



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Quebec's Education Cost:

It's Elementary, it's High!

The Education Ministry wants more than one quarter of Quebec's 1980-81 budget, according to MEQ News. That amounts to \$5.29 billion, of which the Ministry sees 96% allocated to teaching activities for more than 2 million pupils and students, full-time and part-time, spread among 248 school commissions, 46 colleges, 7 universities and 2 higher education institutions.

The amount of \$5.29 billion will comprise a higher proportion of Quebec's gross national product in 1980-81. In 1979-80 the percentage was 6.3%.

The budget for elementary and secondary education will be \$2.934 billion in 1980-81, as against \$2.131 billion in 1979-80. The increase is due mainly, says the Ministry, to changes in the financing of education. Law 57 in 1979 removed title of school boards to the normalized real estate tax, which now passes to local municipalities. Boards retain only the right to levy sup-

plementary taxes (surtaxes up to a prescribed maximum of 6% based on operating expenditures).

The rate of decline in elementary and secondary enrolment forecast by the Ministry is 3.2%. The staff of the central administration of the Ministry of Education has been reduced by 2.7%, while its budget increases in 1980-81 by \$10.7 million, up 11.5% due largely to the indexation of salaries.

New method of allocating funds to school boards

The budget that a school commission will receive for a given school year will be determined by carrying forward its budget for the preceding year.

The budget will be adjusted following determination of the actual enrolment of the school commission at September 30th each year.

The Ministry sees this method as a simplification of the budgetary process, and as an improvement of the old method in that it enables the school boards to receive a budgetary envelope determined in advance of the beginning of the year. Up to now school boards were financed according to an 'open' system which was only finalized at the time of the financial statement of expenditures.

School board reaction

The parameters for establishing school board budgets do not appear to be as firmly set as the Ministry's announcements would suggest. Initial calculations of revenues according to the new rules have, in some boards, revealed a wide gap between the costs of maintaining staff and programs, and the revenues anticipated.

For instance, the Lakeshore School Board has projected a 1980-81 deficit of \$1,714,584. This difference between revenue and expenditure is incurred by higher than anticipated salaries for teachers and lower than anticipated grants for teacher costs. The Board calculates that \$1,500 more will be payable per teacher than will be received from the government. The government assesses an average salary for each school board, an average salary which in the case of the Lakeshore Board does not reflect reality.

...but budget cuts are expected

Budget cuts of 5.8% across the spectrum of government expenditures are now expected for the coming year. Education ministry officials have been studying the implications of financial cutbacks of this order, which will affect the budget of every school board in the province.

Still not in receipt of final, definite budgetary provisions from central funds for the current school year, school boards can expect stringent limits to expenditure for the next. Given the restrictions on revenues raised from local supplementary taxes, school boards will

have little option but to come to terms as quickly as possible with any new financing rules, in order to make decisions as to cutbacks in buildings, programs and services.

Among the centrally funded programs which appear vulnerable in the first rank are the 'maternelles d'accueil' currently set up to introduce children of four and five years of age to

the French language in preparation for integration into French school. To continue to provide what amounts to free nursery schooling with door-to-door bussing for non-francophone children followed by a full day of kindergarten in the succeeding year, while regular classrooms feel the effects of cuts in resources, will clearly be difficult.

Testing teacher competency

Teacher candidates in four Southern U.S. States will be required to pass competency-based tests to become certified as teachers. Georgia, South Carolina, Florida and Alabama are implementing teacher certification testing programs, using tests designed to meet the needs and objectives of the particular state.

In Georgia, 5,000 state educators helped identify competencies seen as essential for beginning teacher certification, as the basis for the Teacher Performance Assessment Instrument (TPAI). In addition, candidates will be evaluated by school personnel and licensed assessors.

In South Carolina, tests will be used to establish certification and employment standards, and to provide diagnostic information useful to candidates and to their training instructions.

Testing in Florida begins in the fall of 1980, to measure new teachers' mastery of basic 'generic' skills, such as reading, writing and mathematics, as well as competencies in teaching skills.

Potential teachers in Alabama will write tests of English proficiency and general knowledge about teaching and mastery of concepts in a specific subject area.

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1981 Annual General Meeting

Our annual meeting and conference will be held this year on:

May 8 and 9

at the
**Loyola Campus of
Concordia University**

Our theme:

NEW DIRECTIONS IN EDUCATION

Please plan to attend and to participate fully

Editorial comment

The need to understand

In mid-January Quebec Federation hosted a meeting of association Presidents, teachers, administrators and other educators. The purpose of this gathering was to learn about the eminent changes in the educational systems in this province.

Several questions deserving to be asked in anticipation of the meeting were considered at the meeting and still remain to be resolved.

However, those who attended are now more aware of the realities and what are the implications and effects these changes may well bring.

What are the changes — some of them radical — that will be made? In the light of Bill 71 which greatly reduces the powers of the school boards will quality education continue to be provided?

What are the implications of the anticipated changes and how will the language and culture of the citizens of Quebec be affected? Could, in fact, English language education survive under a revised system? Will it be allowed to? What will be the end result of the proposed changes and where is it all leading?

As parents and citizens who have a vital stake in the future of the province as a whole, we all need to understand the nature of the changes that will come about and realise how we all will be affected. We need to impress upon our legislators the necessity of input from the community. We must now allow "education by default."

Francophones at Concordia

More than 1000 a year decide on McGill and Concordia, some to learn English, some to bone up on French Literature.

Francophone students are on the march again. Not as 8,000 of them marched on the cold, Friday night of March 28, 1969, outside McGill's Roddick gates, brandishing placards and angry faces, demanding the school convert to the French language. The mood has changed. Francophone students today—riding a new wave of post-1976 optimism—are a confident breed, and a good percentage are commuting to Concordia and McGill.

Francophone university enrolment has burgeoned in Quebec. Just since the election of the Parti Québécois government, it has jumped by a third, to 110,000. And with growth has come diversification. Never before have francophone numbers in Montreal's two English-language universities been so high.

Since 1977, the march of francophones has accelerated to more than 1,000 a year, to the point where 16 of every 100 francophone students in Montreal attend either McGill or Concordia. Indications are that this proportion will increase during the 1980s. But no one is able to say for sure when it will level off.

At the north end of Loyola's Central Building is the arched four-storey, brick-and-stone refectory where Jesuits dined back in the days before women were first admitted to the College in 1963. Despite what Merriam-Webster says—"a dining hall, especially in a monastery"—Loyola's refectory is now home to Concordia's music

department. And for 75 of its 150 students, bonjour says it all.

On the first floor, 28-year-old Jean-Louis Collin, moustache thick and hairline in retreat, is blowing into his Selmer tenor saxophone. The tiny room is soundproof. It's called a 'module'. The door is all glass and the walls inside are sterile white. Howard Hughes would have loved it.

Three years ago, Collin decided on Concordia so he could study under American saxophonist Doug Walter, who has since returned to Los Angeles. Ask Collin today about English-French relations at Concordia and in the music department and he'll say everything's cool. More, the vibrations are good.

"Maybe it's just that most people are friendly," he says, "or that the buildings are old and beautiful and the general atmosphere is good."

"But there's no trouble. And I wouldn't expect there to be, here in Montreal. Maybe in the States or Ontario, but not here."

"And it would be the same in a French school for the English, I would think."

But Collin's assertion is difficult to document because anglophones in francophone universities are difficult to find. English enrolment last year at the Université de Montréal (U de M) was 1.5 percent of 28,000 students. And while the Université du Québec à Montréal (UQAM) doesn't keep such statistics, officials there estimate it at three percent of 21,000 at best. Anglos just aren't studying in French despite trends among francophones.

During Concordia's 1979-80

Reprinted courtesy Concordia University Magazine.

by David Johnston

academic year—stats for this year won't be available until January—14.9 percent of 23,500 students, or 3,400, indicated French as a first language. At McGill, 19.9 percent of 21,000 students, or 3,900, fell in that category.

At both universities, anglos accounted for about 65 percent of the total student population, with francophones and 'other' linguistic groups making up the balance. There are more francophones at McGill than Concordia, but French enrolment is increasing faster at Concordia, (17 percent annually since 1977) than at McGill (11 percent). In September of 1977, 11.3 percent of all Concordia students were francophones. Last year, the figure stood at 14.9 percent. This year it might be closer to 17.

You'll find a great many francophones at Concordia learning or improving their English. Then there are francophones who spend most of their time studying French literature. They're in all sorts of departments for all sorts of reasons.

Francophones are in Concordia's journalism department because it's the only journalism school in Montreal; Francophones in engineering because the faculty is the only one in the city where you can take a full-time course load at night. Francophones in the fine arts faculty because UQAM, some students say, is strike-prone. In music because you can hang out and do your own thing. Communications Studies because of its reputation and an alumni roster beginning to read like a concise 'who's who' of Canadian broadcast journalism. Or for something as simple as living in Lachine and choosing three years at Loyola because public transit crosstown to U de M or UQAM is a drag.

In percentage terms, Concordia's francophone enrolment is highest in visual arts and music (50 percent each), and in communication arts (35 percent).

ERRATUM

...the tax number

In the last of the four part series by Dr. W. Potter the NEWS did not bring up to date her commentary concerning the issuance of a tax number, which at the time her original speech had not been issued. The copy should have read:

"For a year and a half it (the QFHSA) was refused recognition as a charitable organization and was not granted the tax number it required to make donations tax deductible. Bureaucrats in the Department of National Revenue considered the Home & School's legal case political activity and contestation of Bill 101 not in the public interest. It took 18 months of continual pressure on several MP's and intervention at the cabinet level before the tax number was granted."

OTHER PEOPLES OPINIONS

There has also been a significant increase, but an undetermined one, in the number of francophones enrolled in the faculty of commerce and administration—especially females. Says Rolly Wills, associate dean of student affairs for commerce and administration: "I'm seeing more and more female francophones. And they're very bright. We've always had some part-time, but now many are full-time students. They're looking for mobility, so they want to perfect their English."

Concordia's francophones generally agree that Concordia's anglophones don't make, even fear making an effort to speak French in a one-to-one situation. And they see themselves as being more exuberant and spontaneous than their anglo counterparts.

"Les anglais sont un peu plus straight," says Dominique Sarrazi, 21 a second-year fine arts student. Reserved. Exactly how an English-Montrealer is inclined to describe a Torontonian.

Louise Lemay, 20, is a second-year student of communication arts. She says relations between anglophones and francophones at Concordia are divided. But not strained. "This is natural," she says. "It's a cultural thing. Everybody has their own prejudices. But it's not that we don't get along. It's just easier to express yourself in your own language... The English are nice, but they won't come to you. You have to go to them."

* For the past five years, Claude Laferrière, has worked as an electrical engineer with Bell Canada in Montreal. A graduate of Montreal's École Polytechnique, Laferrière, 29, decided to take a leave of absence from Bell and return to school to pursue a masters' degree in business administration. He chose Concordia.

"One thing that was very important in my decision is that

the language of commerce is English. It doesn't matter where you are, in Quebec or the rest of the world. I wanted to study in the language of commerce. Plus it permitted me the opportunity to perfect a second language." Laferrière says the biggest difference between Concordia and the post-secondary schools he has attended in Montreal is that Concordia is so cosmopolitan.

Jacques Pouliot, 30, a second-year fine arts student, echoes the observation.

"Especially in the Hall Building," says Pouliot, "It's like the United Nations. There are people from all over the world."

Pouliot says that in fine arts, where French enrolment is 50 percent in some classes, the university should make an effort to further accommodate the French language. The faculty has already set aside some sections of multi-section courses for instruction in French, but Pouliot says that's not enough. And there are other students, he says, who feel the same way.

"Since we're 50 percent here, sometimes I feel resentment that most publicity is given only in English." In some of his courses, Pouliot says most students are francophone and sometimes even the teacher is francophone. Yet the rules call for English. So often, says Pouliot, the professor has to repeat himself in French. "The anglophones wouldn't understand him in French, yet we can't understand him in English because of his accent."

Pouliot occasionally bridles over the signs on washrooms doors in the fine arts building. "The university should have bilingual signs or use more symbols, like a picture of a man with a beard or something."

It is possible for a Quebec francophone—without any understanding of the English language and without the abili-

(see 'LES ANGLAIS' pg. 9)



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PRINTED CANADA

Hearing from you...

Children did not forget...

Dear Dr. Potter,

Many thanks and congratulations to you and the members of your Federation for the help you have given us during our 1980 "Forget-Me-Not" Campaign.

We take pleasure in advising you that \$18,175.29 was raised by the students of twenty-eight schools belonging to your Federation; an increase of almost \$3,000 over the previous year. We are enclosing a breakdown showing the amount raised by each school, which we would appreciate having published in your Home and School News.

We are anxious to get more schools to participate in our annual Tag Day. We realize that the third week of September leaves very little time for preparation, and would appreciate your co-operation in requesting the individual Home and School groups to bring up our tag day project at their last meeting before school closes in

June, 1981. Arrangements could then be made, to be confirmed in September or before school starts.

On behalf of our Directors, our staff and, most of all, the children we serve, thank you so much for your valuable support.

These schools contributed to this year's effort

School	Tag Boxes	Collection
Algonquin	230	895.72
Bedford	120	835.94
Beechwood	40	104.64
Carlyle	140	893.43
Cedarcrest	200	1,025.70
Courtland Park	200	891.42
Dunrae		
Gardens	190	609.13
Edinburgh	50	591.99
Elizabeth		
Ballantyne	50	264.03
Gardenvue	200	861.92
Glencoe	200	1,190.23
Herbert Purcell	100	593.40
Iona Avenue	130	698.19
Lachine Rapids	30	280.30
Laurentide	100	1,074.29
Lorne	200	827.39
Malcolm		
Campbell		
High	100	373.98
Meadowbrook	30	46.35
Northmount		
High	40	336.70
Northview	120	866.18
Somerled	100	1,027.75
Spring Gardens	40	193.97
Summerlea	50	278.14
Westminster	30	58.62
Westmount		
High	50	157.95
Westpark	300	1,766.59
Woodland	150	1,258.34
TOTAL	3,190	\$18,022.29

In addition there was a \$10.00 donation from Northmount Home & School Association, and a \$143.00 donation from Riverview Elementary School raised at its 'Marathon of Coins'.

In all there was a \$2,987.58 increase over last year.

Henri R. Dorion,
President, Quebec Society
for Crippled Children

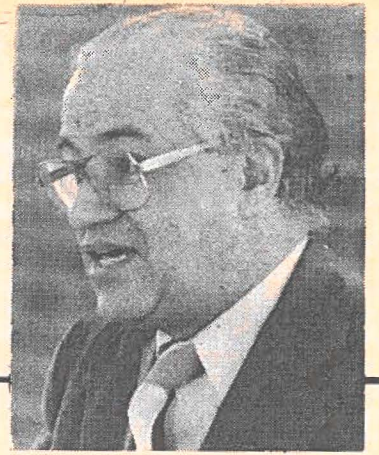
Objective morals teaching not politically okay

Dear Members,
One of the most important issues facing all teachers of morals is the division existing between relativistic techniques such as Values Clarification, Self-Concept etc. etc (which come under the general title of Humanistic Education) and absolutist teachings (not necessarily religious but including religious teachings), which stress that there are moral standards.

There is also a problem facing us with regard to neutral schools, if and when they ever come into being in a proper sense. I suggest that the Roman Catholics have the easiest time developing their teaching programmes, but Protestants (so-called) are faced with the problem of reconciling Anglicans, United, Presbyterian, Baptists, Orthodox, Jewish, Islamic and Buddhist Teachings. There is also a problem concerning interpretations of the Bible as between liberal and fundamentalist approaches.

PRESIDENT'S MESSAGE

CAL POTTER
President



In this first issue of the NEWS for 1981 may I extend to all Home and Schoolers best wishes for each of you individually to have a happy and prosperous year. With equal strength, may I also wish to each of you a productive and stimulating year in your Home and School. I know opportunities to talk and to act will be there in your local. I trust members will use opportunities to influence the positions to be taken by Quebec Federation of Home and School Associations on critical issues already visible on the horizon.

Our school and constitutional environment are changing. We need to study what is happening in order to make intelligent responses. To this end QFHSA has adopted several initiatives. In January, for example, we staged a mid-year meeting for local presidents and their officers. The intention was for the meeting to explore and fashion responses to the changing school scene.

One facet of school change relates to school boards being (with two exceptions) Protestant or Catholic. Should the number of non-confessional school boards be expanded? Should we have neutral schools? Each question has a number of implications.

Another event that we hope may emerge very soon is an opportunity to address the Joint Committee of the Senate and the House of Commons on the Canada Constitution, 1980. QFHSA has submitted a brief recommending some changes in the proposed Canadian Charter of Rights and Freedoms.

The brief focuses particularly on Article 23—which is entitled 'Minority Language Educational Rights'. This article gives Canadian citizens—whose first language learned and still understood is either French or English—the right when English or French is the minority language in a province to have their children educated in that minority language. What it does not do is give full freedom to parents to choose the language of instruction for their child.

Article 23, actually, gives eligible parents the right to perpetuate an official language mother-tongue. Its concept is that of a 'collective' right of a language group. In this respect it resembles a statement of a language policy for Canada

rather than a declaration of an individual right or freedom.

The language policy envisaged, moreover, has several deficiencies. It does not meet the standard set by the Universal Declaration of Human Rights of the United Nations except for the minority language group. As a result it does not protect the majority of Canadian parents from government interference in their choice of official language for the schooling of their children.

In its application to Quebec, the language policy would treat parents unequally. The 12 percent of parents whose mother-tongue is English and who are Canadian citizens would be protected from government interference in their choice of language for the education of their child. They could choose for their children on the basis of each child's needs and prospects.

Parents in the majority language group on the other hand, 82 percent, and the 6 percent whose maternal language is 'other', would not be protected by the constitution from government interference in the choice of language for the schooling of their children. Those parents, if they want minority language schooling for their children for the purpose of second language learning, will not be able to so choose. Article 23 would allow the provincial government to have the prior right of choice. It is an exclusion of parents' rights incorporated into a constitution under the label 'Charter of Rights and Freedoms'.

In our view, ALL parents regardless of maternal language, race, nationality, or religion, should be protected from government interference in their right of free choice of official language for the schooling of their child. We don't want a caste system in this province whereby the rights of parents vary depending upon mother-tongue. Above all we don't want such discrimination entrenched in the constitution of Canada.

We hope to make the above point to the Joint Committee. We would be very pleased, should the opportunity for an appearance materialize, if executives of locals would join us at the hearing, so that the concern of parents would not only be audible but also visible.

Block Parent Program underway

At a recent meeting, the School Committee of St. Patrick Elementary School expressed an interest in the Block Parent program, as mentioned in the September issue of Quebec Home & School News.

Would you please forward to me at the above address more details about community involvement in this program, or re-direct this inquiry to whatever organization is in charge.

This same September issue highlighting 1980 School Bus Safety Week prompted St. Patrick School to request the local bus transport system to supply a bus for an evacuation drill, which was subsequently and effectively carried out. I might add that the local transport commission was impressed by the request for bus evacuation drill, and it will probably implement similar drills throughout the elementary french language system in Thetford Mines. Thanks to Home & School for promoting yet another great idea!

I look forward to receiving the requested information about the Block Parent Program.

Philippa R. Lynn,
President,
St. Patrick School Committee

May 8-9, 1981

These could be the most important dates in the lives of your children

Some serious efforts have been made at producing a neutral programme which aims at looking objectively at many different theories of human behavior—atheistic, theistic, agnostic, philosophical, religious political and thus avoid a one-sided emphasis. Some of us know how necessary such an approach is from actual experience in our classrooms, but it does not appear to be politically acceptable at this present time.

For my part I see the Ethics and Religion Educators of Quebec as an agency which:

1. can help teachers in the morals programmes to find fellow practitioners;
2. could experiment with new ideas and report back to the membership; and
3. could speak from behind the teachers desk in the classroom, so to speak, and inform administrators of every rank just what the teacher needs and

what the problems really are, and make suggestions about solving those problems, especially when the ministry proposes unsatisfactory ideas.
E. Geoffrey Tenneson
President, Ethics and Religion Educators of Quebec
Ed. note: Parents and others with ideas to contribute can write Mr. Tenneson at R.R.1, East Farnham, P.Q. JOE 1N0—that's an interesting P.O. Code!)

BUCKING TREND!

Alberta faces teacher shortage

Contrary to popular opinion, there is now a teacher shortage in Alberta and by 1985 the situation could become critical.

This is one conclusion of a study by Dr. Gulbrand Loken of The University of Calgary department of educational administration. The study, commissioned by the Provincial Ministry of Education through its planning and research branch, will enable projections of teacher supply and demand for the province to be made over the next five years.

"The fact is that Alberta's three universities have never produced enough teachers to meet the annual demand," says Dr. Loken. "In the past five years, Alberta has imported on the average more than 1,000 teachers per year from other provinces and countries. In the 1980's, unless the universities are able to substantially expand enrolment in education, Alberta will be in the precarious position of importing more teachers than are produced and placed here."

The teacher shortage, according to Loken's study, is expected to rise from slightly more than a thousand in 1979 to almost 2,000 by 1985. A shortage, as Dr. Loken defines it, is

the difference between the number of teachers Alberta produces and the number required by the schools year by year.

Alberta's buoyant economy provides the setting in which basic education enrolments are projected to grow from about 420,000 in 1980 to about 443,000 by 1985," says Loken. "In addition, growth is expected in early childhood education, alternative and private schools, and special education.

"Last year, about 10,000 children of school age moved into the province. Overall, the total population of Alberta is

expected to double in the next 20 years," he says.

"Alberta's boom is a two-edged sword: more and more families are attracted to the province, but more and more teachers, attracted by other high-paying jobs, are leaving the profession," he explains. (13.5% quit each year).

Currently in Alberta, there is an acute shortage of teachers for vocational subjects, mathematics, sciences and early childhood programs. There is also a shortage of substitute teachers. The same situation exists in British Columbia and Saskatchewan.

SUPERIOR COUNCIL OF EDUCATION:

'No stopping here'

Quebec must keep the upgrading of its primary and secondary schooling on the move, says Claude Benjamin, chairman of the Superior Council of Education. The school systems and their public are geared up to move ahead on measures based on the Green Paper consultation and MEQ's policy "The Quebec School". To delay is to risk the consensus developed at great effort by professionals and public.

Chairman Benjamin and colleagues from the Superior Council, its Committees and Commissions met with the

press on January 8th, 1981, as the SCE annual report on the state and needs of education in the province became public. The occasion gave the opportunity to pose some questions to the government and its education ministry.

—Where is the new 'teaching system' (Régime pédagogique) for pre-school, primary and secondary education?

—Where are the new programs and curricula?

—Where are the new teaching guides?

—What is happening in the matter of school textbooks and on education information for parents?

—What about vocational education policy?

—At what stage is a new policy on teacher training?

—How is the student evaluation policy promised in the Plan of Action coming along?

—How will the new Ways and Means Committees (conseils d'orientation) be encouraged?

—Will budget restraints being urged by the Treasury Board be so severe as to jeopardize the Plan of Action?

Pupil as central focus

The pupil must be central to all activities of the school and the system of which it is a part, says Lucien Rossaert, vice-chairman of the Superior Council. This is the message of the 1979-80 report of the Council. People, buildings and dollars must all be focussed on the educational development of the young people they exist to serve.

This means, Rossaert continues, that principals do not just administer, they animate schools. Teachers for their part work as teaching partners with their students, not as 'instructors'. Consultants see that programs reflect the needs of the student as well as of the subject. And the adults in the school community enrich themselves and their pupils by listening to and talking with them at every opportunity.

When these are the characteristics of our schools, then our schools will be places where pupils can develop fully.

Secondary level students, the Superior Council of Education says, need to be motivated by responsibility. Many of them drive cars, have jobs, manage finances and even work as volunteers in their community. Yet in school, the expectation more often than not is that they need to be told what to do and need supervision to do it.

Freedom to use initiative, express themselves and make choices can contribute to a sense of responsibility and pride in achievement. On the other hand, if school conditions are such as to require students to be passive recipients of instruction and supervision, problems of discipline and vandalism result.

Vanier Institute of the Family Award to Mr. Justice Emmett Hall

The Wilder Penfield Award of the Vanier Institute of the Family was presented to Mr. Justice Emmett Hall at Winnipeg, December 4th, 1980.

The Vanier Institute of the Family was founded fifteen

years ago following the call of then Governor-General Georges Vanier and his wife for an 'enduring association of many professions dedicated to the reinforcement of family living'.

The first president of the Institute was Dr. Wilder Penfield, the famed Montreal neurosurgeon. It was recipient of a founding grant of \$2 million from the Government of Canada, which also agreed to match contributions from other sources. In time the endowment fund totalled more than \$6 million, yielding an annual operating income of approximately \$500,000.

Mr. Justice Emmett Hall is cited in the address on the occasion of receiving the Award, as having left an imprint on many

areas of Canadian life: family life and schooling, medical care insurance and grainhandling, university structures and judicial systems, interpretation of various laws and regulations, arbitration of industrial disputes. He is perhaps best known for his diversified service as an inquiry commissioner.

In 1968, Justice Hall co-authored with Mr. L. A. Dennis, a report on aims for Ontario schools, 'Living and Learning'. He had been associated with education since becoming a separate school trustee in Saskatoon, soon becoming chairman of the Board of Trustees, and then a member of the executive of Saskatchewan School Trustee associations.

HIGH SCHOOL COMPETITION:

How well can you write?

The 1981 Achievement Awards in Writing competition, sponsored by the National Council of

Teachers of English for high school students throughout the U.S., is now underway.

Through this nationally known competition, now in its 24th year, NCTE cites approximately 800 high school seniors for excellence in writing and recommends them to colleges and universities for admission and for financial aid, if needed. NCTE also honors teachers and schools that have participated in the training of these young men and women.

Every state in the U.S. the District of Columbia, Canadian schools, and U.S. overseas schools are represented among the finalists, with at least two finalists per state, according to population.

To be nominated for the competition constitutes an honor in itself, since only from one to eight students from any given school, depending of size of its student enrolment, can be named to compete.

The National Council of Teachers of English is a nonprofit professional organization with individual and institutional members at all levels of instruction, from elementary school through graduate college. Its goal is more effective teaching of English language, literature, and composition in the nation's schools and colleges.

Additional materials for the Achievement Awards competition and further information may be obtained by writing Achievement Awards in Writing, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.

'BACK TO BASICS'

Ignores complexity of learning

Ignores complexity of Learning

The president of the U.S. National Council of Teachers of English fears that advocates of 'back to basics' are threatening the humanistic elements in the teaching and learning of language by restricting school programs to skills which can be measured.

Robert Squires stressed, at the AGM of the Council in Cincinnati in November, that skills and abilities do not grow in isolation from content and that in all subjects students develop skills in using language and other symbol systems.

The challenge to the teacher of the class of 1984, he said, is to help students train themselves in clear and logical thinking expression without destroying their independence and individuality of thought and spirit.

Teachers should also, according to Squires, support and defend the right of students to make informed and mature choices in their reading.



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CONVENTION
MAY 8-9

THE CANADIAN CONSTITUTION, 1980-81—

The House-Senate Joint Committee hearings on the proposed resolution respecting the Constitution of Canada have been attended by dozens of groups making presentations on constitutional matters. Because of the many other groups who have signified their wish to submit or present opinions on the resolution and its contents, the hearings are to continue into 1981.

Among those submitting opinions are the Protestant School Board of Greater Montreal, the largest Quebec Protestant board, and the Quebec Federation of Home & School Associations.

QFHSA presentation to House-Senate Committee

Mandated by the QFHSA Board of Directors to submit a position based on:

- the rights of children to the services they need to support personal and academic growth, and to services which recognize their linguistic and cultural differences.
- the right of parents to define their child's linguistic and cultural identity in the field of education and public services
- schools which reflect the linguistic, cultural and religious values of the communities they serve, and
- support for local democracy in education and other public services as an expression of rights.

The ad hoc committee of QFHSA drew up a presentation which makes the following recommendations:

(a) that Section 23 of the Charter of Rights and Freedoms be amended to eliminate the restrictions of

citizenship, maternal language and sufficient numbers, and to incorporate the United Nations Declaration of the Rights of the Child. Such incorporation would declare children to be a class of persons with rights of their own which must be promoted and protected by all, and would set some constitutional goals to guide governments, agencies and individuals in the measures they must undertake to improve the conditions of children and to support parents in their responsibility for their child's education;

(b) that power to alter minority educational rights be restricted in one of three different ways to be selected by the Committee of the House and Senate; and

(c) that change to the nature of Canada which is to the detriment of the other official language should be excluded by the addition of words to that affect to Article 16(2).

PSBGM presentation to House-Senate Committee

In the Charter of Rights and Freedoms contained in the House of Commons resolution on the Constitution of Canada, Section 23 refers to minority language education rights as follows:

23.(1) *Citizens of Canada whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside have the right to have their children receive their primary and secondary school instruction in that minority language if they reside in an area of the province in which the number of children of such citizens is sufficient to warrant the provision out of public funds of minority language educational facilities in that area.*

(2) *Where a citizen of Canada changes residence from one province to another and, prior to the change, any child of that citizen has been receiving his or her primary or secondary school instruction in either English or French, that citizen has the right to have any or all of his or her children receive their primary and secondary school instruction in that same language if the number of children of citizens resident in the area of the province to which the citizen has moved, who*

have a right recognized by this section, is sufficient to warrant the provision out of public funds of minority language educational facilities in that area.

The PSBGM proposes that the new constitution should contain, in place of Section 23,

1. The Right of all parents to choose either of the two official languages of Canada as the language of education for their children.

2. The retention of the rights and privileges guaranteed by Article 93 of the BNA Act and the guarantee that any changes in the Constitution not diminish, infringe upon, or withdraw any educational rights and privileges already guaranteed in the BNA Act.

Federal Role

Further developing its position on education, the PSBGM asks that the Constitution give responsibility to the Federal government:

(a) to establish a minimum level of education across Canada with the appropriate financial support but with freedom to other authorities to exceed these minima, if they so desire.

(b) to subsidize minority education by direct payments to school boards.

(c) to develop and continuously improve courses which shall be given in all Canadian schools, which will foster a pride in being a Canadian and belonging to a country called Canada.

(d) to guarantee language instruction in the language chosen by the parents as a first language; in the second language so that all children have some knowledge of the other official language of Canada; in other languages of cultures that are part of the Canadian scene.

(e) to disallow any provincial law which is prejudicial to individual and minority rights in education as stated in the Constitution.

(f) to establish the office of 'educational ombudsman'.

Provincial Role

At the provincial level, the PSBGM envisages the following responsibilities:

(a) to decide the content of curricula, with the exception of those assigned to the federal level, while allowing school boards to make provision for local and regional differences.

(b) to equalize budgets of school boards to ensure a minimum level of education for all children.

(c) to give school corporations primary, if not exclusive, rights to an adequate and relatively stable tax base.

United Nations Declaration — Rights of the Child (1959)

Whereas the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom.

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Whereas the child by reason of his physical and mental immaturity, needs special

safeguards and care, including appropriate legal protection, before as well as after birth.

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the status of specialized agencies and international organizations concerned with the welfare of children.

Whereas mankind owes to the child the best it has to give,

Now therefore,
The General Assembly
Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society

the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

PRINCIPLE 1

The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

PRINCIPLE 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount considerations.

PRINCIPLE 3

The child shall be entitled from his birth to a name and a nationality.

PRINCIPLE 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end,

special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

PRINCIPLE 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

PRINCIPLE 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

PRINCIPLE 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of

moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

PRINCIPLE 8

The child shall in all circumstances be among the first to receive protection and relief.

PRINCIPLE 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

PRINCIPLE 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

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AYLMER CONFERENCE:

Continuing campaign helps promote Home & School

Sixty people participated for the full day, November 1, 1980. A thank you to Fay Richardson for her guidance and support, Alex Morris for his explanation of the Home & School structure, and Cal Potter for his brief talk on Future of English Language Education in Quebec. Also thank you to Quebec Federation for the book which was presented to Aylmer Elementary for our library.

All persons who spent the day with us were very impressed with the professionalism shown in the organization of such a conference and of the Quebec Federation, also the high quality of each workshop. I feel a very positive reaction to our

first conference and hope these feelings of enthusiasm will continue to grow in our area.

Opening remarks by Mr. Hugh Macdonald (see box) were excellent. As our Director General he was very pleased to witness such a conference and had a very strong positive feeling for all work of Home & School, he gave us his full support in all that we do. He also gave a talk on a few local issues concerning our school board and some general information while he had us all together. Alex Morris followed by giving an excellent explanation of the structure of Home & School showing its worth both provincially and nationally.

Home & School has much to keep fighting for . . .

The following is a text of the opening address given to the Home & School conference in Aylmer at the beginning of November by Mr. Hugh Macdonald, Director General of the Greater Hull School Board.

It is a real pleasure to be invited to welcome you to the first Home & School conference in our area in many years. My memories of the Home & School Association in Quebec go back with tremendous clarity to a day in September 1967, when as a brand new principal, I watched nearly all of my 400 children disappear in a cavalcade of school buses under the direction of an unknown local president of the Home & School to visit Expo '67 in the wicked city of Montreal. They all came home, and, in fact, we had one extra for part of the trip. That president has been a school board member since 1972, and is a past Chairman of our school board, Mr. Ron Webb. I have been a staunch supporter of Home & School ever since.

Home & School deserves our support. Its orientation is summed up in its name... Home & School. It embodies a togetherness: it is by its very nature and roots a cooperative body of the two institutions with which our children most intimately associate every day of their precious childhood. It has established, since its inception in the 1940's in Quebec, a strong, consistent voice recognized by a variety of our provincial governments as an advocate on behalf of the english speaking children of our province.

Some of the positions taken by Home & School have been dear to my heart and I have supported their

fight vigorously, particularly, (1) the fight against the oppressive language legislation in this province which began with Bill 22 and became more and more regressive to the present Bill 101—of which more later. (2) The fight against the book-buying policy which forces us to buy from a government list of book sellers. This policy opened the way to possible government control and censorship of our books and resulted in an immediate loss of 40% of the purchasing power of our schools, when compared to the previous normal system of buying our books direct from the publishers. (3) The school record fight. The Home & School and the entire education community acting together forced Quebec to rescind its intrusion into the rights of individuals by withdrawing the idea of standardized report cards and school records. (4) The Home & School Association has fought hard to get the Government of Quebec to release the funds or even to account for the funds allocated by the Federal Government for second language instruction... an issue of high priority here in Western Quebec.

Well all of this, I hear you saying, is pretty high-level political stuff. What about the local level? What can I do about it? First of all, the strength of the provincial voice of the Federation of Home & School Associations is a function of its membership. I was speaking to a past president last weekend, Doreen Richter, who told me that when she went to Quebec to speak to the Ministry, she spoke for about twice the number of parents represented today. Remember, as a group, we English are declining. We must band together today more than ever or we will be swamped. Compare your

voice at the local level within an all-English organization as is the Federation of Home & Schools, to that of the pitifully small percentage we make within the new giant - the Federations of Parents Committees of Quebec which covers the entire Catholic-French sector. Our views will be heard only if we strengthen the voice we have and do not let it atrophy.

What of the Bill 101 situation in Western Quebec? A recent survey shows that the English community has dropped from 35% to 16% in the Ottawa Valley, largely as a result of the vicious legislation known as Bill 101. In 1975, I was predicting a 10% increase annually in school population in this sector of our school board. Today, we are declining slightly. Head offices, doctors, nurses, and other professionals are being forced to leave the province, and one has only to look out of the window here to see the disastrous effects on construction and other businesses.

Home & School has carried the fight against this inequitable law to the courts. The route is long and tortuous and the lawyers get rich in the process. But Home & School has managed to get enough funds together to take the case to the Supreme Court of Quebec. More funds will be needed as, win or lose, the case will surely be appealed. Calvin Potter, Home & School President asks, "Can you help in the next campaign to raise funds?" I ask you... please help. This law is strangling us right here in our home town.

I feel sure your President will allude to the stifling standardizing effect of the new Regime Pedagogiques, and the stultifying, insulting use of translations of curricula which are being im-



HUGH MacDONALD

posed upon us. The government has recently asked us to provide translators so that the translations will be "good ones". The standardized time allotments will be virtually impossible to follow in our schools. We will lose our freedom to vary the emphases within the curriculum—notably in the area of the French 2nd language which receives a high priority in our schools.

Alex Paterson of the Positive Action Committee has said that we must jealously guard our freedoms, even the freedom to exist. We must do that through the protection of our institutions, our hospitals, our churches, our social services, and the first and most precious of these, our schools.

Here, in the Greater Hull School Board, we believe in freedom. We believe in freedom to choose the language of instruction. Freedom to allow our schools to reflect the different values, needs and aspirations of our far-flung communities. Freedom to recognize that our children are unique individuals requiring individualized programs tailored to their needs... not standardized homogenized programs translated from another culture. And, too, we believe in the freedom to teach in our own individual way...

for we believe our teachers too are individuals, each with strengths and interests which they must be free to use to develop their own style of interacting with the very complex beings that are our children. It is because we enjoy this professional freedom that we have a group of teachers, principals, and consultants, second to none, who deliver to our children an amazing array of services unequalled by any board our size.

Finally, the question I often hear asked: "Is the Home & School on a collision course with the parents and school committees? Do we need both?" Yes, I think we do. When both organizations have essentially the same goals, they work well together and, in fact, frequently become the same organization. This surely makes good sense when we realize how few we English are. In my opinion, Home & School should maintain a separate, *voluntary* identity... safely separate from school boards, teachers' unions, and the seductive monies of the Ministry of Education; money given usually has a price, in our case, loss of precious autonomy.

These are serious times for our education system in the province, and I wish Home & School strength in the pursuit of its goals.

4 AYLMEER SEMINARS

Consultative Role
Home & School/School

It's a matter of involvement

Dave Hill, Principal,
MacDonald High School

Mr. Hill tried to give us an explanation and interpretation of the word consultation, giving us examples of teachers consulting with the principal, whereas at one time the principal's word was law and no consultation took place. Consultations are now being carried out between teachers, principals, parents and school boards continually. Especially evident of consultation is the fact that a parent from the Central Parents Committee now sits on the local school board. Of course Plan d'Action advocates trying to involve parents even more than they are now. He told us how Home & School and School Committee meet separately in his school, Home & School being more responsible for student-related activities. There were questions directed from the floor about different forms of consultation; also we strayed onto a topic of consultation regarding teacher hiring and firing. A very interesting talk and we thank Dave Hill for travelling to Aylmer to present this workshop.

Kids and Drugs — keep lines of

communication open

Pitfalls of Youth - Addictions

Mrs. Wilkinson, teacher of personal development, St. Josephs
Mrs. Mamen, Guidance Counsellor, Phillemont Wright High School,
Member of QPP,
Member of RCMP.

Another excellent workshop. Many persons were so impressed, also concerned, that a follow up information night is being scheduled in several different local schools.

Mrs. Wilkinson gave her position as personal development teacher at St. Joseph School - level 7, average age of student is 12 years. In her

program she tends to inform rather than preach. Certainly if they don't experiment with drugs, they will come in contact with those who have. Scare tactics don't work - No. 1 priority is to keep communications open at all times.

Mrs. Mamen - Guidance Counsellor, Phillemont Wright High School, has a discipline committee to deal with drug or alcohol related problems - could mean suspensions. Fewer smokers and more alcohol users presently, and most experiment at parties, evenings, weekends rather than at school. Peer pressure causes most to participate—interest of the parent vital—keep communication open, remain close, keep family oriented activities going. Problems Mrs. Mamen encounters most are emotional, loss of friendship, can't talk to their parents—it is difficult for the child to interpret realities, especially drug users. Try to encourage individuality.

RCMP - brought a complete display of all types of drugs being used, and ones that are available, a pipe which is used to smoke and a sample needle. The talk was excellent. Parents don't seem to understand why—they should try to understand why—main reason again is peer pressure. If caught, in juvenile court the child may receive a \$25.00 fine.

Cocaine is very prevalent in our city as we are classified as a "rich city". 1 kilo worth \$30,000.00.

Parents are the last to know. Police cannot go to the parents

because of the child protection act. Teachers likely to know as generally the child's mentality is dulled. Drugs are very easily obtained in Aylmer. Drugs remain in system for 8 days whereas alcohol washes away in a few hours. One marijuana cigarette has 23 times more tar

than a regular cigarette.

Police expressed a great desire to work with the teachers. The RCMP are in control of Drugs program but all police forces work together.

The QPP officer answered a few questions related to our local area.

Future of English Language in Quebec

Nobody really knows ... but keep talking!

Cal Potter was given only about 25 minutes as our time was late, so he very briefly gave a history of the education system and its practices in this province of Quebec. He also gave his projections of what he suspects the next plan may be, if we are to follow the history of Quebec Education. Cal was very interesting and many said they'd liked to have had more time with him; we'll have to keep this in mind for next year.

H&S... it's active, nation-wide

Child Abuse, Drug and Alcohol Abuse, School Bus Safety, Guidance Counselling, Family Education... all topics of great interest to parents today. The Canadian Home & School Parent-Teacher Federation, the largest voluntary association of parents and teachers in Canada, now in its 53rd year nationally, is actively promoting programs in each of these areas.

An International Year of the Child conference resulted in the printing of an informative brochure, "The Child—Everybody's Responsibility" widely acclaimed as an important contribution towards understanding child

abuse. A program kit has been designed by a Maritime committee and will soon be available for distribution.

The Western provinces recently held a regional conference on Drug and Alcohol Abuse to train group leaders for local programs. Continuing correspondence with Ottawa deploring government changes in respect to marijuana regulations reflects Federation policy.

The Quebec Home and School Federation has had a very productive campaign on Bus Safety and is spearheading a national committee on this subject.

An Ontario based committee has just completed a national

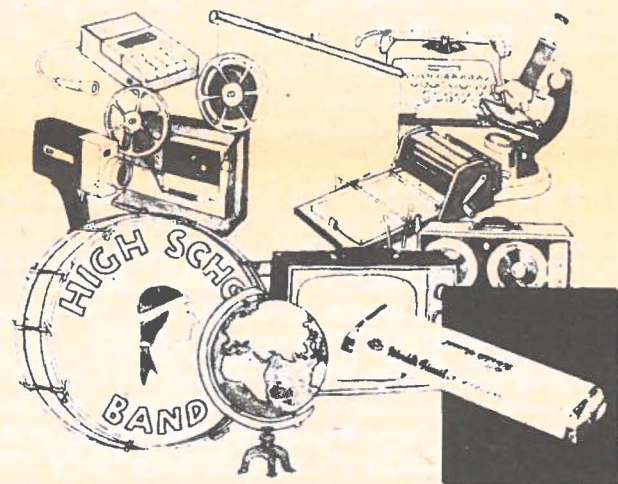
survey of Parental Attitudes towards Guidance Services with a final report and recommendations due before the end of the year.

A Saskatchewan based committee is working on a survey on Sex Education programs and materials for study by the Federation.

Each of the ten provinces has a Federation, Newfoundland being the newest addition, and all are engaged in membership campaigns for the current school year. New Brunswick has both a French and English section and the national office is working towards a completely bilingual operation.

The days are long gone, if they ever existed, when the Home and School Association was considered a Ladies Auxiliary to the principal. It is a vital group of people involved in current issues affecting the children and youth of Canada. Every concerned parent is invited to join, or help form, a local association.

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New Directions in Education

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May 8-9, 1981

CHILDREN'S RIGHTS

Right to divorce their parents?

In Sweden, a commission set up to study children's rights is reporting to the government that children should be able to "divorce" their parents in certain circumstances.

According to the commission's recommendation, children who have lived a long time apart from their natural par-

ents would be able to be pronounced 'divorced' from them in order that they would not be able to be returned against their will to their natural parents if the latter claimed them after many years of leaving them in foster care.

Another recommendation of the commission will be that

parents should encourage their children to participate more in family decisions and that parents should pay more attention to the children's wishes. Creation of the post of ombudsman with the power to intervene in cases where children are maltreated in their families is also to be recommended.

Cool heads save energy

The Lakeshore School Board, the Protestant school system serving the West Island, Ile Perrot and Vaudreuil/Soulanges regions, has reported a 12% saving in energy costs during 1979-80. In dollar figures this is shown as a reduction of the energy bill from \$977,607 to \$860,885... a total savings of \$116,722.

To achieve the saving, the maintenance department of LSB carried out "technical adjustments", which included installation of timers for heating and ventilation systems, adjustments to lighting levels, replacement of heating controls, plus hundreds of small energy-saving efforts too numerous to list.

The Board's schools and buildings have been rated in terms of energy efficiency and a long series of projects and work planned from 1980-81 in order to effect further reductions in energy costs.

The Board's report lists several little-known energy facts:

- lighting takes 40% of a school's electrical bill;
- in many states in the USA, energy conservation is part of the curriculum;
- federal law in the USA has set the school temperature at 65° during the heating season... the L.S.B. guideline is 20° centigrade (68°F.);
- total night-time blackout in school buildings has resulted in a reduction of vandalism.

DEFENSIVE DRIVING

1-million graduates

One million Canadians are now graduates of the official Defensive Driving Course. If you are interested in taking this course, locations where the course is given may be obtained from the Quebec Safety League. (Write QSL, 6785 St. James St. West, Montreal, H4B 1V3, or

telephone Mr. Eugene Hardy or Miss Sylvie Deziel at (514) 482-9110.)

SAGIX

Most students will remember the 'Going to School' with Sagix quiz they did in their schools earlier this year. The first drawing for winners has

occurred and 262 lucky children will soon receive Sagix T-shirts.

The following school boards in the province did not respond to Quebec Safety League requests asking them to distribute the Sagix quiz, plus other safety material.

Comm. Scol. Baie des Chaleurs, Carleton
Comm. Scol. Chapais
Chibougamau, Chibougamau
Comm. Scol. Charlevoix, Pointe-au-Pic
C.S.R. Eastern Townships, Lennoxville
Comm. Scol. Reg. Gaspesia, New-Carlisle
Comm. Scol. Greater Quebec, Sillery
Comm. Scol. Laurentian, Lachute
Comm. Scol. Reg. Louis Hémon, Dolbeau
Comm. Scol. Reg. Outaouais, Hull
Comm. Scol. Reg. de la Péninsule, Gaspé
Comm. Scol. Prot. Saguenay, Arvida

Comm. Scol. Schefferville, Schefferville
Comm. Scol. Valleyfield, Valleyfield
Comm. Scol. Reg. Jean Talon, Charlesbourg
Comm. Scol. Nouveau-Québec, Ste-Foy
C.E.C.M., Montréal
Comm. Scol. Les Ecoles, Duvernay (Laval)
Comm. Scol. Blainville Deux-Montagnes, St-Eustache

Any principal, or Home & School group, may order these Sagix quiz folders free of charge (available in English or French) directly from the Quebec Safety League. (Write QSL, 6785 St. James St. West, Montréal, H4B 1B3, or telephone 514-482-9110.)

Poster award winners

Winners of the school bus safety poster contest in Quebec elementary schools

The School Bus Safety Poster Contest organized by the Quebec Safety League and sponsored by BP Canada as part of the year-long School Bus Safety Campaign in Quebec came to a close December 12 when members of the Organization Committee met to select the winners among the 24,000 entries received from Quebec's elementary school youngsters.

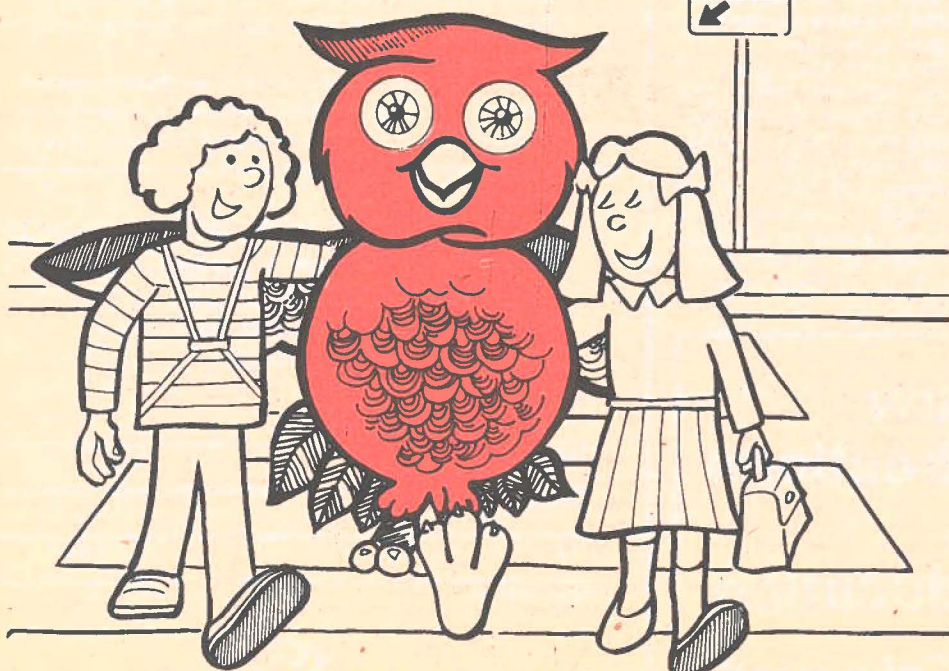
The first prize (\$250.) went to

Stephan Tessier of Rosemount, Quebec. His drawing will become the official poster for 1981-82 campaign. Second prize (\$100.) was awarded to Eric Roberge of Sherbrooke, Quebec. Third prize (\$50.) went to Paul Robichaud of Dollard-Des-Ormeaux, Quebec.

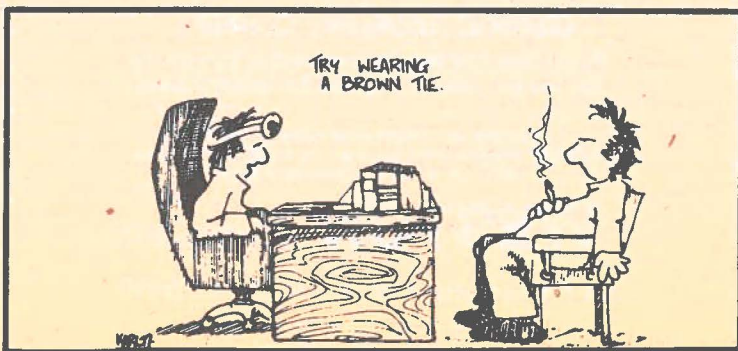
The League congratulates the winners and expresses sincere thanks to all who participated. The contest provided another occasion for all to reflect on the serious matter of school bus safety.



GOING TO SCHOOL WITH SAGIX



Make school bus safety
A PRIORITY



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THE QUESTION IS —
WHICH ONES — THE GOOD
or THE BAD

Check it out with your police, social
people, principals and make it your
concern to know.

There's no smoke without fire

Considering the large number of fires this winter, the Safety Committee of QFHSA would like to highlight the following material received from the Canada Safety Council.

Smoke detectors, devices designed to warn of a fire by sensing small quantities of smoke in the air, have enjoyed years of booming sales and are installed in millions of homes.

However, these life-saving devices can lose effectiveness if not properly maintained, warns Trudy Daly, fire safety education director for the Hartford Insurance Group.

"Regular testing, cleaning and, for some models, battery replacement, are necessary for a smoke detector to do its job—which is to alert a home's occupants to a fire before they are overcome by fumes."

However, the sad fact is that fire investigators have found smoke detectors with dead batteries or no batteries at sites of fatal fires.

The Canada Safety Council recommends following the owner's instructions, which

usually suggest passing a vacuum cleaner along the slots on the smoke detector's housing.

Most units have lights that indicate the detector is functioning properly. On some older wired units, however, the light may merely indicate the device is plugged in.

"To check the alarm, light a small piece of string and let it smolder in an ashtray. Hold it beneath the smoke detector so some of the fumes get inside. The alarm should sound, and it should remain on until the smoke dissipates," says Daly. "The alarm should be loud enough to awaken family members."

Because the prices of smoke detectors have come down in re-

cent years, Daly suggests that families consider installing additional smoke detectors if they have only one.

"But well-maintained smoke detectors should be only part of a well-rehearsed escape plan," cautions Daly. "Under no circumstances should a homeowner try to save possessions or re-enter a burning house. Many people who have tried to do so have died from smoke inhalation."

The Canada Safety Council applauds those municipalities which have made the installation of smoke detectors mandatory but urges homeowners and apartment tenants to ensure the protection remains in a working condition.

'Les anglais sont un peu straight'

ty to speak a word of it—to be accepted at either McGill or Concordia. That's because university policies stipulate Quebec francophones can't be rejected admission on language grounds.

Quebec's francophones are exempted from English-language proficiency tests required at McGill and Concordia of all applicants whose mother tongue is not English. A francophone from France would be required to write the test.

This has been Concordia's policy since its inception in 1974, and McGill's policy since 1971. Once Concordia official admits privately that the policy is awkward. But to have maintained tests, especially when progressive elements were trying to bring English and French closer together, would have closed off the institution to the majority in the community, the community Concordia resides in and is supported by.

Some of Concordia's francophones have taken the test

voluntarily, scoring so low that they wouldn't have qualified for admission to basic English Second Language courses given by the university. They don't know enough English to study English. Yet they are in the university nevertheless, allowed to write exams and term papers in the French.

Nobody knows just how many of Concordia's francophones fall into this category. Gabriella Moro, a graduate student of applied linguistics, is trying to find that out for Ron Mackay, associate professor of applied linguistics and the man in charge of the language-testing program. Mackay outlined this problem in a position paper he submitted to the administration at the start of this academic year. The issue is now under study. "Many professors may underestimate how important language is to academic success," says Mackay.

Questions linger over Bill 101. By legislating that French be the language of primary and secondary school instruction

for immigrants and francophones (with complicated exceptions), might McGill and Concordia one day come to be perceived by some as English-language training centres? Will francophone enrolment increase at English universities because of Bill 101?

"I suppose five years from now it will be interesting to see the effects," says Jim Whitelaw, associate vice-rector for academic planning. A *université bilingue*? The former French department chairman thinks more in terms of exceptions than general rules. In a sense, you could argue that the case of Concordia is a microcosm of the Canadian reality. That worn out phrase, 'where numbers warrant', may one day apply to Concordia even more than it does today. So you ask yourself: Just how far should a university go to accommodate a growing linguistic minority?"

Current policy is that French usage at Concordia is determined at a faculty, or departmental level. "It's a kind of practical working system that wasn't legislated," says Whitelaw. "It just evolved... I don't ever see the university coming up with a general policy on using French."

It's lunchtime inside Concordia's new fine arts building, on Dorechester between Bishop and Crescent. The cafeteria on the second floor is crowded with students. Francophones here, anglophones there.

A carafe, three-quarters full of fruit cocktail, stands open on a table in front of Sylvie Croteau, 23. She says that in her three years as a fine arts student, she's only come across one English professor who couldn't speak French. She says that professors in some of her classes sometimes have had to tell the francophones to "cool down."

Les anglais sont un peu straight.

Her brown hair is tied up in a bun, her hands clasped on the table in front of her. "What do the anglophones here think about us?" she asks.

"Do they think we're imposing?"

CONCORDIA UNIVERSITY:

Centre for Management Studies now open

Concordia University has announced the opening of the *Concordia Centre for Management Studies*, a new venture designed to involve industry directly in the process of management education in the 1980's and beyond. At present, Concordia has Canada's largest school of business with a fall enrolment of 8,246 full-time and part-time students.

Official opening ceremonies for the new Centre took place on Thursday, November 27, 1455 de Maisonneuve Blvd. West.

As part of Concordia's dedication to the Montreal community, the Centre was created as a partnership between the business school and the business community it serves.

The *Concordia Centre for Management Studies* is the innovative project of the Faculty of Commerce and Administration and brainchild of its Dean, Dr. Pierre Simon. It is governed by a Board of Directors which includes the chief executives of some of Canada's major corporations. Executive Director of the Centre is Donovan Carter.

The C.C.M.S. has been designed to provide a close link among business, government, academics and students through seminars, symposia, public meetings on current affairs, an exchange of scholars with major universities and organizations abroad and through its quarterly publication *The Montreal Business Report*.

It's a woman's world —or is it?

by Ruth Pidduck

DID YOU KNOW?

... A college diploma or university degree is no guarantee that a woman will achieve equality with men in the working world.

... More than 40% of women with business diplomas are employed as clerks, while more than half of similarly qualified men are in management or sales.

... As of the end of May 1978, female graduates earned less than males. (Only about one third of the women with master's degrees were in the \$20,000—plus bracket, in contrast to more than half the males.)

... Typically, the women's median salary was about 85% of the men's, although in one case it fell as low as 70%.

... The median salary for a woman with a bachelor's degree and no previous work experience was \$13,090—not even as much as the \$13,270 earned by a man with a one-year college diploma and no experience.

... A female teacher with a bachelor's degree had to have three to four years' experience to reach the salary level of a male teacher with the same education and less than one year's experience.

... Male graduates in clerical positions earned as much as \$3,000 a year more than equally qualified women in similar jobs.

... Even in "women's" fields, the earnings gap was evident. The median salary of graduates with two-year nursing diplomas was \$12,030 for women but \$14,340 for men.

... Although the women's median salary was less than the men's, their level of satisfaction with their earnings was not necessarily lower. For example, women with a bachelor's degree in history had a median salary of \$13,030 and 83% were satisfied; the median for men was \$14,100 but only 77% were satisfied.

... A smaller proportion of female than male graduates consider their jobs unrelated to their education.

... Second to teaching, clerical jobs are the most frequent occupational destination of women with bachelor's degrees.

... Unmarried female graduates in unsatisfactory jobs are just as likely to say that they planned to leave as are single men. Married women are least inclined to contemplate any change.

... Marriage tends to dampen women's aspirations for further job-related education; marriage breakdown enhances their motivation.

... About one quarter of all graduates surveyed, women and men, regret their choice of postsecondary program. Most college graduates would opt for university training; the university graduates wished they had taken a different university program.

The above statistics come from a publication entitled *Higher Education—Hired? Sex differences in employment characteristics of 1976 post-secondary graduates* by M. S. Devereaux and Edith Rechnittzer, published in August 1980 by Statistics Canada, which is available at Federation office should anyone wish further statistics.

High school dropouts often parents' fault

A study by the Ontario Secondary School Teachers' Federation says that if your teenage child has dropped out of high school—or wants to—it may be your fault.

The study says students who stay in school tend to have active parents who show an interest in their child's education and attend parent-teacher meetings.

"The degree of parental involvement in a school definitely has an effect on a child's education," said Mac Prescott, chairman of the federations's research committee.

The study, which traced the progress of students who began grade 9 in 1975 in 501 high schools, also says schools with slack discipline and poor after-school music and sports programs have higher dropout rates.

In 1975, it was estimated that 66 per cent of Toronto's high school students didn't complete grade 12.

The study found lower dropout rates among schools that:

- Invite people representing different careers to speak to students.
- Allow teachers to have a say in school decisions.
- Encourage students to discuss school work with teachers outside classes.

• And, among schools that keep their classes small, especially in four-year general courses.

The study also found that the general students have poorer job chances than students in five-year academic courses.

"There seems to be a missing part of the school system, and that is a clear set of goals for these students," said Alan King of Queen's University. (CP)

New safety post for Mondoux

Yves R. Mondoux, President and General Manager of the Quebec Safety League has been appointed to the post of Chairman, Eastern Region, Division of State and Local Safety Councils.

The organization, which groups directors of safety councils of both the United States

and Canada, is involved in professional training programmes for safety managers and serves as an advisory body to the "National Safety Council".

The Quebec Safety League is a public service non-profit organization devoted to accident prevention through public safety education.

Rosseart appointed to Council



The Minister of Education, Mr. Camille Laurin has announced that Mr. Lucien Rossaert has been appointed by the government to the Conseil supérieur de l'éducation as a member and its half-time vice-president for a term of office of four years.

Since 1977, Mr. Rossaert has been serving as Secretary General of the Richelieu Valley School Board. He is also Director of Student Services and Chairman of the Quebec Association of Student Service Administrators. During his twenty-seven years of service in the Protestant School sector, Mr. Rossaert was a school principal under the Laval school board and a French second-language specialist under the Lakeshore and Laurentian regional school boards. He is a graduate of Sir George Williams University (Arts) and obtained his

teaching degree at McGill University. He also holds a Master of Arts Degree from Middlebury College.

According to the provisions of the CSE Act, "the government shall appoint from among the members of the Council a president and a vice-president, one a Catholic and the other a Protestant." CSE members are appointed by the government "after consultation with the religious authorities and the associations or bodies most representative of the parents, teachers, school board members and socio-economic groups".

PREVIEWS AND REVIEWS

A new column which will bring readers news of upcoming television shows, new books or pamphlets which might interest parents, courses or conferences and similar offerings. Readers' contributions are welcome BUT please remember that the NEWS

goes to press a long time ahead of the date it is finally delivered to members so please let us have details of future events well in advance and check first to see whether or not the NEWS will be published in time.

Drug and alcohol abuse

Quebec Federation's Drug and Alcohol Abuse Committee has obtained the following list of pamphlets and films for Home & School Associations, schools and parents interested in learning more about these addictions.

"Facts about drugs" prepared by the Addiction Research Foundation of Ontario, distributed by Health Promotion Directorate, Health and Welfare Canada, Ottawa, Ontario K1A 1B5 (telephone 1-613-996-1545). This booklet was revised in January 1980 and was reprinted in July 1980. It is an excellent pamphlet. There is no charge.

The Order of Pharmacists of Quebec, 1253 McGill College, Montreal (telephone 861-2435) also has a pamphlet on drugs, which is not as up-to-date as the above.

The Quebec Department of Social Affairs, Department of Communication, 845 Joffre, Quebec City, Que. G1S 3L8 (telephone 1-418-643-1640) has the most up-to-date material dealing with alcohol but it is available in French only. (No charge).

Films are available from the Alcoholism and Drug Addiction Research Foundation, 33 Russell Street, Toronto, Ont. M5S 2S1 (telephone 1-416-595-6000)

Understanding thru science

The executive headquarters of the National Association of Research in Science Teaching (NARST), a world-wide association of researchers in science education, moved to The University of Calgary, January 1981.

Originally an organization of science education researchers based in the United States, NARST has expanded its membership to include researchers in 31 other countries, including Canada. Its goal is to further the understanding of science through improvements in science education programs by carrying out research into the methods and results of science teaching as it currently takes place and as it might develop in the future.

NARST sponsors research conventions of science education scholars throughout Canada and the United States in addition to publishing the Journal of Research in Science Teaching, one of the most widely-respected journals in the field of science education and research.

Dr. William G. Holliday, professor in the U of C's department of educational curriculum and instruction is the incoming executive secretary of NARST.

He stresses the role improved science education can play in expanding Canada's present efforts in research and development, one area considered a vital measure of a country's economic and technological strength.

"Canada has the lowest level of scientific research and development of any of the Western industrialized countries," he notes, "and in the rush back to basics in education, the importance of effective and innovative science education and training may be overlooked."

"It's very important that we integrate our teaching of science subjects within the school system with other subjects such as language arts to inform students that careers in science are a challenging and vital contribution to both their own, and their country's well-being."

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4th CANADIAN CONGRESS; COUNCIL FOR EXCEPTIONAL CHILDREN

These kids deserve better...

As far as the conference was concerned, for me personally it was a worthwhile experience, but in all honesty I came back a little discouraged because in my own work I am very involved with exceptional children.

I was very concerned to hear what was happening in other provinces and also in the mid and northeast United States. I had the opportunity, both in the sessions and also in intervals when we shared coffee or over lunch, to keep asking, "What's happening in your board? In your area, what are the developments there?"

I came back feeling very very sorry for our exceptional children in terms of the policies and the resources that they enjoy.

However, I was really impressed with the hospitality of the Nova Scotians and I tried very hard to kind of be your representative and at the same time to try to find answers to questions which were troubling me... so I went to a variety of sessions in different areas of exceptionality.

MISBEHAVIOUR

Now in my school the kind of child which seems to trouble my colleagues most of all is the child that misbehaves, so I made a point of going to a session on this. They seem to be able to work around other kinds of behaviours and the child's physical handicaps. But the child who misbehaves really really troubles them as I am sure it does the parents and the administrators. Dr. Floyd Pepper spoke on this topic. I was so impressed with his talk that I had it reproduced for the members of my department. His article really gives a very good summation on the key points he covered. It is called "Why Children Misbehave."

He indicated four goals on misbehavior; four kinds of misbehaviors basically: 1) attention seeking; 2) power; 3) revenge and 4) an assumed disability.

These four categories could be reflected in a passive or an active response, or a destructive response. The core problem that he pictured, is that children who misbehave are working on the vertical plane. They feel they have to get on top of people or get angry with people in order to feel good about themselves or successful. He says what we have to teach children is to move along the horizontal plane and in this regard, they move towards others and they move themselves ahead. I thought a lot of his concepts were illuminating and I have brought the article for you to use.

I went to a series on mental retardation. How do they handle that special category of child within the regular school system? I also went to a school which had a demonstration of a model for these children.

The one matter which seemed most noteworthy was a school that had three categories for children who had intellectual handicaps.

GREY AREA KIDS

The first kind of grouping had the grey area kids who, it seems to me, our board (PSBGM) and probably Quebec boards pro-

vide more poorly for them than other boards in the provinces. We kind of expect them to cope or to adjust. We have vocational programs without ever appreciating that sometimes those vocational programs have theoretical content that somehow has to be translated or interpreted at a normal level or in an additional form for the youngsters to be able to cope with. So they were caring about their grey area kids and they didn't start them off too early. I was interested in this because it kind of ties in a little bit with Plan d'Action. They came into this about the age of fourteen or so, then they were there for three years and they got academic credits but they could achieve them in an open-ended format. There were three opportunities in the school year for promotion and they stressed that this is very encouraging to these children. They could take as long as they wanted to complete the course content. They also linked opportunity for promotion to behavior indices. One of the criteria was that if the child was away more than five times he was ineligible for promotion even if he had met academic expectations. In this way, they seemed to make a very nice in road into the high absenteeism they had been troubled by and I thought that that is an interesting concept.

WORK AT HOME

I am just going to go off for a second before I come back. There is another person I spoke to, who was principal of a school in Vancouver. What he had to say of his system for his difficult children was that they had put the curriculum into units and children had to come to school if they completed a certain block then they got a year's credit for that block. Again the pacing was optional, but they tied it to in-school attendance in a rather neat way. The could either pursue the curriculum partially in school or partially in home — that option was available, but they could not get more of the curriculum to pursue at home than they had accomplished in school. So if they came in to school and completed this portion of the unit they could get the next equally equal size unit to pursue at home. For kids who find it difficult to stay in school (for a variety of reasons) it proved to be a way of dealing with this problem.

They also had an industrial group for kids who were great here but also kids who might be bright and were turned off by school and were really quite clear in their minds that this was the road they wanted to go; that vocations were their area of interest and that was as legitimate a decision as pursuing a more academic orientation. They completed their curriculum and then were funneled right into provincial vocational schools and they got the further accreditation that they required. So that was an interesting way they were defining their resources.

For the children who were severely handicapped they had self-contained classes. It was very much a core curriculum. All the subjects were taught through the vocation. They would pick a service industry,

for example. It could be a cleaning or janitorial job. The sciences, health math and language arts were all geared to a person in a service occupation. It was a very integrated curriculum and it was quite exciting just seeing it unfold. The third person I heard was a Doctor Watt who is from Montreal, a professor of bioethics. He is a most impressive speaker. You may not agree with everything he says but he'll certainly leave you thinking. He felt that we were becoming adults addicted to the ideology of the perfect baby and we should be aware of it. He was really really distressed. We seem to be a society that

The following address was given by Mrs. Virginia Abdalla, Special Education teacher at Riverdale High School (Pierrefonds), to the members of the Board of Directors of Quebec Federa-

tion at their meeting in November 1980. Mrs. Abdalla had attended the conference on exceptional children, held in Halifax, Nova Scotia, October 15-18, on our behalf.

if that made him or her feel more comfortable. All of the discussion had to occur in terms that the parent understood. It wasn't professionals communicating with one another with parents observing — it was a dialogue with the parents and the child and the professionals were forced to put it in those terms — very very honest dialogue.

Then we heard from Mrs. Therèse Baron of the sous-ministère for special Ed. and again I came away depressed. There is a moratorium; there is a delay. I said to her, "When are our regulations coming out — when will we have the

tered through the district. It was staffed by "Master Teachers..." teachers recognized by parents, administrators and their own colleagues. A child would be sent there for evaluation, for a program prescription. The program would be implemented and then the child would be returned to the school unit with the support measures that were indicated. In other words, if everybody had tried at the earlier levels when success wasn't encountered and they got a group of master teachers together with support personnel and they looked at the child and would keep him there for

... than we give them

if the organism is defective in some regard we eliminate the organism instead of supporting it and trying to cure it. He told us very clearly that we should examine our orientation. We should be very careful lest we eliminate too many differences I thought that was interesting.

I went to hear Parthenia Smith, who is the past president of the Council for Exceptional Children. The Council for Exceptional Children started in the United States and has only gradually filtered into Canada.

She spoke about their legislation which is Public Law 94-142 and where they're at in general, and particularly in New Jersey, where she is now working for the government. She has worked her way up from being a Special Ed teacher to Special Ed principal and now is with the government.

GUARANTEED RESOURCES

A couple of things came out. The I.E.P. or the Individual Educational Plan, and parental involvement on a continuing basis. Chief merit of the I.E.P. is that it guarantees provision of resources. It is a link between the individual school and the government or ministerial unit and they are obligated once it is written down to provide those resources. Whether it is the academic content that resulted because of this, or the accountability, they got the monies flowing so that was really very interesting and it kind of worked in reverse.

She also said that kids who had not been evaluated within the 60 day stipulated timeframe in the I.E.P., their names must be submitted to a local agency and an explanation had to be given every month. There was mandated child research. It didn't wait for the parent to identify the child who was needing support or the teacher or anybody else. The school board had to advertise that they had these services and invite the parents, or the student if old enough, to come forth.

The other thing is there was high parental involvement at every step — right from the beginning through every single stage and it was continuous, it was on-going. It wasn't once the child was placed; it was periodic and the parent was a co-participant. The parent had the right to bring in an advocate

specifics? I agree with your philosophy but I need the actual details so that I know what I can say to parents what the children may receive when they come to me."

There didn't seem to be any suggestion that the regulations were on the way and I emerged from that quite discouraged in that regard. She did say, relating to the fact that the teacher sensitisation documents were out and that she thought now they were ready for distribution and that Boards, or whoever else was interested, should write away and obtain copies.

I had been asked to inquire about the teacher training programs because there is great concern about how specific the training is. As a matter of fact, retardation has three categories within it. She said that was a misinterpretation, and that in fact they didn't intend that high a rigidity — it was only for a very small percentage of the populace. I said to her, since I had read the document McGill had given us about that, could

INTEGRATED AS SOON AS POSSIBLE

she send clarification because that was certainly the impression that I had received.

I went to a unit on Special Ed in rural areas. The emphasis here was to respond to all kinds of exceptionalities that were mild or moderate that could be handled with support within the context of the regular classroom. They had six levels of delivery, or six models. The idea being to handle the problem(s) at the lowest level possible.

Stage 1 was the classroom teacher, who discerned a problem and rectified it.

Stage 2 was to call in a specialist to help develop a suitable program for the child. The child would then be returned to the regular classroom, or might spend a part of his time with the Special Ed teacher.

Stage 3 was a specialist post-grad level and was meant for children who were severely or profoundly handicapped and one could see within the context of a self-contained class for most of the day if not all day.

The only difference in short term placement as opposed to long term placement was the learning assistance centre concept. That was in regions scat-

ter six weeks to a year — most placements were for about three months — so you really understood the child and tried a program that was generally six months and I thought that was quite good.

GIFTED, NATIVE & CULTURALLY DEPRIVED ... ALL NEGLECTED

The last person I want to mention is Mr. Stephen Lewis who was the closing speaker at the conference — a very provocative but brilliant man. I think he is aware that he is provocative; I think his role is to shake us a little bit and get us to think about our values and I don't think that happens as often as it might.

He indicated that there were sectors of the populace that were being ignored.

One was the culturally deprived child and there are a lot of those.

From my own observation, the English sector is getting more and more of these children who are coming in from the islands or are coming in from other backgrounds.

He said they are not intellectually handicapped, they just come from a different culture. He is telling us to look at what we are providing for these kids and how we respond to them and question if this is the fair way?

The second group comprised the native children. He said out record in that regard is really quite shameful.

The third sector being ignored are the gifted children. He really made quite a case for those and it was really interesting. It was amusing but it was heart-breaking too. He spoke about experiences he had had with his own son trying to get him the appropriate interventions.

These are just a few of the highlights of the conference that I attended. It was exhilarating, but exhausting, very worthwhile and I really thank you for sponsoring me.

**JOIN
Home & School
TODAY**

PARKSCAN REPORTS:

The Burgess Shale newest site on Heritage list

A fossil site in Yoho National Park, British Columbia, dating back 530 million years, has been named to the World Heritage List by the UNESCO World Heritage Committee meeting in Paris.

The Burgess Shale fossil site contains more than 120 species of some of the most perfectly preserved fossils in the world, including rare impressions from soft-bodied creatures from the Cambrian period, when shallow seas covered parts of continents.

The Burgess Shale fossil site is the fifth Canadian site to be named to the World Heritage List. The others:

Nahanni National Park, Northwest Territories, became the first site in the world to receive a World Heritage plaque. A wilderness area of 4766 km², the park contains most of the South Nahanni River, Virginia Falls, canyons, caves and hot springs, and more than 40 species of mammals, 120 bird and more than a dozen fish species.

Dinosaur Provincial Park, Alberta, is located in the province's badlands. For its size, the park has yielded the world's largest variety of well-preserved dinosaur specimens from the Upper Cretaceous period.

L'Anse aux Meadows, Newfoundland is the only authenticated site of Norse Settlement in the U.S. or Canada, and one of the major archaeological properties in the world. The remains from eight Norse sod-and-wood dwellings from the 11th century A.D., and an iron smithy and workshops are the earliest known European structures in Canada.

Kluane National park, Yukon Wrangell-St. Elias National Monument, Alaska, is the first international site on the World Heritage List, and contains the world's largest non-polar icefields, one of the world's longest and most spectacular glaciers, the highest concentration of mountain peaks in North America, and a wealth of wildlife populations.

Free buses for tours

Quebec's Cultural Affairs Department recently announced that groups of 30 to 35 people can now charter FREE buses to the Museum of Contemporary Art at Cité du Havre at Montreal.

The buses will take groups of students, senior citizens and

members of community associations to the museum, where guides will show them the exhibits in an effort to make the museum more accessible to the public.

Buses must be reserved several days in advance.

For information call (514) 873-2878. Why not organize a trip for your students (or parents) today?

Two holer

The Morgan Arboretum (Macdonald campus) through the good offices of Professor Rybczynski, Minimal Cost Housing Group, School of Architecture and the Arboretum work crew will soon be installing a solar-heated privy near the Conservation Centre. The two seater unit is being installed for the convenience of members and visitors to the Arboretum and the new Conservation Centre.

The Morgan Arboretum is situated off the Trans-Canada Highway at Ste. Anne de Bellevue, adjacent to the site of Macdonald College. For those who wish to inspect the solar privy, take the Chemin Ste. Marie exit off Trans-Canada!

CANADIAN PARENTS FOR FRENCH

Is bilingualism dead?

Canadian Parents for French was founded in March 1977 by a group of parents from across Canada dedicated to the improvement of French second language instruction in Canadian schools. Along with provincial and local groups, it urges federal and provincial governments and local school boards to devote the money and effort required to ensure that all Canadian children have an opportunity to become proficient in the second language.

The value of a parent association seemed obvious. Isolated individuals fighting local school boards had nowhere to go to get the information they needed to wage war successfully. Parents whose children were enrolled in successful programs had no idea what was happening in other areas, and thus had no idea how much more could be done. Information on opportunities for exchange visits, summer camps, after-school programs, films, theatre companies—all this existed, but was hard to come by. It seemed that this information should be readily available in one place, that it should be shared so all Canadian children might take advantage of the best that can be provided.

CPF has three goals:

a) to assist in ensuring that each Canadian child have the opportunity to acquire as great a knowledge of French language and culture as he or she is willing and able to attain;
b) to promote the best possible types of French language learning opportunities;
c) to establish and maintain effective communication between interested parents and educational and government authorities concerned with the provision of French language learning opportunities.

CPF acts as a resource for parents interested in better French-language instruction for their children. Isolated groups or individuals now have a place to go. A large vocal group of parents (over 5,000 CPF families) from across Canada can effect change. Working together ensures for children a better chance for the future.

ACTIVITIES

a) a national conference is held annually for members to exchange ideas and to learn from the experts.

b) a national newsletter is printed four times yearly with information of general interest such as types of French language programs, availability of summer French programs and exchanges, funding for French second-language programs, opportunities for extending the classroom experience beyond school hours, etc.

c) an annotated bibliography

of relevant research on French second language learning as well as a directory of resource people has been published.

d) a major project underway is the publication of a parents' guide to effective French language learning, *So you want your child to learn French*, which will be available Feb. 1, 1980.

e) pilot study to set up communications in order to obtain the reactions of parents to French second language learning, and to assess the results with particular reference to improving the quality and availability of French courses and language learning opportunities in Canada.

STRUCTURE

Canadian Parents for French, a voluntary group, is essentially a three-tiered organization: national, provincial, and local. The board of directors consists of the national chairman and one director from each of the ten provinces.

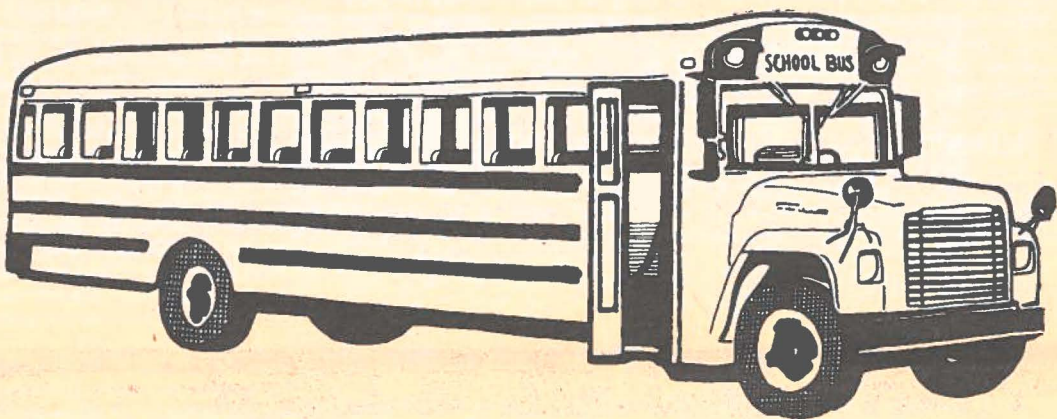
A start-up grant from the Secretary of State allowed CPF to set up an office in Ottawa and makes it possible for the board of directors to meet twice annually. Also, funds have been made available for various projects; however, membership fees are needed to help us defray costs of maintaining the national office without which CPF could not operate.

A LOOK AT THE FUTURE

In the first two years of operation CPF has been actively involved in the rapid expansion of early immersion programs across the country. Members have developed a reputation for being well-informed and effective agents for change in second-language instruction. There is still a great deal to be accomplished in the areas of curriculum development, teacher training, assuring adequate teacher supply, secondary maintenance for early immersion—all of which are of great importance. There is, as well, the ongoing responsibility of support to parents seeking to initiate new programs in their districts.

CPF must continue to promote its goals since declining enrollment, coupled with fiscal restraint at all levels of government, will have a devastating effect on French programs. In Quebec the aim is to attract more members who will help publicize to the entire population of the province the great benefits of second language learning.

For further information contact: Liz Annesley (Quebec Director), 467 Lansdowne Avenue, Montreal, Quebec H3Y 2V4, 937-4322.

ATTENTION
LOGO CONTEST

"Make School Bus Safety A Priority"

THEME:

School Bus Safety - contestants are required to create a "logo" or symbol for school bus transportation safety.

AIM:

The winning entry will become the OFFICIAL LOGO - or symbol - for school bus transportation safety in Quebec.

ELIGIBILITY:

ALL SECONDARY SCHOOL STUDENTS In Quebec may participate in the contest.

CLOSING DATE:

March 16, 1981 - mail entries to the Quebec Safety League (see address below)

PRIZES:

1st prize: \$250.00
2nd prize: \$100.00
3rd - 4th - 5th - 6th & 7th prize: \$50.00 (each)

RETURN ADDRESS:

Quebec Safety League, 6785 St. James Street West, Montreal, Quebec H4B 1V3

Entries will be judged April 3, 1981 by representatives of the 15 member "School Bus Safety Organization Committee"

DON'T FORGET to write your name and complete mailing address, street number, city (town), postal code number and home telephone number, on the back of your entry.

The contest is sponsored by BP CANADA in co-operation with the QUEBEC SAFETY LEAGUE.

JOIN
Home &
School
&
support
your
children

FOCUS on the LOCALS

ALGONQUIN

'Top notch salesman'

If you are looking for a Super Salesman, look no more, because we at Algonquin have found him. He is nine year old Billy Panagiotopoulos. He sold 285 Chocolate bars and won an AM/FM portable radio, when Algonquin Home & School recently held a fund raising campaign. We asked Billy how he did it, but he would not reveal his secret. "perhaps Billy has many Aunts and Uncles..."

Very close to Billy was nine year old Pete Koulouris who sold 270 bars. Pete won a Little Professor calculator. Pete is indeed a very promising businessman. Next in line came eight year old Stephen Patak who sold 197 bars. Stephen won a Kodak camera outfit. Who knows, Stephen might become tomorrow's publicity chairman...

Three young ladies won a \$10 dinner voucher, for selling over 135 bars, they are 10 year old Erika Tencer, eight old Nathalie Volland and eight year old Anna Maria Bekris. Two classes were winners of gigantic 5 lb. chocolate bars, room 5 and



room 20. Congratulations and thanks for a job well done. Special thanks to Mrs. Beverley Tencer and Mrs. Ursula Volland who volunteered many hours of their time for this fund raising event.

With these funds, Algonquin H & S plans to purchase toys

and games to be used by students during lunch hour on stormy days, and also sponsor the movie "101 Dalmations" shown on December 18th. Later January, Youth Theatre is coming to Algonquin for two performances, one in each language.

WILLINGDON

Good turnout for serious topics

The Home & School Association prepared a handbook for parents last June and a copy was sent home to each family the first day of school. On November 5th an information night was held and three guests speakers were invited to lead small discussion groups. Mrs. Irene Wookds, from the Westmount Learning Centre spoke about children with learning problems and how to detect them; Mrs. Margaret Capes, from the PSBGM spoke about Human Awareness and Suzanne Simard, a Willingdon Free-flow French Immersion teacher, spoke about French

Immersion—Did I Make the Right Decision? What if My Child Can't Cope?. About 60 interested parents were in attendance. The Fun Fair was held November 29th.

HAMPSTEAD

Just like that?

The Home & School is planning a Learning Clinic and has sent out an appeal to parents requesting donations. By mid-December over \$1,000.00 had been received.

SUMMERLEA

Fish ponds, crochet & the MSO

Summerlea's Annual Christmas Bazaar was held December 5th and as always was very successful, thanks to the efforts of parents, teachers and students. The proceeds amounted to \$409.85. A fine assortment of baked goods and handmade crafts and decorations were very popular; as were the popcorn and candy tables, and the Fish Pond with the younger buyers. The Summerlea Crochet Class also donated several handmade articles for the sale, demonstrating their talents.

Summerlea School has become an annex of Meadowbrook School with an enrolment of only 125 students this year. As they have lost their kindergarten there are no new families to draw on and membership is down to 30 families from last year's 54, but the Home & School Association is still going strong. They are sponsoring tap dancing and crochet lessons, with which they hope to recruit a few more members. They are also offering a service of providing gym

shorts and T-shirts at a reasonable price so that the students are properly outfitted for gym classes. Grades 4, 5 and 6 students took part in the Forget-me-not Campaign in September, and Grades 3, 4, 5 and 6 recently enjoyed a concert by the Montreal Symphony Orchestra, partially sponsored by the Home & School Association. The H & S also donated funds to provide games for the lunch-time program.

SOMERLED

Skate sale cuts no ice

Recent fund-raising activities have varied from chocolate bar sales, which raised approximately \$2,000.00 to a Skate Sale which realized only \$8.00. A Hot Sale for students was held at lunch-time November 13th when students could buy a hot dog, chips and an orange drink for \$1.00. A Christmas Bazaar was held December 5th.

WINDERMERE

Bathrooms & high seat backs

This Fall the Windermere Home & School voted once again to support the use of coach buses on field trips, as it was generally felt that the regular school buses were not safe enough. Last year the Home & School decided to try the coach buses for a one-year trial and it was found that they promoted better behaviour in the students due to the high seat

backs and the bathroom on the bus.

During October a Ski and Skate Exchange was held and proved to be most successful. The entire community took advantage of the sale.

Both the school and the Home & School are involved in a recycling program. The classes have been saving used ditto paper and notices. Starting in December the community has been bringing their newspapers to a permanent collection box at the school. The emphasis of the program is to show the students the benefits of recycling as opposed to throwing things away—for example each ton of newspaper recycled saves 17 trees.

The school wound up the holiday season with a Christmas Concert entitled "The Gift of Love". All the students from levels 1 to 6 participated in the production, which was given the evenings of both December 10th and 11th.

The Home & School Association sponsored a Christmas Bazaar on December 12th. All articles were donated or made by Home & School members and were sold to students only at a nominal price. The purpose of the fair was not fund-raising but to give the children an opportunity to buy Holiday gifts within their own price range.

TAKE A FRIEND TO YOUR NEXT H&S MEETING

LACHINE HIGH

Driver Ed.

The Home & School Association is sponsoring a Drivers Education Program for students again this year, one in the Fall and one in January, with family membership in Home & School as a prerequisite. Ballet classes are also underway. The Home & School also underwrote the expenses of the reception following the Graduation Exercises on October 24th, which was deemed a great success.

Buzzell Award

In 1950, Quebec Federation inaugurated a special award to recognize outstanding service to the QFHSA by an individual. The award was named after its donor, Leslie N. Buzzell. In 1940, Mr. Buzzell, then president of Roslyn Home & School Association, undertook to organize the sixteen known local groups into the Quebec Provincial Council.

Buzzell Award

(a) The Buzzell Award may be awarded to recognize outstanding service to the Quebec Federation of Home & School Associations and to the cause of furthering the aims of Home & School and education in general, and is intended for a person who will not become president.

(b) The award shall be presented to the recipient at the annual

meeting and/or conference of this Federation by the donor, Leslie N. Buzzell, or his representative.

(c) The selection committee shall be appointed by the board of directors at the January board meeting, and shall include the president, the executive vice-president and three other people.

(d) Nominations may be made by maintaining member associations, members of the board of directors or by individual members of the selection committee.

Gordon Paterson Award

This award was created in 1973 by the initiative and generosity of a past-president, Mrs. Doreen Richter (1969-71), and was named after Quebec Federation's first president, Gordon Paterson (1944-46).

Gordon Paterson Award

(a) The Gordon Paterson Award

may be awarded to recognize an outstanding educator who has given long service to the education of the children of this province and who has encouraged the participation of parents in the educational scene.

(b) The award shall be presented to the recipient at the annual meeting and/or conference of the Federation by the donor, Doreen Richter, the person for whom the award is named or their representative.

(c) The selection committee shall consist of the immediate past-president of Federation and two members of the executive committee and two members from the board of directors who are not members of the executive, selected by the board of directors at the January board meeting.

(d) Nominations for the award may be made by maintaining member associations or members of the board of directors.

Recognition for 'super persons'

FOCUS on the LOCALS



Block Parents sell Sneakers

The Safety Committee is a new innovation at Lakeside Heights School this year. The objective is to provide information and materials on pertinent Safety topics for teachers, pupils, and in some instances, to parents. The topics are planned to be relevant to the season and the current activities of the students, i.e. bus safety; walking safety; home safety; bicycle and water safety. The committee is comprised of the Principal, Mr. R. Lessard, and a representative each from the Home and School, School Committee and Block Parents. They are enthusiastic and hopeful that the committee will promote the idea of safe living to the students.

In November students were entertained by a film entitled "What's a Block Parent". This film, purchased by the Pointe Claire Block Parent Committee, is humorous and very effective in dealing with the "do's and don't's" of Block Parenting. The main character in the film is a clown called Sneekers.

A very talented Lakeside mother designed Sneekers costume which was worn by the gym teacher to help enforce the safety message of the film. The costume was funded jointly by

the Pointe Claire Block Parents Committee and Dollard Central Block Parents. The costume will be stored at Lakeside Heights School and is available upon request with the showing of the film.

After the presentation of the film a MUC policeman was present to discuss aspects of the film with the children. Special emphasis was placed on walking safety especially at this time of year when icy sidewalks and streets, high snow-

banks etc. may pose problems for walkers.

Two huge posters of Sneekers were made and hung in the gym as well. When the students returned to their classrooms they were given, according to their grade level, games; puzzles, colouring pictures etc. as a follow-up to the film.

In addition to being entertained immensely by the film it is believed and hoped that they have learned some valuable lessons from it.

EDINBURGH

Thinking of others . . .

The Edinburgh Home and School Association again had a successful sale of sweat shirts and T-shirts which were available in adult sizes as well, so that parents, relatives and grown-up friends of the school could show their support. With these and other funds raised by the Home & School, they will be able to continue the very successful Human Awareness Program, which is so much appreciated by the students. Parents and

children are looking forward to the Annual Skate Evening, to be held at the Montreal West Arena on January 30th. As well, plans are afoot for a winter ski trip for Grades 5 & 6.

Edinburgh students also remembered others less fortunate. They brought to school toys and books in good condition, as well as canned goods, which were all sent to the Friendly Home and Little Burgundy.

How to get your newsletter home to parents without spending a fortune

John Rennie High School has solved the problem of how to get a newsletter home to parents without spending a fortune in postage. Their "Neighbourhood Representative Bulletin Delivery System" might be of help to other schools who complain that their members never seem to receive their notices or newsletters.

How to Start:

Work from the computerized Student Directory List each school should have. These are in alphabetical order. The easiest way to sort everyone out is to list each student's name, address, district and telephone number on a scrap of paper. Put all family members on the same slip. (If you are working as a group, this can be sorted out later, however.) When you have

all the little sheets of paper, separate them into general areas e.g. Dorval North, Dorval South, Lachine, etc.

When that sorting is done, start dividing the sheets again into streets. With the aid of a good street map and the help of someone who knows the area well, divide the school area into streets and blocks of streets.

Routes can be made up as few as ten houses and as many as thirty. Apartments and town-house areas can have a larger number to be delivered—conversely, homes in sparsely-built areas have fewer numbers to deliver.

When you have the delivery routes drawn up, people on each list must be phoned to recruit a representative for each area. (Children in the family often

take on the job) Each Neighbourhood Rep must have his/her own list of addresses (make carbon copies of all lists, one for the Chief Neighbourhood Rep and one for the Local Neighbourhood Rep.)

Also needed are Area Coordinators—people who will help count out bulletins and deliver the necessary number to each neighbourhood rep. Sometimes members at-large on the Home & School will do this. One Area Rep could handle perhaps 20 Neighbourhood Reps.

There is always a residue of odd streets out of the district or too far for a rep to deliver to. These make up your mailing list.

The following years are easier because the delivery routes are made up and it means going through the student lists and making additions and deletions. During the school year there are constant additions and deletions. Someone from the school office should send the person in charge of the delivery system a list of these changes each month. Then the local reps are notified of changes on their routes.

Note: All the little scraps of paper with students' names on them should be kept (in a shoebox perhaps) as a permanent file. By putting a number in the corner, to correspond with the page number of that particular route, one can keep the lists in alphabetical order (which you need for the computer lists) but also know on what route each belong when you reorganize each Fall.

Each September go through the computer list, remove from file all cards of pupils who have left the school and fill out a new "card" for any new students.

JOHN RENNIE

Students busy — need parent support

A Special Emergency Meeting of Home & School took place on November 24th, at which a panel of speakers, including Mr. D. Robertson, the principal; Mr. B. Walker, the Vice-Principal and Owen Buckingham, Principal of Seigneurie School and Chairman of Federation's Education Committee, spoke of the importance to John Rennie of continuing to have a viable and independent Home & School Association. Thanks to their efforts a revitalized Home & School elected a slate of officers for the coming school year. Membership, however, is disappointingly low for a school with 1468 students and a strong membership drive is being undertaken under the new Membership Chairman, Sue Randall.

Student activities are in full swing at John Rennie, with the Music Department, as usual, at the forefront. A successful concert was held November 5th, and the annual Christmas production is set for December 17th. This year's production is entitled "The Bells of Christmas" and over 200 students will display their talents in a symphony of bells, musical instruments and voice, bringing again a message of Good Will and Peace to Mankind. The

Music Aides' Valentine Dance February 7th will feature the music of the 40's, 50's, 60's and 70's by the Stage Band and records.

Approximately 200 John Rennie students have been cast as extras in a movie to be shot at the school in December. One of the prizes of fame was that the boys had to have their cut in a 60's style.

Students are also involved in volunteer programs to help others in the community. About twenty students are involved at the Julia Kraft Centre for Handicapped Persons, assisting the patients, serving drinks, playing chess or just talking, and have even entertained with such performances as military drill and tap-dancing. Another group acts as regular babysitter assistants and "mothers'-aides" for the Y.M.C.A. preschool gym programs. Others are working actively with the senior citizens in a local residence. They have cleaned ovens, done shopping errands, cleaned out cupboards and drawers and shared a cup of tea and conversation with the elderly residents. Other students have tutored younger students, worked with autistic children and helped with the Citizens Advocacy program.

CEDAR PARK

Self help with FIRST AID

A one-evening course about First Aid will be held in January which will tell parents what they can teach their children about First Aid and how children can take care of themselves. A discussion about a practical First Aid workshop for the children will also take place.

Home & School membership was 104 families as of November, down from 128 last year. Enrolment was down from 308 to 289.

Students have been active this Fall. One Grade Four class discussed Terry Fox and aided the Marathon of Hope with a bake and white elephant sale, plus a bottle drive. Total pro-

ceeds were \$175.00. Parents are being offered a STEP Course—Systematic Training for Effective Parenting—a 10-week course teaching new skills to use in helping one's children become more responsible people, and helping the whole family communicate more effectively.

Bus Safety is still being stressed. The Principal chairs a sub-committee composed of both Home & School and School Committee representatives. Bussed students have been given a booklet entitled School Bus Safety—Responsibilities and Procedure Guideline, which parents are asked to study.

FOCUS on the LOCALS

VALOIS PARK

Strong on SAFETY

SAFETY is the watchword lately at Valois Park. With the combined efforts of Home & School, Principal Art Douglas and the Minister of Transport's "Sagix", students are being bombarded with information which they can use to keep themselves safe when outside the confines of the home or the school. Mr. Graham Warner composed a concise safety newsletter outlining how Quebec school children fare statistically. A library display depicting the consequences of unsafe behaviour has been designed by Mrs. Cathie Newey. Films pertaining to bus safety have been shown to the entire school.

Most important of all these approaches to safety is the initiative that Mr. Douglas has taken in the areas of bus safety and pedestrian safety, including: strong disciplinary measures for children who do not behave on buses, as well as "policing" the buses en route. He has proven himself a strong ally to the M.U.C. police, calling frequently to request a constable with a radar gun to stop and ticket speeders on Belmont Avenue, a major thoroughfare in front of the school; as well as nagging at any errant Valois Park student or parent/driver who disregards any of his on-school ground rules. With all these sincere efforts it is the hope and expectation that all Valois Park students will return home safely.

The Membership Chairman, Mrs. Donald Walker, reported that Home & School membership is down this year and now stands at 174 families. While this is discouraging to everyone involved in the Membership Drive in September the Home &

ELIZABETH BALLANTYNE

Book Fair

The Home & School Association sponsored a Book Fair on November 18th and 19th. Parents, students and the local community were all invited to come and browse and to choose any of the new books available, with a percentage of the profits going to the Home & School Fund-Raising coffers. Just over \$600.00 was realized in profits and everyone was delighted with the results. Especially pleasing to see was the enthusiasm of children and parents alike over a fund-raising project involving something other than the sale of chocolates or nuts.

NEWSLETTER AWARD

Federation annually awards book prizes at the Annual General Meeting for the best newsletters submitted by the locals. Please let us have your entries by the March 31 deadline.

The NEWS would like to re-

School is still looking forward to providing the "extras" for Valois Park students which membership revenues supply.

The volunteer library staff is as busy as ever keeping all the most popular books circulating. Mrs. Ruth Master continues to do an excellent job in coordinating her complex library responsibilities and deserves much credit.

Cathie Newey (of safety display fame) has taken on the duty of decorating the library in various seasonal themes, as well as designing a poster to help the students unravel the mystery of library coding, etc. so that they can locate necessary material more easily.

The last Executive Meeting of the Home & School discussed different fund-raising projects and came up with five possible ideas: a lunch-time movie for January; a card party for February; a Wine-Cheese and Auction party for March; a Craft Fair for April and a Dance for May. Lots of help in any capacity is needed to get these projects off the ground. And the revenue from them is really needed to keep the Home & School effective. All parents are urged to get out and help, as little or as much as they can give. A great deal of fun and satisfaction is guaranteed to those who answer the call.

CHELSEA

The following letter was received by the Quebec Federation of Home & School Associations' Safety Committee, in response to their letter to local associations. Bravo, Chelsea!

November 22, 1980
Marilyn Ashby, Chairman,
Safety/transportation Committee
QFHSA
4795 St. Catherine St. West
Montreal, Quebec

Dear Marilyn,

Just a short summary of what is happening with our school bus safety program here at Chelsea Elementary School, Chelsea, Quebec.

We began last year through our H & S and Parent Committee to create a sub-committee devoted solely to bus safety. We now have that committee. At present we are few in number but nevertheless we have set up a safety program for our school.

We began by making a School Bus Safety Week. During this week the children were given proper instructions for getting on and off and riding the buses.

ceive every issue of local newsletters in order that we can print excerpts in the FOCUS ON THE LOCALS section (in the event that a local does not have a publicity chairman to send in articles). Please circle any items which you would like featured.

★ ★ ACT NOW ★ ★

FREE PUBLICITY OR FUNDS FOR YOUR LOCAL HOME and SCHOOL ASSOCIATION

Just by selling advertisements in the Program Book for the Annual General Meeting!

Local associations will receive a commission of 20% on each advertisement sold.

Last year, for example, Somerled Home & School Association sold enough ads to raise almost \$150.00 for their after-school activities.

Your school could do the same, just by soliciting establishments in your own community or organizations to which you or your members belong to or work for. It is a painless way of supporting your own local activities and at the same time supporting

Quebec Federation.

Prices for ads range from \$175.00 for a full page down to \$30.00 for a business listing. (Local Home & School Association or individual QFHSA member listings have a special low price of \$10.00).

Full details will be going out to all locals in the near future and we urge all presidents to put this on the agenda at their next meeting. If any individual obtains an advertisement independently it can be sent directly to Quebec Federation with a notation as to which local Home & School Association is to be credited with the commission.

COURTLAND PARK

Newspaper drive now underway

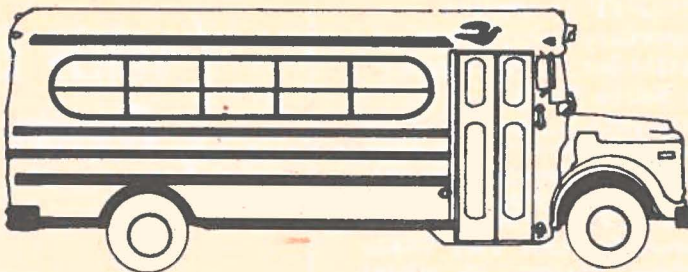
Courtland's big fund-raiser, the annual Country Fair, was once again a smash success this year. A great deal of work was done by a great many people, to produce a wonderful result.

The first skating party was held at the arena on the morning of a professional day. Two more are planned for this

season.

Another fund-raising activity is presently being organized, and everyone in Dorval is asked to save old newspapers.

Once again, the students are earning money in order to provide less fortunate children with "Slumber Kits". This is their holiday project.



Parents run planned program with children and drivers

They were taught emergency evacuation procedures and did an emergency drill on their buses outside in the school yard. At the end of the week they were shown school bus safety films. It was a joy to see the children following the rules for a few months after.

This year we have divided the year into periods of three months each. This means that the children have three safety weeks—fall, winter, and spring. During this week they have contests, rules are posted in the halls, each season's danger is presented to them, the QPF come to the school and give safety rules, and of course the week is finished off with film day, prizes awarded, special guest speakers etc. This year we have added a special feature for our older students (Grades 5 & 6). They are eligible to apply for the job of bus monitor. This is done by application only and parental permission is required. While serving the three month term the monitors are presented with an orange monitor belt with the Chelsea School crest on it. They wear their belts only on the buses.

They are the driver's helper and the other children are taught to follow their instructions in order to maintain a safe drive home. They are working terrific for us and the buses are much quieter and the children seated since they began their jobs. Truant children on the third warning are sent to the office where our wonderful Mrs. Lane, our Principal, then takes over. Children have missed recesses, wrote lines and safety rules and essays as to why the rule they broke is a no-no. We are pleased to announce that all our children at the moment are following the rules.

As for our buses and drivers we are happy to say all three bus drivers have joined the committee as advisory members. Our buses have been inspected by the QPF and our transport officer as well as the school bus committee and they have been fixed by the bus company. We have also asked and will receive within a short period of time one STOP ARM and one RADIO for our buses.

CHELSEA SCHOOL BUS COMMITTEE
Jackie Dare

SEIGNIORY

Questionnaire shows parents are interested in enriched French kindergarten program

The Winter Bazaar organized by the Home & School Association was held November 22nd and was a great success. A profit of \$1,576.46 was made, which will be used for school needs. Everything was sold—toys, books, records, games, puzzles and baked goods.

In December the Home & School sponsored the film "The Incredible Journey" and various school concerts took place involving students from Kindergarten to Grade 6. The Youth-theatre came to Seignory with a performance of "The Crossroads" which the students really enjoyed. Lots more is planned for the New Year.

There was a joint consultation of the Home & School Committee and the School Committee regarding French Schooling. The general consensus reached reflects those of the answers to questionnaires sent home to parents. Approximately 35% of the parents favoured the designation of one or several schools as future French schools. Preferably this should be accompanied by an immediate and complete relocation of the English grades. However, it was also felt that pre-school classes d'accueil should be restricted to such designated French schools. Furthermore, it was felt that the Lakeshore School Board should encourage full-day English kindergarten with enriched French as an alternative to the classes d'accueil.

DATES TO REMEMBER

MAY 8th

MAY 9th

QFHSA
ANNUAL
GENERAL
MEETING
(1981)

CONCORDIA
UNIVERSITY

LOYOLA CAMPUS

GRADUATE STUDIES:

Flexibility — key to new technologies

Developments in both micro-electronics and biotechnology will play an increasingly important role in the industrial and economic future of Canada, says Ontario's Minister of Industry and Tourism.

Because Canada is in a constant state of evolution, the high school graduates of the '80s must accept the fact that much of their lives will be spent in programs of training and re-training. And perhaps the most valuable and marketable skill they can acquire will be flexibility.

In microelectronics, for instance, the industries which are this year manufacturing electronic games will provide a range of clerical and industrial innovations by the time this year's class of Grade 9 students

is ready to leave school.

Five years from now, computers will take dictation and read back what has been written. Before that, micro-processors attached to grinders, drills, milling machines and lathes will permit workers to move from one job to another, in the same day.

Biotechnology, which will also experience phenomenal growth during the next decades, involves the manipulation of bacteria and micro-organisms for the production of goods and services. Industrial applications of new knowledge of biotechnology will affect almost every sector of the economy, in particular pharmaceuticals, petroleum production and agriculture.

News from National

Mid-term meeting cancelled

The annual Mid-Term Meeting of Canadian Home & School and Parent-Teacher Federation has been cancelled because of the precarious financial position of National. The Annual Meeting will be held this year at the University of Saskatchewan at Saskatoon in May. Application has been made to the Federal Government to fund a Workshop on Fitness and Nutrition in conjunction with the AGM May 19th and 20th, 1981 and the initial response is most promising.

Drug use and abuse awareness kit

A grant has been received by National to produce an awareness kit for parents concerning drug use and abuse. These will be available shortly.

Lester B. Pearson Peace Medal Awarded

CHSPTF Past-President Flora Priddle recently attended the presentation in Ottawa of the Lester B. Pearson Peace Medal, which is given annually by the United Nations Association in Canada to a Canadian who has promoted the international causes championed by the late Lester B. Pearson. The presentation was made by Gov. General Edward Schreyer to Dr. King Gordon of Manitoba.

Guidance Survey Report

The Guidance Survey, which many members from Quebec participated in, is now at the printers and will be published in French and English. Copies will be available from Federation after the New Year.

Leadership Material

National Leadership Chairman Carolyn Drysdale is putting together material for a Leadership Kit, to include What it is all about?, Training of officers; Parliamentary Procedure and Public Relations

CHSPTF Executive Secretary wins tough battle for school trustee in North York

Canadian Home & School and Parent-Teacher Federation's Executive Secretary recently won a closely-fought battle to be elected a school trustee in Toronto's North York Public School System. (A school trustee in Ontario is the equivalent of a school commissioner in Quebec.) Despite strong opposition from the Ontario Secondary School Teachers' Federation & the New Democratic Party (who nominated 25 candidates across Toronto) Shirley Scaife was successful in her bid for election.

QFHSA HONARARY PRESIDENT

John Parker brings life of experience and dedication

Quebec Federation of Home and School Associations is very pleased that **John Parker** has agreed to be our Honorary President—filling the position left vacant by the death of **Leslie N. Buzzell** this past summer.

Himself a product of the Quebec Protestant school system, John Parker has spent his whole working life in its service, first as a teacher from 1940 to 1956, then as a principal from 1957 until his retirement in 1975. Subsequent to retirement, he has served as Assistant Executive Director of the Quebec Association of School Administrators, as a member of the Protestant Committee (of the Superior Council of Education) and as Chairman of Centennial Academy, a private secondary school and college.

Concurrently with the above, he participated actively in other educational, professional



and community activities. He was president of the Montreal Men Teacher's Association and a director of the Provincial Association of Protestant Teachers. For four years he was on the Executive of the Quebec Federation of Home and School Associations, becoming the president in 1961. He was also an executive member of the national body for several years. In 1978 he received the Samuel R. Laycock Memorial Award for his contribution to the Home & School movement.

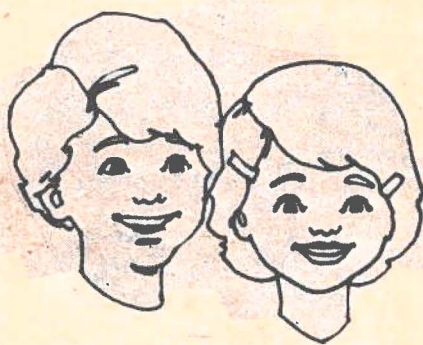
Through Home and School he became active in municipal

politics, serving four terms as a Montreal city councillor from 1962 to the present. In 1977 he was awarded the Queen's Silver Jubilee Medal in recognition of his community service.

He has enjoyed a long and rewarding career serving the children and parents of the Greater Montreal community. The Board of Directors of Quebec Federation of Home & School Associations is delighted that John Parker has accepted the position of Honorary President and we look forward to his assistance and guidance.

Get their attention . . . and hold it

(with fun learning materials from The Teachers' Store)



Getting a child's attention is one thing . . . but holding it is another.

That's why THE TEACHERS' STORE stocks a wide variety of books, games and teaching aids—designed to help you harness a child's wandering curiosity, develop creativity and make learning fun.

Whether you're a teacher seeking a teaching aid, or an aware parent after a thoughtful gift . . . come in, browse around.

Our staff are ready to advise and help.



Boutique des Enseignants
THE TEACHERS' STORE

Where fun and education mix

MONTREAL

3400 Cote Vertu (St. Laurent)
331-0429
Daily till 6; Thurs. & Fri. till 9; Sat. till 5

OTTAWA

Vista Centre
2635 Alta Vista Drive
523-1536
Daily till 6, Thurs. & Fri. till 9; Sat. till 5:30

Be sure to come —
Put it on your agenda.

QFHSA's Annual Meeting & Conference

Loyola Campus
Concordia University

May 8 and 9, 1981