content and objectives of the new curriculum are being developed by the Ministry of Education, and

WHEREAS in *The Schools of Québec: Policy Statement and Plan of Action* (1979) page 107, it states: "(1) The Ministère will take the necessary steps to make available for each subject in the primary and secondary courses, at least one basic text book" and "(8) The Ministère intends to improve the co-ordination between the Teaching Materials Production Service and the Curriculum Services. Special attention will be given to subjects for which there are few instruments available" and,

WHEREAS school boards are required to implement the new curriculum programs according to a fixed schedule, and

WHEREAS sufficient financial resources are not incorporated into the school board budgets for this implementation,

THEREFORE BE IT RESOLVED that Quebec Federation of Home & School Associations urge the Ministry of Education to provide specific funds for the implementation of the new curriculum making a priority the provision of textbooks and materials for students.

BACKGROUND:

1) Resolution 1983/5 EDUCATION - CURRICULUM DEVELOPMENT 2) *The Schools of Québec: Policy Statement and Plan of Action* (1979) 3) "Quebec Pinching Pennies for School Books: Officials", *The Gazette*, February 09, 1987.

Guest speaker Hanley to focus on 'future' theme



Born and educated in Scotland, Sheena Hanley received her teaching diploma from the Jordanhill College of Education, Glasgow.

She came to Canada in 1960, continuing her studies at McGill where she specialized in Special Education. After teaching in Montreal and British Columbia, she became Director of a Head Start Programme in Ottawa.

Settling in Aylmer, Quebec in 1972, Ms Hanley became president of the Western Quebec Teachers Association in 1978 and has been an active executive member of the Provincial Association of Protestant Teachers.

Some of her duties included Professional Development Co-ordinator 1974-78 and Negotiator 1979-82.

Ms. Hanley was elected a vice-president of the Canadian Teachers Federation (CTF) 1984-86, followed by her present position as president designate of CTF.

As a teacher and parent, Sheena Hanley has a deep sense of commitment to her profession and her family. We look forward to hearing her as she focuses on the theme of our conference, FOOTSTEPS INTO THE FUTURE.

RESOLUTION 87/3

Federal grants for official language programs

Submitted by QFHSA Bilingualism Grants Committee

WHEREAS in 1970-71, in response to the recommendations of the Royal Commission on Bilingualism and Biculturalism, the government of Canada established the Official Languages in Education Programmes within the Department of the Secretary of State, and

WHEREAS Canada believes that it is important for the achievement of Canadian goals and objectives for Canadians to be able to have their children educated in the official language of their choice, and for those Canadians who choose to do so to have the opportunity to acquire a knowledge of their second official language¹, and

WHEREAS under subsequent federal-provincial agreements, interim arrangements and, since 1983 a 'protocol' for negotiating federal-provincial financial agreements, a total of \$2,375,192,022 has been contributed by Canada to provinces to cover 'additional' costs in providing for official minority language education and

second language instruction, and

WHEREAS, under the Protocol and bilateral agreements, the provinces and territories agree to provide the government of Canada, each year, with information demonstrating how the contributions of the Canadian government are related to their 'additional' costs, and

WHEREAS, in Quebec, between 1970-1986, the total contribution by Canada for 'additional' costs has been \$1,224,865,498, and

WHEREAS the accountability by Quebec for these monies has been ineffective since the Canada-Quebec agreement is based on 'additional costs' premised on a language system rather than a confessional system, and

WHEREAS little or no consultation has taken place between the government of Quebec and the elected school board commissioners re the use and accountability of 'additional' funds,

BE IT RESOLVED that Quebec Federation of Home & School Associations request that the Secretary of State for Canada and the

Province of Quebec redefine the purpose of the contributions related to 'additional costs' and the accountability in a way that ensures the use of the funds furnished by the federal government for support of education in the minority official language and the teaching of the second official language reflect the objectives of the program, and

BE IT FURTHER RESOLVED that the accountability reports be subject to review by a federal Parliamentary Committee.

BACKGROUND:

DEFINITION: Minority Official Language — English in Quebec, French elsewhere. Second Language Instruction — English to French students in Quebec, French to English students elsewhere.

This resolution will update resolution 84/1 and is an ongoing attempt to pressure the government of Canada and the province of Quebec to see that these funds are used according to the stated objectives.

The Canadian Home & School and Parent-Teacher Federation is attempting to do the same by reso-

lution so that all provinces will account for the funds within the stated objectives.

Definition of 'additional costs' for Quebec as stated in Canada-Quebec Agreement, page 2, PURPOSE OF CONTRIBUTION: "The purpose of Canada's contribution to Quebec is to contribute to the additional costs associated with the maintenance and development of English-language education and English and French second-language instruction.

"Additional costs refers, in general terms, to those costs to, or expenditures by, Quebec which can be demonstrated to exceed the costs which the province would incur in meeting its responsibilities for providing educational services to its residents if it did not provide English-language education and English and French second-language instruction."

Remember — Quebec has a confessional system wherein the teaching of both languages is provided for under Canada Constitution, whether there are bilingualism grants or not, therefore the 'additional' costs should not be accounted for under this defini-

tion.

Little or no consultation has ever taken place between school boards and the government about the distribution of accountability of these funds. Funds contributed by Canada are placed in General Revenue accounts in Quebec.

Remember — these funds do not provide for the teaching of French as a second language to the English language minority in Quebec — the only province in Canada which includes Oral and Written French as a condition of receiving a High School Leaving Certificate.

There is a considerable financial drain placed on the minority English language system to meet this need — Quebec does not see this as an 'additional' cost to meet the demand for students to be bilingual in a Canadian official bilingual capacity!

In the same manner, the French minority outside Quebec does not receive funding for English as a second language.

¹Canada-Quebec Agreement for Minority-Language Education and Second-Language Instruction (signed May 02, 1984)

RESOLUTION 87/2

Assessment of writing skills by Secondary V students

Submitted by QFHSA Secondary Language Arts/MEQ liaison

WHEREAS the Direction Générale de l'évaluation et des Ressources Didactiques of the Ministry of Education has produced a proposal for testing the writing skills of Secondary V students, and

WHEREAS this test would be in addition to the Secondary V mother tongue language examination, and

WHEREAS the new Secondary English Language Arts Programme, which will have been fully implemented by 1988/89, teaches skills in the art of writing, involving writing, rewriting, editing and using all tools available, and these skills are evaluated in the Secondary V English mother tongue examination,

THEREFORE BE IT RESOLVED that Quebec Federation of Home & School Associations recommend to the Minister of Education that the Secondary V English mother tongue exam be considered a sufficient assessment of the students' writing abilities, and request the Minister of Education not to proceed, for English mother tongue students, with the Proposal for the Assessment of Writing Abilities of the Secondary V students.

BACKGROUND:

A. A project proposal was presented in the fall to the English Secondary Language Arts Advisory Council. In particular:

1) This project proposal, "Assessment of Writing Abilities of Secondary V Students," was originally presented as an 'épreuve nationale de production écrite' which would have had to be passed as a condition to receiving a

High School Leaving Certificate. It is now being called a 'study.'

2) The French Language students have already written the 'épreuve' last year — results are to be published shortly — and it has now been decided that this will be an annual exercise in the French Language Schools with marks counting towards passing the year.

3) The Council members were unanimously against the proposal, as presented, for several technical reasons as well as a few reasons of principle.

The Council was asked if they felt that there was a need for this type of study and, if so, was this the proper way to proceed.

B. On December 10, 1986, the Secondary Language Arts Advisory Council

sent a letter to Mr. Paul Vachon, Directeur, Direction générale de l'évaluation, which was a joint and unanimous negative response to his "bottom line" questions posed during our meeting of November 27, 1986, i.e. —

Is the demand for such data a real need in the anglophone community?

Are the means suggested in the DDE proposal appropriate for securing this data?

Very briefly, the proposal of the DDE does not meet with the approval of the Council. A few reasons are outlined below: —

It is felt that the 'study' is in reality a 'test.' The 'study' would be administered to a sample of students outside the regular June 512 and 522 exams (i.e. in addition to regular matriculation

exams). Since all graduating students sit for Language Arts exams, it seems unnecessary to administer a separate test. Why not simply do a study of the Provincial High School Leaving papers and results?

It is an accepted fact that students writing any paper that "doesn't count" don't really perform to the best of their ability; it would seem therefore that the High School Leaving Exam papers would produce more exact data vis-à-vis the writing abilities of our students.

Moreover, the Council objects to the timing of this proposed study, given that the new Secondary Language Arts I-V Programme is just now being implemented, with many teachers and students having been exposed to a smattering of both the old and new programmes.

RESOLUTION 87/1

The lunch box project

Submitted by Edinburgh Home & School Association

WHEREAS Quebec Federation of Home & School Associations is committed to the promotion of good nutrition habits among children, and

WHEREAS many school children stay at school for the entire school day, and

WHEREAS children should receive one-third their daily nutritional requirement at the mid-day meal, and

WHEREAS a simple, quick reference booklet for preparing nutritious boxed lunches would be beneficial, and

WHEREAS Edinburgh Home & School Association has initiated the production of such a booklet,

THEREFORE BE IT RESOLVED that Quebec Federation of Home & School Associations promote the booklet, entitled

"The Lunch Box Project," for distribution to their Home & School locals.

BE IT FURTHER RESOLVED that Quebec Federation of Home & School Associations encourage all Home & School locals to distribute this booklet to their students and parents.

BACKGROUND: "The Lunch Box Project" was produced in cooperation with the School of Dietetics and Human Nutrition at McGill University.

The project was started in November, 1985, when Professor Shirley Weber agreed to head a research project designed to learn what children were bringing to school in their lunch boxes.

With the help of a Challenge '86 federal program grant, three students in the dietetics program worked on the project.

Four elementary schools participated in the program and the results are published in "The Lunch Box Project."

Submitted by QFHSA Social Affairs/Support Services Committee

WHEREAS the current allotment, imposed by the Ministry of Health and Social Services, of one school nurse for 2500 students is totally inadequate to serve the needs of growing children in a health promotion context, and

WHEREAS, under centralized Ministry of Health and Social Services structures, school nurses are subject to work schedules that do not correspond to those of the schools they serve, and

WHEREAS, a 1986 survey on Health Services in Schools conducted by Quebec Federation of Home & School Associations indicates clearly that the quality of nursing services has diminished due to insufficient nursing time, and

A copy of the bilingual booklet is available, on request, from QFHSA office.

Things parents can do to get involved with their child's learning:

1. Each evening, ask your child to TEACH you something he/she learned at school that day. At the end of the week have him/her give you a test.
2. Have a daily POSITIVE conversation about school. Ask him/

her how he/she felt when he did something well or something he was proud of. Build on these good feelings.

3. Treat your child as if he/she were already what you expect him/her to be.

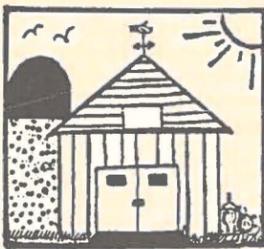
4. Model learning through your own example. Be a learner yourself, take a course or try something new and share your excitement with your child.

... sent by Lash MacLeod.
Alberta Home & School Federation,
Newsletter, Feb '87.

Open May 1 to October 15

Join Us For A Day At

"Old McDonald's Farm" REG'D



OPERATED BY FERME DEL FARM REG'D. R.R. #2 RAWDON, QUÉBEC, J0K 1S0 (514) 834-3458

POPULAR FARM TOUR NOW AVAILABLE TO GROUPS, CLUBS AND FAMILIES: The ever popular fun-filled and educational, DAY AT "OLD McDONALD'S FARM" (adjacent to Moores Canadiana Village, RAWDON, Que.) previously only available to schools, will remain open all summer in 1987 to accommodate all wishing to visit this specially designed children's farm. Make sure the children don't miss this exciting experience. (Groups or Families). For information and reservations call: SUSAN IRVING 1-834-3458. (Visits are by appointment only).

RESOLUTION 87/5

Allocation and deployment of school nurses

WHEREAS the role of the school nurse is not clearly defined, understood or agreed upon by the Ministry of Health and Social Services, the Ministry of Education, the school boards, teachers' associations, the nurses themselves, and the parents,

THEREFORE BE IT RESOLVED that Quebec Federation of Home & School Associations urgently request that the Ministry of Health and Social Services increase the allocation of nurses to student population and furthermore increase immediately the nursing time allocated to schools classified as 'high risk,' and

BE IT FURTHER RESOLVED that Quebec Federation of Home & School Associations urge the Ministry of Health and Social Services and the Ministry of Education to initiate a full consultative process in order to define the role of the school nurse, and determine the responsibility and liability of

school boards and school personnel when the nurse is not on the premises, and

BE IT FURTHER RESOLVED that Quebec Federation of Home & School Associations ask the Ministry of Health and Social Services to ensure that the work place of the school nurse be the school, and that the nurse's schedule conform to the timetable of the school.

BACKGROUND: This is an update of Resolution 85/2, based primarily on the 1986 QFHSA Survey on Health Services in Schools. In addition, documentation from school boards and teachers' associations suggests that the role of the school nurse does not meet the increasing health needs of students, that responsibilities of school personnel when the nurse is not on the premises are not clearly defined or that emergency training is inadequate.

Goodbye summer boredom

Summer is fast approaching (though we all doubted this in January and February) and with it, vacations from school.

To help fill the void and turn boredom into opportunity, here follows a list of some activities you may wish to try with your children this summer. These activities can be scaled up or down depending on the age of the children. Have fun!

1. **Read together.** Research has shown that the most important way parents can help their children become better readers is by reading to them.

Storytime can continue to be special times together even after children are able to read by themselves.

2. **Visit the library.** Many libraries plan special summer activities for little ones.

You might consider taking a picnic lunch and having a lazy afternoon reading together outdoors.

3. **Plan outings.** Every community has interesting places to visit: farms, local museums, free performances for children, fire station, etc.

4. **Put on shows.** A few yards of cloth or old bedspreads, odds and ends from the Costume Box and imagination are all it takes to turn a living room or back yard into a theatre.

5. **Study the weather.** Keep a notebook in which you can help your children record temperature, humidity, etc.

Make a rain gauge in an old coffee can and measure precipitation. For very small children, take a 24 x 20 sheet of paper, divide into squares for each day of the month and encourage the child to draw a picture of the weather for each day. Voilà... a pictorial weather chart!

6. **Study nature by collecting specimens.** Whether the collection is ferns, insects (we prefer to find dead ones rather than killing them) or rocks, children enjoy observing and classifying. We have quite extensive collections of pine cones and insects.

7. **Learn how things work.** This can be novel for adults as well. Let the children tinker with an old alarm clock or trike you were going to throw away.

My elder son became quite adept with a screw driver when he was three. This has paid off by age ten in the area of household repairs.

A word to parents who work outside the home. Joint projects with your children — even if you only spend 15 or 20 minutes a day on them — will pay big dividends.

Kathleen Greenfield-Zanti
Reprinted from the Quebec Council Parent
Participation Preschools,
Spring & Summer '88 issue.

THE SMOKE SCREEN IS DOWN

Cigarettes deadly to users and non-users

THERE NO LONGER IS ANY DOUBT about the risks of smoking for the person who smokes and for those who share a smoker's home or workplace.

Cigarette smoking is known to affect both the life expectancy and the quality of life of smokers and those around them.

Yet young people still are starting to smoke and are doing so at an earlier age. Twenty years ago, the average starting age was 16; today it is 12.

In 1984, over 10 percent of 12-year-olds and over 25 percent of 15-year-olds were smoking. Now more young girls than boys are smoking, while in some regions of the country, boys are turning to chewing tobacco.

The fact is that the girl or boy who can resist smoking until the age of 20 has a good chance of remaining a non-smoker.

With the right kind of information, skills and support, young people will be able to decide not to smoke, and will stick to that decision.

PARENT'S HELP

Fortunately, the chances of a child's starting to smoke are much less if the parents and older siblings are non-smokers.

As a parent, you can help most of all by not smoking yourself, or by quitting smoking and making your home "smoke-free".

If you smoke and can't quit, or don't want to, it may help if you talk to your children about it and explain why. Tell your daughter or your son where you stand on smoking.

Being aware of the pressures your child may be experiencing, and being open and communicative in an understanding way, can mean a lot to your son or daughter.

PREVENTION PROGRAM

In elementary school, an effective way to prepare boys and girls for making the decision not to smoke can be through classroom activities which help pupils to find their own reasons for not smoking.

The PAL Smoking Prevention

Program uses "peer-assisted learning" techniques to help young people ages 11 to 13 resist pressures to smoke.

PAL covers different aspects of the tobacco issue, including addiction, social pressures, refusal techniques and how cigarette advertising tries to influence young people.

PAL activities emphasize the positive aspects of 'not smoking', and make use of groups work and interaction to focus on situations and consequences that are meaningful to this age group.

Classroom instruction about smoking can have only a limited influence on young people if adults around them smoke.

The Smoke-Free Spaces for Kids program offers incentives to schools and community groups to keep the spaces where children work and play smoke-free.

Declaring the school a "smoke-free space" is a way for adults to show the importance they attach to NOT smoking.

Information about Smoke-Free Spaces for Kids is available through your Heart Foundation office or your local Home and School Association.

COMMUNITY ASSISTANCE

When your son or daughter is discussing smoking at home or school, the way your child responds to this issue will be influenced by your attitude as a parent.

For this reason, you may be invited to an information session at the school to prepare you for any discussion that may arise at home.

Perhaps your child's school does not provide education about health issues such as smoking.

If not, you may want to discuss the matter with your child's teacher, the principal or your elected school board member.

In your community, there are other places where your son or daughter may spend time, such as a youth club, arena or community hall.

You can encourage your town council or school board to declare these facilities Smoke-Free Spaces, for the benefit of young people as well as adults.

Are your local stores selling

tobacco to minors? Remind local merchants that federal law prohibits the sale of any tobacco product, cartons or packs of cigarettes, single cigarettes, cigars, chewing tobacco or snuff, to persons under 16 years of age, even if they have a note from a parent.

If you want to learn more about smoking or about quitting, the local or provincial office of the following organizations may be

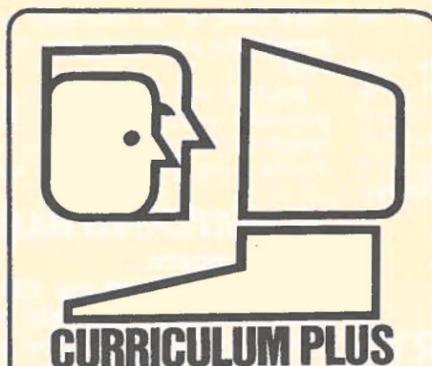
able to provide you with information:

- Lung Association
- Heart Foundation
- Cancer Society
- Interagency Council on Smoking and Health

fare Canada, Ottawa, Ontario K1A 1B4.

Published by authority of the Minister of National Health and Welfare, in collaboration with The CANADIAN HOME AND SCHOOL & PARENT-TEACHER FEDERATION La FEDERATION CANADIENNE des associations FOYER-ÉCOLE et PARENTS-MAÎTRES 323 CHAPEL STREET, OTTAWA CANADA K1N 7Z2 Tel: (613) 234-7292

CURRICULUM PLUS



A Canadian Curriculum Based Primary and Junior Division Networked Software System with 1500 lessons designed to complement and enhance the school's commitment to quality reading and mathematics by providing a foundation for essential concepts and skills.

AVAILABLE NOW

(for ICON, IBM PC, TANDY and OLIVETTI)

Education Systems Technology Canada

A Supplier of Quality Educational Software

- Innovative Concept
- Solid in Content
- Useful in Application
- Successful with Children

ICON, IBM PC, TANDY and OLIVETTI are Registered Trademarks



Education Systems Technology Canada

515 CONSUMERS ROAD
SUITE 505
WILLOWDALE, ONTARIO
M2J 4Z2
(416) 499-3782

Together, a Difference

50 YEARS ON — NOVA SCOTIA HOME AND SCHOOL

THE NOVA SCOTIA Federation of Home and School Associations celebrated its 50th anniversary in November with a wine and cheese party hosted by the Dartmouth District Council of Home and School Associations.

Some 100 guests attended, with the Nova Scotia government represented by Consumer Affairs Minister Laird Stirling, who presented Colleen Doucette with a framed certificate signed by the premier of Nova Scotia.

The first president of Nova Scotia Home and School was Dr. L.A. De Wolfe, head of the rural education department for the province.

He saw in Home and School the ideal organization for involving parents in schools and in children's affairs.

From 1938-42 he served as president of the Canadian Home and School and Parent-Teacher Federation.

Nova Scotia is also the home of the first recorded 'parents' association', established in Baddeck at the suggestion of Mrs. Alexander Graham Bell in 1895, later named the Home and School Association.

A monument now marks the site of the Baddeck Schools and the first Home and School association in Canada.

EASTERN TOWNSHIPS SCHOOL BOARD

1986/87 Student Enrolment Up.

1986-87 student enrolment — The official September 30, 1986, student enrolment figures indicated an increase of 6.1% at the elementary level (1985: 3.06% decline) and at the secondary level still a decline of 2.8% (1985: 14.08% decline). The higher student enrolment allowed the recall of all teachers in surplus and the engagement of additional staff.

FOCUS on the LOCALS

NEW RICHMOND

Speech contest hard to judge

Judges Ivan Robertson, Phylis Caldwell and Marjorie Woodman were confronted with the difficult task of determining champions from the group of winners who presented speeches at the 4th annual Home and School public speaking contest at New Richmond High School.

Twenty young orators from Grade 3 to 8 spoke on a wide range of topics of interest and concern to them.

School principal Ralph McCully noted that all students from Grade 3 to 8 prepared and presented speeches in a preliminary round to determine contest participants.

Spokesman for the judges, Ivan Robertson, said the panel was par-

ticularly impressed with the enthusiasm and confidence exhibited by the Grade 3 and 4 speakers.

Trophies and cash awards were presented to the following winners by the Home & School Association, the Branch family and the New Richmond High School alumni:

Grades 3 and 4: 1st place to Lynn Cochrane for her speech on her kitten, Tiger; 2nd place to Michael Gallon for a speech on endangered wildlife, and 3rd place to Mathew McCully who expressed concern about pollution in the environment.

Grade 5 and 6: Karey Ann MacWhirter took first prize for her speech on a chosen career; 2nd place went to Tara Lynn Meredith who spoke on growing up; 3rd place to Charu Malhotra who out-



lined some of the challenges of growing up, particularly as a diabetic.

Grade 7 and 8: 1st prize was presented to Jamie Pettit for his speech on music; 2nd place went to Brenda Snow who spoke on her

career choice, and 3rd place to Shelley Sexton for her presentation on careers.

Certificates of participation were presented by Home & School president Frances MacKinnon to: Colleen Campbell, Jody Bujold,

Jennifer MacWhirter, Michael Brash, Leslie McCully, Kathy Carol, Kim Branch and Shelley MacWhirter.

Reprinted from SPEC 17 March, 1987.

SNOW

White, fluffy
Wet, sticky, cold
Skiing, sliding, tunnels, jumping,
Snowstorms, holidays, blizzards,
Blowing, drifting,
Accidents.

by Kim Boulay
Grade 3

ONE FOGGY NIGHT

One foggy night while walking on the beach it was raining so hard that I lost my direction. I heard something move and I was so scared that I yelled. Then I heard a moan. In my imagination I thought that Big Foot had come back. I didn't even know where I was. The noise started again. It seemed that every time I yelled the noise would start again. I started to run but I was not getting anywhere. I knew I had to do something. I was relieved when the rain stopped and the fog lifted. The noise was getting closer and closer. All of a sudden my dog walked out of the trees. He had really scared me. We started walking and before I knew it we were home.

Melanie Jean

Reprinted from March 17, 1987, SPEC

EDGEWATER

THE H&S held a very successful fall session of nine enrichment programs with 120 children registered and the second session with four programs is presently in progress.

The annual Christmas bazaar realized a profit of \$2,800 and the sale of Edgewater T-shirts and sweatshirts is an ongoing event.

Funds raised this year through our membership campaign, t-shirt sale and our Christmas bazaar have purchased a TV, VCR and stand for the school, provided \$1,000 towards the cost of bussing to various activities and has given a \$1,000 donation to our library.

L. Benjamin

GASPÉ ELEMENTARY

ACTIVITY DAY

Wed. Feb. 25th was Activity Day. Some of us went skating and some went snowshoeing. I went skating at York rink. When we got there the ice was melting. But it was fun. When we came back to Mt. Bechervaise, we all went sliding.

Amanda Donovan
Grade 1

FUN DAY

It was activity day. I had chosen down-hill skiing. It was my first time! I was sort of nervous when I looked down the hill. It's fun when you're on the hill. Later on when I got hungry I went into the chalet. There is a snack bar and tables. Once the T-bar stopped and I had to go on the big hill. I slid half way down. I fell down a lot. When I was finished I had sore feet but it was worth the fun. I had a great time!

Tanya Maurice
Grade four

AYLMER

Rolling back the years

PERFECT WEATHER meant a great finish to an exciting week of Heritage Day activities.

Parents were invited to view the displays and a special lunch was served on Feb. 26 where students were encouraged to come dressed up just like great-Grandma or Granddad did.

The week ended with Winter Activity Day — skating, cross-country and downhill skiing and much more.

As if this wasn't enough activity, the H&S held a St. Patrick's Day dance on March 14.

COURTLAND PARK

Profits spent
PROFITS FROM the 13th Annual County Fair held in October were spent on a "shopping list" of educational extras provided by the staff — including several microscopes.

Not resting on their laurels, volunteers raised over \$500 through the sale of McGregor's frozen meat entrées and bought a fridge in which to store the lunch-time milk.

A winter sports equipment exchange was held in the fall and a summer sale of bicycles, skateboards and summer equipment is planned for April.

The local is arranging for a computer teacher to give after-school classes on the school's seven Apple IIs.

ÉCOLE PRIMAIRE BEACONSFIELD

Money well spent
Fundraising efforts have been very successful, and the H&S has been busy deciding where to donate the money.

A large portion was given to the library, as they need new books desperately. Also, a microscope was replaced, a new sound system purchased for the gym, funds were donated for more *Contes Jaunes* books in Grade 1 and two students per grade were sponsored to attend

Once again a Courtland Park student has won the city-wide contest to design a lapel button for the Dorval Winter Carnival.

Next year, you'll see brightly-coloured buttons worn on coats and jackets — the original design of Adria Collins, Grade 4. Third prize was won by Richard Turner, Grade 5.

We also won prizes for our floats in the parade, best walking float prize for our sea monster built several years ago by the Yeomans family, and a runner-up prize for our castle refurbished this year by some volunteers.

Many thanks to the students and parents who participated, and also to the parents who turned out Sunday morning to play broomball against St. Veronica's parents.

Barbara Peden

a Chess Championship at John Rennie High in March.

The kindergarten classes greeted the month of February with a field trip to Angrignon Park.

Unfortunately, the ice skating facilities were closed due to a heavy snowfall. However the children were delighted with the indoor zoo, seal show, and outdoor animals.

Undaunted, the teachers altered the plans to include ice skating at a park near the school. It was a great success.

STE. AGATHE ACADEMY

School now smoke-free

On January 1 the school was declared a smoke-free area. Smoking is permitted in the teachers' room, but even there, there are two 45-minute smoke-free periods so non-smokers may eat lunch.

The 'Jack Rabbit' ski program began March 3, right after spring break. A video was shown on Feb. 18 to those who were interested. Participation was self-regulating

since school equipment will not fit children under 10 years of age. Younger children had to have their own equipment.

Volunteers helped ensure the success of the program and the Gaasbeeks' donated a box of wax and corks to the school.

The students have completed editing the Peace Day video and it was presented to the school committee. A letter has been sent to Ottawa telling of the Peace Day project and the response was that Jeanne Sauvé would be interested in seeing the video.

SOUVENIR ELEMENTARY

LAST YEAR parents decided to undertake a major fundraising event to help cover the costs involved in an extended physical education program in grades 4, 5 and 6 and for field trips for the younger grades.

Approximately twenty parents working on a rotating schedule in groups of five set up a hot dog program to be run once a week.

The program was a huge success and raised approximately \$4000 between December 1 and May 30.

The program is continuing to do well this year. Moms do not have to prepare lunches and the kids think it is great too!

As a result of the program, Souvenir is able to offer swimming, skiing, canoeing and an outdoor education trip as well as many rewarding field trips.

Charlotte Eisman

MACDONALD HIGH Cold discourages smokers

The school tried its first smoke-free dance on January 16. No smoking was allowed in the school but a smoking area was set aside outdoors.

The extreme cold on the night of the dance discouraged even the most dedicated smokers and no one used the outdoor area.

Attendance at the dance was less than usual but whether it was the cold or the smoke-free status of the dance that was the reason is unknown.

It remains to be seen what attendance will be like at future dances to judge the effect of the no-smoking rule.

A staff/H&S 'Get Together' was hosted by the H&S in December. It was a great opportunity for members to meet-the staff in a relaxed atmosphere.

There was lively conversation and great refreshments. Perhaps it will turn into an annual event!

BEACON HILL

Annual project fair brings out pirhana

On Feb. 17 the school gym was the place to be. Dinosaurs, outer space, Canadian history, geography and even a tank of pirhana, were subjects chosen for the Beacon Hill Project Fair.

Each student displayed a project for this annual event. Themes were chosen by the students individually or as part of a common group theme in some classes.

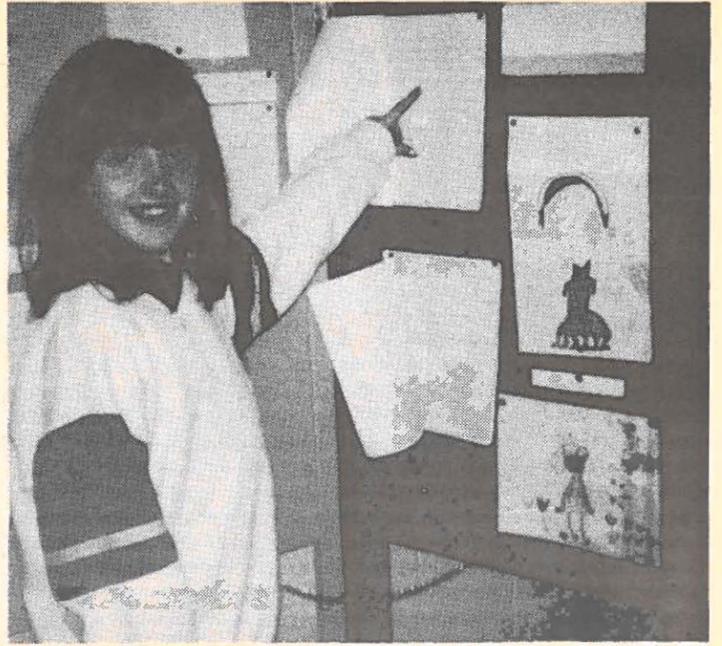
Many fields of learning were shown to parents and friends on the display night. A big hit was the kindergarten hands-on test of the five senses — a real learning experience!

Later in the week, on Feb. 19, the school held its annual open house. During the day visitors were given a tour of the school and new students visited the kindergarten room.

There were many displays in the front hall and volunteers from the H&S were present to answer questions about the school's programs.

In the evening a presentation was made about the French programme offered by the Lakeshore School Board. French specialists, students and teachers were on hand to answer all the questions which concern parents.

Pat Stagg



Natasha Allan, grade 5, with students' work at recent open house

GREENDALE

NATURALIST GETS GLOWING 'REVIEW'

ON JANUARY 21 Greendale arranged to have Mr. Chris Adam, a naturalist, visit our school.

Mr. Adam spent about a half hour with each class, and through the use of his specimens and exhibits involved the children in an examination of ecology and nature appropriate to their grade level.

A Review of Chris Adam

As told to Mrs. Wilson, by her son Scott

Do beavers use their tails for flattening their dams? If you answered yes, then you have been watching too many cartoons and T.V.!

This was the way Scott, Level 2, came home to greet his mom on Jan. 21.

According to Scott: "Chris Adam had a fox, beaver, bat and different kinds of bugs and asked us lots of questions."

"He had a mouse, a rat and two weasels — one white and one brown. The weasel turns white in the winter to hide in the snow. The weasel has a black tip at the end of his tail and when an owl comes down to catch the black tip all he gets is hair."

Greendale School hosted a Drama Olympics on Feb. 20 for all Levels 5 and 6 students in the Lakeshore School Board.

"What exactly is a Drama Olympics?" you might ask. Each school sent six students to compete with teams from other Lakeshore schools in performing impromptu drama skits.

A computer blurted out a topic and a time, and with only a few seconds preparation the team had to perform a skit. The student audience (classes from the schools) was involved in declaring the winners.

Some excerpts from the journal . . . Craigmyle's Crazies

Since Christmas people have been coming and going in all directions, skiing, swimming, skating, etc. . . .

Mr. Ricci's grade 5 class has been very busy organizing hockey games on the rink at noon-hour, ski trips to the woods on Ile-Bizard, and even some snow soccer.

Three groups from grade 5 have gone to Pte. Claire pool for a dip and a dive. It's always a real splash.

I have been busy skiing lately with the grade six classes, two cross-country ski trips to St. Lazare and one downhill skiing trip to Mont Rigaud at night.

Even at minus 15, "Craigmyle's Crazies" don't stop swimming or skiing.

PONTIAC PROTESTANT ELEMENTARY

Day 100 brings big celebration

Happy 100 Days!

The purchase of a video-cassette recorder for Dr. S.E. McDowell School was made possible by the H&S. As more and more teaching material is being produced on video-cassettes, a VCR is a valuable asset to have available for classroom use.

February 11 marked the 100th school day for the 1986-87 year. Kindergarten children had fun (and learned a lot about counting) by collecting and displaying sets of 100 objects.

Measuring, singing and grouping activities were planned around "100" throughout the day.

Last year's parade with banners, the measuring of 100 overshoes

and a visit from an octogenarian (well almost 100) were highlights long remembered.

We are sure this year's events will prove equally memorable. The level 4-6 class at Onslow spent two days at the Wakefield Centre participating in the winter program of natural science and sports activities. They were accompanied by their teachers and parent volunteer.

Other classes will also have the opportunity to participate in the Outdoor Education program.

A decision was made by the Administration Committee to close the cafeteria at Dr. S.E. McDowell. After careful study, it was determined the food service operation was no longer financially viable.

The cafeteria continues to be used as a lunchroom by students who bring lunches to school. A cafeteria concession was opened to enable the school to continue offering food service. Mrs. Wall, the concessionaire, takes a hand count at the beginning of the day so she has a general idea of how much soup and how many hot dogs are needed.

The menu is limited to hot dogs, soup, dessert, ice cream, yogurt and beverages.

LINDSAY PLACE

Suicide action program goes to West Island

Lindsay Place High School is the first school on the West Island to initiate an information and prevention programme co-ordinated by Mark Theriault of Suicide Action Montreal.

Suicide Action offers a variety of services: a 24-hour hotline, help available to third parties who may know someone who is suicidal, support for the bereaved, counselling for individuals and small groups.

The aim of the high school program is to sensitize staff, administration, students and parents to the issue of suicide and offer methods of intervention and prevention, said Don Harris, principal of Lindsay Place.

Session I comprises an intensive training workshop for key adult interveners.

Following an information meeting for all other teachers and support staff, two animators visit individual classrooms to work with small groups.

Session II deals with the recognition of danger signs and the resources available within the school and the community.

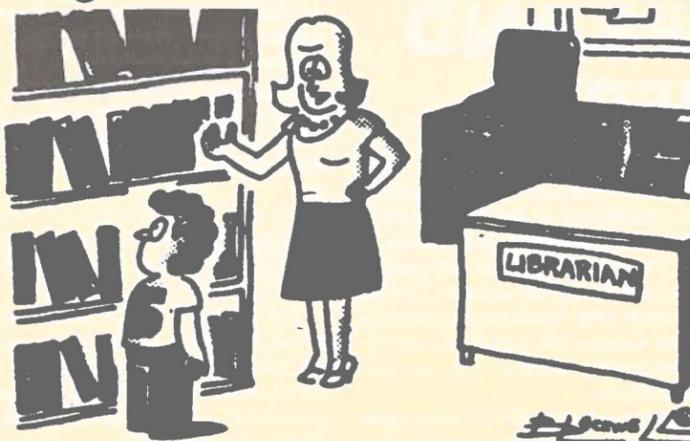
To familiarize parents with the material being presented in the classrooms, invitations are issued to attend an information session.

For further information on the high school project and/or on the services offered by Suicide Action, call the hotline number: (514) 2-5777.

Reprinted from X-Change, the newsletter of the Parents' Committee of the Lakeshore School Board.

THORNDALE

Tiger roars about library



"NO, BILLY, WE DON'T REFER TO THESE AS 'HARD COPIES'! THEY'RE CALLED BOOKS!"

The H&S newsletter, *The Tiger's Roar*, has instituted a new feature, "Library News", to help familiarize the school community with the school's library, its resources, volunteers, needs and goals.

A profile of the library's technician, Sandy Lubarsky, was featured in the March issue.

With an ideal ratio of 20 volumes per child, the library is working on increasing its collection from the present 4,000-5,000 to the ideal 8,620.

The Book Fair held Feb. 17-18 was well organized and very suc-

cessful. Most parents and students were pleased and surprised at the selection, quality and price of the books.

Orders were filled quickly. Students had an opportunity to shop during the day, with classes 'booking' time.

On Feb. 18 the fair was open to the public. Approximately \$2,000 worth of books were sold, with the school receiving \$500 in cash and \$100 in books for the library. The funds raised will be used for the library.

Plans are well underway for the annual spring fair on April 25. Proceeds will also go toward the purchase of new books for the library.

LACHINE H.S.

THEATRE NIGHT EARNS \$\$\$

THE H&S raised \$263 in February by sponsoring an evening performance of the Lakeshore Players' "The Heiress".

Tickets were sold by members of the executive to their friends, who enjoyed the drama.

Although it was not part of the planning, the play turned out to have particular interest to parents. An adaptation of Henry James' classic, *Washington Square*, it concerned a father who pushes his

daughter to conform to his own expectations.

Members of the executive will soon be selling tickets to their friends once again, this time for the student production of the musical comedy, "The Pyjama Game."

The local has once again organized a session of driving lessons for senior students, through a local driving school.

Barbara Peden

FOCUS on the LOCALS

ENTRY ISLAND INTERMEDIATE

Winter on Entry Island

ON ENTRY ISLAND the ground is full of snow. The children play and drive ski-doo's. You should have to dress up warm here. We have a lot of storms. They are nasty too. We have a lot of ice and a lot of snowbanks. The trees are full of snow. The roads are full of snow. You couldn't drive to a store in an automobile here. You could even cross the ice bridge to Grindstone on the ski-doo's.

In the winter we have to buy a lot of food because the stores have no vegetables.

Every February 14, we have a carnival. Our carnival is like playing games, eating and making snow sculptures.

Amanda Chenell

Grade 5

ON ENTRY it is very cold, but for the snow birds, crows, and snowy owls they can stand the winter. The trees shake through the winter. The people are nice and warm through the winter. Everybody gathers around the stove to warm up.

The children are outdoors making igloos. The mothers are inside cooking dinner, and the fathers are working on their traps.

Kenneth Josey

Grade 4

THERE IS AN island in the Gulf of St. Lawrence which belongs to the Magdalen Islands. It is only seven miles around.

I asked Mommy and Daddy why is it so cold in the winter in the Iles de Magdalen. My mother said that we were lucky, because we have the nicest weather in Quebec.

I went outdoors and saw that snow flakes were falling. I looked up towards Big Hill, and it looked so lovely with the snow falling over it.

I called for Mommy to come and see. When she came out she thought it was beautiful. She said winter on the island has so much to offer.

The children are so lucky because they have a lot of hills to slide on and a lot of ponds to skate on.

Even though no boats travel in the winter we have a little plane, flown by Craig Quinn, that comes nearly every day to bring the mail and supplies. Children love to go ski-dooing in the winter. This is the way we go back and forth to school.

The island is a good place to ski. Although we are cut off from the other Islands we have fun in the winter.

by Jennifer Dickson

Entry Island, Grade 5

Reprinted from SPEG

DUNRAE GARDENS HERE, THERE AND EVERYWHERE

This term 35 pupils from Grades 1-6 are exploring the sense of vision, with teacher Barbara White and volunteer parent-teacher Sharon Rossy.

Excitement ran high when Chris Pelletier and her guide dog, Taffy, a golden retriever, came to visit.

R. Cappell, a special education teacher at the Montreal Association for the Blind, was also on hand to demonstrate aids such as the brailer, stylus and slate and talking books.

The school has indeed been busy during the past term. Grades 3-6 attended the L'Orchestre Symphonique du Montréal, to hear the program "Dance Music Through the Ages" conducted by Richard Hoenich.

DID YOU KNOW THAT...?

William Hingston Comprehensive High School, in the C.E.C.M., is the only English school in the province which offers a complete curriculum in haute cuisine?

The professional cooking class recently participated in Quebec's first culinary Olympics and won prizes in 5 out of 10 categories.

Grades 5 & 6 practised their French skills and ski techniques in the ambiance of the Base de Plein Air des Laurentides in St. Jovite.

The H&S computer lab project has proven a great success. The lab is open after lunch each afternoon and Grades 1-6 pupils are at the computers during the regular school day.

After-school courses were popular, and in addition, teacher Bob Sones offers courses to parents on Wednesday and Thursday evenings!

SUNNYSIDE Cafeteria saved

THE CAFETERIA Committee has worked hard raising funds, donating time and cutting costs so that we are not in any immediate danger of closing the cafeteria.

Its future will be assured if parent involvement keeps increasing.

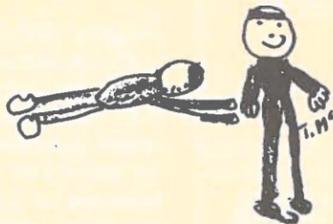
As reported before, one of the peace balloons launched on October 22 had been found by a student in Maine.

Well, we received another letter — this time from a lady in Norway, Maine, whose husband found our peace message while out hunting.



Today we saw the Peacemaker by TNB. It was fun. The people were red and blue and were not friends. Then a blue saw a red and at the end the people became friends.

by Tyson "Donald" and Tammy Miller grade 2



WILLINGDON, WILLINGDON, WILLINGDON

TUESDAY, MARCH 3 was a special evening for the students in the extra-curricular drama group.

The junior class (Grades 1-3) performed "Make Him Smile", a story of a doll shop, and the senior class (Grades 4-6) entertained everyone with a special version of "The Princess and the Pea".

Musical entertainment was provided by the Grades 4 and 5 students.

The Winter Carnival was a great success! Many thanks to those parents who helped prepare the hot dogs and hot chocolate and assisted the teachers on Mount Royal and at Confederation Arena.

Julie Fasano & Rachel Kasimir

Macgregor Meats were sold to the student body in February and those who purchased it have been extremely pleased with the product.

We sold \$2,500 worth of meat for a profit of \$465 which went to our library fund, as will the profit from the May sale.

The Drama Class presentations which were held in the school gym on Tuesday March 3 were such a great success that the plays were performed again to the entire student body on the 18th.

ELIZABETH BALLANTYNE

CONGRATULATIONS to the students whose annual skate-athon raised almost \$2000 on behalf of the Montreal West Children's Library.

Fitness and fun were the order of the day as the students skated themselves to another fund raising success.

Susan Rawlings

ÉCOLE PRIMAIRE PIERREFONDS

THE CRAFT FAIR held in December netted \$466.04. Hot Dog Day was a big success with profits of \$248.10. The next should be even better! Scott Burns was the official school crest winner, receiving a prize for his entry.

UN RAPPORT DE TELEVISION

Samedi passé à 7:00 heures du soir, j'ai vu La Guerre des Tuques à la chaîne deux.

C'est des enfants qui jouent à la guerre. Des fois c'est très drôle et des fois c'est très triste.

L'équipe la plus gentille a construit un fort magnifique, l'équipe méchante était jalouse et ils essayaient de le prendre.

Tu dois le voir parce que c'est un programme super magnifique!

Par: Chantal Lemieux

Salle 16, 4e année

Prof: Mme. Shalinsky

Cette émission parle de Sherlock Homes, qui est un détective. C'était Samedi à 10 heures — 10:30, au canal 4.

Il y avait un avion qui donnait du courrier au bureau de poste. Mais les personnes méchantes ont explosé l'avion.

Sherlock Homes arrêtait ça. Après Sherlock Homes amenait les personnes méchantes, en prison.

J'aime beaucoup cette histoire!

Par: George Spanos

Salle 16, 4e année

Prof.: Mme. Shalinsky

Science Nomads Visit Cedar Park

Cedar Park students recently enjoyed a hands-on science exhibit at the school.

The Nomad Scientists, a group of travelling educators, set up five exhibits in the gymnasium and students spent an hour examining the displays.

Each scientist in attendance made a formal presentation and answered questions. During their tour, the children learned about paper-making, fossils, marine life, household chemistry and rocks.

CHRISTMAS PARK Feathered visitors

STUDENTS ENJOYED a visit from André Lavigne and 3 feathered inhabitants of the Raptor Centre.

February 18th was Open House. Tours of the school and refreshments were provided.

H&S and the School Committee Executive were on hand to give information to prospective students and their families. Happy to report it was very well attended.

Students and staff participated in snow sculpting activities as part

The Nomad Scientists are sponsored by Concordia University and partially funded by a federal government grant.

They mount exhibits in locales varying from day-care centres to seniors' homes and their exhibits have been seen by 3,000 people in the last three months.

The cost of bringing this exhibition to Cedar Park School was borne by the Home and School Association, which organized the activity as a forerunner to Learning Week in February.

Reprinted from The Chronicle

of Beaconsfield Winter Carnival. Every Thursday parents and children turned out in full force for Family Skating Night at the Christmas Park rink.

Hot chocolate was provided by a dedicated cadre of H&S volunteers.

K. Greenfield-Zanti

NEW CARLISLE HIGH

The Home & School met March 25th. The teachers were also present for parent/teacher interviews. Afterwards refreshments were served.

Students hit by MOGA MADNESS

What is the Most Outrageous Group Activity you can think of? High school students across Canada are pretty imaginative and have dreamed up eye-catching, show-stopping, all-encompassing events in a bit to outdo the stiff competition across the nation during Fitweek's MOGA MADNESS.

Creative, fun, zany, wild — high school students prove they mean business when faced with the MOGA challenge that is one of

more than 12,000 activities taking place during Canada's Fitweek, May 22 to 31, 1987.

Over 50,000 youths from 150 schools across Canada made their way into MOGA MADNESS history last year.

This event, organized by youth for youth, not only helps reinforce the importance of physical activity but also helps school spirit, encouraging students to have a wild, fun-filled time. The whackier the activity the better.

A few simple rules of the MOGA MADNESS competition stipulate that the activity must be safe, legal

and approved by the school administration.

Events must include mass participation and continuous physical activity for a minimum of 10 minutes in order to qualify.

After that, imagination is the only limitation and with that freedom, the organizer's mind (and legs) run rampant.

Last year, the students of Westminster Secondary School in London, Ontario, took the prize for the most outrageous group activity with their "Flamingo Stakes Extravaganza", a conglomerate

of 15 crazy activities culminating in a race on pink flamingos through a 30 foot, 240 kilogram tub of jello.

London Central School had a speed reading recital of Shakespeare's Hamlet while doing aerobic exercises in the town square. For this "To MOGA or not to MOGA" they won a very close second.

And Ancaster High and Vocational Institute in Ancaster, Ontario launched a "Needle in the Haystack" Hunt. A \$100 prize went to the student who found a three inch, waxed, purple and gold needle hidden in a haystack six feet high by 300 feet long.

At this age, the majority of males cut back their activities so drastically that they actually become less active than girls the same age.

"MOGA MADNESS" is an excellent way to get young people involved and to enjoy positive experiences with physical activity", explains Elaine Burke, Project Manager for Canada's Fitweek.

You don't have to be a teenager to join in the fun of Fitweek.

In fact, between May 22 and 31, Fitness Canada expects millions of Canadians of all ages will lace up their sneakers and participate in over 12,000 activities staged by some 300,000 volunteers and leaders.

Make sure you start Fitweek off on the right foot and join in the fun of Sneaker Day. On Friday, May 22, Canadians everywhere are urged to wear their sneakers at home, at work or at play.

A great way to kick off Canada's Fitweek — 10 days of fun, frolic and physical activity.

It's Your Move!

For more information contact: MOGA Madness Headquarters, c/o Canada's Fitweek Project Centre, 333 River Road, Tower B, 7th floor, Ottawa, Ontario K1L 8H9 (613) 993-0107.



According to the Canada Fitness Survey, adolescent participation in regular activity begins to decline at about age 13.

By age 16, girls have become the most unfit group in Canada, while boys tend to be more active until about age 18.

for education and re-training each year in Canada, the amount committed to combatting illiteracy is 0.001 percent. In other words, virtually nothing.

TEACHER'S ROLE

Teachers must be trained not just to detect children who may be learning disabled but also to respond to their need for special learning techniques.

No province or federal government can turn away from this disability which affects 20 percent of all Canadians.

All of these suggestions are feasible and possible. They will not drain the federal treasury.

What is needed is the will to get going. I submit that must begin with the political will of the federal government.

Illiteracy is a national issue so severe that we must not permit it to continue to fall between constitutional jurisdictions, or continue to be compounded by our own ignorance and neglect.

We have the financial capacity, the human resources, and the materials and skills to launch a national campaign and make it succeed.

We are failing in our duty, if we let one-fifth of Canada's human resources remain without access to that same opportunity.

There are other books on this subject, but, as I said, each one of us is perfectly capable of teaching an illiterate Canadian.

Ed. note: One book on teaching reading, used by Frontier College, is, "The Right to Read: Tutor's Handbook".

resources that are available in this country.

This is a community issue — a public issue affecting every Canadian. The resources required to deal with illiteracy are Canadians.

The federal government must tell Canadians that the problem can be solved and that they are crucial to that solution.

The federal government must provide core funding to help all the groups develop a nation-wide network to transmit the skills, the methods and the techniques to those who must learn to teach at the local level.

It must work with the provinces, but the federal government must take the lead.

To begin with, it could launch an awareness campaign very quickly by inserting graphic pamphlets on illiteracy and learning disabilities in every cheque the government issues — not just the pension or Family Allowance cheques but with every cheque.

Next, the government could develop a national advertising campaign on illiteracy and learning disabilities on television, radio, in newspapers and magazines, and on highway billboards.

Terrific work has been done in terms of public education on the dangers of smoking, on mental health, on drinking and driving.

Illiteracy touches probably more than 20 percent of our population — a staggering figure — and it cries out for similar exposure.

It is interesting to note that out of the multi-billion-dollar budget

Illiteracy

Continued from page 1

1899. It offers a clear example of what it is possible to do.

It is not a giant institution devoted to formal classroom instruction but an institution that has developed teaching methods, manuals and videos which can be transmitted to groups and individuals for use in communities across the country, as well as for one-on-one instruction at the college itself.

It has founded and supported a variety of programs to tackle illiteracy, training everyone from students to prison inmates to teach others how to read.

Methods range from one-on-one tutoring to actual work in the streets with those who have turned off and dropped out of our society. **"BEAT THE STREET"**

One program, called "Beat the Street", has received wide publicity. It is an amazing success story of a former long-term prison inmate who broke his pattern of crime, having learned to read and write for the first time at the age of 32.

With another former offender, he initiated a program to go directly into the community which they knew best — the street people of Toronto — to pass on what they had learned through Frontier College. This program works. It is successful.

COMMUNITY ISSUE

If the government tries to deliver literacy programs directly, it will write-off an enormous number of

Lakeshore School Board
 PARENT RECOMMENDATIONS: SEAT BELTS & HEADLIGHTS
 The Council acknowledged receipt of resolutions approved by the Parents' Committee of the Lakeshore School Board regarding the use of seat belts on school buses, and the daytime use of headlights by school buses.
 The Council referred these proposals to the Joint Transportation Committee of the Lakeshore & Baldwin-Cartier School Boards with a request the committee study these matters and report back as soon as possible with their recommendations.
MAINSTREAMING
 Northview Elementary School gave a presentation, with slides, regarding the role of the student supervisor in easing the adaptation to regular classrooms of students who in the past would have attended closed special education classes. The activity of student supervisors is an important element in the implementation of the Board's Mainstreaming policy.
PRELIMINARY FORECAST OF 1987-88 ENROLMENTS
 A document outlining current projections for the student population figures in September 1987, was tabled. Preliminary projections estimate the total board student population will rise 429 to a total of approximately 12,419.



The Seat Belt: Once is Not Enough

Each year 6000 Canadians die in traffic accidents. In Quebec the death toll reaches 1500.

According to the Canada Safety Council, in 1983 motor vehicle related deaths represented 47% of total accidental deaths in Canada.

According to the National Highway Safety Administration (USA) by 1990 traffic deaths in the US will rise to 70,000 annually. Certain physicians are beginning to talk about a "man-made epidemic".

The use of safety belts by all occupants of a motor vehicle would reduce the annual traffic death toll by 40%.

A study published by the Régie de l'Assurance Automobile du Québec (RAAQ) last February reveal that the use of safety belts in Quebec has decreased: from 60.1% in 1983 to 50.8% in 1985 for the drivers, and from 52.0% to 44.3% for passengers. Why?

How can we explain the decrease? For one, public awareness campaigns on seat belt usage

in Quebec are less frequent and police "surveillance" — and systematic blitz — is definitely down from a few years ago when mandatory use of the seat belts was introduced in Quebec. Also, looking back on the statistics published in the study we are made acutely aware of the many myths that surround the use of seat belts.

Tough Myths, Hard Facts

The Régie's study shows that Quebecers are more inclined to use seat belts on expressways and highways (65.3%) than on urban roads (50.8%). **MYTH:** chances of being seriously injured or killed in a collision in urban roads are almost non-existent because the average speed is rarely above 50km/h. **FALSE.** According to Transport Canada statistics, more than 34% of fatal accidents occur in urban areas. 75% of all accidents occur within a radius of 40 km from home. Finally, but not least, seat

belt effectiveness is greatest at speeds under 50 km/h.

MYTH: in a traffic crash it is better NOT to be "belted" in order to be able to get out of the vehicle fast. **FALSE!** Let's take a closer look at the meaning of "get out of the vehicle" following a collision or crash. First of all, the proper term is "ejected". It means that you "get out of the vehicle" at the same speed it is travelling. If the speed is 100km/h, you will be ejected and hit the ground at 100km/h (in that sense you will "get out" of the vehicle fast...). In fact, people who are ejected have five times more chances to be fatally injured. According to the Canada Safety Council 80% of the fatalities would have been avoided if the victims had stayed inside the vehicle.

But let's suppose that you're involved in a collision and that you're not ejected from the vehicle. If you're not belted-in you will be impacting the steering wheel and

the dashboard. 85% of fatal injuries involve the head, the chest and the abdominal area; the steering wheel and the dashboard are involved in 30% of fatal accidents. The belt passes over the shoulder and prevents the head and the chest from hitting the steering wheel and the dashboard. In a collision, the driver using the seat belt will stay behind the wheel and retain control of the vehicle; because he/she is conscious he/she will be able to leave the vehicle in short order as soon as it has come to stop.

The study also indicates decreased usage of seat belts by passengers (52.0% to 44.3%). **MYTH:** all traffic deaths involving "un-belted" people, only concern drivers. **FALSE!** During a collision, ALL occupants of the crash-vehicle move towards the point of impact (and not necessarily towards the rear of the vehicle as it is often suspected). The tendency to move in the same direction inside the car leads to what is called

the "human collision": occupants collide with one another with a force that can be fatal; there can even be "ejection" from the vehicle in certain cases. Remember, during a collision ALL occupants are propelled at great speeds: in such circumstances people impacting people becomes a main source of serious injury.

During the first years of mandatory use of seat belts, Quebecers were under great media and police pressure. But as soon as the pressure decreased so did the use of seat belts. The fact is that for many drivers and for too large a number of front seat passengers, the use of seat belts has not become a habit. We are creatures of habits. Safety belts can save our lives. The use of safety belts should be a habit. Obviously, once is not enough.

From Quebec Safety League's Signal



SAFETY SCENE



SAFETY SCENE



Quebec road safety improves in 1986

In 1986 the Province of Québec recorded its first positive report since 1982, with a general decline in the number of accidents and victims.

The biggest decline was in fatal accidents, with a 24% drop in the number of fatalities — 1,050 people were killed on Québec highways in 1986 as compared to 1,388 in 1985. Records show that 1986 had the lowest number of fatalities in 25 years. The number of injured also declined, however to a lesser degree (8% of the seriously injured and 6% of minor injuries). The Province recorded a total of 59,063 fatalities and injuries in 1986 as compared to 63,108 in 1985.

These statistics show not only an important plus for highway safety, but also a savings of some \$45 million less in indemnity payments than for 1985. This is good news for drivers and automobile owners as this means there will be no increase in the Régie's insurance premium.

As mentioned, the 1986 report is

the most encouraging since 1982 where a 23% decrease was recorded. The 1982 decrease was attributed to the diminished use of the automobile due to economic factors, including the high price of gas.

Came 1983 and we saw an increase which continued until 1985 when Quebec recorded its worst highway safety record of the decade.

The number of fatalities in 1986 dropped considerably in all areas. The most significant was the number of fatalities in motorcycle related accidents. Ninety-eight deaths were recorded in 1986 compared with 149 the preceding year, which represents a drop of 34%! A 28% decrease was noted in the fatalities of vehicle occupants (603 compared with 839).

Serious injuries were also on the decline, 619 less than in 1985 when 7076 serious injuries were reported.

Even though we can see an appreciable improvement, let's not

forget that highway accidents are still the number one cause of deaths in the under 35 age bracket and they still continue to cause an alarming number of serious injuries.

Serious injuries that were reported in 1983 showed that there was a 17% increase followed by an 8% increase in 1984 and 12% more in 1985.

The 7,076 reported serious injuries in 1986 may be less than the 1985 total, but is still a far cry from the 5,094 recorded in 1982.

Every silver lining has a cloud! and this is one area where the

clouds are threatening.

Cyclist fatalities were down by 22% (31 in 1986, 40 in 1985), however serious injuries took a 24% jump! (388 compared with 312). A total of 4,419 cyclists were victims of a highway accident in 1986, an increase of 449 over 1985.

Pedestrians also recorded a decrease in fatalities, 141 compared with 149, which is 5% less. However serious injuries jumped 7% (825 to 884). In all 4,906 pedestrians were victims of an accident, an increase of 568.

This "poor showing" in regards

to cyclists and pedestrians have authorities worried. A close study of the problem is being monitored in order to improve safety in both areas. The Highway Safety Code has been amended. (See article on this page.)

It is believed that the stiffer laws and penalties in connection with drinking and driving have helped in the reduction of highway accidents. The ministry plans on continuing the publicity campaign in regards to drinking and driving and add campaigns in other areas such as seat belts.

IF YOU'RE PROUD OF YOUR MOTORCYCLE — SHOW IT!

When Spring arrives, you can be sure that motorcycle fans are refurbishing their engines, their heart beat increasing with every warm day. From Easy Rider to Jack Kerouac, motorcycling has been associated with total freedom: riding wide open spaces; the endless road, the promise of new tomorrows. Unfortunately, when it comes to road safety, motorcycling has a bad reputation. In the US more than 4,500 deaths were directly related to motorcycling in 1984. According to the Canada Safety Council, 404 people died in motorcycling accidents in Canada during 1983; Quebec leads the way with 35% of total deaths. One of the main reasons for these alarming statistics is that motorcyclists are hard to see: 75% of the accidents in the US occurred in daytime.

The US National Highway Traffic Safety Administration recommended a new rule that will enhance motorcycle safety: the use of a modulating headlamp on motorcycles. This lamp continuously flickers from high to low intensity. The cost is estimated at 40 US dollars. Research conducted by the safety agency shows that there are three principal means of improving the visibility of motorcycles and their operators:

- 1) wearing of a high visibility vest and helmet.
- 2) continuous use of the Headlamp on low beam during daylight hours (mandatory in Quebec-Article 395 of the Traffic Safety Code).
- 3) the modulation of continual flickering of the headlamp.

From Quebec Safety League's Signal

Revised highway code packs more punch

Projet de loi 127 is now law. The Provincial legislators felt it was necessary to modify existing legislation in order to insure the continued safety of those who use the highways of the Province.

The modified legislation touches on every aspect of highway — related incidents which includes provisions for \$60 to \$100 fine for not wearing one's seat belt, to an article forbidding the use of "walkmans" while driving either a motor vehicle or a bicycle.

Too often people have felt that the Highway Safety Code was, if not uniquely, at least basically for motor vehicles. The modified Legislation spells out the expected practices of pedestrians and cyclists.

Pedestrians may now face a \$30 to \$60 fine for contravening any article related to pedestrians in the H.S.C. Basically the articles pertaining to pedestrians require that they use the sidewalks, crosswalks, and obey traffic signs and signals.

The same applies to cyclists. A

few years ago our Legislator saw fit to amend the H.S.C. in regards to cyclists. Although an improvement, it fell short of its objective. Where applicable cyclists must conform to all articles of the H.S.C.

The modified legislation makes it obligatory for everyone 5 years old and up to wear a seat belt. Under the age of 5 an appropriate and approved child restraint seat must be used. Modifying or removing a seat belt could result in a \$200 to \$300 fine!

The present code now requires pedestrian and cyclist to identify themselves to a police officer at the request of the latter. However, the police officer must inform the pedestrian or cyclist of the infraction committed. After being told, if the pedestrian or cyclist refuses to identify himself, an article in the Criminal Code gives the police officer the right to arrest a person in order to establish a positive identification.



Comité's goal is to make roads and streets safer for kids

The Comité's membership represents a good cross-section of the different organizations interested and involved in the safety of children in the use of roads and streets in their school environment.

The following diagram shows the structure of the Comité:

COMITÉ PROVINCIAL DE
CONCERTATION SUR LES
PROGRAMMES
DE SÉCURITÉ ROUTIÈRE EN
MILIEU SCOLAIRE

RÉGIE DE L'ASSURANCE
AUTOMOBILE DU QUÉBEC

MINISTÈRE DE L'ÉDUCATION

MINISTÈRE DE LA SANTÉ ET
DES SERVICES SOCIAUX

ASSOCIATION DES CHEFS DE
POLICE
ET POMPIERS DU QUÉBEC

SOLLICITEUR GÉNÉRAL DU
QUÉBEC

- SÛRETÉ DU QUÉBEC
- SERVICES DE POLICE:
LAVAL-LONGUEUIL
MONTRÉAL-QUÉBEC
- SERVICE DE CIRCULATION/
TRANSPORT DE QUÉBEC

FÉDÉRATION DES
COMMISSIONS
SCOLAIRES CATHOLIQUES
DU QUÉBEC

COMMISSIONS
PROFESSIONNELLE DES
SERVICES DU TRANSPORT
SCOLAIRE
(ASSOCIATION DES CADRES
SCOLAIRE DU QUÉBEC

FÉDÉRATION DES COMITÉS
DE
PARENTS DE LA PROVINCE
DE QUÉBEC

AUTOMOBILE ET TOURING
CLUB DU QUÉBEC

FÉDÉRATION QUÉBÉCOISE
DES
DIRECTEURS D'ÉCOLE

PARENTS-SECOURS DU
QUÉBEC

QUEBEC FEDERATION OF
HOME
AND SCHOOL ASSOCIATIONS

LIGUE DE SÉCURITÉ DU
QUÉBEC

CONSEIL SCOLAIRE DE
L'ÎLE DE MONTRÉAL

UNICEF

The Comité operates under the leadership of La régie de l'assurance automobile du Québec in association with the Ministère de l'Éducation.

Members are officially appointed by their respective organizations and their participation should reflect the policies of their organization.

Observers may attend meetings whenever pertinent subjects are being discussed.

Work groups may be formed to study specific problems or questions raised at meetings. Representatives of interested parties may be invited to join the work groups.

The Comité includes on the agenda, in order to discuss the matter, any request to join the Comité as well as safety-related project propositions coming from organizations interested in and/or implicated in school-related road safety.

Our past experience denotes that the structure of the Comité as well as its philosophy, combined with a capable chairperson and well-run meetings, have given convincing results.

The quality of the membership is an important factor in turning a dream into reality and maintaining the dream. In fact the feeling of the Comité is that we have surpassed our dream and...the sky is the limit!