



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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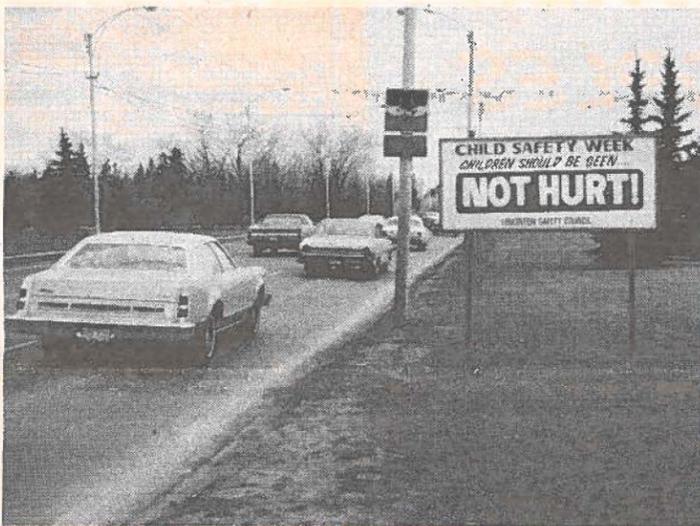
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A DOCTOR DIAGNOSES:

What cure for English education's ills

FOR CRIPPLED CHILDREN:

Editor's note: In May, Dr. Robert Lavery, Director General of the Lakeshore School Board, spoke on the future of English education in Quebec to a group of South Shore administrators and commissioners. His address is reproduced here. He claims it is his "last word" on the subject. The News finds that hard to believe, and indeed hopes it will not be the case.



In Edmonton they are going all out to try to reduce, if not cut out totally, accidents involving children.

Campaigns like their's are great but it is still up to each individual car driver to think safety, at all times. And to find out how poor the attitudes of many drivers are, just stand at any intersection, stop sign or traffic light, it doesn't matter, and count the number of cars that pay no attention to them!

Then follow a school bus along its route, chances are many, many car drivers will ignore their lights too.

Maybe the best campaign would be conducted by the police in conjunction with the counts and fines to match a week's gross salary for the offenders.

**Children
should
be
SEEN**



**not
HURT**

EDMONTON SAFETY COUNCIL

Several months ago I had the temerity to present a paper on the future of anglophone education at an administrators' workshop. It was subsequently reproduced in extenso in *Le Devoir*. In a subsequent criticism of this paper I was labelled an alarmist and a failure in mathematics to boot. So before developing my new career as a serious futurist, I clearly must polish my skills in mathematics and I must refrain from making value judgements on the conclusions from the mathematical studies of school population. This approach is now in the classical literature as the raw math approach and is considered to have been thoroughly discredited.

At that point in time the degree of my incompetence hadn't really sunk in and I arrogantly continued my argument that the future of anglophone education in Quebec was in jeopardy. Since I still believed in my infallibility, I concluded that the contretemps arising around the "raw math" approach must have been due to a misreading on the part of others as to what I was really saying. So I set out to clarify things for their sake through the structural approach. The next time I addressed myself to the question was before a group of parents, I believe. I pointed out that I, too, was sensitive to the beauty of smallness, and that I was fully aware that all over North America small isolated schools and clusters of schools successfully educated their populations. However, I stated that it was my opinion that the progress and development of modern education was unlikely to be satisfactory without the leadership and sustenance of formal organization both political and administrative. Did I mean things like ministries of education and school boards? Oh, well, yes. Bureaucracies? Yes. Ah Ha! You are interested in protecting jobs for yourself and all the other administrative types who rip off the public purse, feed at the public trough,

etc. In retreat I had to admit that I was no big fan of bureaucracies myself what with their distance, impersonality, inertia etc. But I have admit that I left the meeting speculating about ways and means of contributing to the sandbagging of the fortress *fonctionnaire*, clearly under attack from all quarters and fair game for everyone from Joe Clark to the editors of local papers.

But that was just a moment of human weakness, clearly my concern for the future of Anglophone education in Quebec and my effort to stimulate some usefull dialogue about it has been misinterpreted and sidetracked once again. The structural approach too is in disrepute. I had to devise a whole new approach. Perhaps if I talked about the relationship between education and culture convincingly enough, my audience, the "community" or whatever wilderness I was crying in, would realize all by themselves that the transmission and modification of the English culture in Quebec through the public schools would require at least minimal organization which in turn would necessitate a certain concentration of the population, thus permitting leadership to emerge and realizing economies of scale.

So, somewhat chastened by my last two experiences, but ever confident in the sheer power of my intellect and the rightness of my cause, I presented my case before a large audience of parents who were hell bent on bilingualizing their hapless children by flinging them into reception classes. Did they realize, I asked, that they were participating in the eventual transformation of the English schools into French schools? That at the present rate of growth of the reception classes, due to the influx of English children, within about a decade there would be very few English elementary

(see EDUCATION'S ILLS, p. 6)



Forget-me-not CAMPAIGN

Every year in September Q.F.H.S.A. supports the "Forget-me-not" fundraising campaign by asking our local associations to participate in the "Tag Day" collection. Boxes are delivered to those participating schools and handed out to the students who wish to go out into their communities to raise money for the needs of the crippled children; for example, the continual upkeep and improvement of the camp at St. Adolphe de Rodriques near Joliette.

Last year, twenty-four schools raised a total of \$12,442.76. Three of the schools, Dunrae Gardens, Iona and Westpark, passed the \$1000.00 mark, and are to be heartily congratulated! This year, we hope to have many more schools actively campaigning, as we have contacted the Lakeshore, Laval and south Shore School Boards, and schools where there are only School Committees.

Co-chairmen for the 1979 Tag Day Campaign are Mrs. Elizabeth (Betty) O'Connell, past president of Q.F.H.S.A. and a director of the board of Q.S.C.C. for the English Section; Mme. Lise Hébert-Lamarre for the French Section.

On September 13th the President, Henri Dorion, and Mr. Joel Milburn, General Campaign Chairman, will introduce Ginette Reno, who will officiate at the crowning of the Queen, Florianna Bertozzi, and eleven year old attending secondary school in Riviere des Prairies. On September 20th the launching of the Tag Day will take place at the Place Desjardins Concourse at noon and all are welcome to attend. Please encourage your local community to support this worthy project. Let us try to double the proceeds this year as a symbol of our support for the International Year of the Child.



HOME and SCHOOL

AND JOIN PARTICIPATE

Editorial comment

There is strength in numbers

During the past several decades North America has become a nation of joiners. People have joined civic, recreational, educational, social, cultural, professional, political and numerous other groups representing many sides of life.

If you have followed this trend in the province of Quebec you will have noticed that more and more organizations are coming under government supervision and control, to the point where government agencies now dictate how they shall operate, how they shall be funded, and even who shall be eligible for membership.

It is discouraging for an individual to give his time, energy and resources to an organization or institution only to discover that any decisions

he makes come under the scrutiny of a bureaucratic functionnaire. Or that the organization to which he belongs must follow guidelines and rules that are set down by a group of desk-bound technocrats, most of whom have no idea of the aims, objectives or methods of operation of the organization.

Happily there is one organization to which everyone can belong that is completely independent of any government influence or interference, one which every member has a voice and can participate fully in the decisions that are made; one which has for years made many positive contributions to the process of education in this province; one which continues

to focus its energies on being the voice of all concerned with quality education. This is, of course, the Quebec Federation of Home and School Associations, in which the only requirement for membership is an interest in its objectives and a desire to make your opinions known.

It is an understatement to say that government respects numbers, for it has become increasingly obvious in this province that the more members a group has, the more influential it can be and the more it is listened to by government.

If we in Home and School want to maintain the respect of government which we have gained over the years, if we want to continue to be the independent voice of parents for education, then it up to each one of us to work to increase our membership. By personal contact, by speaking to groups, by spreading the message of Home and School everywhere and on whatever occasion possible. Let us not be lulled into a false sense of educational security simply because the school year began peacefully, rather let us work that much harder to make sure that it remains peaceful and that Home and School has the membership and resources to continue working for good.

FRENCH ON BILL 101:

Let English be taught

The leading Quebec employers' group says the province's French Language Charter should be amended to allow children of English-speaking executives and professionals who are transferred to Quebec to attend English-language schools.

The Conseil du Patronat, however, said in a statement yesterday that it does not favor returning to the situation of a few years ago when all parents, English or French, could send their children to English schools, a situation banned by the French-language charter.

The charter does allow English-speaking people who come to Quebec to send their children to English schools for up to six years. This is to accommodate executives who come to Quebec for limited periods.

But the six-year exemption doesn't appeal to people who want to set down roots in Quebec, the council said.

Instead, says the council, certain classes of executives and professionals should be established, and they should be able

to send their children to English schools for all their schooling.

The council argues that there aren't enough researchers and other specialists being trained here to meet the needs of Quebec companies, and that some have to come from outside the province.

Reprinted for the Montreal Star, July 27, 1979.



HOME and SCHOOL
AND JOIN
PARTICIPATE

Make parents pay for absent kids

When students are absent for extended periods, a note from home often is required. But along with a written excuse, one California school system encourages parents to provide another kind of note—the green, minted variety—to cover their children's nonillness related absences.

In the Sequoia Union High School District (9-12; enr.: 9,500), many parents whose children are out of school for

more than a few days pay the school system \$11.11 per day for each day a student is absent. That's the equivalent of the daily state per-pupil allotment the schools normally would receive based on average daily attendance (A.D.A.).

The school system doesn't (and couldn't, legally) require the payments, but it's a common practice for parents to pay them (the system's five high schools are in an affluent San

Francisco suburb). Explains Superintendent Harry Reynolds, "In this area, many parents pull their children out of school to go skiing, traveling, or on other extended vacations, and this plays havoc with our ability to receive state aid."

The school system encourages the payments not as a measure to control absenteeism (currently Sequoia's A.D.A. is 90 percent) but to make parents realize that unnecessary absences cost schools money. The parental A.D.A. payment goes to the same fund as the state's—the general education fund.

One parent, paying the system for her daughter's 12-day trip to Japan, enclosed this comment with her \$133 check: "As a concerned parent and former local high school teacher, I am pleased to show my gratitude for our children's education in this way."

Now, says Reynolds, if only truant students showed the same gratitude...

OTHER PEOPLES OPINIONS

Legal pot ?

Last fall in the House of Commons, once again, the question of legalizing marijuana came up for discussion. For a long time, the thought was to remove marijuana from the Criminal Code and place it under the Food and Drug Act.

In 1967, Dr. D. Harvey Powelson, Chief of Psychiatry, of the University of California (Berkeley), said, and I quote, "marijuana is harmless. There is no evidence that it does anything except make people feel good. It has never made anyone into a criminal or a narcotics addict. It should be legalized," unquote. In 1974, Dr. Powelson said the following: "within five years, I knew I was totally wrong. Medical research groups, after a generation of neglect, began to

attribute long-range ill effects to the use of pot. As a result of these findings, and my own, I now believe that marijuana is the most dangerous drug we have to contend with today." Dr. Powelson is now Chief of Mental Health, Calaveres County, California.

Since 1973, a new body of compelling evidence that marijuana is harmful to the individual has emerged. This evidence was not available to the Le-Dain Commission on Drug Abuse in Canada in 1972. The general public is largely uninformed of the current scientific opinion.

The assumption that marijuana is less dangerous than alcohol is frequently stated. It is impossible to compare these two substances. Alcohol is an extremely simple molecule which is water soluble. This means it is metabolized quickly into the perfectly harmless end products of carbon dioxide and water. Furthermore, alcohol does not affect the body at the cellular level but at tissue level. Tetrahydrocannabinol (THC), the major ingredient in marijuana, is fat soluble. Molecules of THC hook onto molecules of hydrocarbon in cell membranes and discharge active by-products directly into the cells. Because of the high concentration of fat in the brain and the nodes, there is a gradual build-up of the drug in these parts of the body. Some 40% of the drug from just one marijuana cigarette is found in the body at least 8 days later. With long term use, it is entirely possible for the user to be intoxicated for several months after use has stopped.

There is much evidence that marijuana is harmful and this editorial has only skimmed the surface. It is up to parents and the public really examine this issue and reach positive conclusions.

Do you think marijuana should be legalized? Yes or no?

BILL 101

The language of De Musset, La Rochefoucauld, Voltaire anthologizes music from a foreign sphere.

The nearer voices of Saint-Denys-Garneau, Hébert, Nelligan, haunt my reality with shimmering texture, and I reach out in hunger, weave myself into a rich fabric I only partly understand.

The speech of Tremblay, Vigneault, Arsenault, cavorts on fiddle strings, twangs a gut tune of poignancy and joie-de-vivre.

The French idiom is a sparkling apéritif, a savory, tongue-teasing platter of hors d'oeuvres. I gulp each delicacy with voracity.

But my mother tongue . . . English . . . breathes from my pores, runs radiant in my veins, lines the creative womb with pulsating words.

I inherit the resonance of Shakespeare and Milton, the luminous landscapes of Keats and Shelley, the fertile images of Carlyle and Ruskin.

The past flows into me. Benevolent centuries monitor my aching pen, strengthen philosophic wings. My thoughts flower in English.

In a linguistic universe animated with galaxies of speech, French is a brethren language.

But English frees my mind, unshackles the emotions, drains frustrations, tethers the soul to the furthest stars.

By Mona Elaine Adilman
4918 Ponsard Avenue,
Montreal, Quebec

(Author of several volumes of poetry)



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NEWFOUNDLAND FUND

"Some time ago I promised that after our Annual Meeting, I would keep you informed on our progress with respect to the establishment of a Newfoundland-Labrador Home and School and Parent-Teacher Federation.

"As you may already be aware, an organizational meeting was held in Gander, Newfoundland on April 28th, 1979 at which time representatives from numerous Home and School Associations throughout Newfoundland and Labrador came to discuss the advantages and possibilities of forming a Provincial Federation. The interest and strength which were evident at the Gander Meeting were very significant and I feel very confident that before long the National Federation will enjoy the participation of very dedicated Home and Schoolers from Newfoundland and Labrador.

"Following presentations on the role of parents in education, the delegates identified areas of concern which they felt required action on a provincial basis. Several immediate and long term needs were agreed upon.

"At the conclusion of this one day meeting, a Steering Committee was struck and assigned the task of formally establishing a Provincial Federation. The Co-Chairpersons for this Committee

are Mr. Lloyd V. Horlick of St. John's, Newfoundland, and Mrs. Dulcie Feltham of Gander. Since the April meeting, this Committee has met on two occasions, and has set October 20th, 1979 as the date for the Founding Meeting which will take place in Gander. They have managed to obtain considerable publicity for their efforts, and have received excellent cooperation from the Newfoundland Teachers' Federation. The Newfoundland Department of Education has also pledged its support and are most anxious to assist in the formation of this Federation.

"As you are probably aware, the initiation of this total effort is due in part to your kind and generous financial contribution to our Newfoundland Fund. Your contribution has helped us with organizational costs, as well as transportation costs which we have and will be incurring in October. Needless-to-say, this fund is almost depleted and any additional contributions would be most appreciated. Should you know of any Home and Schooler who may be interested in contributing to this fund, we should be pleased if you would invite them to participate in this venture.

"When this Federation is formally established, we will be happy to advise you and forward you a list of the newly elected officers."

T. C. Wilkinson
President, CHSPTF



CAL POTTER
President

PRESIDENT'S MESSAGE

How swiftly the summer has passed. Yet when one reflects on the matter, it is really several months since the children were nervous and taut from the strain of writing examinations and from the uncertainty of the grade they would earn. Now enough time has passed that all the creases on their young faces from worry and concern have been erased, and life has again become serene and carefree. If only it could last.

But the signs for Back to School are already up and lighted. The department stores have started their seasonal advertisements aimed at mothers grooming youngsters for school; school boards have started sending out registration notices to parents, and parents themselves are beginning to think once more about their children's schooling and development. The annual cycle has begun again.

For those preoccupied with careers in business and the home, the renewal of the cycle may be accompanied by a feeling of despair at the prospect of more of the same old tension and conflict, frustration and indifference: of individual parents appealing to insensitive and unresponsive bureaucrats, and of parent groups like Quebec Federation of Home and School Associations being a voice in the wilderness regarding the concerns and priorities of parents. But actually, there is less cause now for such feeling of despair than in the past. Since last year two factors have significantly improved the ability of parents to influence their environment.

First, there is the Plan d'Action of the Ministry of Education. The Minister, M. Jacques-Yvan Morin, wants to see parents sitting, as such, on school boards and on the executive committees of such boards by the end of 1979—with the power to propose resolutions. One may question whether co-opting parents into the decision-making process itself is desirable, but no one can deny the earnestness of M. Morin's intention to make schools reflect better their milieu.

Second, there is the progress made by Quebec Federation of Home and School Associations in gaining acceptance and recognition as a voice which expresses the anxieties, concerns and aspirations of the minority linguistic community in Quebec. This acceptance is at all levels.

At the community level, for example, we have raised some \$38,000 from approximately 2500 contributors in support of the court action re Bill 101. That action, readers will recall, challenges the constitutionality of 31 articles of the Bill and asserts the constitutional right of the parent, in education, to choice of official language for the instruction of the child. We hope to, and indeed have to, expand further that support in the

coming year, for pleading on the Action is likely to start this Fall in the Superior Court, and we will have to raise additional monies to cover those costs. But we anticipate they will be less than the initial costs for preparing and filing the Action; moreover, we now have a commitment from the Secretary of State to share a part of those costs, and, further since May 1979 we possess a tax receipt number which should enable us to broaden the base of our appeal to include the corporate community. This latter community has as vital an interest as do parents in ensuring that the evolution of Quebec in response to legitimate aspirations of the linguistic majority of Quebecers is in a spirit of liberality that accommodates the individual rights and community needs of the linguistic minority.

At the provincial level there is also an expanded acceptance of QFHSA. This summer for the first time QFHSA was invited to nominate a representative to the Provincial Elementary Language Arts Committee. Heretofore, this advisory committee has had no parental involvement. The span of the concern of the committee is wide: overall policy for integration language arts programs, their implementation in schools, professional development and long range plans.

And, again, at the federal level there is greater acceptance of the role of Quebec Federation of Home and School Associations. In May the Secretary of State made a grant of \$20,000 to Quebec Federation for the purpose of permitting QFHSA "to better equip anglophone groups to meet the challenges facing them in a constructive manner, and to contribute to the quality of life in their province." Fay Richardson and her committee have been working diligently all summer to develop a program around Home and School that accomplishes the objectives of the grant.

When you come to think of it, Quebec Federation has a remarkable performance on its shoestring budget. Where else could you get such a bang for \$4.00 per family? Mind you, it is not the money that makes the noise, it's the dedicated workers. And they are far too few in relation to the influence we can exert and the objectives set by the Board of Quebec Federation.

All of us have to put our shoulders to the wheel and push. Be active in your local association. Ensure it is active in your Federation. In this critical year the activities of Home and Schools and their Federation can influence the direction taken your community, your province, and your country. Be one of the active agents. What greater challenge is there? What greater satisfaction could you ask?

Hearing from you...

'Come share with me . . .'

May I offer my congratulations to you for your role in calling the attention of the world to plight of children of the Canadian Home and School and Parent-Teacher Federation to the interests of children is further demonstrated by the January conference in Toronto and by your plans for promoting the happiness of childhood in 1979, International Year of the Child.

If we are to help children we must help the families, where the children are. We know that we must look to the parents and the teachers to listen to the children and relay their needs and their aspirations to the rest of society. All of society must be involved with all children. The United Nations stated in 1959 that mankind owes to the child the best it has to give.

We know that the Canadian family is changing rapidly. As Margaret Mead has said we now call upon the individual family to do what a whole clan used to do. Year by year we are asking

our schools and teachers to add new dimensions to their curriculum to prepare our children for life in today's society.

Come Share With Me the theme of the Canadian Commission suggests an invitation from children to share their world. It also means bringing the child into the mainstream of society as a responsible partner.

The fact that a child often cannot be his own spokesman places very great responsibility on those who are or would be his caretakers, protectors, or advocates. Your efforts for International Year of the Child proves you are responding to this responsibility.

Let us hope that all children will have good reason to celebrate 1979 International Year of the Child.

Judge Doris Ogilvie
Chairperson,
IYC Canadian Commission.

Valued support

Dear Mr. Morris:

As I concluded my term of service a Secretary of State of Canada, I wish to express to you and your colleagues my profound satisfaction with your active collaboration in the public interest. I fully realize the value of the work performed by your organization, and I am pleased that I was able to be of support to you.

I trust that you and your colleagues will continue your efforts to enrich Canadian society, and hope that my successor will find working with you as rewarding as I have.

Yours sincerely,
John Roberts

One for The News

Dear Sirs:

When I was visiting my son in Pointe Claire recently, I called up to inquire whether I could become a subscriber to your "News" Magazine. You informed me that I could do so.

Herewith is my cheque for \$4.00 to cover subscription.

The content of your April issue was excellent and I look forward to reading the same high quality reporting in subsequent issues.

Yours sincerely

C. A. Culley

1450 Islington Ave.
Islington, ON M9A 3L1

Books, Television and Leisure:

How about reading?

Do Canadians read for entertainment? It is disturbing that 57% of the Canadian population, or 63% of the men and 51% of the women, do not read books. On the other hand, readers (those who read at least one hour a week) read an average of 6.2 hours a week. This average varies according to age and sex, as show.

Of those categorized as readers, women read more than men in all age categories, and older people (aged 55 and over) spend considerably more time reading than younger people. This increase may be due to the increased leisure time enjoyed by those age 55 to 70.

It is interesting to examine the effects of television on reading habits, since television monopolizes the average Canadian's attention for 20 to 25 hours a week.

INCREASE YOUR WORD POWER READ A BOOK

A recent survey on leisure among people aged 15 and over seems to indicate that television has a negative effect on the number of hours devoted to reading: 64% of those who watch a great deal of television (36 hours or more) do not read, compared to 57% of the general

population.

However, when we analyze data for readers only (people who read at least an hour a week) we find surprisingly that people who watch a great deal of television also read a great deal, up to 10 hours a week compared to the Canadian average of 6.2 hours a week.

Television and books are thus very important forms of entertainment, based on the number of hours Canadians devote to them each week.

Let us examine the number of hours spent watching television according to the language of the station and the origin of its programs.

A recent study by the CRTC shows that 65% of French-language programming is of Canadian origin. In contrast, only 29% of English-language programming, which most of the Canadian public watches, is Canadian.

These data give us cause to be concerned about how little of our cultural identity is being transmitted by two of the most influential media, books and television.

For more information, contact Michel Durand, Unit Head, Analysis Section, Culture Sub-division, Statistics Canada, Ottawa, K1A 0T6 (613-593-6862).

The Montreal Reading Council wants you!!

The Montreal Reading Council, formerly known as the Quebec Reading Council, is vitally interested in involving more parents in order to offer them programs and information on all aspects of reading development. Parents you are needed to support and take action in this organization which is concerned with the improvement of literacy in all its aspects throughout the Province of Quebec.

Membership, which is \$5.00 annually, entitles you to:

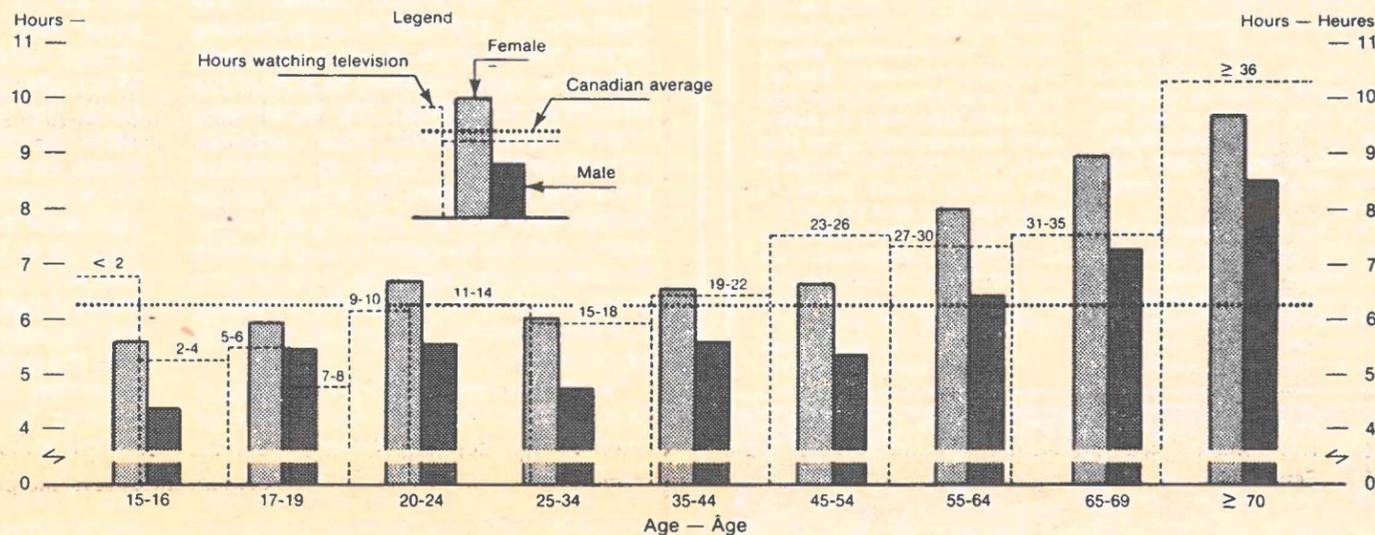
1. participate in 5 general meetings
2. serve on committees that interest you
3. receive newsletters containing information for parents

4. apply for scholarships to attend the annual International Reading Association Convention to be held in St. Louis, Missouri.
5. take part in summer workshops on ways parents can help children with Reading.

The first general meeting, open to all, will be held on Wednesday, October 3, 1979 at McGill Education Building, 3700 McTavish, Room 129 at 7:30-9:30 pm featuring Dr. George C. Magers. Come and support the Council. The Montreal Reading Council needs you!

For further information on other meetings and offerings contact Linda Wasserman at 482-3789.

Average Number of Hours of Reading per Week for Readers only, by Age and Sex and by Number of Hours spent Watching Television, 1978



CHSPTF AGM:

National resolutions

Home & School and Parent Teacher representatives from all ten provinces except British Columbia and Newfoundland met at the Banff Centre for Continuing Education at Banff, Alberta, for four days to discuss and debate issues of concern to parents.

The following resolutions were debated by the members present:

ON BOARD . . .

Representation of CBC Board of Directors, asking the CHSPTF be represented officially on the Board (CARRIED)

AND MONITORING

Television programming and vehicle violence (submitted by Quebec Federation), urging continued monitoring of TV violence by CHSPTF & CRTC; also urging continued support of Driver Ed. programmes. (CARRIED)

ONE STANDARD ?

Comparative Study of Provincial Educational Systems, urging that the Council of Ministers of Education, Canada, do a comparative study of elementary and junior High School curriculum across Canada be completed and made available to interested parents and educators, similar to their recently completed study of secondary education. (CARRIED)

APPRENTICESHIP ?

Skilled manual occupations, urging the upgrading of the image of such occupations and that employers be urged to provide better working conditions, security of employment, better employee-employer relations; more opportunities for further training and greater career opportunities. (CARRIED)

ENFORCE RULES

Bicycle Safety, urging provinces to study their respective Highway Safety regulations and make recommendations to the agencies concerned to ensure that police officers are authorized to inspect, test, seize and remove from the highway any unsafe and/or unsafely operated vehicle (including bicycles) and requesting that authorities be urged to more fully enforce the Highway Traffic Act without regard to the age of the offender or the type of vehicle. (CARRIED)

GAMBLING

Additional Allocation of Lottery Funds, requesting the Federal government to amend present legislation governing the use of funds from national lotteries so that these funds may also be used to support special health service projects and education. (DEFEATED)

PORNOGRAPHY

Pornography, urging the Minister of Justice to more clearly define the terms "obscene thing," "sexual act," "child pornography" and "child." (CARRIED)

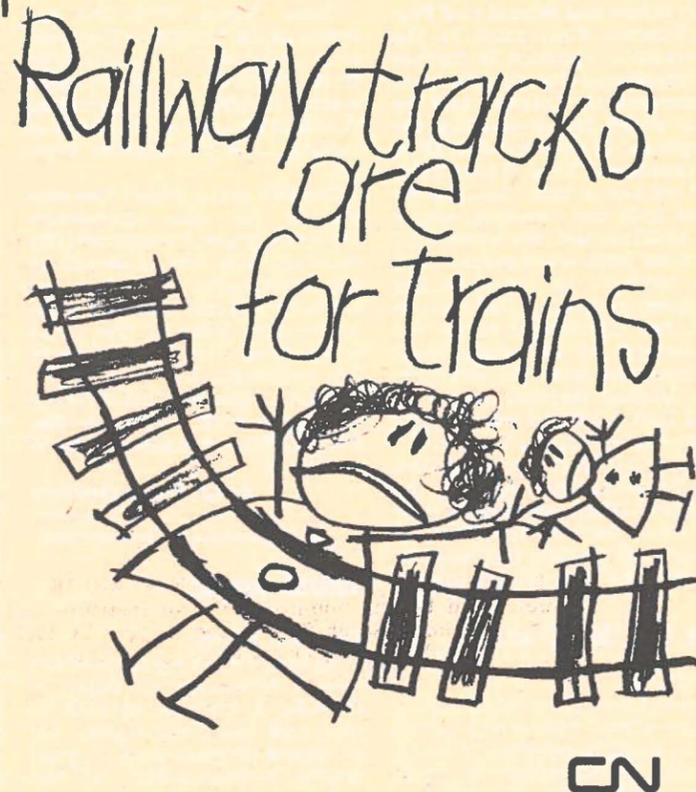
CONTROL POT . . .

Keeping Marijuana under the Narcotics Control Act. This very controversial motion was broken down into two resolutions, the first Resolution No. 8 as follows: Be it resolved that CHSPTF urge the Federal Minister of Justice to continue to include regulations restricting the use of marijuana under the Narcotics Control Act, rather than placing it under the Food and Drug Act. This resolution was carried, although many felt strongly about the possible consequences to young people and their families of conviction under the Criminal Code.

. . . AND STUDY IT

(The second part of original Resolution No. 8), requesting provincial associations to embark on an awareness program involving local associations in order that all children, parents and teachers may be made aware of the most current and reliable information on the potential risks from the use of this drug, and also that CHSPTF establish a separate ad-hoc committee to study current research finding and to prepare information bulletins, preliminary press, and other materials for use by provincial federations and local associations in their related awareness programs. (CARRIED)

THINK SAFETY



BEWARE OF THE BAD OLD TRAIN: Inspired by authentic children's drawings, the above illustration clearly depicts the dangers that can be encountered by children who choose the railway tracks as their favourite playground. CN, in their safety campaign, has distributed a attached document to professors and teachers in schools regularly visited by CN's police/educators in order to disseminate, to a maximum, among youngsters of school age. The children themselves were asked to create drawings from the mental image they retained following the presentations made by CN's police/educators. As a result hundreds of illustrations were received and proved conducive to the production of the artist's poster.

T.V. produces aggressive kids

Committees and commissions the length and breadth of Canada and the United States, and probably Europe too, have protested at the content of television programming which today's children consume as part of their daily diet.

But violence on T.V. is not the major concern, according to Dr. Ken O'Bryan of the Ontario Educational Communication Authority. The major concern is the amount of time which children spend watching television.

The average viewing time of the Canadian child is estimated to be 5 hours per day, for pre-school children, and 3 hours a day for the school-aged child.

The average graduate of elementary school spends more time watching television than at formal school education.

The child keeps a static posture, and is not engaging in physical activity, when viewing

television.

Television removes the need for new experiences because they have already been experienced on T.V.

Some programs may act as a trigger to influence the overly susceptible child, such as when a child tries to fly like Batman or copies some other fantasy or violent behaviour.

In Canada, 60 per cent of parents are estimated to have no control of their children's choice of program.

A child's morality, says Dr. O'Bryan, can be seriously influenced by the prejudice rudeness, illegal violence, sexual degradation and racial discrimination which runs rampant in many T.V. programs. He worries too about the effect on a child's ability to establish sound personal relationships.

Another communications expert who is concerned about the

effect on schools and students of the massive doses of television to which most children are today exposed is Dr. Neil Postman of Columbia University.

Dr. Postman points out that what television does best is anti-intellectual, works against the student at school. For instance, the attention span of the young child, and the older one, is not encouraged to expand by the short segments, interspersed with brief strong advertisements, that are the format of T.V. shows.

Television programs, even those with more serious content, says Dr. Postman, do not encourage logical thought. There is no sequence between programs; all they have in common is the ever-changing point of view of the camera, the time-frame, and the play on emotions through visual and aural effects.

Television is recognized as the most marvellous form of bringing entertainment and news into the home. The experts are telling families to monitor children's viewing, in their best interests. One way of doing this is suggested by parents' groups. It is to watch the television with your child, see what it is they are experiencing, explain it and make value judgments, so that children can know how their parents feel about violence, advertisements, insults which are supposed to be funny, and so on.

Another suggestion is to pull out the plug from the electrical socket, and play a game, read or talk to the children in our homes.

HOME and SCHOOL
Go For AND JOIN
PARTICIPATE

U.S. PTA STUDY:

T.V. sex and violence shows no let up

"Sexploitation" series are on the decline but sexual innuendo is being injected into established television series that never touched the subject before, the National Parent-Teacher Association says.

The six-million-member association, in its fourth TV programming review this week, also said television violence remains virtually the same as in the fall monitoring period and is down from the spring, 1978 level.

"Sexploitation" as a major new program premise was attempted less frequently this season," said Virgiani Sparling, national PTA president. "However, scores for sexual dialogue, humor, action and gestures have climbed noticeably, as those monitoring find increased sexual topics inserted in established series shows."

In addition to reviewing program quality, the PTA also critiqued advertisers in an attempt to hit the television industry on the pocketbook.

William Young, TV coordinator of the national PTA TV action centre, said the practice

has begun to take effect.

"Certain advertisers have met with the PTA and begun changing their programs," Young said.

Asked if the PTA would encourage a boycott of sponsors who continually back poor quality programs, Young said "it's very likely."

The top 10 shows in positive contribution to the quality of life in America, lack of offensive content, and high artistic and technical merit as rated by 6,000 PTA members in April 1979 were:

Jesus of Nazareth (NBC), Little House on the Prairie (NBC), Friends (ABC), 60 Minutes (CBS), Paper Chase (CBS), World of Disney (NBC), Family (ABC), NBC Specials, Eight is Enough (ABC) and Weekend (NBC).

Programs considered objectionable for violent content by the PTA were: Cliffhangers (NBC), Duke of Hazard (CBS), Charlie's Angles (ABC), Vegas (ABC), Rockford Files (NBC), NBC movies, Incredible Hulk (CBS) and ABC movies.

READINGS ON CHILD ABUSE

..... FROM HERE TO THERE

STOPPING CHILD ABUSE BEFORE IT STARTS: Dr. J. D. Gossage, chief of pediatrics at Royal Columbian Hospital in New Westminster, B.C. and professor at UBC, will develop a three year pilot project which will try to spot families with a high risk of child abuse, and stop it before it occurs.

The project will include a team (social worker, child life specialist, clinical psychologist, and a registered nurse), and will use the Royal Columbian as a base. Dr. Gossage is also organizing a UBC research group to study the team's effectiveness. He has applied to the federal government, the Vancouver Foundation and the Toronto Sick Children's Hospital Foundation for \$150,000.00 annually. If approval comes this Spring, it could be operating by September.

ACTION ON CHILD ABUSE IN THE ONTARIO LEGISLATURE: It is reported that, effective June 1, 1979, the Ontario Child Welfare Act will make it mandatory for all professionals to report cases of Child Abuse to the relevant Children's Aid Society. Failure to do so brings a fine of \$1,000.00.

DR. BONNIE ROBSON: a Toronto Child Psychiatrist, has published the findings of a recent study concerning the reaction of adolescents to parental separation. Although most made the transition without scars, all went through the same stages as younger children and adults who are faced with separation whether the separation is due to divorce, desertion or death; shock, denial, rejection, sometimes relief, anger and final acceptance.

DR. ROBIN WALKER: a neonatalist and specialist in the early weeks of life at a Moncton hospital, considers that children who are likely to be abused or neglected can be identified almost at birth, but that identification does not automatically head off problems. It is his view that shortages of trained professionals, funds and facilities and a low priority for children's issues all impede handling the problem.

Dr. Walker suggests a number of factors which place a child in a high risk category such as low I.Q.; young unmarried mother; mother who wanted a child of another sex; mother who did not want a child; child who is less responsive than normal; parents who describe their children extra-vagantly which may indicate unrealistic expectations. He places heavy emphasis on "mother-infant binding" and notes that it is encouraged in his hospital.

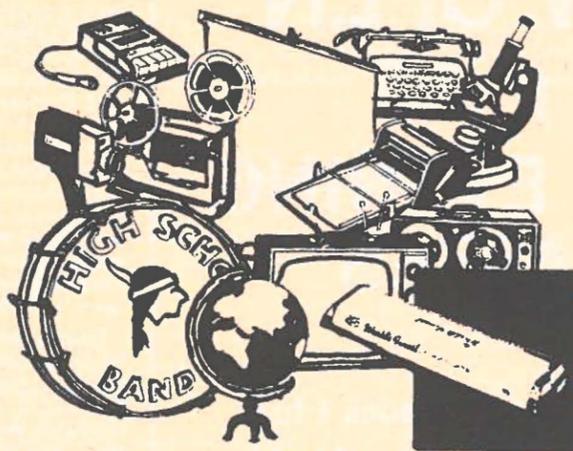
"THE SUBTLE REVOLUTION: WOMEN AT WORK": a book published by the non-profit Urban Institute and edited by economist Ralph Smith predicts that by 1990, 55% of all married women with children under the age of 6 will be in the labour force.

The book states that the "overwhelming consensus" of modern research is that most children of working mothers "seem to develop normally and well." However, the book also states that there is only limited research on how the 6.4 million children of working women are faring.

One chapter, written by research associates Sandra Hofferth and Kristin Moore, cautions that "the last work is not in." They say that the outcome depends on the quality of care a child gets in its Mother's absence, the Mother's attitude toward work, whether she gets support from family and friends, and perhaps on the child himself. They say: "As especially sick, handicapped or aggressive child, for example, might be rejected by his caretakers and bounced from one to another. As a result, such a child might have difficulty in forming attachments".

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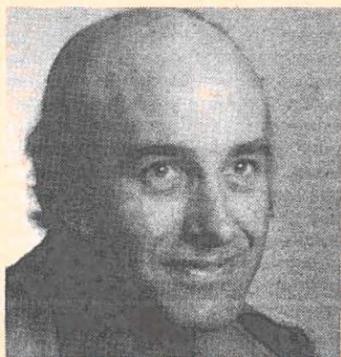
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Education's ills (from page one)

schools? Did they know that a seventeen year old can be bilingual at the end of a less drastic process of French instruction? Did they realize that their children would be taught by adults who were of a different culture, i.e. who have a value system and a foundation for it that is not entirely congruent with that of the parents? Did they realize that they, the parents, would have difficulty communicating with the school staff about the school and about their children? And finally, did they realize that the very high degree of parent participation within the school, much cherished in my community, would soon be a thing of the past?

I have to admit that this was by far my most successful pitch. Several converts were made that night. Several minds were changed. But what became evident was that this, the most homogeneous of the English communities around, the "purest" if you will, are clearly divided into three schools of thought on the whole question of English schooling in Quebec.

The first believe that the language of education is irrelevant. Early French immersion is best, and the mastery of English is assured by other means; the family and the media, especially television. If there is a lingering concern for English, why that is administration's problem and the parents are confident that we can think something up.

The second group are not so sure. They would very much like to eat their cake and have it too. They believe that the expression "bilingual education" literally means education si-

multaneously in both languages, and that this is both desirable and feasible and from the age of five yet!

The third group, the good guys as you will see, believe that English education is important, that French can be taught as a part of the programme such that high school graduates have sufficient mastery of French that they can participate in the work place, sufficient mastery that they can study in French, sufficient self-confidence that they can develop their skills of communication in French as their particular situation will call for. That they can, in effect become integrated into the mainstream-to-be; into the collectivity, so-called.

These three schools of thought are in the process of becoming the transmitters of three formal demands for three different kinds of schools. I expect that very soon that is what we will have. "Alternatists" will say that is good. And maybe we should encourage a hundred flowers to bloom in the education garden. Maybe there is no new orthodoxy à la plan d'action, at least for the English.

Well, to return to my beginning, it is May, a natural "down" period for administrators in education. The scars of the year's battles are still healing, I am too weary to defend my obviously simple-minded convictions:

1. That we should drop the expression anglophone in the educational context; that we are talking about a process schooling, that is intimately associated with culture and language, and their preser-

vation and transformation, and that the adults to whom we entrust our children should not only understand the English culture, but share it, however imprecisely.

2. That there is a connection between schools and structures. That, for example, the reforms in education in Quebec over the past several decades including financial reforms were not invented by school staffs or principals. That they were the fruit of an organization which was charged with putting into reality a public will expressed by elected members of society. They were tempered and adjusted to meet local needs by locally elected school boards and they were then implemented by school staffs with the aid of resource personnel who served groups of schools. They were, in short, administered.

3. That the continued decline of the English school population is attributable to factors other than those affecting the decline of French school population and will be more precipitous. Even the larger English boards, in and around Montreal, where over eighty percent of our population reside, will have to make serious structural adjustments. Unlike the French, for whom a creative educational bureaucracy works continually, the English have and will continue to have fewer and fewer expert resource people, increasingly scattered and perhaps divided as the diverse pressures described above become more pronounced.

Safety on the Roads!

• Reinforce bus safety at home

The amount of school bus safety training students receive as part of their normal curriculum varies from school to school, so it is extremely important that parents familiarize themselves with safety practices and emphasize those procedures with youngsters on a regular basis. If your child relates stories of problems on the bus, take them seriously and report the matter to the principal. Like wise, take appropriate disciplinary action if you receive a report from the school that your child is causing difficulty on the bus. And remember, you can set a good example by your own safety-consciousness behind the wheel!

• Learn district transportation policy

Every parent should know how well their school district is looking after the safety of children going to and from school. Ask questions about driver recruiting and training, vehicle standards and maintenance, safety equipment, discipline enforcement, in-school bus safety programs, the credentials of private operators who may be contracted for field and athletic trips, and any other matters which may apply to your individual school district. The Transportation Supervisor should be happy to respond to your concerns.

• Get involved in bus safety

Promoting a comprehensive program of school bus safety is one of the most significant contributions that parents organizations can make. If your school does not have a bus safety committee, suggest it. Encourage an evening presentation on school bus safety which details what parents should know and how they can help protect their youngsters. Investigate the feasibility of your district providing paid, adult monitors on the buses. Get behind a move to have school bus safety training mandated as part of the school curriculum. There are so many avenues you might take in addition to these few suggestions think about what school bus safety means to you and get involved!

• Avoid the morning rush

Try to organize the family schedule so that last-minute rushing to the bus stop is avoided, perhaps by having youngster arise a bit earlier and seeing that school-bound materials are collected and ready to go the previous evening. Hurried departures result in distracted, anxious children who may run, fall, drop belongings, not observe traffic or other hazards, and be generally accident prone. Arriving at the bus stop five minutes early, but no more than ten minutes in advance, is a good rule-of-thumb. If you must leave home before the children, set an alarm clock to buss at their correct departure time.

• Spot-check the bus stop

In the beginning of the school year, particularly if your children are smaller, go to the bus stop with them the first several days, or work out a plan with neighbors to share that responsibility. Then, periodically spot-check the stop to see that orderly waiting conduct is being observed. Fooling around and horseplay at the bus stop is treacherous and easy for children to fall into as the year progresses and they forget early admonitions. Note traffic patterns and report any potentially dangerous circumstances to your district Transportation Supervisor.

• Known your child's driver

Getting to know your child's regular school bus driver will provide reassurance for yourself and your youngster, and will reinforce the driver's status as the person in charge of the bus, who must be obeyed under all circumstances. Make it clear to the driver that your child's behavior on the bus is important to you and that you want to be notified of any disciplinary problems immediately. Personal contact between parent and driver can forge a cooperative link which will promote school bus safety. If you know in advance that your child will not ride the bus on a given day, advise the driver verbally or through a written note.

School Bus Safety Week Sept. 23-30



What can YOU do to help?

According to a recent federal government report, there are more than 36,000 school buses in Canada that drive an average 55 miles daily for about 185 school days per year.

That adds up to some 366,300,000 miles.

With that much distance travelled, the 2,150 accidents does not seem such a large number, but we must keep in mind that many of these accidents involved Canada's most precious resource: our children.

The same report estimates that 1,300 injuries resulted, and

seventeen fatalities. About 600 pupils were injured inside school buses, and 430 of the injured were occupants of other vehicles in collision with school buses. An estimated 150 were school bus drivers. The remainder were pedestrians injured by school buses or by other vehicles while crossing the road to or from a school bus.

Main trouble here is many drivers disregard the flashing lights on a school bus, and go speeding past the stopped bus placing student's lives in jeopardy. It's a combination of

callous carelessness and poor enforcement of the law.

And with an estimated two million Canadian school children using a school bus each morning and afternoon, they represent two million unsolved problems.

Who is responsible for them?

Most parents seem to take the view that when their child or children board a school bus, parental responsibility ceases. But many school authorities feel their responsibility for school children does not begin until the children arrive on school premises under jurisdiction of the school staff.

It is pointless, the Canada Safety Council says, to hold the school bus driver responsible. His job is to pilot the bus safely through traffic.

CSC claims it is the responsibility of both parents and teachers to teach children safe procedures while crossing a road, waiting for a bus, getting on or off the bus, and discipline while on the bus, and adults are urged to take a great deal of interest in children's school transportation.

Get involved, be concerned.



Note to Parents:-

BE CERTAIN YOU AND YOUR SCHOOL AGE CHILDREN HAVE THE BENEFIT OF

RELIABLE LIFE INSURANCE COMPANY Student Accident Insurance

APPROVED AND RECOMMENDED BY -
THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

Too often parents overlook this inexpensive insurance. Some people assume their own group plan or Government Insurance provides coverage for all children's accidents. This is not always the case and STUDENT ACCIDENT INSURANCE provides much broader coverage than most plans held by parents.

Major benefits:

1. Dental Accident Protection - Up to \$200.00 per tooth for necessary dental treatment resulting from accidental injury.
2. Out-of-province surgical or medical benefits (worldwide for field trips, student exchange programs and other excursions).
3. Accidental death and dismemberment benefits.
4. Fracture or dislocation benefits.
5. Payment toward private or semi-private room when hospitalized.
6. Payment for a private tutor when unable to attend school because of accidental injury.
7. Confinement disability benefits - \$100.00 per month when confined in home or hospital due to accident - plus \$5,000.00 if confinement is permanent.
8. Life insurance options available.

AND MUCH MORE

YOUR SON AND/OR DAUGHTER WILL BRING HOME FROM SCHOOL A FORM FOR STUDENT ACCIDENT INSURANCE. LOOK IT OVER CAREFULLY, THEN MAIL IN YOUR ENROLMENT CARD AND PREMIUM IN THE SELF-ADDRESSED POSTAGE PAID ENVELOPE.

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INVOLVEMENT: I don't yawn anymore!

Like most of you, I was first introduced to Home and School when my oldest child started school. It was the natural thing to do. Everyone went to Home and School meetings, and I followed the crowd.

And I learned all kinds of nifty tricks at Home and School meetings. For example:

1. I learned how to yawn with

my mouth closed and without letting my eyes water.

2. I learned how to sneak a glance at my watch without making it too obvious.

3. I learned how to say "um-um" in perfect unison with the others.

4. I learned how to count all my toes, right through my shoes, from the big toe, right down to

the little one. Five toes on each foot, each time.

5. But most important, and probably the niftiest trick of all, I learned how to pretend I wasn't even there. Like when Madam President would ask a question, such as, "Any more questions?" "Does anyone have another opinion on this or that?" I would just scrunch

right down in my seat, count my toes and pretend I wasn't there at all.

"Because," I kept thinking to myself, "What can I do or say that could make any difference in the way things are? I'm just a simple ordinary housewife. I don't have any special skills or advanced education and nothing that I could do or say could be very important." So I just sat there, grateful that the important people were saying it all. And then one night when I was just sitting there at a Home and School meeting, counting my toes and pretending I was somewhere else, I heard somebody say "I propose we send Sandra."

It was quite a rude awakening, and since I wasn't listening, I had no idea where they were proposing to send me, and before I could say "Yes or No" or "What's it all about?" someone else had gotten up and seconded the motion, and without further ado, I had been voted in as the next delegate to the 41st Annual Convention.

"Oh God," I thought to myself, "You're doing it to me again!" But I nodded "yes" and besides, I thought to myself, "In three months, I'm sure I will figure out a way to wiggle out of this. Why, I could even have the flu that week, and they could never force me to go there with the flu."

But as fate would have it, three months went by and I was perfectly healthy, and before I knew it, I was well on my way

to the 41st Annual Convention in Tatamagouche. Believe me I felt like 41. First, I had hot flashes, and then cold shivers, and palpitations of the heart.

"Because I kept thinking to myself, 'How can I represent a Home and School Association?' All I've done in the past nine years is change diapers and wipe noses and count toes."

I was there, at the Convention, and I looked around me, at the four walls that surrounded me, and I realized that I wasn't dreaming, that what I saw there were plain ordinary, everyday, salt of the earth people, housewives, mothers, fathers, teachers, who had one common bond, a love for their children, and all the children of Nova Scotia, and a determination that these children would have a little better lot out of life than what they had had. A little better education, better equipped schools, better health care, and a better chance at being better adults.

Well, I haven't yawned at a meeting since. I don't always say "um-um" anymore, and I've completely lost track of how many toes I have. "Because," I keep thinking to myself, "We are the parents and the teachers of the adults of tomorrow. We are the parents and teachers of the adults of tomorrow. We are the parents and teachers of the adults of tomorrow and that's something very important."

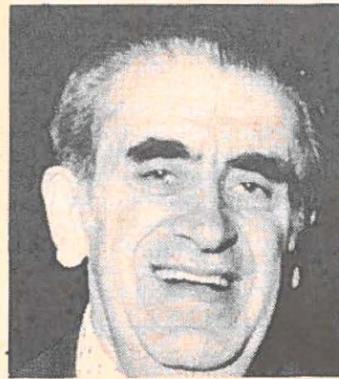
Why don't you say "um-um" and go to the next Convention. You too might realize that it is the seed that we sow today that will determine what our children will harvest tomorrow.

Tribute to William Asherman

When an associate of a company has completed twenty-five years service, it is customary to give him a watch or similar memento. We can't give out watches in Home and School but we can give out an expression of our gratitude to one who has willingly given some thirty years of service to Quebec Federation and to Canadian Home & School/Parent-Teacher Federation. Bill Asherman began his association with Home and School before many of the parents of the contemporary student generation were born, and during that time has

become widely known for his activities in many capacities. To list them all would be an impossible task, for not only would the list of accomplishments be lengthy, just as long would be the number of tasks that Bill has undertaken but for which he received no recognition, nor did he need any save knowing that it was job well done in his service to the students in the schools of this country.

To Bill and Mrs. Asherman, we all know what long sufferers spouses are, we all say a heartfelt thanks.



ASHERMAN

JOIN
HOME &
SCHOOL
TODAY

Did you know . . .

- that as a member of your local Home and School Association you are automatically a member of The Canadian Home and School and Parent-Teacher Federation (CHSPTF).
- that CHSPTF is recognised as the national voice of parents in education.
- that while education in Canada is a matter of provincial control (B.N.A. Act) many educational decisions are in fact made at the national level.
- that many national groups and educational decision makers solicit the views and opinions of your national federation (CHSPTF) before making major decisions concerning the education and welfare of Canadian children and youth.
- that CHSPTF provides you with a channel of communication to many national and international groups.
- that CHSPTF makes representation and seeks and obtains action from numerous federal departments of government and national agencies on topics of concern to Home and Schoolers.
- that your interest and support for CHSPTF and its activities is needed and appreciated.

fluence on each other's efforts to help the child. The home and school both require each other's support. Home and School Associations should offer parents and teachers a unique opportunity to jointly share their mutual concerns for children in a non-confrontative and friendly atmosphere. It is in this type of environment that we learn more about parenting and teaching and it is in this environment that we can grow in understanding of our children and their needs. In this way, we can better provide them with the security and support they seek and require.

We can be even more effective parents and teachers when we have the knowledge and stimulation of each other's ideas and perspectives. We should always be proud to invite our friends, neighbours and teachers to join and participate in Home and School, as it helps them to better understand and contribute to their children's home, school and community life.

In the past, I believe Home and School has not been sufficiently aggressive in its membership activities. During this "International Year of the Child," I encourage every member of our organization to commit themselves to personally involve at least one other new person in the work of your association. In this way, we can double our membership and double our efforts for the children of Canada.

I appreciate this opportunity of communicating with you. In subsequent issues, I hope to be able to share, in more detail, some of the specific activities which your national federation carries out on your behalf. Meanwhile I offer you my best wishes for a very successful 1979-80 Home and School year. If I can be of any assistance, or should you have any suggestions or questions you wish to direct to me, write to C.H.S.P.T.F., 240 Eglinton Ave. E., Suite 204, Toronto, Ontario, M4P 1K8.

T. C. Wilkinson
President

C.H.S.P.T.F.

The above points are merely a sketch of some of the many involvements which your national federation carries out on behalf of Home and Schoolers across Canada. Being a grass-roots organization, our success depends on the hard work, dedication and commitment of its more than 50,000 members in some 1,800 local associations. Your provincial and national federations merely act as your facilitators for better communication and action at the provincial and national levels. The local Home and School member and association is the most critical person and unit in our organization.

The School children express the desire for their parents and teachers to work as a united influence on their lives. Yet, how often we as parents and teachers create a negative in-

Η ΣΠΟΥΔΑΙΟΤΗΤΑ ΤΗΣ ΟΜΟΣΠΟΝΔΙΑΣ HOME AND SCHOOL

- Οί αντίκειμενικοί σκοποί τής 'Ομοσπονδίας Home & School είναι για τό όφελος όλων τών παιδιών.
- Home & School: φροντίζει για τό παιδί σας και τό σχολείο του.
- Home & School: προωθει τή φροντίδα και προστασία όλων τών παιδιών.
- Home & School: έξετάζει όλες τές πολιτικές έπηρείες για να καθορίσει τές σχέσεις με τήν όλη ανάπτυξη του παιδιού.
- Home & School: συμπληρώνει τό ρόλο τών Σχολικών 'Επιτροπών.
- Home & School: άσχολείται με ζητήματα με ειδικούς και γενικούς τρόπους.
- Home & School: προσανατολίζεται περισσότερο προς τό κοινό παρά προς τό σχολείο.
- Home & School: είναι έπαρχιακό μάλλον παρά τοπικό.
- Home & School: δοά σαν μιá πηγή και κέντρο πληροφοριών για τούς νονείς.
- Home & School: παρέχει εύκαιρίες συνεργασίας με εκπαιδευτικούς.
- Home & School: είναι μιá έπαρχιακή φωνή άναγνωρισμένη από τό ύπουργείο Παιδείας.
- Home & School: είναι μιá ΑΝΕΞΑΡΤΗΤΗ φωνή στην έκπαίδευση του Κεμπέκ.
- Home & School: έχει μιá έθνική φωνή σαν μέλος τής διεθνούς οργανώσεως για τήν οικογένεια.
- Όλοι όσοι ενδιαφέρονται για τήν έκπαίδευση και τό καλό τής νεολαίας μπορούν να γίνουν μέλη.
- Home & School: είναι έθελοντική μάλλον παρά ύποχρεωτική.
- Home & School: έξασφαλίζει ύπηρεσίες για τό σχολείο του παιδιού σας.

Γιά να ύποστηρίξετε τήν άποστολή και τό έργο τής 'Ομοσπονδίας Home & School ΓΙΝΕΤΕ ΜΕΛΟΣ ΣΗΜΕΡΑ.

ΤΩΡΑ ΕΙΝΑΙ ΚΑΙΡΟΣ ΝΑ ΓΙΝΕΤΕ ΜΕΛΟΣ ΣΤΟ HOME AND SCHOOL ΓΙΑ ΤΟ 1979 - 80

Μέλη στο HOME & SCHOOL δέν είναι άπλώς μόνο γονείς. Είναι και οί δάσκαλοι, οί διοικητικοί ύπάλληλοι και οί ενδιαφερόμενοι πολίτες, πού έπιθυμούν να συμμετάσχουν, να ύποστηρίξουν και να προωθήσουν τούς αντίκειμενικούς σκοπούς τής Quebec Federation of Home & School Associations.

Όταν ό Πρόεδρος τής έγγραφής Μελών έλθει σ' έπικοινωνία μαζί σας στο σχολείο σας, παρακαλούμε βεβαιωθείτε ότι πρέπει να προσχωρήσετε άμέσως.

Γραφτείτε στο HOME & SCHOOL. Τήν ανεξάρτητη έπαρχιακή φωνή σας στην Παιδεία.

WHY YOU SHOULD BELONG TO HOME AND SCHOOL AND WORK IN YOUR COMMUNITY

Because...

BY JOINING YOU WILL BE WORKING WITH OTHERS FOR THE WELL BEING OF THE HOME, THE SCHOOL AND THE COMMUNITY.

THROUGH STUDY AND INCLUDING YOUR CONSIDERED OPINIONS YOU CAN TAKE ACTION ON ALL MATTERS OF CONCERN TO PARENTS, TEACHERS AND CITIZENS.

You are needed...

To support current projects:

- Feed back for formation of policy
- Focus & co-ordination of home/school/community
- Research in education
- Volunteer aid programs in schools
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- Safety programmes for homes, school, community
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- Improved Guidance Services

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MAKE IT A REALITY BY JOINING ***NOW***

Towards the 21st century . . . today's tomorrow!

Thousands of this year's new parents have realized a striking fact. A child born in 1979 will reach the magical age of 21 in the year 2000.

Speculation on the 21st century is no longer limited to science fiction. That distant future is now close enough to be a very real concern for the youngest generation and its guardians.

"Working towards the 21st century" seemed an appropriate theme for an organization dedicated to improving the future for young people, specifically those with learning disabilities. If these difficulties are identified when the child is young, many can be overcome with proper treatment and therapy.

The Canadian Association for Children with Learning Disabilities (CACLD) adopted the theme for this year's major fund-raising project, adding a simple definition of their goal: "A future for every child". Such a statement would seem self-evident. However, a happy, healthy life does not come with a birth certificate, although the right to one does.

The United Nations defines this prerogative in one of its most publicized and important documents:

The Declaration of the Rights of The Child".

The U.N. sanctioned 1979 as The International Year of The Child, focusing world attention on the basic human rights of its younger citizens. Canada seconded the motion that put this year in the international spotlight. The CACLD recognized an opportunity and a responsibility to demonstrate their support.

Professional assistance was sought to design a campaign to focus attention on the needs of children with learning disabilities. The CACLD found the help they wanted at reaction promotion marketing, one of Canada's most progressive agencies.

Reaction created a national poster project to involve school children across Canada. The agency suggested the theme, and designed a colourful poster to illustrate it. A sampling of schools was given an outline of the project and asked for an expression of interest. The idea was an immediate success.

On May 1st, 5000 schools received the official launch kits. This summer, a half million young people will be offering CACLD posters in exchange for contributions towards the National Children's Research and Development Fund.

Each participating school can receive a resource library, the chance for trips to the United Nations, and special grants for individual school projects organized during The International Year of The Child.

Everyone's excited, including reaction's Harvey McClintock, Vice-President and project promotion director.

"This kind of challenge is always satisfying", says Mr. McClintock. "Starting with an idea, taking it through the design stage to a realistic plan of action and then making it work."

We are involved in this project at every stage: from the overall concept to the colour of the flowers in the poster. Having the facilities right here made it easier for everyone, and fascinating to watch the project take shape.

In many instances learning disabilities can be overcome. This project will make a big difference to the future of thousands of children. We are proud to be involved."

Involvement is one of the targets of the National Poster Project. Fran Smith is Publicity and Liason Officer for the Quebec Association for Children with Learning Disabilities (QACLD). She is optimistic about industry participation.

"Here is a chance to get involved. We started with the schools, but we would like to make these posters available to the public everywhere. The media have been very enthusiastic. There is great need for more research into learning disabilities. Finding new ways to reduce or correct them is one sure way to make the future better: for the child, the parents and for everyone."

The National Poster Project is an example of the increasing trend by non-profit organizations to meet their need with a professionally designed campaign.

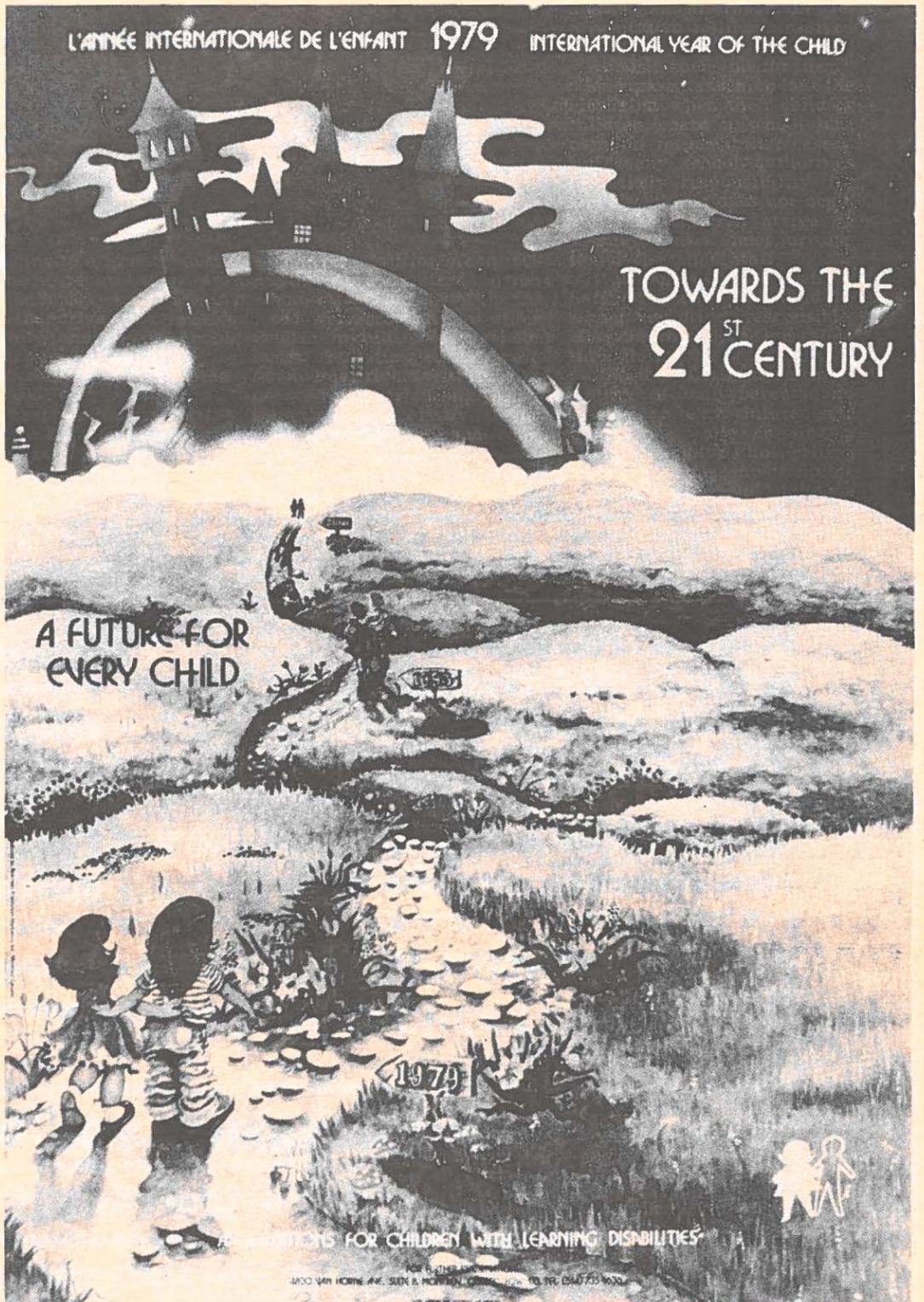
Ms. Smith feels that QACLD experience has been a positive one.

"We chose reaction promotion marketing because of its reputation for innovative quality work. They related to our goals from the start, actually helped us define them. We are delighted with the results."

Reaction President, David Berman, is equally pleased. "There is a need for a fresh approach in this industry, and we have it. It is a question of catching the imagination, finding the key that has not been tried. This National Poster Project is opening doors for a worthwhile program with immediate and far-reaching benefits to everyone. We made it happen, a good "reaction" for the CACLD.

Proceeds for the Poster Project will give The National Children's Research and Development Fund the means to continue "working towards the 21st century" and a more productive life for children with learning disabilities.

Chances are that one of a half Million children will ask you to make a donation. Look at the poster you get in exchange. Somewhere over the rainbow at the end of that road, lies a real "future for every child"! As bright a future as reaction promotion marketing and the CACLD can make it.



The CACLD is a national, federally funded, non-profit volunteer (parents) organization, consisting of 6,700 members across Canada.

Each province in Canada has a "Provincial ACLD" with more than 97 chapters and 6 area committees across Canada.

The Canadian ACLD, the "National Office" is situated in Ottawa through the generous support of the federal government, Department of Health and Welfare.

The president of the organization is: Mr. Jack Dungan, Calgary, Alberta
The Executive Secretary, National Office is: Mrs. June Bourgeau, Ottawa, Ontario
The Project Director-Consultant is: Mr. E. Polak, Ottawa, Ontario
The National Office is located at: 323 Chapel Road, Ottawa, Ontario

Smart kids are smarter

School officials who would like to promote strict dress standards for teachers as means of creating proper role models for students may find a measure of support in a recent study of Canadian students. According to *Human Behaviour* magazine: "Putting on a coat and tie will help those men who want sixth graders to think they're high class. Wearing casual attire may cause youngsters to see men as rough and tough, possibly a beer-drinking truck driver."

The study was conducted by a pair of University of Toronto sociologists to examine how 180 students classify people and their environment. The stud-

ents' observations were based on two photographs, one of a well-dressed gentleman named Mr. Gordon; the second of a Mr. Ellis who was wearing old clothes. The purpose of the investigation: "To see if children had any predisposition to see high or low-class figures as likely to engage in morally approved or disapproved behaviour, or to succeed or fail in competitive tasks."

The study found little difference in the attitudes of first and third grade students towards the two pictures, but by the time the students reached sixth grade the kids began to draw inferences about other aspects of the men's lives that were not in-

cluded in the picture. "Mr. Gordon 'the well dress man' has a good business...he's an executive, and Mr. Ellis is the sort of guy that watches football...he could be a popcorn salesman," the sixth grade students reported.

What's more, the students said, "Mr. Gordon was honest, happy and successful. He could afford a big house and a fancy car. He made friends with important politicians, and although he was strict with his children, they were polite and popular."

The sartorial flunkie, Mr. Ellis, was described by children as "lazy, likely to lie, a 'gambler who loses,' whose friends

hang around the street."

The Canadian researchers also report that somewhere between age 8 and 11 children have acquired predispositions that make them expect poorly dressed and lower-class persons to be morally disreputable, while they see well-dressed persons of higher class to be esteemed.

After you get your teachers to be well dressed, so they can more easily gain the respect of students, maybe you should ask teachers to explain to students that the status of one's clothing is not a valid indicator of one's morals.

Illegals' amnesty rejected

Jacques-Yvan Morin, Quebec's education minister has refused to consider granting amnesty to children illegally attending English-language schools.

"The danger of such a move would be to give the impression that those who obeyed the law were foolish to do so," Mr. Morin told the national assembly's legislative committee on education in response to an opposition party suggestion.

Under the language law, a child must attend French-language school unless one or both parents were educated in English in Quebec. Children belonging to English-speaking families living in the province for two years or less are also exempted from schooling in French.

The education minister said he is concerned about the pupils illegally enrolled in English schools because the province does not recognize the grades of diplomas given to such pupils.

But to excuse illegal registrations would only lead others to disobey the law, the education minister said.

Parent Representative

Mr. Morin also says every Quebec school board should have an appointed parents' representative with full voting rights.

Mr. Morin told the committee he thinks parents should know what's going on inside school boards just as school trustees should know how home and

school associations feel, and he promised to convene a special committee to hear from the groups involved.

Parents complained during study of a government paper on education that the public is often barred from school board meetings, he said.

School boards have opposed bringing in parents' representatives because they would have voting rights even though they would not be elected.

Mr. Morin said the government could not accept a proposal to make children eligible for school three months earlier. Children who are six years old by Oct. 1 now enter school the same year, but he said it would cost \$18 million to move back the eligibility date to Jan. 1.

He said Quebec's education ministry has concentrated up to now on questions of "brick and concrete," but he pledged to "enter a second phase to be devoted to development of the science of teaching."

The Minister also announced that he has no intention of making the formation of 'Councils deorientation' obligatory, but will instead seek to encourage their creation. These 'guidance councils' are designed, according to the Action Plan for Quebec schools distributed last spring and due to begin implementation this fall, to bring together parents, teachers and students in order to elaborate the 'educational project' which is indicated by the needs of the school community.

Administrative appointments announced

The Council of Commissioners of the Lakeshore School Board has approved a number of administrative promotions and re-assignments for the 1979-80 school year.

The Council of Commissioners, making the appointments, accepted the recommendation of its senior administration which had cited the following factors in assignment:-

- Needs of the school and its community;
- Input from the Council of Commissioners conveyed

through the Director General and the Assistant Director General, Education;

- Aspirations and talents of individual administrators;
- Career development for administrators.

The appointments and re-assignments are:

HIGH SCHOOLS

John Jarded, Principal of John Rennie High School in Pointe Claire since 1969, is named to succeed Gordon Pollock as Principal of Lindsay Place High, also in Pointe Claire.

Donald R. Robertson, Principal of Hudson High School since 1973, will succeed Mr. Jared as Principal of John Rennie High. **Margaret E. Manson**, Vice-Principal at John Rennie High since 1974, will succeed Mr. Robertson as Principal of Hudson High School.

Bruce D. Walker, Vice-Principal of MacDonald High School in Ste. Anne de Bellevue since 1976, will succeed Mrs. Manson as a Vice-Principal at John Rennie High School.

ELEMENTARY SCHOOLS

Donald Harris, a Vice-Principal at Beaconsfield and Macdonald High Schools since 1970, is appointed Principal of Dorion Gardens Elementary School, Dorion, to replace Mr. Argue.

Robert Barras, who has been on extended leave of absence since 1974 to serve as a school administrator with the Department of National Defence schools in Europe, will assume the newly-created post of Vice-Principal at Christmas Park Elementary School in Beaconsfield. Prior to going overseas, Mr. Barras was Vice-Principal of Thorndale Elementary School, Pierrefonds.

Lynne Neasmith, Vice-Principal at Allancroft School in Beaconsfield since 1976 (and currently acting Principal), will replace Mr. Start as Vice-Principal of Seigniory Elementary School in Pointe Claire.

Parent-teacher liaison

Parents, like teachers, want the best possible education for their children, so that differences of opinion between teachers and public about the financing of education need not be a stumbling block to developing better liaison with parents, says a report from the Provincial Association of Teachers' Parent Liaison committee in the June issue of the 'Sentinel.'

The Parent Liaison Committee began working in January 1979 following a resolution from the PAPT's Board of Directors. An initial radio campaign mainly in Montreal and Ottawa has been carried out. The committee's role is now to help local teacher associations in their work with parents, distribute parent-oriented in-

formation and a provincial bulletin to parents, and keep the PAPT executive informed about parent participation in the contract negotiations presently under way.

The committee notes that MEQ's plan of parent participation in the management of schools poses a challenge and needs study. It admits that teachers' union have been criticized for soliciting parent support only in times of negotiations. But, it says, parents have been less than keen about understanding 'their struggle' during lulls between negotiations.

Parent observers at contract negotiations tables, such as have been proposed or agreed to in certain areas, makes it necessary for unions to be sensitive to 'the appropriate style of communication called for... and for care 'not to alienate parents', according to Carl Hager of WQTA.

The Parent Liaison Committee has expressed an interest in hearing from teachers and parents interested in developing better communications, and Sheldon Phaeuf of the PAPT office at 84J Brunswick Boulevard, Dollard-des-Ormeaux, H9B 2C5 (phone 683-9330).

1979, CONTRACT NEGOTIATIONS:

PAPT President's predictions

Speaking to the PAPT membership in June, President Donald Peacock stressed that teachers will settle for nothing less than "free bargaining rights, reasonable salaries, class size (sic) and job security." But the present negotiating process laid down by Bills 55 and 59 "will lead either to confrontation or impasse or to a degeneration in the human climate in our schools".

Long-drawn out confrontations, according to Peacock, result from demands and offers which are far apart, and from the misunderstanding by one side of the other's mood, or overestimation of its own strength.

"We are entitled to demand continual government intervention to reduce the annual drop in teacher numbers and, in particular a greater recognition of the growing problems involved in running an increasing number of small, isolated schools."

Reviewing the decline in enrolments being experienced in Protestant schools, Peacock cited the increase in anglophone emigration from Quebec and the limitation of access to English schools are causing a loss of numbers in excess of the school system's capacity to adapt. Nevertheless, the PAPT president appealed to teachers members to resist prejudice and to recognize "The special fears

and agonies of the French majority".

Donald Peacock's speech was reported in the June issue of the PAPT 'Sentinel.'

Student population drops by 6.3%

According to the Montreal Island School Council and the Island's eight school boards the student population of the Montreal area has decreased by 6.3% as of September 1979 compared with last year.

On September 30, 1978, 274,507 students were officially registered in the Catholic and

Protestant, French and English schools of the Island of Montreal. This year, there are 257,225 students attending school in

September, a drop of 17,282. This decrease of 6.3% is slightly lower than the decrease in 1978 which was 6.7%.

School Boards	FRENCH	ENGLISH	TOTAL
P.S.B.G.M.	2,252	2,500	40,422
Lakeshore	126	175	14,387
Total	2,378	2,675	54,809
			37,000
			42,274
			39,500
			14,513
			14,025
			57,187
			53,525

BILL 30

Parent representative on board

Enacted into law before the end of the last session of the Quebec National Assembly are new sections of the Education Act which decree that immediately after the election of the chairman of the Parents' Committee, a secret ballot is to be held to name representatives from both the elementary and the secondary levels of the school system to sit as representatives of parents on the Council of Commissioners for one year.

The parents representative will also sit on the executive committee of the Council of Commissioners.

Neither on the Council nor on the executive committee will such parent representatives have a vote. They will have the same rights, powers and obligations as school commissioners,

and trustees, "The school commissioners, parents' committee in each municipality are a corporation having perpetual succession, which may sue and be sued and do all the acts which a corporation may do with regard to the purposes for which it was constituted."

No person may be elected as representative of a parents' committee in a school board on which his spouse is a school commissioner or trustee or a representative of the parents' committee.

The nomination of parents' representatives is to be made at a meeting held before June 1st each year. The representatives will remain in office until June 1st of the year following election.

At its annual meeting in May this year, members of parents'

committees across the province of Quebec discussed the proposal that parents' committees be represented on the Council of Commissioners of Trustees. A workshop on the topic voted 62 to 13 against the proposition.

Previous to the meeting, a poll of parent committee members resulted in a 51% 'yes' vote of the 129 respondents.

At a general meeting of the parents' committee representatives at Cap Rouge, 75 of the 190 delegates voted in favour of parents' representatives on the Council of Commissioners of the school boards.

In the past some 17 school commissioners have had parents' representatives participating in school board deliberations, with two school commissions granting them the right to vote.



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CHOICES PROGRAM:

What career is right for you

In great grand-father's day, precious little time was given to career decisions. If you were offered a job, you grabbed it. After all, wasn't any job considered to be a good job? As a result, people rushed into occupations for which they had little ability or interest.

Today when it comes to choosing a career, people are beginning to ask themselves questions about the kinds of jobs they would like to have.

But too many students and adults just don't know what careers are available in an ever-changing world, and furthermore, don't know if the jobs they go after are right for them. Others, like great grand-father in his time, are working, but wondering if they've made the right decision.

If you have this problem, perhaps it's time to have a chat with CHOICES, a unique Canadian counselling tool pioneered and developed by the Occupational and Career Analysis and Development Branch (OCAD) of the Canada Employment and Immigration Commission (CEIC).

Like much that is new these days, CHOICES is a computer but no the usual run-of-the-mill sort. Its brain can think of more than 1,000 Canadian occupations, and some of them may be right for you.

Using CHOICES can be fun and rewarding and it's a simple procedure. The small machine is no more intimidating than an electric typewriter, but is much friendlier. An average 45 minute interview begins with the computer typing out "welcome to CHOICES" and wanting to know your first name. It doesn't matter if it's 'Jack' or 'Jacques'; it will talk to you in either of Canada's official languages.

Now that introductions are over, you can type in personal information about your interests, aptitudes, education, future goals, expected salary, travel preferences and so on. In return, the computer replies with a helpful list of suitable occupations that it 'thinks' are right for you and that match your personal interests and abilities in that special blend of individual characteristics that makes one person different from another.

CHOICES asks questions required to plot individual profiles, and clients respond by tapping a keyboard for 'yes' or 'no,' or by pressing a number. If you were not communicating with a machine, its free-flowing, conversational questions and answers would almost lead you to believe it has a heart.

The computerized system was designed for use in Canada Employment Centres (CECs), high schools, colleges and universities. At present, terminals are in use in a cost-effectiveness study in 49 key CECs and one community college in Canada and hopes are high for more terminals to be added next year.

It has taken about three years to produce CHOICES. During the anticipated rush to try it out, computer time will be limited to those clients CEC counsellors think need it most.

Phil Jarvis of OCAD, the man who created CHOICES, claims anyone who is uncertain about the type of work they want to do, will find it works as "a

travel guide of careers." But he cautions that "the system won't actually get anyone a job. It will, however, help suggest areas in which a person should concentrate his or her search."

And Stuart Conger, Director of OCAD, says "CHOICES doesn't make decisions or pass judgements, but allows users to explore all the possibilities that are available to them personally."

During field tests in 1977-78, the computer was found to be particularly useful to the under-24 age group, and 94 per cent of the people who experimented with CHOICES were pleased with the results. A recent article in the Toronto Star explains how CHOICES put 17 year-old Joanne Carr on the road to a career in a field she has always had an interest in. With only a grade nine education and out of work since early in December, Joanne dreamed of working with children but thought she didn't have a chance. Then she talked to the computer at a Toronto West CEC. She listed her aptitudes, salary demands, educational background, likes and dislikes, the fact that she wanted to work with children, enjoyed unstructured and varied tasks, and preferred not to go back to school.

"First-aid work, home health care, child care, foster-home work," the computer suggested.

It seems that everyone who comes in contact with CHOICES is enthusiastic. Counsellors Betty Webber and Linda Lehtonen of the Kitchener, Ontario CEC agree that the computer is fantastic, both from a counsellor's and client's point of view. "It's an incredible feat of programming, a unique counselling tool, and a great confidence builder and reality tester," said Ms. Lehtonen.

When 100 CEC counsellors from across Canada were being trained in the use of the system, Jean Runnells, head of Guidance Counselling at Sir John A. Macdonald High School in Ottawa, escorted 29 of her career-

planning pupils to one of the training sessions. The students played a role of typical CEC clients, and Ms. Runnells was as enthusiastic as her students. "Although CHOICES will never replace the counsellor, it enhances and enriches the services of a guidance department. It would take a counsellor a full week to research and produce the information the computer provides within an hour. Too, students can take a print-out home to study and discuss with their parents and friends."

Although CHOICES is a computer system with a difference, it doesn't like to be fooled. Phil Jarvis explains by saying "put garbage in and you'll get garbage out." he means that if the computer is to be genuine assistance, people must feed it the facts about themselves and their career aspirations.

When Bud Cullen, former Minister of Employment and Immigration Canada, officially inaugurated CHOICES, he mentioned that a major advantage of the computer is that it is programmed in such a way as "to allow the user to change quickly the course of an interview if necessary. For instance," Mr. Cullen explained, "if one's unrealistic income expectations reduce career possibilities drastically, it's possible to alter requirements and set more realistic goals." The Minister also remarked that clients would be able to leave Canada Employment Centres with an occupational profile which could be their blueprint to a happy and rewarding life in the world work.

CHOICES is actually an offshoot of other OCAD counselling tools such as Careers Provinces, a series of leaflets for

IN BRITISH COLUMBIA:

Keep 'em fit

Children in all B.C. elementary schools soon will be required to take daily physical education classes.

The government's endorsement of daily PE classes follows months discussion and lobbying by organizations representing teachers, school boards, doctors, nurses and athletic groups, which pushed for the change.

Although a handful of schools already offer the daily classes, most elementary students get only two or three 20-minute PE sessions a week.

Alex Carre of the University of B.C.'s school of PE and recreation who heads a govern-

ment study of PE programs study of PE classes do not prepare students for the more rigorous secondary-school activities.

"On the average, two 20-minute periods are scheduled for whatever they can fit them in, so you can imagine how many actually take place," he said.

"We are in favor of daily PE at the elementary level so that, when the students get to the secondary level they will be in a position to specialize."

He said daily PE will improve children's fitness, will accentuate their development and encourage lifetime habits of physical activity.

each province containing definitive descriptions and requirements for specific occupations, and Careers Canada, a series of comprehensive career guide booklets describing occupations from a Canada-wide point of view.

Some offshoot! Mr. Jarvis got involved three years ago when he assembled a team which grew to 10 computer programmers, along with anyone else that could help him in what he planned to do. Collectively they put together nine different programs with approximately 20 million bits of information pertinent to careers.

Matching personal characteristics with the information was the next step and "it took some doing to have the computer programmed with the vast amount of data necessary to make it useful," he admits. A guide also had to be prepared to work with the computer's brain.

Last year, CHOICES, presented by Mr. Conger, gained world-wide attention at a seminar in West Germany, sponsored by the Federal Employment Institute of West Ger-

many, and the International Association for Vocational and Educational Guidance. Since then, the United States, England, Japan, France and others have shown interest in what, in many respects, is the most advanced computerized counselling system in the world.

Canada holds the copyright. Florida is using CHOICES on an experimental basis in its high schools, but the name CHOICES must be retained and any changes made to the system or program become the property of the Canadian government.

It would appear the CHOICES is well on the way to revolutionizing career counselling techniques, but it's only the beginning. On the horizon is a tie-in, via cable or phone lines, with home television screens for information read-out. "All that users will need is a touch-tone phone through which answers can be typed in," Mr. Jarvis explained.

To great grand-father, any job may have been a good job, but then, he didn't have the choice of CHOICES.

EMPLOYMENT COUNSELLING

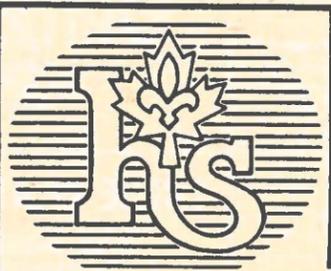
A great many people, including those who are currently employed, don't know what kind of work they would really like to do, and have no idea how to find out. Most people are not adept at making career decisions. Surveys suggest that of the several hundred thousand Canadian young people who leave school each year, about six out of every ten either have not made any decisions or have chosen inappropriately.

If you are one of these people, employment counsellors at

Canada Employment Centres (CECs) are there to help you. They have several ways of assisting you to understand your talents and how to use them to your advantage in the world of work. Information on thousands of occupations and the education, training, interests, aptitudes, temperaments, strengths, and so on required to do these jobs is as close as your local CEC. Counsellors also have tests, or, if you prefer, checklists that you can use to describe your own characteristics, and

which can then be used to suggest suitable occupations. And some CECs have CHOICES, the very latest in career counselling guidance systems.

Counsellors, using these tools, can help you select an occupational goal and then help you plan a program to accomplish that goal. Finally, if you need assistance to find a job, they can refer you to vacancies and, if necessary, teach you the skills to use in getting your own job.



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School attended by Child(ren)
Postal Code

THIS SCHOOL YEAR:**Free milk for all elementary pupils**

Free milk will be made available to all elementary school pupils starting in September 1979, under an Agriculture Ministry program operating in all elementary schools in Quebec.

Milk will be distributed each day, normally during class hours at the beginning of each morning.

Canada's Food Guide recommends that children drink from two to three cups of milk daily. Milk is the most complete food,

supplying the body with several essential nutrients for growth and good health.

The serving of 200 milliliters of 2% milk which your child receives daily contains:

- 7.5 grams of protein
- 4.2 grams of fat
- 10 grams of carbohydrates (sugar)
- 237 milligrams of calcium
- 300 International Units of Vitamin A
- 0.07 milligram of thiamine (Vitamin B1)

- 0.035 milligram of riboflavin (Vitamin B2)
- 0.17 milligram of niacin
- 72 International Units of Vitamin D (added)
- The fat content of whole milk is 3.25%.

In 1978-79, the ministry of Agriculture in Quebec devoted \$6 million to a School Milk Programme which reached some 50% of Quebec elementary school children.

It depends on what you eat

by Susan Hoey

Most people eat snacks. There is no reason to feel guilty about eating snacks; frequent eating is not detrimental to health.

It is the quality of snacks that counts.

Eating many of the typical snack foods like soft drinks, chips, cookies and cake may result in a poor diet. These snacks are usually high in calories, sugar or fat and low in protein, vitamins and minerals.

Many children, adolescents and adults need between-meals snacks because they cannot or do not eat enough at mealtimes to keep them going throughout the day.

Snacks are a very important part of the child's diet. The capacity of the child's stomach is small. It cannot hold much

food at one time. Therefore some children need to receive a large part of their day's total calories in the form of snacks. Many children become overtired and cross if they are not given food between meals. The average four-year-old needs only 1,400 calories per day to maintain good growth and health. The Canada Food Guide contains between 1,200-1,600 calories per day. Therefore everything a child-eats should come from the following food groups: milk, cereal, meat and meat substitutes, vegetable and fruit. There is no room in a child's diet for foods that are high in calories and low in nutritional value.

If children are given foods with a high sugar content between meals, they lose their appetite for the more basic foods at mealtime. Sugar promotes tooth decay. Sugar has the least nutritive value of all foods. It contains only calories.

Recognizing children's need for snacks and noting the dangers of poor snacks, we must plan snacks like one would plan a meal. Children thrive on routine and regularity. Food between meals is best offered at the same time each day. Snack time should be considered like mealtime. Children should not be allowed to plunder the cupboards and refrigerator whenever desired. If children are allowed to do this, they may turn the day into one continuous snack period. Meals will then become of little importance.

We must teach our children to like nutritious foods. By rewarding children with foods with a high sugar content, and treating dessert as a special part of the meal, the child develops a preference for sweet and fattening foods. Reward them with your attention instead. Be firm with your children, don't let them bulldoze you into buying treats with little nutritional value. Be a good example to them.

A four-year study was conducted in California on teenagers' food habits. The study found that young people that ate frequently tended to have overall good diets, those who ate less than three meals a day had poorer diets. Parents should make nutritious food that the teenager likes available to him. This will contribute to the teenager's physical and social needs. The teenager should be allowed liberal access to the home refrigerator and cupboard where just nutritious food should be stocked. If the refrigerator and cupboard are not accessible to teens, you may find your teenager going off to restaurants for some not too healthy snacks.

Snacking is good for people who want to lose weight. Many people who are trying to lose weight feel that skipping breakfast or lunch is a good idea. This type of pattern prevents people from working efficiently during the day. It also causes people to get overly hungry and overindulge in food. A study done with rats found that rats consuming a specified amount of calories over six meals had a normal weight gain. Another group of rats were fed the same number of calories in one daily meal: they gained more weight than the group eating the same amount of calories in six meals. It is a good idea for people that want to lose weight to have 5-6 small meals a day.

Frequent snacking can also

DENTAL CARE:**Free care up to 15 years**

Since April 1979, children up to 15 years have been able to receive free dental care in the Province of Quebec. Welfare recipients with children older than 15 years also eligible for the same free service.

For all children, dental work on all teeth comes under the free plan. They can also receive dental canal work and fluoride treatments without charge.

Children of welfare recipients are eligible for certain other treatments.

Information is available from (Quebec) 643-3445 and (Montreal) 878-9261. Elsewhere in the province, information is available by phoning 1-800-463-4881.

THE OVER-WEIGHT CHILD:**FAT KIDS LOOSE OUT**

The overweight child is part of a minority group that suffers the slings and arrows cast by the "normal weight" society. Obvious examples:

- He (or she) is often taunted and ridiculed by "friends" and classmates;
- He is the last one chosen for the team;
- He shies away from girls, fearful of being rejected;
- She spends Saturday night alone because she hasn't got a date for the big party.

Fashionable clothes are a dream. The big department stores cater to the petite figure. Clothes shopping is a depressing experience for the overweight child. Even if you are a clever sewer, the styles in larger sizes are seldom what the other kids are wearing.

In an effort to help the overweight child, parents may try to force them to diet. If this fails, a frustrated parent can resort to ridicule. It all adds up to one big unhappy family.

On the other hand the parents may be overweight themselves and see that childhood fatness

help people gain weight. There is usually a limit as to how much one can eat at one meal. Snacking should enable you to eat more. Again these snacks should not be high in sugar or fat because these foods may curb your appetite.

Because nutritious snacks are a regular part of our eating routine, we must not overlook them or disregard them. We must plan for them like we do for meals.

is a problem. It is, however, a problem for which there is no answer. But with patience and concentrated family effort, the child can be made to want to lose weight.

The first step is to take the child to the family doctor for a complete physical check-up. Ask the doctor for a referral to a dietitian or nutritionist. Most hospitals have out-patient dietitians and the CLSC's have nutritionist.

The nutritionist will look into the whole picture including food preferences, meal patterns, activities and ambitions. She will try to get a complete picture of the family life in order to determine the best approach. The basis of the diet will be good nutrition as outlined in Canada's Food Guide. Fad diets and great calorie reductions can be harmful to the growth and development of a child or teenager.

Family support has a large effect on the success of the weight problem. A child cannot have the soft drinks and chips that he sees his brothers and sisters enjoying can very easily suffer psychological problems; it would be best not to buy them and to feed everyone healthy snacks.

The overweight child's diet will be a well-balanced one suitable for the whole family. If the child is not made to feel "different" his chances for success will be greater. He will also have learned good eating habits that he can follow throughout his entire life that will ensure good nutritional health and all its benefits.

**MATINÉES
1979
1980**

Let the "kids" knowledge of symphonic music begin with the

ORCHESTRE SYMPHONIQUE DE MONTRÉAL "MATINÉES"

BEGINNING NOVEMBER 7,

2 Programs for Elementary and High School Levels Only \$2.00 a Concert

For information call 844-2867

Never too soon for shots

In Quebec it is the parent's job to make sure that their children get the necessary shots to protect them against dangerous, infectious diseases such as polio, measles and mumps.

These diseases, which are very easily avoided by a simple vaccination, can have very serious and lasting effects on the child.

The vaccines are available,

free of charge, at every health clinic in all municipalities. The local town halls will be able to provide information as to where and when the clinics are held. A new school year will soon begin. Hundreds of children will be going to school for the first time. In school they will be exposed to infectious diseases. Check your child's immunization record and bring it up to date - NOW!

Your Membership Campaign

POINTS TO REMEMBER

Nothing beats a home visit with a personal invitation to join the most important educational organization in Canada, Quebec or your town—Home & School.

Call every family by telephone and invite them to help themselves to help their children, by becoming active members of their Home & School Association. When it comes down to it, VERY FEW people are ever ASKED to join Home & School. Change this now and ask them.

+ + +

If parents 'haven't the time,' 'are too busy,' 'hate meetings,' etc., be sympathetic and understanding. Then ask them to help you do your job by becoming 'associate members.'

+ + +

Set up membership booths at local shopping centres and stores, etc.

+ + +

Send a short letter to parents via school or mail, explaining the membership campaign and soliciting their support. Have a tear-off sheet that they can return with their fee. This system is not as effective as asking personally and accepting the membership details and fee immediately, but it does have some merit.

+ + +

Visit PERSONALLY each teacher in the school and extend a personal invitation to him-her to join Home & School. Ask school's permission first.

+ + +

ASK repeat ASK parents and teachers to join and register them without further delay.

So they want you on the Executive! Accept—for your kids

It really isn't difficult or complicated to be a member of the executive of your local Home and School, or other community group. The guidelines for the different jobs are pretty well set down and are really quite easy to follow. Below are listed the different offices and their responsibilities.

THE PRESIDENT is the chairperson of the meetings, and is, to a certain extent, the one to set a course of action or outline a programme. The other members can also become involved in different ways. For instance committees are very often formed to look into various matters and a chairperson can be selected for each committee, thus relieving the president of a heavy workload.

The president makes up an agenda before each meeting. The agenda consists of: minutes (which are the records) of the previous meeting, Treasurer's report, committee reports, business arising out of the minutes, correspondence and new business. At meetings the

president referees the discussions, and can only vote when there is a tie, and should then vote against the question that has been raised as there is obviously strong opposition to it.

THE TREASURER handles the monetary matters of the organization, though he is under the authority and supervision of certain members of the group. Of course, all members can have a say in how the funds are used. The treasurer must record and keep track of all the money spent and all the money received by the organization, and he has to make all the banking arrangements that are needed. Each meeting he informs the others about the state of the funds and at the end of the year he makes a final financial report.

THE SECRETARY. As the workload is usually very great for this position, it is often shared between two members, called the recording secretary and the corresponding secretary, though one person can do both jobs. The recording secre-

tary keeps a record of what has happened at a meeting (the minutes), and he presents them at the following meeting. He also sends out any notices to the members of the organization. The corresponding secretary is in charge of letter writing. As the president has the final responsibility for the group, it is a good idea to let him check the letters before they are mailed.

There are other official positions in any organization, that have certain responsibilities, such as that of the vice-president. The vice-president takes the president's place if he is not present. Organizations often have smaller committees and each one has a chairperson who acts as a leader, though all the members of the committee are involved in the work.

And so, you see, there is nothing very mysterious about any of these offices in organization. There is nothing that you, with the goodwill and determination to do your best, can't tackle and master. Good luck to you!

Ready for the September 22 Board Meeting?

Have you chosen your area rep yet?

One of the most important elements in the QFHSA structure is the Area Representative.

The Area Rep is the vital communication link between the local associations he or she serves and the Board of Directors of Quebec Federation—which reaches decisions and makes policy for the entire provincial federation.

Throughout the province the local associations are divided into groups; each group entitled to chose one Area Rep with voting powers at the Board of Directors level.

The diagram shows that the Area Rep is the key link in the communications chain of our Federation.

The Area Rep attends the

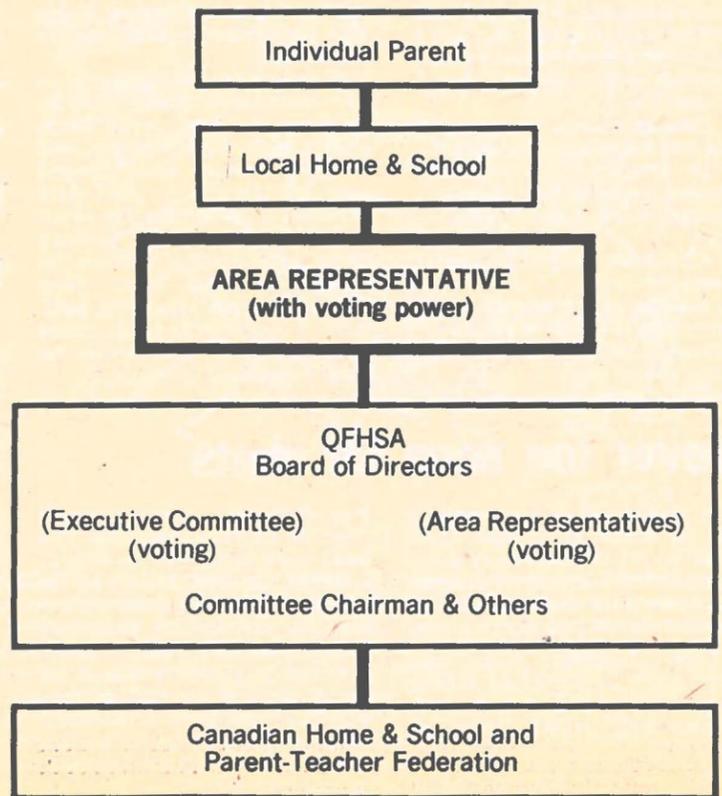
regular Board Meetings (one every two months during the school year). He or she funnels the priorities and needs of the locals in his/her group to the Board, and in turn conveys the policies and activities of the Federation to the locals for their consideration and support. **Don't break the communication chain!**

Make sure that your associations, your priorities and objec-

tives are heard at the Board level.

Choose your Area Rep now!

If you are a new President of a local and unaware of the procedure for choosing an Area Rep, phone our secretary, Donna Sauriol, at the office (933-3664), or write the office at 4795 St. Catherine St. W., Montreal H3Z 1S8.



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FOCUS on the LOCALS

VIVIAN GRAHAM:

**They only have
25 members**

BUT

**LOOK AT
WHAT THEY
HAVE DONE**

After many years success as Vivian Grahams' 'Parent Volunteer Group,' the members decided to become a Home and School, thereby allowing us to launch an After School Programme for the children, which was not covered under the normal school insurance.

Although this was our initial reason for joining, our year as Home and School has shown us that the benefits are many. We are only just beginning to realise how much Home and School has achieved and is still achieving for our children's education.

Projects

The projects undertaken by the Home and School were, fund raising, After School Programme and In School Volunteer Programme. All of this would not have been possible without the full support of our new Principal and staff. Their commitment has not only been to support and encourage, but to become actively involved and give us ideas to help us achieve our aims.

Fundraising

Our fund raising "Fall Frenzy" Bazaar, Auction and Bake Sales, netted us profits of more than \$1700, and their successes were due to the total commitment of all the parents who

gave of their time and talents, combined with the School Committee and not least, the students. Marion Daigle, our Chairwoman, whose organisational talents and persuasive encouragements are proved by the above results, will be sorely missed in the future.

Achievements

Thus far our funds have paid for, a hose for the school rink, Christmas decorations, a set of World Encyclopedia Children's Edition, camera for recording school activities, French learning aid materials, as well as a Christmas party, Graduation for grade 7, I.Y.C. donation to Aqua Percepts Programme at Pointe Claire Pool, C.I.P. Nature Camp, and field trips to Parc Safari and McDonald Farm.

The Principals' Account has allowed the staff to get a head start on projects which would normally be held back until funds were allocated. This is a very positive feature.

After School Programme

The After School Programme has had mixed successes and failures but on the whole we feel encouraged by the success of the guitar and arts and crafts programme and by the request from students and parents to continue these and add a piano

and recorder programme for the year 1979/80.

Again the staff and the principal have been a positive help to us in this project, allowing us to use their classrooms and the gym, despite a few mishaps and messes! Thank you.

Hospitality is another feature of Home and School and we have assisted the School Committee where needed at special occasions.

Future

Our Home and School membership was small, at only 25 including 1 associate member, but next year we look to improving this and despite the gap Marion's leaving will make, we will endeavour to continue the work and I know that with our Principals' active help and the staffs' support we can achieve our goals in 1979/80.

EDINBURGH

Getting it from Quebec

An active and successful year included monies raised through a pen sale. Programs included art, craft, drama and sports activities. The school hopes to take advantage of the Quebec Department of Education offer to fund the purchase of equip-

COURTLAND PARK

Showtime!

A successful production of 'Goofus and the Golden Goose' was held. The generosity of parents and friends helped defray production costs. Dominion Store tapes collected throughout the year enabled the purchase of \$418 of merchandise. Our thanks to all of the parents who helped with this project.

Home and School donated over \$800 to the field trips account during the past year and students enjoyed visits to Ottawa, Henryville, Rawdon, Parc Safari and Granby Zoo, Carillon, Old Montreal and to Place des Arts for the popular Montreal Symphony Concerts.

The Home and School/School Committee's Annual General Meeting on June 6th was followed by a Wine and Cheese Party. Our thanks to Ragnild Husby, Colina Lodge, Pat Nelson, Donna and Igors Svistunenko, and Diane Lawton, Hospitality Chairman, for their hard work.

THANKS RUTH!

It is with regret that the Editorial Board of the News accepts the resignation of the Focus on the Locals Editor, Mrs. Ruth Level.

Any offers to take over where Ruth left off? Call 932-3664.

WATERLOO

Flea Market starts season

Elections were held at the April 10th meeting and the following persons elected: President, Linda Vaillancourt; Vice President, Judy Hadd; Secretary, Marion Hollenbeck; Membership & Publicity, Sheila Cadarette and Treasurer, Diane Page.

A Flea Market was planned for September after the start of the new school year. A Cook Book project as well underway and it should be printed shortly.

The Waterloo Home and School Association planned to enter a mushroom centrepiece (to depict Waterloo which is the world's mushroom capital) at Quebec Federation's 1979 Annual General Meeting in May in Montreal. The centrepiece was made by Lori Ann Grinmond.

BAIE COMEAU

Annual scholarship Bean Supper

by Mary Ritchie

It has become a tradition in Baie Comeau that the local Home & School Association stage the "Annual Scholarship Bean Supper," to provide scholarships to deserving graduates.

Our Bean Supper is a popular event and this year's was no exception. Under the capable direction of the President, Don

Goodfellow and his wife, Raymonde, we served up some 60 pounds of beans "with all the fixin's." The beans are provided by QNS Paper Company Limited, the accompanying ham and salads by Cargill Grain and a substantial financial donation from Reynolds Aluminum. Dessert is home-cooking provided by students' mums, and has to be seen and

tasted to be believed!

This year we raised over \$600 in spite of the dwindling English-speaking population in Baie Comeau (fewer student in the school), which money was turned over in the way of scholarships for several deserving members of the graduating class.

The candidates are chosen by a committee of: the Home & School President; the School Principal; Grade 11 Teacher; Scholarship Guidance Officer; Chairman of the Scholarship Fund and two Parent Representatives of the Home & School Association.

The students were: Elizabeth Duhaime, Nancy MacRae, Michelle March and Stephen Spackman. Michelle March also won the trophy as "Best All-Round Student."

Don and Raymonde Goodfellow did a fantastic job of putting on the supper and the Executive Committee of the local Home & School Association wishes to thank them particularly, and everyone who contributed in time, food or monetary contributions, in general. We are proud of our Annual Bean Supper and once again it was a wow of a success... thanks to the hard work and devotion of a lot of people.

Gaspe conference

Resource persons from Quebec Federation and the local community will join in presenting a two day conference in New Carlisle on Sept. 14 and 15. Parents, educators, board members, members of community organizations will be invited to take part in the conference, which will have as its main thrust cultural and leadership development.

Beginning Friday night, sessions will include an overview of Home and School, its history and current work, membership in educational and community groups, why belong?; a session on public relations will look at ways to use the media to the best advantage, and how to make effective contact with

government at all levels.

Two workshops are planned, 'The Joy of Reading' and 'The Exceptional Child.' Both of these workshops were presented at Quebec Federation's Annual General Meeting in May and proved extremely popular. Other workshops will focus on programming and fund raising for your group, and how to run a successful meeting.

This conference is part of Quebec Federation's program of expansion and cultural development in the areas off the island of Montreal, and is funded by a grant from the federal government. Other similar conferences are being planned for various areas of the province.

A Message to Parents

LET'S BE FAIR

How can we be sure that our children regard our actions or words as fair? While there are no absolute guarantees, let's consider the following points...

- We must be cautious in our decision-making. Our triggered reaction to a situation can lock us into acting unfairly when we normally wouldn't. Certainly we need the ability to make decisions and act quickly, but we must be sure that we act wisely as well.
- We can test our fairness by putting ourselves in the child's position. This seems obvious, but so often we don't think to do it at the time we should. Also, we can check with the child to see how he feels about what is being decided. This makes us neither weak nor indecisive, unless we regard consideration as weakness.
- We should include our children in the decision-making process. Children's involvement in no way suggests leniency or permissiveness, but encourages responsibility and personal growth. In the case of punishment, children's suggestions are often far more severe than anything we might suggest.
- There will be times, however, when we may act unfairly even when we think that care and consideration have been exercised. What should we do then? We should do what we would expect our children to do—apologize!

When children are treated fairly, they are far more likely to be fair themselves, and thus we have taught them a very valuable lesson.

One in a series circulated by
MOUNT PLEASANT SCHOOL COMMITTEE
Hudson, Quebec

CITIZEN ADVOCACY

Help where it really counts

Peter is a bright engaging eight-year-old who is mildly retarded as a result of Down's Syndrome, and who has lived in a large residential institution since birth. His advocate, a young professional man with a wife and young son of his own, takes Peter home on weekends to share ordinary family life. Since this relationship began, Peter has learned to love and play with a cat for the first time in his life. He also knows where tomatoes and beans come from, and has helped pick them in the garden. Best of all, he knows many new words, and can use them in sophisticated sentences to describe his new experiences. Trivial things, you may feel. But they are not to Peter: these visits with his advocate family may pave the way for Peter to be able to live an adulthood of near self-sufficiency, a remote possibility for an individual raised exclusively in an institutional environment.

Diana is not so lucky. She too, lives in an institution, because her family is unable to take care of her. She is 19 and suffers from a mental handicap, which is not so severe that she cannot travel around the city on the bus, or attend a sheltered workshop. However, the staff at the home, who are sensitive and caring people, feel that although the home provides her with the care and protection she needs, it also reinforces her sense of isolation and helplessness. Diana desperately needs sustained and friendly contact with someone outside of the institution to help build up her self-confidence and put her back in touch with the mainstream of society. Diana herself is very enthusiastic about the idea of an advocate, but she has now been waiting for more than four months for a suitable volunteer.

The above examples are just two of many which could be cited by Citizen Advocacy Montreal to illustrate both the success of, and the need for, the citizen advocacy concept. Not all the people who could be

helped by citizen advocacy live in institutions or have mental retardation; any man, woman or child with a handicapping condition can benefit from the program. What they all have in common, however, is a desire to live a richer and more self-reliant life, but an inability to cope unaided in a competitive and often prejudiced society.

A citizen advocate is simply a reliable and sensitive volunteer who undertakes to vigorously represent the interests of his protege (the handicapped person) while encouraging his personal development and autonomy. The advocate is recruited, screened and trained by the citizen advocacy office, and

old program serving the West Island area, and a recently established downtown office which is attempting to introduce the concept to other areas of the Island. Both programs constantly need a new supply of volunteers to keep pace with the growing waiting lists of proteges. The important thing to remember is that while citizen advocacy is both a challenging and rewarding form of volunteer service, it is flexible enough to incorporate the participation of people with busy schedules. The range of protege needs demands volunteer responses of widely varying intensity and commitment: however small the amount of time

Leadership Conference

Please set aside Saturday, October 20th, 1979 for QFHSA's Annual Leadership Conference. Full details and registration will be going out shortly. If you have any suggestions for workshops please call the office at 933-3664 at once.

then "matched" with a protege on the basis on the needs, interests and capabilities of both partners. The advocate may in turn act as spokesman, friend, advisor, teacher or helper; the concept incorporates a variety of roles to meet a variety of protege needs and in order to utilize a range of volunteer interests and capabilities. The office maintains contact with the pair throughout the relationship, providing whatever guidance, support and information may be necessary. However, the advocate does not work for the office, or any other agency: his responsibility is directly to his protege.

There are currently two advocacy programs in operation in the Montreal area: a two-year

you have to spare each week, there is always someone out there who could benefit from it. Those who wish for more information, or who would like to become an advocate, should contact the office nearest to them. Both programs operate in French and English.

Where to call:

- Parainage Civique Montreal/Citizen Advocacy Montreal, 1224 St. Catherine West, Suite 607, Montreal H3G 1P2, 861-0352. Coordinator: Sally Mittag.
- West Island Citizen Advocacy, 7 St. Anne St., Pointe Claire, Qué. H9S 4P6, 694-3615. Coordinator: Joan Farley



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GENTLEMEN: I like the way you think, tell me more.

NAME _____
ADDRESS _____
CITY _____ PROV. _____ POSTAL CODE _____
ORGANISATION _____ PHONE _____

HS Sept/79

Now is the time to join Home & School!

Membership to Home and School isn't just for parents—it's for teachers, administrators and concerned citizens as well who desire to participate in, support and promote the objectives of Federation.

JOIN HOME AND SCHOOL — YOUR INDEPENDENT PROVINCIAL VOICE IN EDUCATION

So you want to join your local association. Call your school to find out whom the membership chairman is, then send in your membership money immediately.

Quebec Federation's membership year is based on the school year—September-June. You go on the mailing list once we receive your membership fee, and you are eligible to receive the NEWS until the following September or October.

- I/We wish to become member(s) of QFHSA for the year 1979/80.
- Application for supporting Membership. \$4.00 enclosed.
- Application for Group Associate Membership. \$10.00 enclosed.
- I/We wish to renew membership for the year 1979/80.
- I/We to notify you of a change of address (please indicate old address).

NOTE: For those who wish to become members of QFHSA, wherever possible SUPPORT YOUR LOCAL ASSOCIATION. Maintaining members are advised to pay their \$4.00 QFHSA affiliation fee to the nearest local Home and School

NAME
ADDRESS Apt.
CITY Postal Code
Name of Local School

No children in school but interested in membership

Return to: Membership Chairman, Q.F.H.S.A., 4795 St. Catherine St. West, Montreal H3Z 1S8.

Association (one of the schools where their children attend or have attended). In most cases, you do not have to be a parent of a child

in the school in order to become a maintaining member of QFHSA through the local or a supporting member of that local.