



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 19
NUMBER 4

Montreal
4795 St. Catherine St. W. H3Z 1S8

SEPTEMBER
1982

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

Return postage guaranteed
Return to publisher

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The Quebec School - *Can we afford to remain silent?* A Responsible Force in the Community

On June 21, 1982, the minister of Education, Dr. Camille Laurin, made public the proposal for reform of the structures of the Quebec school system. After a year of rumours, 'leaked' documents, speculation and countless meetings has the proposal confirmed or diminished our fears about the government's intentions?

Unfortunately, the proposal has confirmed what many have feared most — imposing a linguistic nationalism on Quebec.

As parents we will be expected to volunteer our time and energy, on an unpaid basis, to make the new system 'work' — with the help and guidance of countless Ministry officials.

Dr. Laurin has told us that Phase One of the school reform plan, the new curriculum for Quebec schools — the régime pédagogique — already in force, was imposed in response to the request of parents as reported in the findings of the Green Paper on Primary and Secondary education.

He is now telling us that the Green Paper report also stated that parents requested more involvement in the schools of Quebec. Thus this new proposal which will lead to the introduction, through legislation, of a completely new Education Act will impose Phase Two of the school reform plan.

Do we, as parents, wish to bear this responsibility?

What can you as a parent and a tax paying citizen do in response to this responsibility?

Request information from your local school through your principal, Home and School executive, School Committee executive, Quebec Federation of Home & School Associations or the Quebec Association of Protestant School Boards.

Call your local school board commissioner and inform him/her of your feelings on this issue.

Attend meetings organized by local, regional or provincial leaders and voice your concerns.

Call your member of the National Assembly. Remember he will be VOTING on upcoming legislation.

Write letters to the newspapers. Let others know that you share their concerns.

Participate on local talk shows. Beginning in the Fall, it is expected that the Ministry of Education will wage a media campaign to 'sell' this project.

Lastly, read the text of Mr. E. Spiller, former Associate Minister of Education (Protestant), letter of resignation. He found it necessary to resign on a matter of principle regarding the proposed reform. He could not afford to remain silent.

They're back in School



Make sure they get there safely & home too.

ED NOTE: Dr. Laurin: We're sending you two stickers one for your car the other for your office.

Q.F.H.S.A. FALL CONFERENCE 1982 featuring LEADERSHIP SKILLS and H&S RESOURCES

Saturday, October 16, 1982
8:30 am-4:30 pm
Lindsay Place High School
111 Broadview Avenue
Pointe Claire, Quebec

The Fall Conference is open to all Home and School members who want to know more about how to work effectively at the local level as well as understanding the role of the provincial organization. Come and participate.

A special feature will be the plenary session, an update on topical issues. We encourage Home and Schoolers to invite teachers, school committee members, administrators and school board members to attend the conference and to share their concerns about possible changes in the school system.

Full program details appear on page 5 of this issue.

Registration forms will be mailed shortly to all local Home and School associations. If your school does not have a Home and School please reserve directly by calling Quebec Federation of Home and School Associations at (514) 933-3664. Registration fee for conference: \$3.50 (includes lunch).

STOP ARRÊT

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS/933-3664

Editorial comment

PARENTS ROLE:

Not un-paid "fonctionnaires"

The White Paper identifies at least 18 responsibilities for which school corporations will be responsible.

From preparing and administering a Government approved budget, which must be balanced, to helping select text-books, evaluating programmes, formulating rules of management and discipline, organizing extra-curricular activities for the community — after class supervision, day nurseries, family service agencies, etc. etc. etc.

All of the above are currently the responsibility of our School Boards through their administrators and support staff. All of whom do a full day's work for a full day's pay.

In the name of parenthood M. Laurin has seen fit to outline our rights and duties for us. M. Laurin's apparent belief is, that along with parenthood comes the innate ability to be knowl-

edgeably involved with all aspects of education. This is indeed wishful thinking, or perhaps M. Laurin is operating along the lines of keeping parents "barefoot and pregnant in the kitchen"; then we will not notice that parents will be used to run a public school system with no budgeting power, no negotiating power and no power over curriculum.

Whilst overtly flattering the parents by expressing confidence and faith in their ability to run a viable school system, M. Laurin is guilty of underestimating the intelligence of parents in proposing that they will become un-paid "fonctionnaires". The role we now play is preferable, i.e. that of guidance and reference. Parents are able to devote their volunteer time as THEY see fit, from simply being in the school and reading a story to kindergarten students, to being Chairman of the Parent Committee or a parent

representative at Board level. Parents decide what duties they wish to assume and find the idea of having their volunteer time designated, legislated, formulated and incorporated distasteful.

It is perhaps fair to say that in Western Québec we are encouraged to make full use of the power current legislation allows. We realise that in other parts of the Province this is not always the case. However, the legislation exists and parents may exercise this legislation to the full extent of the law.

Should school corporations become a reality we are most concerned about the type of lobbying that might occur by special interest groups. We are concerned about teachers who may have to run a very fine line between Government objectives and parental subjectives. We are concerned about parents with very little background knowledge being unable to cope with the task of running a school. We are concerned about the availability of parents who have the time or inclination to do a full time un-paid job. We are profoundly concerned about the ramifications of failure of the school corporation — will our children end up in "just another standardized school reduced to the lowest common denominator"? That, my fellow parents, is the threat under which we will be working if the White Paper becomes law.

Tina Lohoar - Parent Representative Protestant Regional School Board of Western Quebec.

Laurin's plan will mean less French Schooling for anglos

Reprinted from: *The Gazette*, August 5, 1982

By ELAINE FREELAND
Elaine Freeland is French second-language consultant to the Laurenval School Board, Laval.

On July 26 you published a letter from Kevin McGilly, in which he welcomed Education Minister Camille Laurin's plan to abolish elected school boards in Quebec; he cited as one of his reasons that "the present school board system has failed to provide adequate French second-language training to Quebec's English-speaking student population."

Raise a great fuss

Mr. McGilly also stated that "they (the school boards) would raise a great fuss if the minister merely set more rigid requirements for language training in the schools."

Mr. McGilly demonstrates by these statements his total ignorance of the present state of French second-language teaching in Quebec and of the proposed changes which the Ministry of Education has promulgated.

The changes with regard to curriculum are already law and are contained in the *Régime Pédagogique*. The present White Paper on the restructuring of school boards focuses on a political objective rather than a pedagogical one, although it does use pedagogical arguments to further its political objective.

English-speaking boards throughout Quebec, and more particularly in the Montreal area offer many types of im-

mersion courses in French varying from early total immersion, to immersion courses in high schools. They also offer second-language classes lasting between 30 and 50 minutes a day.

Rests with the parents

The choice of immersion or second-language or programs rests with the parents. It is not up to school boards to force all children into immersion classes, even though the immersion programs are the surest way to bilingualism.

It is worth noting that, whereas the Ministry of Education allows English students to learn French through immersion programs, it does not allow French students to learn English in the same way. English immersion is illegal in Quebec, even when French parents request it. Only recently the Ministry of Education has pressured the Baldwin Cartier Board to discontinue its English immersion, in spite of the francophone parents' desire for English immersion, and the board's willingness to provide it.

As to second-language teaching many English-speaking boards have, in recent years, increased the amount of time devoted to French instruction.

In the case of Laurenval School Board 30 per cent (90 minutes) of every child's school

day is spent in French. This measure was applied last year for all non-immersion students entering kindergarten. It will apply this year to all kindergarten and Grade 1 students and will continue year by year throughout primary grades and into high school, assuming of course that the board continues to exist.

The minister of education, however, in his *Régime Pédagogique* allows approximately 20 minutes a day for second-language instruction in primary schools and four 50-minute periods out of six in high schools, instead of the present six periods out of six.

Considerable reduction

In other words, if the minister of education has his way, there will be a considerable reduction in the amount of time devoted to learning French and not, as Mr. McGilly implies, an increase. In addition, given the ministry's attitude to immersion classes for French students, how would the centralized school system proposed by Dr. Laurin deal with immersion classes for English students?

Would the minister continue his "generosity" to the anglophone minority and allow them to become bilingual while forcing the francophone majority to remain unilingual?

All indications are that English-speaking school boards are taking, and have taken, very important steps toward ensuring bilingual graduates. One would surely be foolish to imagine that the minister of education would endorse similar exceptional measures if he were the one to set curriculum priorities for English speaking students.

OTHER PEOPLES OPINIONS

"English School here to stay & develop", says Laurin. For how long?

Reprinted from SPEC
Commentary by Valerie Gilker

"In many ways it is very appropriate that 1984 should be chosen as the year of implementation of Laurin's white paper, 'The Quebec school, a responsible force in the community'.

All of the consultation that preceded the tabling of the Bill in the National Assembly two weeks ago has had little impact on this final version. What the restructuring amounts to is an inversion of the pyramid of the old system: the pinnacle of the pyramid now being occupied by the school, crushing at its base the vestiges of school boards and teachers' unions.

Ironically, it is the same parents whom Laurin condemned for their non-participation in school board elections (he used this claim to abolish universal suffrage in the election of commissioners) who are now being summoned to assume their responsibilities toward the school "Without reference to any superior and often anonymous power (the board)".

Described in glowing, idealistic terms, Laurin's new schools would be transformed into truly community-oriented institutions, attentive and hospitable to the needs of all sectors of the population.

But has this heavy emphasis on community concerns not lost sight of the essential role played by the teachers in education? It's obvious that Laurin has been masterful in using the lack of teaching jobs and the drastic

economy to strike damaging blows at the once-powerful teaching unions. Educators once assured of a local bargaining unit in the school board have lost this privilege; they may, however, be represented on the new school councils on a par with secondary students and third in line after parents and community representatives. Elsewhere, where boards previously consulted the union in the implementation of new pedagogical methods the school will now decide, possibly after consulting with the teachers of pedagogical committee.

The fate of teachers is paralleled by that of the board. As the school becomes the "pivot of the educational system" the board is rendered submissive to school requests forced to consult with the individual school on almost all important issues. Board autonomy is further restricted by the composition of its board of directors which includes one representative elected from each school council, none of which can be school or board employees.

Only a couple of traces of compromise are to be found anywhere in the document. Firstly, there will be a 3-year moratorium on the confessionality of schools. Secondly, as an exception to Bill 101, English schools will be permitted to function in English in their internal management (minutes, directives, etc.)

In a communiqué written to calm Anglo fears the MEQ states
(See Stability p.4)



Quebec Home & School NEWS

Published by the Quebec Federation of Home and School Associations, 4795 St. Catherine Street West, Montreal H3Z 1S8, telephone (514) 933-3664.

EDITORIAL BOARD: Layout: Gordon Perry; Advertising: Sandra Keightley; Focus on the Locals: Dawn Barrett; Articles, Rewrite, Policy: Jon Percy, Stephanie Stubbs, Alex Morris, Joan Mansfield, Fay Richardson; Editor: Dorothy Chant.

Legal Deposit Quebec National Library

Hearing from you...

Why I resigned...

I hereby resign from the position of Associate Deputy Minister of the Protestant Faith in the Ministry of Education of Quebec, this resignation to become effective on Tuesday, June 29, 1982.

On June 21 last, as authorized by the Cabinet and in the name of the Government of Quebec, you tabled in the National Assembly and otherwise made public a major policy statement on the reorganization of Quebec's school structures.

As a professional educator and a senior Quebec civil servant, I respectfully disagree with the position adopted.

Considered in its entirety, and in conjunction with other recent legislation, the proposal conflicts with my principles.

My convictions with regard to the general direction of education in Quebec are as important to me as yours are to yourself, the members of the Government and Ministry. There is between us then an honest difference of opinion concerning the nature and scope of the changes to be made in education, particularly now.

I find it impossible to defend publicly the white paper on the school reform plan just published.

These differences are such that I feel obliged to resign on a matter of principle.

These are the reasons for my departure from the Ministry.

It is true that I have been considering early retirement for some time but felt morally obligated to remain until a decision was made by the Prime Minister and Cabinet regarding the school reform plan. The Commission du régime de retraite confirmed yesterday that because I had decided to resign as a matter of principle, it was to my personal advantage to do so on or before June 29, 1982.

In all conscience, I must be outside the Ministry to participate freely in the forthcoming public discussion and debate.

In this respect, I wish to take advantage of the occasion this letter affords me to express through you my appreciation to the Government for the opportunity given me to state within the Ministry the viewpoint of a Protestant English-speaking Quebecer educator and to represent the concerns of the parents who send their children to the schools recognized as Protestant.

The discussions with you and your predecessor and, more particularly, with the Deputy Ministers have been such that I leave the Ministry with a greater understanding of the preoccupations and aspirations of French-speaking Quebecers and of Francophones in Canada outside of Quebec whose welfare I have consistently espoused.

Before leaving the Ministry where some pleasant times were shared, I would like to express my high regard for those members of the Ministry's staff with whom I worked.

Yours sincerely,
Ernest R. Spiller,
Associate Deputy Minister

Newsletter Award

Dear Fay:

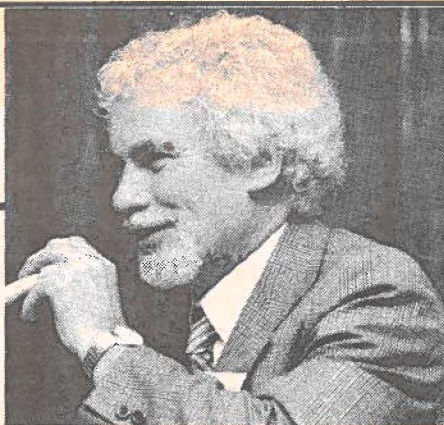
We were very excited and pleased to learn that we had won a Newsletter Award along with Thorndale for 'best and most informative newsletter'. We have received the book "1000 Family Games" with many thanks and will present it to the school for use in the library.

I have also written our thanks to Louise Larouche at Reader's Digest.

Enclosed is our final issue for the school year.

Thank you,

Linda Piercey
Editor of Eardley Home & School
'News & Views'



PRESIDENT'S MESSAGE

OWEN BUCKINGHAM
President

As we approach another new school year it appears that Quebec Federation and local Home & School associations will be in for another busy year.

Two major items will take much of our emphasis this coming year: Quebec Federation's court case on the constitutionality of Bill 101 is due to be heard in court in November, while Dr. Laurin's plans for the reorganization of school boards in Quebec is due for implementation in September 1983. What effect will these two items have on our schools?

With regard to our Bill 101 case, we will have to look towards financing — a court case is not cheap. I urge the support of all Home & Schoolers in supporting our and your fight for the parents right to choose the language of education for their children. Please support us, both in-

dividually and through your local association, on this very important issue — the legality of Bill 101.

As to Dr. Laurin's reorganization plans for our schools, it is essential that all Home & Schoolers become aware of what this reorganization means to our schools and to our children and to make our feelings known to the Department of Education and to Dr. Laurin. Quebec Federation through this newspaper and special bulletins will do its utmost to keep you, the members, informed.

Again, as we enter a new school year, I look forward to the cooperation of all local associations so that we, as Home & Schoolers, can do our best to make sure that the best possible education is given to our children.

Membership

Awards

Winners Were:

Edgewater - Heather McBride
Beacon Hill - Susan Maughan
Dunrae Gardens - Helga Marcus
Windermere - Joan Coveyduck
New Carlisle - Sharon Farrell
Howick - Carole Creswell
Lachine - June Tosh
Macdonald - Annie Petersen



'National' News:

H&S needs your commitment

A new school year is starting and as the children and their teachers return to the classroom, local Home & School and Parent-Teacher associations are, with new energy, opening membership campaigns and planning activities for the coming year.

The months of summer give little respite to the directors of the Canadian Home & School and Parent-Teacher Federation. It already seems a long time since we were together in Prince Edward Island at our annual meeting. Our 1982 resolutions have now been sent to their destinations and the new committee chairmen are at work.

Two factors influence the strength of our national Federation. One is quality of its leadership, and the other, even more important, is the quantity of its membership.

Sometimes those running membership campaigns have difficulty communicating to parents and others the benefit of belonging to Home & School.

Yet, buying a Home & School membership is one of the most significant things that a parent can do when it comes to the schooling and welfare of their child.

This is so even in the province of

Quebec where legislation directs the school and its system to open itself to the influence of representatives of local and regional parents.

It is even more significant in areas where Home & School or PTA is the only focus for parents working with teachers, principals and other school authorities.

Each person who joins Home & School or the PTA adds credibility and strength to the association, to the provincial H&S federation, and to the Canadian Federation.

Their membership also brings in money to help each of these organizations operate and coordinate activities aimed at improving the quality of life for children.

There is never sufficient money from members' dues to support all that needs to be done. Fund-raising of various kinds is an inevitable, but SECONDARY, task of any voluntary organization with aims as broad and tasks as specific as ours in Home & School and PTA.

At the national level, the Canadian Home & School and Parent-Teacher Federation receives project grants to carry out certain information and education projects. At the present time, we receive this kind of support from Health and Welfare Canada for our

Alcohol and Drug Abuse project, from the federal Department of Justice for our Child Abuse and Neglect project, and from Fitness Canada for our Fitness and Nutrition project.

Those who are doing the work on these projects are Home & Schoolers from all parts of Canada, and perhaps even from your own community.

Your national Federation receives this kind of financial support because its nearly 60,000 members represent, to government and other agencies, an important channel to and from parents in their homes and in their communities.

To make such special project dollars count, your local Home & School or PTA needs your support and cooperation. It is your local association which will use the materials and implement the programs that we have developed together.

Your support and commitment is essential to us all, but most of all to the children who will benefit from our influence.

Please join quickly and persuade others to join us, too!

Joan Mansfield
President, CHSPTF
Hudson, Que.

CEGEP's

Heritage campus update

Education Minister Camille Laurin announced recently that while the Heritage campus will continue as a component of the Outaouais campus it will enjoy a much greater degree of autonomy. This anglophone institution located in Hull will have available increased resources and additional powers to administer

its own budget, engage its own teaching personnel, create its own pedagogical council and establish its own working relationships.

In order to accomplish this the Minister has agreed to increase to more than \$600,000 the funds provided to this institution, thus doubling its-budget.

YOUR RIGHTS . . . HOW MUCH ARE THEY WORTH?

I want to help fight Bill 101. Please accept my contribution of \$ _____.

Name _____

Address _____ Postal Code _____

City _____ Tel.: _____

Please make cheques payable to: QFHSA Rights Fund
and mail to: 4795 St. Catherine Street West
Montreal H3Z 1S8

Official receipts will be issued for contributions of \$10.00 and more.

The Video Craze

Has your home been invaded by battalions of creepy space things, armies of warring spaceships or other unimaginable beings? The video game craze is upon us and it is unlikely your home or your neighbours will come out unscathed by an eventual attack.

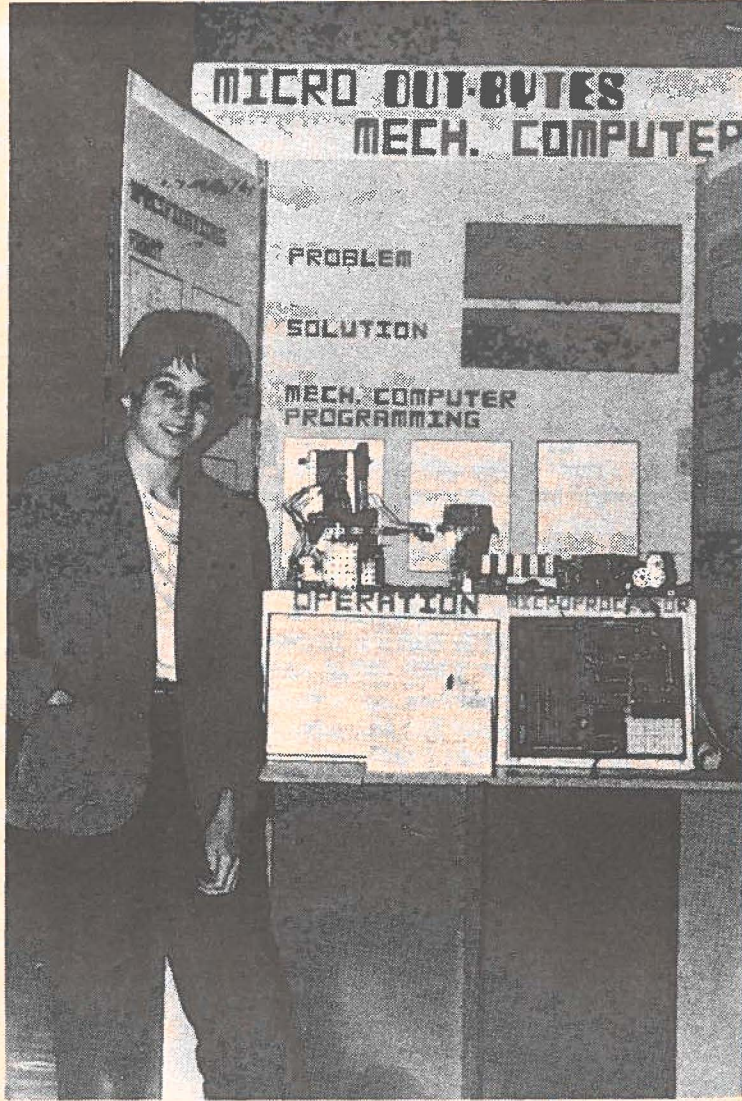
In a recent T.V. Guide article a well-known child star was quoted as saying he had spent as long as six hours at one particular game. His net result was a phenomenal score in the millions flashed on the screen amid blips and bleeps in the background. He spoke knowledgeably from experience how he could outwit the computer and really zap the aliens. Another avid fan, an adult, talked about how she would play the games all night, using the excuse that she was doing repairs on the machines. Even if you aren't rich enough to own a video game, or have access to one, you can stand and pump quarters into arcade machines at many local shopping centers.

There seems to be a conflict of values in this scenario. What is constructive use of time? What is a sensible and realistic way of spending money? Many of the games are based on violent themes — destroy the enemy or be destroyed?

Most parents view their children's leisure time with concern and justly so. Too much time in idle hands leads to boredom and the ensuing problems. A feeling of achievement and involvement is important in any activity undertaken by child or adult. According to one group of parents trying to have video games banned in their community, time spent at these games is infringing on their children's games at school. They feel the children put more time into devising ways to beat the machine than on school work.

It's Costly

Money is the next consequence of the overall picture. Some children have money but many others don't. Those that do feed the machines, those that don't stand around. They get bored...



It's Violent

The next claim opponents of the games have made is the inherent violence in them. The more popular games are violent and their premise is blast away or be annihilated.

But Kids Love 'Em

And what say the children — the largest consumers of this latest boob tube market? They think it's just fine. They are having fun and grownups just don't

understand. Many leading psychologists however are concerned of the effect of these games on our children.

Consider, in a final analysis, the case of a thirteen year old youngster who played five to seven hours a day. He was caught breaking into a house and subsequently confessed to two other burglaries. He sold the stolen articles, converted the money into quarters and played Pac Man until the money was gone.

SMOKING:

Kids starting early

In one of the strongest warnings ever against cigarettes, the U.S. Surgeon General, Dr. C. Everett Koop, said he expects that smoking will cause 129,000 cancer deaths this year and will contribute to another 200,000 deaths from heart and lung disease. He called smoking "the chief preventable cause of death in our society." And in the introduction to that report Dr. Edward Brandt of Health and Human Services said "Prudence dictates that non-smokers avoid exposure to second-hand tobacco smoke to the greatest extent possible."

Here at home governments are finally reacting to the mounting evidence against smoking. The Government of Quebec is preparing to enact legislation to protect the rights of the non-smoking majority in a number of public places, and Health and Welfare Canada is launching a major five-year smoking prevention program, "Towards a Generation of Non-Smoking Canadians"

But what about the role of the home and school in smoking education? Studies show that children are starting to smoke earlier than ever before. By the age of 12 half of Canadian school children have tried smoking; by age 14, 15% of boys and 20% of girls are daily smokers, and by age 17 these figures have risen to 27% of males and 30% of females.

Although Health and Welfare's "Generation" program, including a highly visible media campaign, will be directed primarily at the young, much more should be done at the early grade levels to impress school children with the importance of remaining non-smokers. An appreciation of the need for clean air should be encouraged from kindergarten on, with the use of appropriate films, posters, booklets, discussion and a variety of activities. Early awareness that the majority of Canadians (65% of adults over 15) do not smoke would reduce peer pressure to smoke "to be part of the crowd." The little known fact that smoking is harmful to others also needs to be emphasized. And the "cool, clean" image the tobacco ads give the smoking habit should be exposed and discussed in relation to the facts about smoking.

Like "Participation", "Towards a Generation of Non-Smoking Canadians" will take a positive approach to selling positive lifestyles. It is hoped that parents and teachers, smokers and non-smokers alike, will actively support the campaign in their homes and schools. QFHSA can assist you in getting an effective smoking prevention program started in your school. Call the office for information.

Speculations on school reorganization meeting sponsored by St. Laurent schools

By Celia Davids, QFHSA Exec V-P

Approximately 100 parents were at the May 4th meeting in St. Laurent arranged to hear a panel of speakers explain effects proposed reorganization may have upon administration of their children's schools.

Marcel Fox, Director-General, PSBGM, anticipated legislation at end of June, at which time QAPSB will take legal action to prevent implementation.

Harvey Weiner, President, PAPT, reiterated union's position on language over confessionality with democratically elected local school "administrations."

Bjorn Streubel, Chairman, CPC (PSBGM), strongly opposed change imposed by legislation without consultation with English-speaking.

Henry Milner, P.Q. Consultation to M.E.Q., indicated certainty of change without projecting confidence that parents be able to replace experienced administrators and preserve a reliable English language systems.

H. F. Gautrin, Liberal Party President of Study Committee on Reorganization of Schools, felt that Laurin's 9 month (to date) delay in "leak" of documents to official announcement indicates contempt of Quebec's electorate similar to Bill 101. His committee finds that there is no need for change at present time, as parents

Microcomputer Education

A new informational brochure is available from Commodore Business Machines Limited, Scarborough, Ont. to maximize the understanding of Commodore microcomputer capabilities in the educational field.

Schools at all levels have been incorporating computers into the classroom with significant benefits, and Commodore has been heavily associated with this development in Canada from the beginning. Around the world, more than 100,000 PETS are being used in schools.

The new booklet is a good launching pad for the educators who can see tomorrow today and realize the advantages to students of learning both about computers and with computers.

For more information contact Ian Kennedy CBM Ltd., 3370 Pharmacy Ave., Agincourt, Ont.

At the recently-held Canada-Wide Science Fair in Toronto, 13-year old Paul Robert Benedetti of Cambridge, Ontario, won a Commodore VIC-20 colour-and-sound video game/home computer. Paul won for the excellence of his project entitled "Micro Out-Bytes Mechanical Computer" which compared and demonstrated the speed and flexibility of a microprocessor vs. a mechanical computer. Sponsored by the Youth Science Foundation, Ottawa, the 1983 Fair will be held next June in Saskatoon.

Varied learning activities

Winthrop Publishers announces the publication of *The Computer Tutor: Learning Activities for Homes and Schools*. The authors, Gary W. Orwig and William S. Hodges, are seasoned professionals in the field of computer-assisted instruction. They have put together a collection of 25 entertaining and educational programs that can be used with the Apple II, TRS-80, Commodore PET, and other microcomputers that use standard 16K floating point BASIC.

The programs cover a variety of disciplines and include: *Capitals of Nations; Guess the Number; Spelling Quiz; Guess the Word; Time, Distance and Velocity; Synonyms and Antonyms*, and more, designed to educate and amuse. The programs use linear, branching and simulation techniques. The book includes graphic subroutines and a glossary of hardware, software, graphics and computer-assisted instruction terms. Includes 25 illustrations. Now available. (ISBN 0-87626-147-0, paper, 224 pp.)

For more information contact: Winthrop Publishers Inc. 17 Dunster Street, Cambridge, Mass. 02138 Attn. Juli Weintraub.

... STABILITY (from page 2)

that English schools will acquire a stability which contrasts sharply with their past precarious situations. Nonetheless, this so-called stability will be re-evaluated periodically as a new school map is drawn up every 5 years.

Besides the five English boards on the Island of Montreal Laurin foresees approximately 20 other boards throughout Quebec having 10% English enrolment. Each of these boards will qualify for a linguistic committee.

It will be interesting to see in

1989 how many of these original 20 still fulfil the 10% requirement.

The only mention of smaller schools suggests that they either regroup (with whom? how many miles away?) or delegate their powers to the school board (i.e. retain the status quo).

As we head into summer, it seems the only avenue of protest or hope of important amendments lies in political lobbying with the Cabinet and Opposition ranks."

Speculations on school reorganization meeting sponsored by St. Laurent schools

By Celia Davids, QFHSA Exec V-P

are still digesting reforms already implemented.

Anne MacSween, Education Coordinator, Alliance Quebec, said parents must make their opinions known. Alliance takes position that there must be English

Language control of educational structures and systems.

**Join Home & School
Make your views known**

The power of television

A tape of a CBC "Take 30" program on the subject of the influence of television on children is available for use by groups such as Home & School Associations concerned with this question.

The tape includes interviews and a questionnaire which focus on the implications for children and their families of the attitudes and ideas which are commonplace in current television programming, and on the implications of the medium itself.

The Children's Broadcast Institute has found the tape of the "Take 30" program useful in the workshops which it is developing for parents.

Some of the questions about children and their television viewing have been addressed in the brochure produced by the Children's Broadcast Institute and called "Questions and Answers about Children and Television" and is available from the Quebec Federation for Home &

School Associations, 4795 Ste-Catherine West, Montreal H3Z 1S8.

Workshop leaders

The Children's Broadcast Institute is making available to interested parent groups, workshop leaders who will conduct a session with parents on the topic of the influence of TV on children. If you have a group of 25 parents or more who would like to learn more about the effect that TV has on children — good and bad — please write to them at 160 Eglinton Avenue East, Suite 207, Toronto, Ontario M4P 1G3 (Tel.: (416) 482-0321).

In the Montreal area you can contact Dr. Lois Baron, Department of Education, Concordia University (Tel. 514) 879-4535.

The Children's Broadcast Institute will provide the workshop leader and pay their fee or honorarium.

LEADERSHIP CONFERENCE PROGRAM

SATURDAY 16 OCTOBER 1982

8:30 - 9:00 REGISTRATION

REGISTER EARLY. Forms are available through the President of your local Home & School Association, or call directly to QFHSA office at (514) 933-3664. Registration Fee: \$3.50 (includes lunch).

9:00 - 10:45 PLENARY SESSION

School Reorganization
Bill 101 Court Case

An update on these two very topical subjects.

10:45 - 11:15 COFFEE

An opportunity to view fund-raising displays and a H&S publications table.

11:15 - 12:30 WORKSHOPS - PART I

1) Home & School - What's it all About?

By having a background of information about the organization, members can become more effective leaders in their own local Home & School community.

2) Programs - How to Skills

An exchange of ideas for school programs and some suggestions on how to run them successfully.

3) Teacher Contract Negotiations

As a new contract is being negotiated this year, this workshop is designed to make you aware of the issues involved.

4) Resolutions and Policy

The resolutions we pass form the backbone of our organization. Come get some hints on preparing them.

12:30 - 13:30 LUNCH

13:30 - 14:45 WORKSHOPS - PART II

5) Leadership Development - to be continued under Workshops - Part III.

An opportunity to learn skills and abilities in order to work more effectively with others. Learn how to set goals and then to accomplish them. Emphasis will be given to the application of these skills within your local executive.

6) Home & School/School Committee

Working together - living together - for the best possible school environment for our children.

7) Area Reps

A discussion of the duties of an Area Rep and how an Area Rep can put your school on the map!

8) Communicating

Learn what communication really is through role-playing techniques. Learn how to promote better communication within your Home and School and with your school staff.

14:45 - 15:00 BREAK

15:00 - 16:15 WORKSHOPS - PART III

9) Publicity and Newsletters for Locals

Ideas on how to publicize your school's activities and suggestions on how to produce a good school newsletter.

10) Fund Raising

An exchange of ideas. Please come prepared to share your ideas (handouts would be helpful) and hear what other schools do to raise money.

11) Membership

Ideas to help you improve Home & School membership at your school. An exchange of ideas on what has worked in your school will be welcome.

16:15 - 16:20 DRAWING - for winning evaluation form.

To be held in the foyer. Win a book for your school library.

PRIVATE SCHOOLS:

Children do do better

Private schools provide a better education than their public counterparts, according to an epic new research report by University of Chicago sociologist James Coleman.

His conclusions were denounced at once by the public education lobby, which fears that they will increase the enthusiasm of the Reagan administration and many members of Congress to give parents a tax credit for private school tuition fees.

The work was commissioned by the National Council for Education Statistics, part of the United States Department of Education, from Chicago's National Opinion Research Centre where Professor Coleman is a principal investigator.

It includes data on 58,728 pupils at 1,016 high schools, and is said to be the largest survey of public and private schools ever undertaken.

The report's immediate impact has been felt most strongly in the political debate over possible government help for private schools through "tuition tax credits" or even vouchers. However, many educationalists feel that in the long run its most important contribution to educational research will not be the finding that private schools are better but the implication that "school does make a difference".

Britain's Rutter Report "15,000 Hours" came to the same conclusion in 1979.

More challenge

Professor Coleman attributed the superior performance of the private sector to the fact that its schools usually provide more challenging academic programs, insist on much more homework and maintain stricter discipline than the public sector.

The report says private schools produce "better cognitive outcomes" (i.e. higher scores on standardized tests), even taking into account differences in their students' socioeconomic back-

grounds.

But it adds an extremely important caveat.

Caring parents make difference

"Despite extensive statistical controls on parental background, there may very well be other unmeasured factors in the self-selection in the private sector that are associated with higher achievement."

Defenders of public education have leapt onto Professor Coleman's caveat. Of course, they say, parents who care enough about their children's educational progress to make financial sacrifices to put them through private school are more likely to provide them with encouragement at home. Or, as American Federation of Teachers president Albert Shanker said with characteristic bluntness: "Parents who are paying good money for their child's school are likely to put pressure on their children to get their money's worth."

Critics also claim that Professor Coleman and his research colleagues did not take sufficient account of the fact that public schools have to teach all comers, while private schools can select the pupils they want and later get rid of the ones who are too disruptive or unintelligent.

Catholic schools

About 10 percent of the 14 million American high school pupils attend private schools. Less than 2 percent are in non-religious independent schools. The majority of the "private" school students are in Catholic schools.

The Coleman report has particularly kind words for the Catholic schools' racial and social balance.

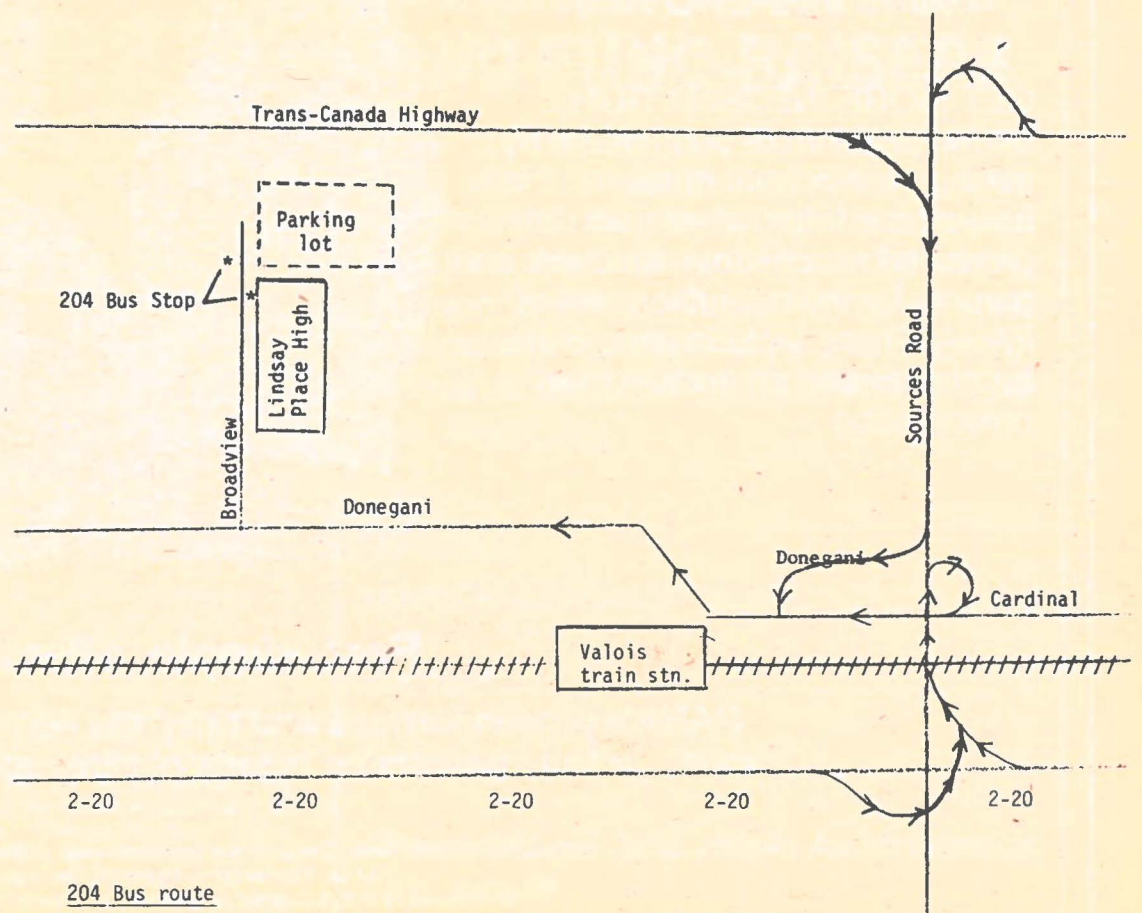
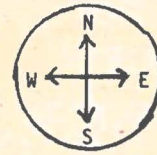
"The evidence is strong that the Catholic schools function much closer to the American ideal of the 'common school', educating children from different backgrounds alike, than do the public schools."

Come by bus, train or car

... but come!

Here's how to get to the

LEADERSHIP CONFERENCE



204 Bus route

Bus leaves Fairview Shopping Centre at 8:00 a.m., 8:30, 9:00, etc.
Bus leaves Dorval Shopping Centre at 8:15 a.m., 8:45, 9:15, etc.

From CEA Newsletter

Happenings in Ontario

Francophone secondaries

Six Ontario boards (Simcoe County in Barrie; Kirkland Lake; Kapuskasing; Stormont, Dundas and Glengary in Cornwall; North Shore in Elliot Lake; and Gerdalton) formed French language secondary schools in the past year. This brings the total number of French language secondary schools in Ontario to 33. There are also 30 mixed language (English and French) secondary schools. The total francophone secondary school enrolment in the province now stands at 28,051 students.

Room for day care

The Etobicoke Board of Education has rented its vacant school rooms to some 19 day care centres or nursery schools organizations. The Board has a policy to rent at cost to groups that are chartered as non-profit organizations, so the rental rate covers the cost of

heating, light, caretaking and maintenance.

Ontario per pupil grants

This year the Ontario Ministry of Education has announced that the grant per elementary pupil will be \$1,972 and the per secondary pupil grant will be \$2,718. Total provincial grants to school boards will amount to \$2.74 billion, a 10.8% increase over last year.

Grants for special education programs and services are to be \$125 per elementary pupil, \$90 per secondary, and \$3,430 for each trainable retarded pupil.

Additional grants for the teaching of French as a minority language and French as a second language will go up by about 12 percent and grants for heritage language programs will rise to \$27 per hour of instruction (from \$24.50 last year).

FINANCIAL SQUEEZE

"We must all share the burden"

If the Ministry of Education is unable to restrain the salaries of its employees, which absorbs 90% of its total budget, many educational programs will be in jeopardy. This was the warning contained in an address to the National Assembly on June 9th by Camille Laurin.

He stated that the cut backs in education, which have not yet touched upon areas covered by

collective agreements, have now reached the point where they are threatening to cut into essentials. "The population has every reason to be concerned when it learns that in just the kindergarten, primary and secondary sectors alone, almost a dozen programs are endangered by the financial squeeze." A similar situation exists in the post-secondary and adult education sectors.

The Minister emphasized that "it is impossible to cut back any further other than by asking our employees to do their part. I feel confident that the unions will accept this challenge facing our society today as a result of the decline in the collective wealth and of the need for sharing the burden," he concluded.

Youth and the arms race

Between 1978 and 1980 the Task Force on the Psychosocial Impact of Nuclear Advances established by the American Psychiatric Association obtained 1000 questionnaires from grammar and high school students. The questionnaire showed that these adolescents are deeply disturbed by the threat of nuclear war, have doubt about the future and about their own survival.

There is a revelation in these responses of the experience of fear and menace. There is also cynicism, sadness and bitterness and a sense of helplessness. They feel unprotected. Some doubt about planning to have families or about thinking ahead in any long term sense.

We may be seeing that growing up in a world dominated by the threat of imminent nuclear destruction is having an impact on the structure of personality itself. It seems to be possible that these young people are growing up without the ability to form stable ideals, or the sense of continuity upon which the development of stable personality structure and the formation of serviceable ideals depends.

The fact may be emerging that we are raising generations of young people without a basis for making long term commitments, who are given over, of necessity, to doctrines of impulsivity and immediacy in their personal relationships or choice of behaviors and activity. At the very least these young people need an opportunity to learn about and participate in decisions on matters which affect their lives so critically.

The experience of powerlessness of children and adolescents, the sense they have that matters are out of control, is not different from the way most adults feel in relation to the nuclear arms race. Little can be done to help our young people unless adults address the apathy and helplessness that we experience in relation to the arms race and the threat of nuclear war.

IN JAPAN:

Court for violence in class

Last year 800 students in Japan were taken to court for abusing teachers, double the number of four years ago. 90% of the offenders are boys in junior high school, students from 12 to 15 years.

Educators and police blame poor discipline at home, demise of neighborhood controls in urbanized Japan, violence on television and in comic books, and the influence of older boys who belong to criminal gangs or motorcycle organizations.

But a number of educators blame the school system for offer-

ing nothing of interest to the backward pupils.

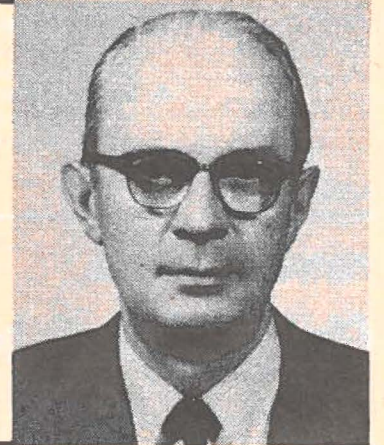
School vandals cost \$100,000

The western region of the Montreal Catholic School Commission has set up a study committee to look at ways to prevent the destruction of its schools by students.

In-school vandalism in this area costs the School Board some 100,000 \$ per year.

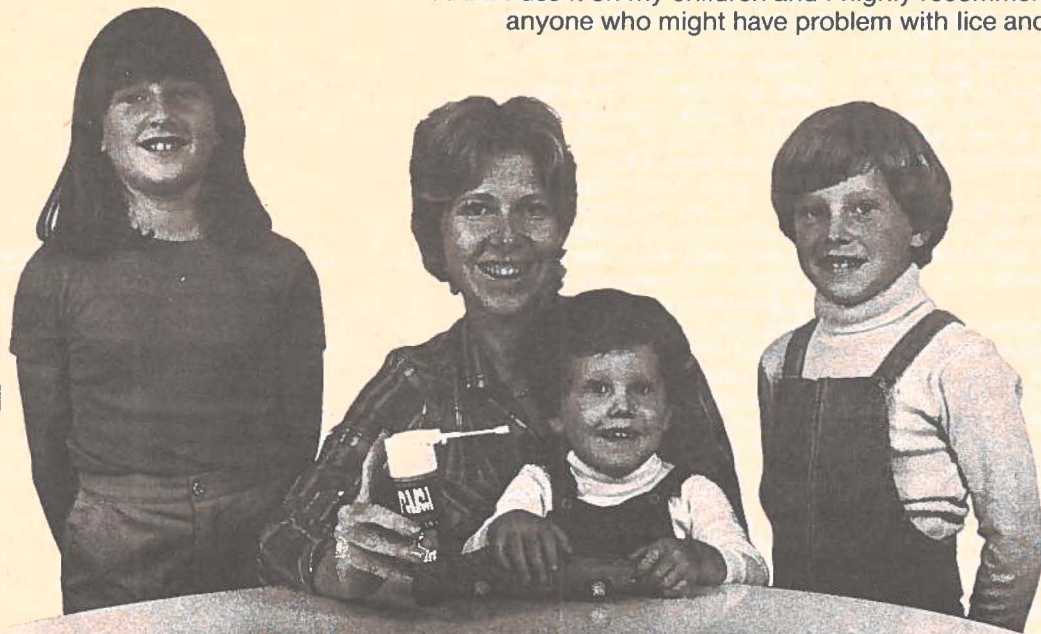
SYD DUTTON

It was with regret that members of Home & School across the province learned of the death this summer of Syd Dutton. Mr. Dutton had been active in Home & School affairs for many years both at the local and at the provincial level. A past president of the Lakeshore Regional Council of QFHSA, Mr. Dutton had also contributed immensely to the work done by Home & School during teacher contract negotiations in 1976.



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QUEBEC SCHOOLS

Increase in number of graduates

The proportion of secondary students entering college reached an all-time record of 44% in the autumn of 1981. This compares with a 40% rate in 1979. A noticeable increase has also occurred in the number graduating from secondary school and from university. This was reportedly revealed by the Minister of Education during the debate on his department's budget.

Several figures illustrate that the situation, while not perfect, has improved considerably. Thus in 1981, 63% of young people had graduated from secondary school compared with 54% in 1976. About 30% of them went on to

university, 19% of them as full time students.

As for college training, the marked improvement in the education of young Quebecers, translates into a noticeable increase in enrolment in the colleges. In the autumn of 1981 there were 5,300 more students in CEGEPs than in the previous year.

M. Laurin stated that "the collective efforts of Quebecers are now bearing fruit and the results reflect the fact that Quebec has devoted to education such a large part of its 'gross domestic product', namely 7.5% in 1979-1980, compared to 5.6% for Ontario."

POST-SECONDARY EDUCATION

'To study or to work: is there a choice?'

Why do some students decide to continue their education after completing secondary school while others enter the job market? This is the central question posed in a report recently released by the Quebec Superior Council of Education. Entitled "After Secondary School: To Study or to Work. Is there Really a Choice?" the document "reveals the results of research which analyzes and explains the process followed by pupils in choosing between junior college (CEGEP) and the work market at the end of secondary school."

The study indicates that success in school, the socio-economic position of the family and the sex of the student are all determining factors in a student's decision. The research also shows the importance of pupil values and attitudes toward school and the work market. Pupils from the regular secondary sector react according to different motives than students from the vocational sector when they decide to continue their studies.

"Pupils in the regular sector have a better chance to continue their studies than those in the vocational sector."

"A pupil in regular secondary continues his studies because he has high scholastic ambitions and because he finds school useful for his professional development. He

remains, however, undecided in his professional orientation and while placing a high value on work he places little concern on possible future employment, especially if he belongs to a high socio-economic milieu." In contrast, the report finds that "the pupil from the vocational sector who wishes to continue his studies also has high scholastic ambitions. If school seems useful for him it is due to the fact that he considers it valuable for his personal development. Contrary to the pupil registered in the regular sector, he is firmly decided as to his professional orientation and he places little importance on the work ethic.

The sex of the student also has a bearing on the final decision. Although the scholastic success of girls is greater than that of boys in secondary school, they decide less often than boys to continue studying in junior college. The report concludes that "girls either tend to overestimate the possible risk of failure, or to underestimate the benefits to be obtained from more advanced schooling."

On the basis of the study the Superior Council has suggested orientations and procedures to urge educators to reflect on actions that will help students be better prepared to make this very important decision.

MEDICAL EDUCATION

Too many specialists!

The Ministry of Education has announced that a new policy governing the number of interns and residents in Quebec medical schools will be in effect during the 1982-83 school year. It is designed to limit the number of positions available and ensure a better division in the province's medical manpower between general practitioners and specialists. It is hoped that by the year 2000 the proportion will be 60% general practitioners and 40% specialists. At present the proportion is almost exactly the opposite.

The new policy has three

DID YOU KNOW?

...that women and girls are half the world's population, do two-thirds of the world's work, receive one-tenth of the world's income, and own less than a hundredth of the world's property.

specific objectives. Firstly, to increase over the next few years the number of general practitioners relative to that of specialists; secondly, to regulate the growth of medical manpower by reducing the flow of doctors from other provinces or countries and thirdly, to clearly specify the objectives of inter-provincial and international exchanges for the training of interns and residents.

In order to obtain these objectives the number of intern and resident positions in 1982-83 will be limited to 1,800. Of these, a maximum of 300 will be available for the training of specialists. Only 31 positions will be available for foreign doctors to obtain the additional training required to practice in Quebec. To further reduce the growth of medical manpower the Ministry of Education will further reduce by 80 the number of intern and resident positions available during the next two years.

Do You Know Your Metrics?

Since January 1971, Canada has been converting to the metric system of measurement. The system recognized by Canada under the Weights and Measures Act of 1971 is the International System of Units known as SI. It is the internationally accepted form of the metric system and has

evolved from its beginnings in the eighteenth century.

When using the metric system note that all the symbols are in the lower case and have no periods after them except at the end of a sentence. The symbols are not abbreviations. They are universal regardless of the

language used. There is a space between the number and the symbol, e.g. 40 mm and the symbols are not pluralized (i.e. 3 g not 3 gs).

Information on understanding metrics is available from the Metric Commission Canada, 240 Sparks St., Ottawa, K1A 0H5.

STUDENT HEALTH

MEQ promises quick action on foam

The Ministry of Education has authorized the removal of urea-formaldehyde insulation from a number of schools in Quebec. The foam, now banned for use in Canada, has been implicated in a variety of adverse health effects. The Ministry's action follows the receipt of a report on the problem from the Quebec Toxicology Centre. The Centre, located at Laval University had recommended that the foam be removed from the following schools: Jacques Labrie in the St. Eustache School Board, St. Leon in the Matapedia Board, La Falaise in the Marie Victorin Board, Louis Hébert in the Sept. Iles Board and Pie IX in Les Ecoles Board. The Ministry will pay the costs involved and has authorized the Boards to have the necessary work done.

The Toxicology Centre report concludes that the foam need not be removed from a number of other schools because it poses no threat to the health of the occupants. It does, however, suggest a number of minor alterations such as improving the ventilation, plugging holes, repainting and using vinyl wallpaper, etc. These schools include: St. Romuald in the Des Rivières Board, Chomedey de Maison-neuve in the Montreal Catholic Board, the Cité étudiante de la Haute Gatineau in the Henri Bourassa Board, Gillaume Vignal

in the Brossard Board, the Polyvalente de Montagne in the Chambly Board and Curé Paquin of the St. Eustache Board.

The Centre's report on Mgr. Grenier School in Victoriaville and that on the schools in the Crie

Board should be released soon.

The Education Minister expressed appreciation for the quality of the Centre's work and has promised to implement the recommendations as rapidly as possible.

STUDENT EXCHANGE SOCIETY

Conference focuses on bilingual exchanges

The Society for Educational Visits and Exchanges in Canada (SEVEC), will hold its first Annual Meeting and Conference in Winnipeg, Manitoba, October 20-22, 1982.

SEVEC, an independent, non-profit organization, was created in November 1981 by the merger of the Bilingual Exchange Secretariat and Visites Inter-provinciales. These two organizations combine 45 years successful experience in student exchanges in Canada, mostly in Ontario and Quebec.

The theme of the SEVEC Conference, "Bridging the Gap", reflects the Why and How of educational bilingual exchanges which bring together students of different environments, cultures and languages; SEVEC's expansion across Canada and the fun-

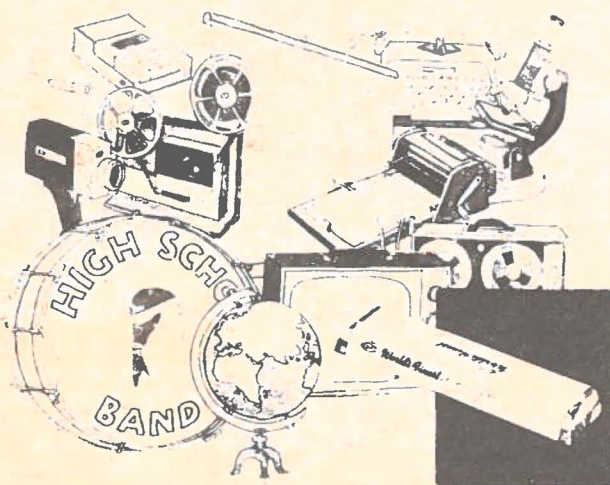
ding implications; SEVEC's approach to the corporate sector for support and financial assistance.

This theme will be developed through workshops, panels and plenary sessions. Dr. H.H. (David) Stern, Professor Emeritus, the Ontario Institute for Studies in Education (OISE), will discuss the function of exchanges within the second language learning context.

The speakers will include federal and provincial government representatives, as well as Canadian educators with experience in exchanges. A group of Manitoba students will report on their exchange experience in Quebec.

This conference will be of interest to educators, parents, corporate managers and government officials.

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3 DAYS - 5 MEETINGS

At the post-AGM Board meeting in May, Anne Macwhirter, Vice-President and Area Representative for the Gaspé, asked that QFHSA members visit her area schools to show our 101 videotape, answer questions, develop membership and publicity for Quebec Federation, and report on the issue of School Reorganization.

The following QFHSA members made the trip: Calvin Potter, Chairman of the Rights Committee; Sandry Keightley, Co-chairman of the Publicity Committee; Marion Daigle, Vice-President and Chairman of the Executive Task Force on School Reorganization; Donna Sauriol, Executive Secretary, and Michael Daigle, the son of Marion Daigle.

In all, we visited five communities where the following agenda was presented.

Welcome: from the host community to the representatives from

Quebec Federation.

Greetings: extended from Quebec Federation by Marion Daigle, with an up-date on School Reorganization and a report on the June 21st press conference scheduled by Dr. Camille Laurin, Minister of Education, to announce his proposals. The Gaspé community is very anxious that the Montreal island area should support off-island concerns in the school reorganization proposals.

Membership Presentation: done by Anne Macwhirter. All the meetings were open to the community-at-large and many persons, other than parents of students, attended.

Publicity Presentation: given by Sandra Keightley and outlining our proposed provincial fund raising raffle and asking for their community's support.

Presentation to Home & School Presidents: Anne Macwhirter presented each president with a

Canadian Home and School and Parent-Teacher Federation pin.

Presentation to each school's library: Marion Daigle presented each school with a book for their library as a memento of our visit.

Rights Committee Presentation: following opening remarks by Calvin Potter, we showed each group our videotape on Bill 101, entitled "Our Day in Court". This was followed by a question period. Parents were concerned about our chances of success in this court action; how long would it take before a decision is made. Many parents were particularly impressed and touched by Diane St. Germain's remarks on the videotape concerning her child. A suggestion was made that we have a French track done of our tape so as to make French speaking parents more aware of our concerns and that we undertake widespread publicity in the media.

QFHS visits th GASP

NEW CARLISLE



Lawrence LeGros, chairman of the Gaspé Task Force on School Reorganization, reports to the audience.



MATAPEDIA

Anne Macwhirter, Area Representative for the Gaspé for QFHSA, "y Ross, Head Teacher, Matapedia Intermediate School and President of Home & School Association

Dr. Potter speaks with Matapedia Intermediate School

Getting down to the serious eating! (The good food hospitality of the Gaspé is incredible.)



Jewell Roy, President of the New Carlisle High Home & School Association, accepts a book for their school library from Marion Daigle.



HOPETOWN SHIGAWAKE PORT DANIEL

Bertha Hayes, Head Teacher at Hopetown Elementary School, extends greetings from her school to the visitors from Montreal.

Lorna Duguay, Head Teacher at Shigawake/Port Daniel School, accepts a book for the school library donated by Quebec Federation.

Marion Daigle, Vice-President of Quebec Federation, poses with Gordon Macwhirter and Russell Fisher. Russell is President of the Hopetown, Shigawake, Port Daniel Home & School Association.



BILL 101:

Our da

Never before has the un- public voice of parents been as pertinent than in 1982 Qu- The message they must convey that they will not tolerate fu- state intervention of their ed- tion system or infringement of their civil liberties such as t- wrought by the Quebec lang- laws.

This was the message C- Potter, Chairman of the R- Committee of Quebec Federa- of Home & School Associat- which is contesting Bill 10- court, delivered to a group o- terested parents who attend- public meeting at the New M- mond High School, Friday, 18.

On tour of the Gaspé members of the Quebec Fed- tion of Home & Schools (QFH

QFHSA visits the GASPÉ

S Canadian Home and School and Parent-Teacher Federation pin. Presentation to each school's library: Marion Daigle presented each school with a book for their library as a memento of our visit. **Rights Committee Presentation:** Following opening remarks by Alvin Potter, we showed each group our videotape on Bill 101, titled "Our Day in Court". This was followed by a question period. Parents were concerned about our chances of success in this court action; how long would it take before a decision is made. Many parents were particularly impressed and touched by Diane t. Germain's remarks on the videotape concerning her child. A suggestion was made that we have a French track done of our type so as to make French speaking parents more aware of our concerns and that we undertake widespread publicity in the media.



MATAPEDIA

Anne Macwhirter, Area Director for the Gaspé for QFHSA, "pins" Andy Ross, Head Teacher, Matapedia Intermediate School and President of the Home & School Association.

Dr. Potter speaks with parents at Matapedia Intermediate School.

Getting down to the serious stuff — eating! (The good food and warm hospitality of the Gaspésians was incredible.)



NEW

Not only Macwhirter, Federations are present! Teacher Gallan agreed the new of New

Brian L. High School Marion Quebec Association



Jewell Roy, President of the New Carlisle High Home & School Association, accepts a book for their school library from Marion Daigle.



ESCU

Marion Daigle, teacher, outside

BILL 101:

(reprinted from SPEC, June 22, 1982)

by Sharon McCully

Our day in Court

Never before has the unified public voice of parents been more pertinent than in 1982 Quebec. The message they must convey is that they will not tolerate further state intervention of their education system or infringements on their civil liberties such as those wrought by the Quebec language laws.

This was the message Calvin Potter, Chairman of the Rights Committee of Quebec Federation of Home & School Associations, which is contesting Bill 101 in court, delivered to a group of interested parents who attended a public meeting at the New Richmond High School, Friday, June 18.

On tour of the Gaspé with members of the Quebec Federation of Home & Schools (QFHSA),

area rep. and Vice President Anne MacWhirter introduced the group to parents in Matapedia, Escuminac, New Richmond and New Carlisle where they addressed the public and answered questions on the topic 'Our Day In Court'.

Attorneys for the QFHSA have informed the Federation that November '82 has been set for the hearing. The group had been hoping for an earlier date which might enable students presently deemed illegal under Bill 101, to begin classes in September legally.

An audio-visual presentation provided first-hand documentation on various sectors of the Quebec population who have been denied the right to function in a language other than french. Any

law which dictates that an English speaking person communicate in French with an English speaking person in another province, is not only insensitive, it's stupid, echoed the chairman of a Montreal School Board. Common sense tells us it is the language of the person with whom you communicate that should dictate the language of communication.

It was disclosed at the meeting that Monday, June 21 would be the probable date for Ed. Minister Camille Laurin to table his paper on School Board Restructuration. QFHSA vice pres. Marion Daigle said despite the fact that the proposal was leaked months ago, it comes as no surprise that the Minister is tabling the proposal when it would be very difficult to

rally opposition from parents during the summer when children are away from school.

A New Home & School Local Association is Formed

Realizing the need for an organized parent voice with a strong national leadership, New Richmond parents decided to re-enact their local Home & School which dissolved seven years ago.

Nominations for the new body ensued as follows: For President, nominated were Mrs. Donna Gallan & Mrs. Shirley Campbell; a tie vote was tallied and both women agreed to be co-presidents. Secretary-Treasurer elected was Mrs. Dawn MacWhirter and Membership-Publicity, elected was Sharon McCully.



NEW RICHMOND

Not one but two new presidents. Anne MacWhirter, Vice-President of Quebec Federation of Home & School Associations and Area Director for the Gaspé, presents Home & School and Parent-Teacher Federation pins to Donna Gallan and Shirley Campbell, who agreed to serve as Co-presidents of the newly reactivated Home & School of New Richmond High School.

Brian Lees, Principal of New Richmond High School, accepts a book from Marion Daigle, Vice-President of Quebec Federation of Home & School Associations.



ESCUMINAC

Marion Daigle poses with Byron Edwards, and Duncan MacDougall, teacher, outside the school.



EDUCATIONAL OPPORTUNITY

Does it really exist for all?

Pierre has been working for the past nine months in a lumber yard in the east end of Montreal. Marie-Hélène has just found a job as a cashier in a grocery store in the city of Quebec. Jacques lives in Gatineau, on unemployment insurance and on expectations.

Each one in his own corner of the province is an average citizen of Quebec, with his daily satisfactions and disappointments. They have never met and very likely shall never meet but they do have one trait in common — last year all three dropped out of the school system.

Pierre is the eldest of a family of six children. Raised in the east end of Montreal, his dream was to be a chemist or at least to work in a laboratory one day. Last summer he found a reasonably well-paying job of one hundred and sixty dollars a week. When September arrived he decided he would not go back to school and his parents did not object because of five other younger mouths to feed. Besides, jobs were scarce, even with an education.

Marie-Hélène is a rather amusing little figure with her freckles and butterfly-shaped glasses. She has trouble to express herself and could be considered extremely shy.

She lives with her mother and two brothers in a working-class district of Quebec City. Her father died shortly after the family left Matane (to try their luck) in the city. Today she is a cashier in a blue uniform somewhat similar to the nurse's uniform she had once hoped to wear.

Jacques at school was what is generally called a "maladjusted" case. School was a bore. He had been "tested" by everyone, from the guidance counsellor to the school psychologist, and was sent to special classes. Gradually he began to forget to attend classes, which went on for some time until he dropped out of school for good.

He worked as a waiter for several months and after this became unemployed. Pierre and Marie-Hélène will no doubt never have more to their name than their modest Secondary V diploma. As for Jacques, he (forgot) to show up for his Secondary III exams!

Most people would say that society gave them their chance by giving them an opportunity to attend school for as long as they wanted. (All they had to do was to take advantage of it.)

Pierre, Marie-Hélène and Jacques are quickly classified. They lacked the necessary courage or ambition to pursue the kind of studies that could have led them to a better job and salary or to a more active role in society. Society can reassure itself by saying it did all that was expected of it in their case.

Equal opportunity a myth

The normal conclusion, then, is that with free and open education, everyone has equal access to education. It's the standard conclusion. Our schools are well endowed and society has invested heavily in them.

And yet, is education really open on equal terms to both the poor and the rich, to all types of individuals? To rural and urban dwellers, to the displaced person or the deprived?

On the surface everything appears possible. We are all familiar with such cases as the farmer's son who teaches at college, the lumberjack's son who is the vice-president of a large company, and the streetcleaner's daughter who became a lawyer. In brief, some amount of social mobility does appear possible on the surface.

Perhaps it could be said that Pierre, Marie-Hélène and Jacques did not all three have an equal chance. And maybe they all belong to a social class where school careers are predetermined to a greater or lesser degree.

Certain external factors, combined with their own personal traits, contributed to create the situation in which they find themselves — a situation derived from a complex interplay of psychological, economic, cultural, educational and social factors.

Above and beyond the above-mentioned factors, the question that arises is whether the school did not have a selective role to play in their particular cases.

Without necessarily opting for an elitist conception of education which means fostering educational attainment up to and even including university-level studies, it might be asked whether the education system truly permitted Pierre, Marie-Hélène and Jacques to develop and grow, to discover their true potential and achieve self-fulfillment.

(Reprinted from "For whom does educational opportunity exist" by M. Lévesque and H. Jalbert. Quebec Superior Council of Education.)

PASS MARKS

Gradual Introduction of 60%

Following a meeting with students in May the Minister of Education stated that there is no question of changing the principle of raising secondary pass marks to 60%. However, he added, at the request of students this measure will be introduced gradually beginning next school year. Thus, in September only students in Secondary I will have their pass marks raised to 60%. In 1983-84 students in Secondary II will be included, and in the following year students in Secondary III. Only in 1985-86 will this measure

apply to all secondary students including those of Secondary IV and V.

This gradual implementation over a four year period is not intended to prevent schools from continuing to apply this higher mark if it is already in use.

The decision to raise the passing grade followed a recommendation from the Superior Council of Education. According to the Council, "this 50% mark projects an image of mediocrity by giving the impression that one has only to succeed in half the cases. In an

educational system such symbols are important and should promote endeavour rather than mediocrity."

An attractive young lady at Lindsay Place High School was heard to exclaim "I'm not going to be married until I'm 25!"

To which her teacher replied, "And I'm not going to be 25 until I'm married."

SCHOOL REORGANIZATION

Minister calls upon principals to share responsibilities

The Minister of Education, Dr. Camille Laurin, has called upon school principals to share their administrative responsibilities with all participants in the school environment. Speaking at the opening of the General Assembly of the Quebec Federation of School Principals held recently in Montreal, the Minister explained to the 150 delegates that "this is really the intent of the school reform plan in proposing for each school corporation a school council in which all groups concerned can participate, as a whole, without denying to each of them

the right to organize themselves as an influence, groups such as, for example, a pedagogical committee of teachers, a committee of student life, or a committee of parents."

"This philosophy of administration puts the emphasis on dynamism and inner resources, on the initiative and responsibility of the partners in education. It demands the unity of partners with a common goal, that being the development of the person. It requires the respect for mutual and complementary abilities. It seeks reasonable consensus. It

proposes a type of institutional evaluation where all are responsible for the improvement of the school. In a word, it considers the school as a living organism and not as a factory. It sees its management as a shared responsibility and not as an isolated bureaucratic task. Such a comprehensive vision of the school and its management is without a doubt another great challenge for the school principal."

Dr. Laurin reminded the principals that they have a double responsibility, to serve the state and to serve their community.

DECLARATION OF PRINCIPLES

We consider the following principles to be fundamental to the preservation of democratic school governance and quality education in the province of Quebec.

We believe these principles are essential to the maintenance of academic and cultural independence for local communities:

- **Local Democracy and Universal Suffrage:** that citizens have the right to elect local public school boards with the authority and means to manage, operate and maintain their constituent schools in accordance with the needs and priorities of the communities they serve.
- **Checks and Balances:** that there be a balance of authority between the state and locally elected school boards, permitting school boards to undertake initiatives on behalf of their communities without unnecessary interference.
- **Division of Jurisdictions:** that school boards and municipal governments be kept separate in order that the important goals and requirements of education not be compromised by, or placed in competition with, municipal priorities.
- **Taxation Powers:** that school boards have the right to tax the members of the communities they serve and thereby enhance their capability to respond to the expressed educational needs and goals of their communities and to distribute services equitably over their territories.
- **Accountability and Consultation:** that in addition to their accountability to the state, school boards are directly accountable to parents and other taxpayers for the use of public funds; moreover, parents and taxpayers have a right to be consulted on educational policy, and school boards, because of their proximity to local communities, constitute the most effective means for consultation.
- **Cultural and Religious Diversity:** that there exists the constitutional right of Quebec's Roman Catholic and Protestant citizens to maintain and develop their own education systems, along with the natural right of minority language, cultural and religious groups to dissent from instruction that might be in conflict with their practices and beliefs.
- **Community Influence on Curriculum:** that the local community, through its school boards, has the right and the responsibility to adapt, extend and enrich provincial curricula to meet local needs.

Our resolve must be firm. We will remain open to constructive suggestions for reform. We must, however, reject unequivocally any proposals that would compromise these principles. Our failure to do so will place our educational systems and, ultimately, our communities in jeopardy.

Published by the Quebec Association of Protestant School Boards.

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MORPHOGRAPHIC'S:**New system aids spelling ability**

Dramatic improvements in spelling are claimed for a system which directly teaches small parts of words rather than relying on the rote learning of lists of words.

Morphographic spelling is a system tried in Australia that teaches up to 640 word parts and rules that together can be combined to correctly spell about 12,000 words. A morphograph is defined as a "unit of meaning" and may be small words, syllables, suffixes or prefixes. Their spelling remains the same regardless of the pronunciation.

It is claimed that being able

to spell 12 such units (able, re, arm, claim, er, ing, dis, cover, ed, order, un, and ness) enables a pupil instantly to be able to spell more than 75 words by simply combining them. And as morphographs are fewer and simpler than words, they are easier to teach and learn.

According to a new journal called *Educational Psychology*, a programme of 140 35-minute morphographic spelling lessons increased the spelling ages of 10 year olds by 15 months in only 8 months. A remedial class of 11 year old "slow learners" increased their spelling age by 11 months over the same period.

WRITING**No improvement in 70's**

During the decade of the seventies, there was no major change in the writing abilities of most American students, announces the National Assessment of Educational Progress, a U.S. research project mandated to report on the performance of young Americans in various learning areas.

The majority of students at ages 9, 13 and 17 demonstrated control over the basic conventions of writing, though a sizeable minority (from 10% to 25%) at each age appeared to have serious problems with writing, according to the survey conducted in 1978-79.

Practise helps

Teenagers writing the better essays generally reported having written more papers and having had more class time devoted to writing instruction.

Enjoyment of writing appeared to decline from age to age, with 66% of the 9-year-olds indicating that they enjoyed writing compared to 59% of the 13-year-olds and 53% of the 17-year-olds. Ap-

proximately a quarter of the students at all three ages felt they were no good at writing.

Has the 'back to basics' movement helped or hindered the writing abilities of students, one of the panel of prominent individuals interpreting the survey results was asked.

"I think the basics movement has been detrimental in many

Help available for illiterates

Since nearly one-third of Canada's illiterates reside in Quebec, province-wide emphasis has been given to attacking this problem.

In accordance with the priority status given literacy, Lakeshore/Baldwin-Cartier Adult Education has significantly expanded their literacy program this year.

Presently, both day and evening classes are operating in the Pointe Claire area. For those reluctant to come to a classroom situation, arrangements can be made for a trained volunteer tutor to work on an individual basis. In each case, the problems of reading and writing are being attacked simultaneously.

Residents of the West Island with either a reading or writing problem should contact L/BC Adult Education at 694-1470.

Information regarding similar programs throughout the province may be obtained by dialing the following toll-free number: 1-800-363-3669.

ways to writing," was the reply. "Too often, what's basic turns out to be mechanics and grammar, not writing."

Roy Forbes, director of the National Assessment, sees the survey results as indicating the need for more student writing in schools and greater student exposure to comprehensive writing exams.

STATSCAN REPORT**Inequality in class of '76**

In the late seventies, Canada's female postsecondary graduates had not reached the same level in the world of work as men with similar academic qualifications. Women continued to occupy job ghettos - professional and otherwise.

A college diploma or university degree is no guarantee that a woman will achieve equality in the labour force. Women are not earning their credentials in "elite" fields such as medicine, engineering, law or business. They are clustered in traditional, female-dominated areas that lead to low-paying jobs

with few chances for advancement and little prestige.

Only 11% of the women who received bachelor's degrees in 1976 had specialized in "masculine" disciplines. And even these few encountered the familiar salary gap. For example, by 1978 the median salaries of the medical and dental graduates who were working full-time were \$21,330 for men, \$15,500 for women.

This is just one illustration of a well-established pattern that was confirmed in a national survey, reported in 'Higher Education - Hired?'

Women paid less too!

A study by the Ministry of Education of women in the labour market reveals that girls are still opting for traditional jobs after leaving school. For every three males in university there is one female student. And only one out of a hundred girls register for physics courses compared with 53% of males.

In the labour market, women

are still paid less for the same work. Researchers conclude that women are conditioned to regard their job as temporary rather than a career.

The study "Relance: cheminement scolaire des femmes" is available from Yvon Boutet, Secteur de la planification, Centre administratif G, 8e étage, 1035 de la Chevrotière, Québec

"Reading Recipes"**Parents help at home**

Parents work in the schools and their help is appreciated. They can also reinforce reading skills at home. For this purpose a useful and practical file of *Reading Recipes* has been prepared by parents and teachers for use at home by parents with their children.

The *Reading Recipes* make use of foods and familiar objects in the home. For example, ABC Dusting trains youngsters to

follow directions, listen, understand alphabetical order and dust a room at the same time! The child first notes the room to be dusted and then lists in alphabetical order which objects in the room are to be dusted first.

Reading Recipes are available for purchase for a nominal cost of \$3.00 (plus 8% tax) by writing to: Avanti Associates, Process Development Center, 9 Marietta Lane, Mercerville, New Jersey,

Quebec Society for Disabled Children**Everyone can help disabled**

A special General Meeting and fifty-second Annual Meeting was held on May 18, 1982, at 4:00 p.m. in the Four Seasons Hotel, Salon l'Ete, and was attended by Sandra Keightley and Grace Lindstrom on behalf of Quebec

Federation of Home and School Associations.

The meeting was very efficiently chaired by President, Henri R. Dorion. A Financial Statement was given which included the "Forget-Me-Not" Campaign

(which many local Home and School associations participate in).

A resolution of adoption and ratification of all Acts and Deeds during the year was presented. Included in this was the name change of the organization. Instead of Quebec Society for Crippled Children they will, in future, be known as Quebec Society for Disabled Children. One of the reasons for this change being a feeling for the need to "modernize our language."

A special presentation was made to M. André Simard, a long time and very active member, for his very loyal service to the Society.

The election of directors and nomination of Executive Committee for the year 1982-83 took place. Mrs. E. O'Connell, a past President of Quebec Federation of Home and School Associations, was elected a director.

A slide presentation entitled "One in Ten" was shown. This was a project of the Society for the "Year of Disabled Persons".

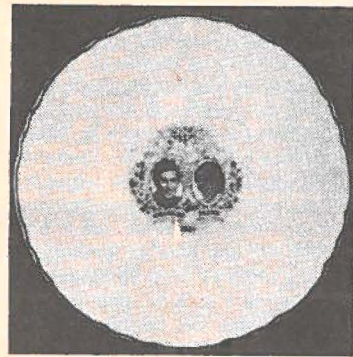
A very delightful reception was held for all in attendance immediately following the meeting.

The "Forget-Me-Not" Campaign Tag Day for 1982 will be Saturday, September 25th. We hope many local H&S associations will join in this campaign.

**QUEBEC SOCIETY FOR DISABLED CHILDREN
FORGET-ME-NOT CAMPAIGN****SATURDAY, SEPTEMBER 25, 1982**

This year's tag day will be Saturday, September 25, and it is hoped that as many schools and their students as possible will participate.

Information on obtaining tag boxes can be obtained from the Society at 1455 Rochon Street, Saint Laurent, Quebec H4L 1W1, or by telephoning Mrs. Edelson at (514) 748-8816.

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Barrett visits New Brunswick

A Warm Welcome for AGM delegates

Friday, June 11th. Moncton. I alight from the DC-9 which has brought me to attend the Annual General Meeting of the New Brunswick Federation of Home and School Associations.

Prominently displayed in Moncton Airport is a huge banner which proclaims "Welcome to New Brunswick, Dawn Barrett!" Standing beneath it is an incredibly handsome gentleman who extends his hand and with a gleam in his eye announces "Hi! I'm Jim. I'm your escort for the weekend."

This exuberant welcome was repeated throughout the weekend. The hospitality of Maritimers is not merely a myth. There was an invitation to the home of Sharon Hurd for tea and a sing-a-long, and the party back at the University of Moncton residence where a dozen or so of us who were staying overnight shared a bottle of vodka and swapped jokes. (Since simultaneous translation was not available for this session, the jokes were told twice, once in each official language.) And finally, since following the AGM I had a half-day wait for my flight back to Montreal, there was an impromptu invitation to have lunch at the home of Len LeBlanc and spend part of Sunday afternoon with his delightful family.

Resolutions reflect needs

At the Annual General Meeting, which was held on the campus of the University of Moncton, I was impressed by the large number of resolutions presented for debate. The concerns of parents in New Brunswick are not unlike those of parents in Quebec. I soon began to realize, however, that many of the things which we now take for granted are not readily available in many parts of New Brunswick. There are no public kindergartens, for example, and programs such as music in the elementary level are still considered "extra". At least one school district could not afford to hire substitute teachers, so that if a teacher became ill the children had to miss school. Even with our severe budget cutbacks we in Quebec have not had to endure this.

The resolutions which were passed include the following:

1. That a greater number of seats be made available for high school graduates in the community colleges. (Presently the priority is given to those who are entering from the work force and high school graduates may have to wait a few years before being eligible for entry.)

2. That Nutrition Month be

rescheduled from spring to fall since fresh fruit and vegetables are more readily available then.

3. That supply teachers be hired to replace teachers who are absent so that children do not miss teaching days.

4. That the Dept. of Education make it financially easier for school boards with schools of 400 or more students to hire a full-time Phys. Ed. teacher.

5. That the number of students at the elementary level not exceed 25 per classroom.

6. That the Dept. of Education give financial assistance to the school boards so they can operate courses of introduction to music in the elementary curriculum.

7. That the NBFHSA increase pressure on the Dept. of Education in order to have public kindergartens implemented in the near future. (Pressure tactics to date have included petitions, a demonstration, and a publicity campaign with the distribution of posters.)

8. That government task force recommendations concerning the staffing of school libraries be implemented.

9. That school boards be urged to study methods of co-operating with other government agencies to utilize existing services in order to identify earlier and help children with problems such as poor co-ordination, visual or hearing impairment, speech impediments, hyperactivity, etc.

10. That each Home and School Association discuss with its members ways and means of encouraging parents and teachers to stress respect from children at home and in the classroom.

11. That mandatory school attendance laws be strengthened.

12. That a new school sign be designed and that a posted speed limit sign be erected in front of every school.

14. That the March break be held in the latter part of March.

Resolution 13 which had sought the establishment of driver education as a credit course was defeated. It was felt that this was too expensive for the government to implement.

A bitter debate

Following the debate of the resolutions a notice of motion was made which, if passed, would have divided the NBFHSA into two autonomous groups, one English and one French. The

debate which followed was long and sometimes bitter. It was finally tabled late Saturday afternoon (so that the two invited speakers could be heard and was continued on Sunday morning.

Presently the NBFHSA operates in two languages. The total membership of 9,639 is comprised of 4,055 anglophones and 5,584 francophones. The Executive contains both English and French Sector representatives. Power is alternated, with the President and Secretary being named by the English Sector one year and the French Sector the next. All committees at the Federation level have two chairmen, one English and one French, and operate bilingually with most of the written material being translated at a cost of 10¢ a word.

The two Sectors each have a Board of Directors of approximately seventeen people, and it is from these two groups that the Executive of the Federation is chosen. Of the total budget for 1980-81, \$41,000. was allotted to the Federation and only \$6,000. for each Sector. The bulk of the work is done by the Federation.

The motion to divide into two autonomous groups was made by the English Sector. The reasons given were practical ones — translation costs are excessive, bilingual committees are cumbersome, there is great difficulty in communicating at the Federation level, the concerns of the two Sectors are not always the same, more could be done for the locals if the Sectors had more money, and so on.

The French Sector was adamantly opposed to the split. The prevalent feeling was that it could be made to work if the people involved were willing to make the effort. In New Brunswick, which has a linguistic school system, the School Boards are separated into language groups as are the teachers and administrators and even the Dept. of Education. The Home and School movement is seen as the only formal link between the two cultures, and those of the French Sector felt that this link was too valuable to sever. "If we can't manage to work together for the sake of our children what hope is there for the country?"

A compromise is reached

On Sunday morning when the vote was taken it was very close — twenty-four to nineteen in favour of remaining together. A compromise resolution was then presented and passed unanimously. The Sectors will each receive an increase in their budgets next year to \$9,000. from \$6,000. (with the Federation receiving less than it presently has), and a committee will be set up to investigate ways of redistributing the balance of power from the Federation to the two Sectors.

It will be interesting to follow this evolution.

The remainder of the morning was spent in going over the budget item by item to see where the money allotted to the Federation could be reduced by \$6,000. The Treasurer many times threw up his hands in despair but eventually this task was near completion. Finally the motion was made to adjourn so that delegates could attend the church of their choice. The question was put whether we should return in the afternoon to complete the details of the new budget, but all present were more than happy to leave the details to the Treasurer to work out.

Good luck to them all!
Dawn Barrett

Just ask Bibi

Dear Parents:

Would you be interested in a question and answer column in this paper? We are willing to get one started. Send your questions or comments to: Just Ask Bibi, c/o Quebec Home and School NEWS. We'll make a serious attempt to research and answer common concerns dealing with drugs, sex and your child.

Do you feel comfortable with child? Can he/she come to you with problems? Can you discuss drugs or sex with him/her? Is there a drug education and/or sex education program in your school? How do you feel about such a program? Do you want to get one started? Are there resource personnel or staff members who can help? Any concerned parents who wish help in setting up these programs may contact us. We are getting information from others about programs that are going on in the rest of Canada.

Information from the Province of B.C. Ministry of Health on alcohol explains that ethyl alcohol is one of the oldest and most popular mood-modifying drugs in our society. Alcohol however contains no vitamins, minerals or amino acids needed in our daily diet but 12 oz. beer has 173 calories and 3 oz. sherry has 170 calories. Two drinks are more fattening than a cream puff!

In the brain, small amounts of alcohol can affect intellectual functioning and a large intake may cause irreversible damage. Large quantities may lower resistance to infection and portions of the liver can be permanently damaged. Alcohol is eliminated from the body at a fixed rate. Taking a shower, eating or drinking coffee will NOT sober you up any faster.

Alcohol is just as dangerous as marijuana. However alcohol is freely available and most parents don't realize that their drinking habits and attitudes to drinking are copied by their children. Are you helping your children learn how to handle social drinking? Do you combine drinking and drugs or drinking and driving? Both are deadly combinations.

Coffee, cigarettes and alcohol are all drugs. What's your experience or dilemma? how do you solve or cope with your child's crises? Is there any advice that you want to share with us? Write us.

Got an opinion or special point of view?
Drop us a line—share your mind.

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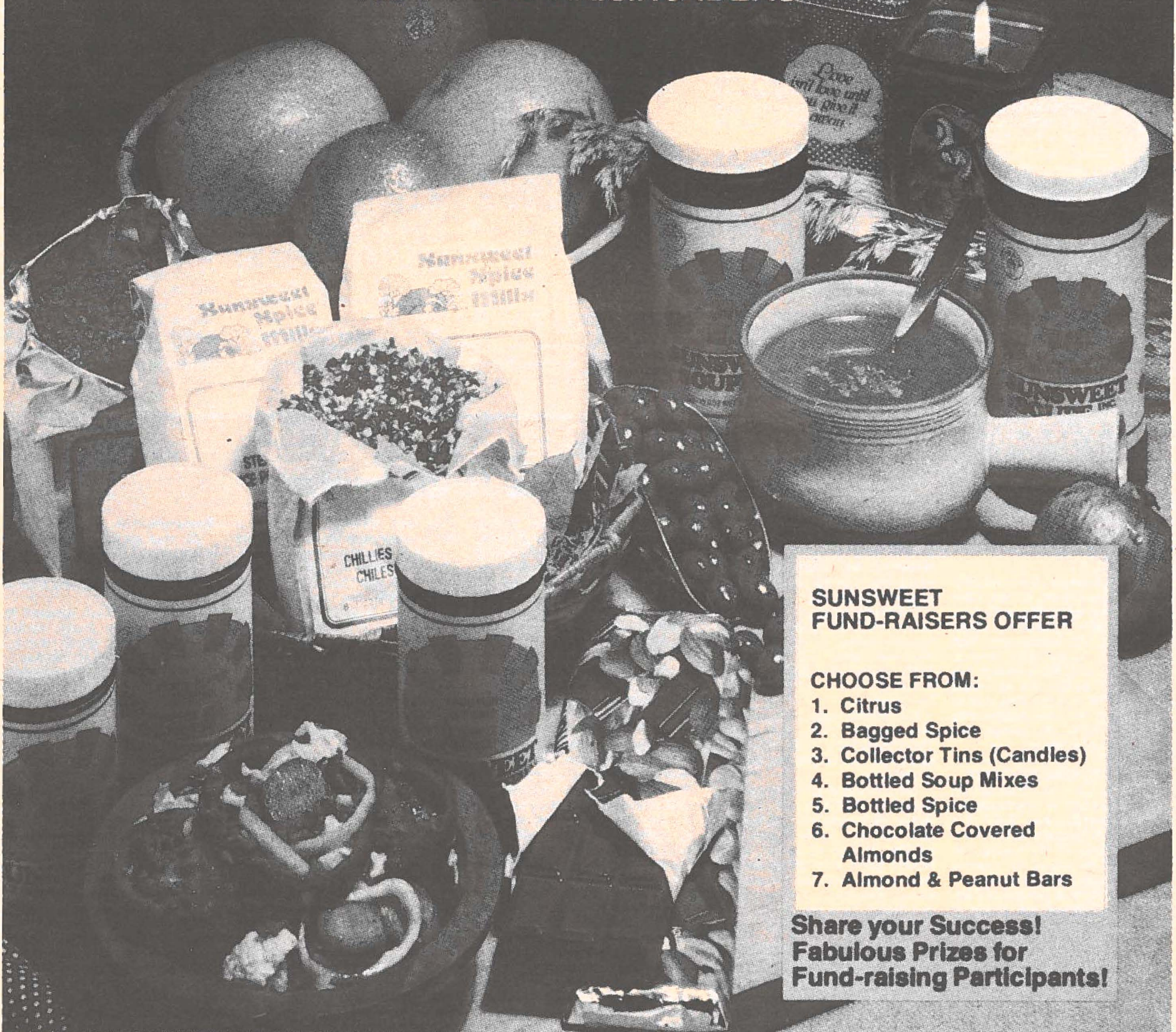
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FOCUS on the LOCALS

WILLINGDON

Rewarding — Enjoyable

The purpose of Willingdon Home and School Association is to assist in making the time spent at the school rewarding and enjoyable for the students. This is possible through working with the school staff and administration and with the students, through raising funds to be spent on the students, and lastly, to be affiliated with the Quebec Federation of Home and School Associations which offers an opportunity to influence government and school board decisions with regard to education and provides an opportunity to keep in contact with other schools and with trends in education.

MONEY MADE AND SPENT

In 1981-82 fund raising was carried out through a Fun Fair and Family Night activities. The money was spent on a Youth Theatre production and on bringing a quartet from the Montreal Symphony Orchestra to the school. Refreshments were purchased for the Field Day, the Junior Carnival and the Grade Six Party. A donation was made to the principal's fund, red fabric was purchased for choir robes. The cost of films, buttons and having authors and illustrators (both French and English) visit the school during I Love-to-Read Week was covered. A donation of two thousand dollars was made to the Library for the purchase of books. One hundred dollars was donated to QFHSA and another hundred was directed to the Rights Fund to fight Bill 101 in court.

Fundraising for this year begins with a Skate Sale planned for September.

EXTRACURRICULAR PROGRAM

In 1981-82 one hundred and fifty students took part in the after school programs. The activities included judo, dollmaking, chess, arts and crafts, astronomy, film animation, sports club, drama, and gymnastics. Each session ran for twenty weeks. All activities were offered at a minimal cost to the student. We were delighted to have several of the groups perform on Family Night.

RESTRUCTURING RESISTED

In February an information meeting on the restructuring of school boards was held for parents of Willingdon and the surrounding schools. Following this parents were asked to express their feelings about the restructuring by signing pre-printed letters. Two hundred and thirty of them were delivered to Dr.

Laurin in the National Assembly by Reed Scowen on May 12th.

PARENTS POLLED

During the year parents were polled about the school dress code and about door to door selling by students. The result of the latter showed that parents definitely do not support using this method to raise funds.

COMMUNITY INVOLVEMENT

As well as hosting events and programs within the school Willingdon Home and School reaches out into the wider community. In September we hosted a Safety League Press Conference and later in the year a workshop on Cults was coordinated and chaired for the QFHSA Annual General Meeting.

Over the years Willingdon has been noted for the great activity of its Home and School Association. This past year has not tarnished the image. Plans are underway to make the 1982-83 school year shine even brighter.

COURTLAND PK

Kids bike for Dictionaries

Fifty enthusiasts from the ranks of our student population took part in the May 15th Bike-a-Thon sponsored by the Courtland Park Home and School Association. Sunny skies and cool breezes were ideal conditions for the cyclists peddling the 1.6 km. course past the smiling but shivering lap counters and the monitors posted strategically along the route.

The event, which was born of a desire to raise funds for some much-needed classroom dictionaries, went off without a hitch under the well-organized management of Beatrice Baumgartner.

Six participants, through the luck of the draw, won prizes. These included a bell, a thermos, two locks, and two \$3. MacDonald certificates.

The marathon revealed the endurance qualities of Timmy Roson who completed 16 laps or 25.6 km., and Lynn Dalziel who totalled 15 laps or 24 km. Close behind these two in determination were Nicholas Westwood, Simon Westwood, Leanne Bayer and Sasha Zivic who each did 14 laps or 22.4 km. Well done kids!



EARDLEY

A Prize Winner



News and Views from Eardley
(Sponsored by your Home + School Assoc.)

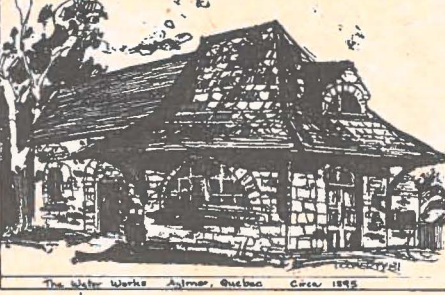
EDITION #7 APRIL - MAY 1982

"Good News!"
You are now holding an award winning Newsletter in your hands. From the H+S Federation committee we quote: "1982 Eardley + Thorndale... The Editorial Board congratulates both schools for putting out what we consider to be the best and most informative newsletter...."

- Happenings at Eardley...**
- March 27th... H+S Used Clothing Sale Profit \$230.00
 - April 24th... H+S Flea Market Profit \$156.85
 - May 11th... General Meeting held to elect executives of Home + School and School Committee. The Meeting was preceded by a fun demonstration of cooperative games for children given by physical education teacher, Michel Savre.
 - May 11th... Kidney Tests for Grade I students.
 - May 18th... Swim program for Grade II students at Charles University began. Partially funded by H+S.
 - May 19th... Animation Production. All students performed in front of a gym full of proud parents and relatives.
 - May... H+S donated \$60 to the Library to purchase books at a Used Book Sale.

Help!
We are looking for volunteers to fill the positions of President + Secretary for the Home + School. (We have a Vice President, a Treasurer and a Membership Chairperson). If you want to become involved and you feel strongly about your child's needs, please consider a position on the Home + School Executive.....

Happiness is....
"When I have my birthday" Alyssa Carrau



To Barbara Graszczuk — our school secretary
... She's the friendly person you'll find in the school office. You may wonder when she gets time to do her secretarial duties. ... one finds her running about the halls to pass on messages, she's the one who administers first aid to our children, takes their temperatures, bandages their hurts and watches over the sick children as they lie on the couch in her office waiting for parents to collect them. She even has to remember to pass out medication at times. She also did typing and printed up numerous flyers for the Home + School. Along with the parents we pass along a big
Thank You Barbara!

Thought for today...
"Children are like sponges. They absorb all your strength and leave you limp. But give them a squeeze and you get it all back." quoted in Lined Lines

THORNDALE

450 Reasons To Get Involved

Thorndale Home and School starts out with a bang every September with a gigantic sale of school supplies in our Book Store. Last September we finished the sale in record time, supplying all the classes with their orders in only two days! But no time to rest on our laurels! We ran into some difficulties keeping the store open two days a week but hope to do so this year.

Providing information is considered important by Thorndale Home and School. Last year information packages, including a free copy of the Home and School News, were sent to every family. We helped inform families on such issues and school concerns as the use of class mothers, the buddy system, safety, school board reorganization, Home and School's legal action against Bill 101, problems getting notices home, the condition of the school yard, etc.

We're blessed with many volunteers, but can always use more. Julie Mayhew deserves a loud round of applause for the many hours she spends at home — on the phone — filling last-minute requests for volunteers, to say nothing of the countless hours she's busy in the school coordinating this hard-working group who give so freely of their time and talents.

Over 24,000 books were signed out by our children in the 1982-83 school year in a library completely run by volunteers. We were involved in teaching library skills and ran a highly enjoyable story corner.

Lunchtime and after school activities sponsored or organized by the Home and School include Toute en Français, drama, stamp

club, and ceramics. We have a large dance program at Thorndale — tap and jazz ballet are offered. This past May Ann Martindale's "Tap and All That Jazz" raised over \$1000. for the Montreal Children's Hospital. The group also put on a much-appreciated performance at the Veterans Hospital in Ste. Anne de Bellevue.

Our bank account was replenished by a Book Sale before Christmas, a Valentine Raffle in February, and a gigantic Spring Fair in April.

Money was directed to purchasing and installing a ventilation fan for the windowless kiln room in the school basement. (This room is also used for some reading activities.) We provided hot chocolate and cookies for the Winter Carnival and popsicles and cold drinks for the Field Days. We bought a set of encyclopedias, first aid materials, and we paid for the film "The Black Stallion" which was shown to the winners of our IBITS program. We donated \$1500 towards the cost of camp for our older students, thereby cutting the cost of these camps for Thorndale families. A top priority for this Fall is our activity playground; the money is there, ready and waiting.

Last year we participated in consultations on the price of consumable supplies and the selection of the photographer and the type of package of school photos. We took the stand that we did not want our children soliciting from door to door to raise funds. We participated in Thorndale's Safety Committee and were a very active part of our school's Task Force Against School Board

This fall Eardley School will have only students in Kindergarten and Grade I. Grade II students, which until now have also been housed at Eardley, will be located at South Hull.

Eardley School has a day-care service which operates from 7:15 to 8:45 a.m. and after school from 3:00 to 6:00. This project is funded through a grant from the Ministry of Education with parents paying \$4.00 a day for the full 4½ hours. The program consists of crafts, supervising gym activities, outdoor play, films, and a snack.

Eardley School has an active Home and School Association, and last year was a winner, along with Thorndale School of Pierrefonds, of the QFHSA award for the best and most informative newsletter. "News and Views from Eardley" contains news from the Home and School Association, from the school and from the lives of the children. It abounds with witticisms and thoughts for today. Writings and drawings from the children are included as well as comics and photos. The fact that all this appears on only two pages is due to ingenious spacing and the use of hand-printing rather than typing which would use more space. "News and Views" is photocopied courtesy of Adial Office Equipment and distributed through Kiddie Mail to 280 children. The teachers, the school secretary, the bus drivers and Federation receive copies as well.

Reorganization.

We also set up our system of classmothers and participated in the Buddy System. We patched cuts, tied scarfs, warned kids off snowbanks, etc.

Home and School planned the Staff Christmas Party, cooked, decorated the gym, washed dishes, and shared all the fun.

Hallowe'en Safety Puzzles were distributed and the children were shown how to use make-up so as to discourage the use of masks.

Later, in Winter, we distributed and collected skis for the cross-country ski activities offered our students this year.

And on and on. How many stencils typed off and run! How many hours spent on the phone! How many hours in meetings and work shops! It's mind boggling! A word on a page can never fully conjure up the effort, the commitment and the fun involved in a single project. Multiply that by each and every activity undertaken by our Home and School and I think you'll come to the conclusion, as we have, that Home and School is worth it.

OUR CHILDREN ARE WORTH IT!

We hope we can count on the support of everyone at Thorndale, administrators, staff, students, their families, those that participate in our after-school activities, and the community at large. Last year there were 528 reasons to get involved at Thorndale. Our numbers are down this year, but there are still over 450 reasons to get involved!

"Five dollards for Home and School!"
"Considering inflation we're a bargain!"

Heather Fawcett

FOCUS on the LOCALS

NORTHVIEW

Authors, Artists, Actors, Adventurers

Northview School students enjoyed an incredibly action-packed array of Spring activities.

Warm weather and bicycles go together, so a two-part program on bicycle safety was organized by the Safety Committee. A Youth Squad Constable explained the new regulations of the Highway Code pertaining to bicycles; then a bicycle rally was held with 20 volunteer mothers inspecting bikes to ascertain that they were properly equipped.

Almost all primary children had an opportunity to write their own books at our new Writing Centre, an idea proposed and supervised by Free Flow Specialist Phil Stark. Volunteers met individually with students and supervised the little books from the development of an idea to a finished, bound story complete with illustrations. Books were then displayed at school, read in the classrooms, and then proudly taken home to show the family.

Artistic creativity was in full bloom at the Annual Art Show. Each class demonstrated a different craft while spectators admired the originality and dexterity in display. The sixth grade contribution, Northview Village, was an unusual, ambitious and delightful project.

"OLIVER!" was a very special event at Northview. A choir of more than a hundred students and a cast and crew of 60 more combined months of rehearsal and extraordinary effort to present this musical play. Five fantastic performances were given in May to appreciative audiences. Next year's plans call for "Annie" to hit the boards, and everyone is already humming "Tomorrow" in happy anticipation.

Physical fitness, adventure and challenge were the goals of the Outers' Club two-day backpacking trip in the Adirondacks. Participating students prepared by passing a six-session water safety course, learning to read topographic maps, and attending canoe camping workshops. These adventurers also went bicycling to Carillon Provincial Park in June, the last of the six outdoor trips this year.

The Task Force on School Board Reorganization raised more than \$1500. with a Spell-a-Thon.



The Volunteers Tea, a cooperative effort among the staff, Home and School and the School Committee, brings everyone together for a final social gathering and exchange of thanks to all who contribute to the many educational activities for our children.

In June construction began on the entrance to the school. This is

a major financial expenditure and involves re-designing the bus terminal, landscaping, parking area, and sidewalks. When finished, this area will be more attractive and will create a safer approach to the school. It's a marvellous way to end the year and we are all looking forward to enjoying these improvements in September.

Carol Ohlin

BEACON HILL

Ukeleles for music program

Beacon Hill Home and School has sponsored a course in Cardio-Pulmonary Resuscitation. Twenty-eight eager people took part on a Saturday morning. Refreshments were provided and these helped keep everyone going.

Mrs. Sue Hutchison has done a great job this year of coordinating the student programmes. Piano lessons, Drama Club and the Choir have all met with success.

Fund raising events held during the year included a bazaar, movies accompanied by the sale of hot dogs, a T-shirt and Sweat Shirt Sale, a Ski and Skate Exchange held in the Fall and a Bicycle Exchange held in the Spring. These latter two events, as well as raising money, provide a worthwhile service to the community.

Several years ago Beacon Hill Home and School Association purchased ukeleles for the

school music program. Currently some eighty students in grades five and six are involved in learning to play this instrument under the able direction of teachers Joyce Morris and Judy Steiner, assisted by parent volunteer Mary Al Lay. The rising popularity of the program has encouraged the students to buy their own instruments and to put in many hours of practice at home. Recently the residents of Ste. Anne's Veterans Hospital were treated to an outstanding performance by the school's concert band.

SHIGAWAKE-PORT DANIEL

Grandparent's Day feted!

Mother's Day, Father's Day, Grandparent's Day. GRANDPARENT'S DAY!!!

Yes, it exists. It was found at Thorndale School.

What is Grandparent's Day? It's a time to honour your grandparents and to learn about your roots. Emphasis is on the "good old days". Family origins are studied and family ties strengthened.

In preparation for Grandparent's Day all the children took part in special projects. They wrote stories about their grandparents, interviewed them, drew pictures of them, wrote songs about them, made displays, etc.

On Grandparent's Day itself, an open house was held and over 500 guests attended. Some of these were natural grandparents. Some were adopted from the senior citizen population of Pierrefonds. One girl adopted the school custodian as her special grandparent. All grandparents are said to have enjoyed themselves tremendously.

So did the children.



Macdonald High

1979 Paterson Award Winner Retires

Mr. David Hill (former QFHSA Paterson Award winner) retired in June from Macdonald High School in Ste Anne de Bellevue. While Mr. Hill's teaching career began in Richmond, Quebec, he has spent the last twenty-nine years at Mac High as teacher, department head, vice-principal and principal. Mr. Hill always actively encouraged parental involvement in education and in school life and he will be missed by parents, students and teachers.



SHIGAWAKE-PORT DANIEL

Funds raised for outings

A successful casserole supper was held on Saturday, April 24, at Shigawake-Port Daniel School, sponsored by the Shigawake-Port Daniel Home and School Association.

The door prize of \$5.00 of gasoline, donated by Depanneur Ross, was won by Leopold Briard.

The winner of the pocket calculator raffle was Leda Francoeur. The proceeds of this supper enabled the Home and School Association to give Shigawake-Port Daniel School and Hopetown School money for June outings, book prizes and to purchase replica trophies at S.P.D.S.

QFHSA

Annual 'Think-Tank' sets plans for yearly activity

Pictured Joan Locke (Lakeshore Area Rep.); Celia Davids (Executive Vice-President, QFHSA); Norah Ramsey (a past Vice-President and invited guest); Caspar Esselaar (Vice-President, QFHSA) and Dawn Barrett Vice-President, QFHSA).



This is your NEWS share your ideas

Had you hoped to read of recent happenings around your school in the Focus on the Locals section this issue and were you disappointed? If so, it may be due to a communication breakdown. We cannot print what we do not receive.

Now is the time to appoint a person in your local to handle publicity for the year. If such a person can't be found, don't despair. Simply send us a copy of your school's newsletter, a newspaper clipping, the minutes of your last meeting, or the phone number of a contact person.

Mail your contribution to Focus on the Locals Editor, c/o Federation Office, 4795 St. Catherine Street West, Montreal, H3Z 1S8. Black and white photos are welcomed and will be returned if requested.



SAFETY SCENE



SAFETY SCENE



Thorndale Thinks Safety

Thorndale Home and School has always shown a lively interest in safety. We've acted alone, and we've acted in conjunction with others, to improve and promote a safer environment for all our children.

During the 1981-82 school year, a Safety Committee was set up at Thorndale. It includes members of the H & S executive, School Committee, our Block Parent rep, the school nurse, and our Vice-Principal. We've worked together to plan and carry out a year-round safety programme.

Think Safety! Each month or so, we focus on a different aspect of safety. Areas covered include Bus Safety, Fire & Ice Safety, teaching our children to be 'street-wise', Safety in the Home, Safety at Christmas, and Hallowe'en, Safety at Play, etc. The list really is endless because whether we're waiting for a bus or getting into the bath, or hammering a nail, in just about everything we do, there's a safe way, and an unsafe way, of going about it. Our goal is to instill the realization that safety is a day to day concern. It affects everyone!

Safety Quiz

Home and School has added a Safety Quiz to its regular column in our school newsletter. This safety quiz has proven to be extremely popular. We've taken a light-hearted approach, not to trivialize the subject, but so that the quiz will be read and enjoyed enough to prompt discussion. ie: The school bus has just stopped for a red light, another bus draws up along side. Do you:

- Put down your window and hurl insults at the biggest kid on the other bus, hoping he doesn't get off anywhere near your stop?
- If the bus is not on your side, run over the window on the other side to get in on the action?
- Ignore the bus and go on about your business?
- Yell at the driver for stopping at the light?

Our quiz is aimed at children and adults alike. We hope it will be discussed in class and at home.

Buddy System

To supplement our on-going Safety Programme, we also have a Buddy System at Thorndale School. School Committee and Home and School have worked together on this project. Like all new ventures, it was not without

some growing pains, but these were quickly forgotten as we all grew accustomed to the system.

Each child in the school is assigned a buddy in September. The buddy is in the same class. In the event that a child is to be absent from school, the child's parent notifies the buddy, who takes the message to their teacher. Volunteers - one person in the morning, one in the afternoon, go around the school to each class, with a book containing class-lists and calendar. Any 'unexplained absences' are recorded by the volunteer, who follows these up with a call to the missing child's home. In the event a child or parent tries to reach the buddy and that buddy has already left for school, they would then call their classmother, who would deliver (by phone) that and any other messages she has, to the school. Complicated? It sounds more complicated than it really is. The system, though, does depend on everyone doing their bit - and it is just a little bit. No one person carries the load. Communication is essential so that everyone knows exactly what is expected of them. Once the channels of communication are functioning, though, and the system set in motion, it does function well. The Buddy System ensures that in the event a child should 'go missing' on the way to school, his or her absence would be quickly noted, and action taken to ascertain the child's whereabouts. It would be nice to think we lived in a world where such precautions are unnecessary. We don't! Our buddy system, like the Block Parent programme, is a way parents can become involved in promoting the safety of their own children, and others.

IBITS

Finally, a brief outline of another Thorndale Programme with a Safety slant: IBITS - 'I Behave In Thorndale School'. This is a behaviour modification programme which our school administrators and staff carried out this year when it became clear that there were certain unacceptable behaviour patterns developing amongst our students.

Basically, classes competed to *Safety Scene* editor is Marilyn Pollock. She takes over from Chris Connell, who produced the previous feature pages.

STUDENT SAFETY CAMPAIGN 1982-1983 SCHOOL YEAR

STARTS SEPTEMBER 24

(Press conference Willingdon Elementary)

ONGOING THROUGH THE YEAR:

- SAFETY QUIZ IN SCHOOLS
- CAMPAIGN POSTERS TO EVERY SCHOOL
- SAFETY DRAWING CONTEST (elementary levels)

THINK SAFETY 365 DAYS A YEAR

see which would earn the least number of 'misbehaviour points'. Tickets were given out to any student caught: pushing, punching, tripping etc, using foul language, misbehaving in bus lines, running in the school, or caught throwing snow or ice. Besides being socially unacceptable forms of behaviour, the above-mentioned acts were also dangerous.

Tickets were given out! Oh the pain of peer-pressure when caught! Classes were grouped and competed against children of similar age. At the end of each week, the points (or tickets) were added up. During the first session (Fall and early winter), the class in each group, with the least number of points, received as a prize, an extra recess. During the second IBITS session (late winter and spring), classes worked towards a bigger goal - the right to see the film 'The Black Stallion'. Those classes that did well in the second IBITS session saw this film on March 30th. The film was sponsored by Thorndale Home and School, and was well worth the \$75.00 it cost.

IBITS worked! Staff and administrators reported a definite drop in misbehaviour. The students enjoyed the competition, and IBITS proved a great topic of conversation. Perhaps a similar programme to combat dangerous behaviour on the school buses? It's an idea to consider for the upcoming school year.

Thorndale Safety Committee has just begun. Accidents don't take a holiday!

Heather Fawcett

Going to school

... by car

More and more parents drive their children to school. The Quebec Safety League advises these parents to:

- make sure the children wear their seat belts, properly adjusted;
- stop their vehicle on the school side of the street or road;
- stop far enough away from intersections;
- make sure that doors are opened towards the sidewalk;
- never double park, to avoid

having the child walk between parked cars.

Children have a tendency to run to their parents' car. Therefore, it is the responsibility of adults to find a safe place to park while waiting to pick up their children.

Children are indifferent to danger. If you respect traffic rules and regulations, they will follow your example. Teach them to be cautious by being cautious yourself.

... by bicycle

Many children ride their bicycle to school. The Quebec Safety League urges parents to caution their children well before they leave for school.

- The bicyclist must:
- ride on the extreme right of the road or street, next to the sidewalk;
 - ride single file, whenever there are other cyclists;
 - stop at intersections;
 - know the hand signals for a left or right turn, "slow" or "stop", and use them before making any turns or stops;

- never zigzag between cars;
- respect pedestrians;
- be aware of drivers who open the car door without looking to see if a cyclist is coming;
- apply reflective tape on several parts of the bike, especially on the forks and mudguards, front and back;
- equip the bike with a headlight, a bell, and a rear reflector.

As they would for the child pedestrian, parents should find the safest route for the child who bikes to school. It should be the least busy route possible.

To obtain a free copy of the QFHSA bumper sticker, please send a stamped self-addressed envelope (5" x 11½", standard #14, or larger) to QFHSA office.

