



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

VOLUME 16, NO. 2

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## 1980 CONFERENCE THEME

# Looking forward to the 80's

### KEYNOTE SPEAKERS



FROST

Dr. Stanley Brice Frost received his education in England and Germany where he obtained his PhD at Marburg. He is an ordained minister of the Methodist Church.

He came to Canada in 1956, was appointed Professor of Old Testament Studies, Faculty of Divinity, McGill University, and became Dean the following year.

Six years later he was appointed Dean of Graduate Studies and Research. In 1969 he became Vice Principal (Administration and Professional Faculties).

In 1975 he took up his present responsibility as Director of the History of McGill Project.

Dr. Frost is a Past President of the American Association of Theological Schools and the Canadian Association of Graduate Schools. He has written a number of books, contributed to many journals and other works including the Encyclopedia Britannica.

He has honorary degrees from Memorial and Victoria Universities.



GROOME

Reginald K. Groome is a native Montrealer and is probably equally well known for his work with the Hilton organization, his devotion to the scouting movement and his involvement with the Montreal Board of Trade, Canadian Chamber of Commerce and other groups.

He started out in life by graduating from Montreal High School and McGill University. He cut his business teeth with a Montreal publishing company, the CBC International Service and as an overseas correspondent for seven major Canadian dailies.

He joined Hilton Canada in 1957 as Director of Personnel and Labor Relations at the Queen Elizabeth Hotel. He is now Chairman of the Board, Hilton Canada. He also holds directorships in six other corporations.

He has received awards from two Governors General for his work for Scouts and Cubs; in addition, his contribution to Canada has been recognized with various citizenship awards. He is also a member of the 12-man Geneva-based World Scout Committee.

*The 80's. In the '70s, the decade of the 80's seemed so far away, but it is upon us and we must deal with it. How do we regard the 80's —with fear, anxiety, apathy and indifference, or with hope and optimism? We hope that the workshops scheduled for this year's AGM will shed light on a potentially gloomy era and enable us to reflect upon society and our place in it with some excitement and feeling that the individual has much to contribute to the coming years.*

## 1980 Annual General Meeting

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

**May 2 and 3**

at the  
Loyola Campus of  
Concordia University

Our theme:

*"Looking forward to the 80's"*

Please plan to attend and to participate fully

Complete Program, see pages 8 and 9

### How to get to Loyola Campus

**BY CAR** Please use the campus entrance on West Broadway Avenue and proceed straight along to the east parking lot.

**BY BUS** Take the 105 along Sherbrooke from Atwater avenue. Get off in front of the university and enter via the main entrance and take path around to Hingston Hall.

or

Take the 102 along West Broadway. Get off at the church and enter via the West Broadway (campus road) entrance and walk along to Hingston Hall.

**TRAIN** From Montreal take the CPR train from Windsor Station to Montreal West, then walk east along Sherbrooke.

# Editorial comment

## Plan d'Action—planned mediocrity

Of all the educational plans to come out of this provincial government designed to produce a controlled populace the Plan d'Action is the greatest. Touted as an educational reform plan, it contains the ingredients of a state-directed system of education which will develop a collective mediocrity of a citizenry so narrow in vision and opportunity that if the plan is carried to its conclusion Quebec will be the ghetto of North America.

The plan will, by prescribing the courses that a student will take into Secondary IV and V, by limiting the number of options and by lowering the standard of courses available, guarantee that a student graduating from the provincial system will not be qualified to attend any university outside of Quebec. In 1981 the texts (in

French) will be provided for trial use, then they will be reviewed by those French teachers who have used them (in French schools). Thus teachers in the English system will have little or no influence towards any changes.

One of the characteristics of this government that is often neglected is that it is a socialistic government. A socialistic system advocates public ownership and the practical application of that theory is that the government owns and operates all principal industries and services—including education.

Quebec Federation has always advocated equal educational opportunity and the exercise of personal and corporate initiative. Plan d'Action denies both.

## "FATHERS"

Fathers are large people  
who frequently declare  
That "other children" eat  
their meals  
And sit straight in a chair.  
"Other children" wash their  
hands,  
According to my father.

They never yell or lose  
their hats,  
Or fight, or be a bother.  
"Other children", father  
says,

Speak when they are  
spoken to,  
They answer "please" and  
"thank you"  
The way I'm supposed  
to do.

I'm sorry for my father,  
Just as sorry as can be.  
He knows such lovely  
children,  
And then got stuck with  
me.

## OTHER PEOPLES OPINIONS

This is the first part of a four-part speech to be reproduced in the News. It was prepared and delivered by Dr. Winifred Potter, School Commissioner, PSBGM.

## Is your citizenship expendable?

### PART 1: THE HISTORICAL BACKGROUND

You read strange things in the paper these days about what is happening in Quebec—unbelievable things about English signs having to come down, children not allowed to enrol in English schools, 'sit-ins' attending English classes illegally, 'stop' being removed from traffic signs.

Surely, you say to yourself, this can't be true. Canada is an open, free, democratic country. We Canadians pride ourselves on our freedoms, our individual rights—and yet... what is happening in Quebec?

You are aware that people are leaving Quebec. According to an official of the Toronto Planning Commission there are some ten million square feet of office space in downtown Toronto which would be empty now if it weren't for the Quebec businesses that have moved to Toronto recently. There are records—unofficial, of course, but significant—of long distance moving companies—how so many of their vans move families from Montreal westward, but have to return empty, the movement all one way, in one direction.

Many of these people, mostly English-speaking but some French, form what we in la belle province call the Toronto branch of the F.L.Q.—Torontoians Formerly Living in Quebec.

And wry little jokes, like this one which several Jewish friends have told me, crystallize the fact of the exodus from Quebec:

How does a smart Jew talk to a dumb Jew in Montreal?

Answer: By long distance!

To understand what is happening, you must dismiss from your mind the stereotype that Quebec is a unilingual French monolithic entity. You must understand that there is another perspective: Quebec is the fourth largest English-speaking province in Canada; Montreal is the third largest English-speaking city in Canada. And you must know something about the history, nature, and feelings of this other aspect of Quebec, the Quebec English-speaking community.

Sixty years after the end of French rule, in the early 1830's, Quebec was English-speaking to a degree that is hardly believable today. The French-speaking population of the colony numbered less than a quarter of a million and lived mainly along the St. Lawrence River. Those of British origin were in undisputed majority in the Eastern Townships, the Ottawa Valley, in the city of Montreal and a substantial community in the Gaspé. By 1837 one quarter of Quebec residents were English-speaking; moreover, in most of the areas where they were in substance they, not the French, were the first white settlers.

At the time of Confederation in 1867, the population of Canada East (later Quebec) was between 1.1 million and 1.2 million, 76% of whom were French-speaking. The 24% who were English-speaking tended to be concentrated in the western sections of the province adjacent to Canada West (later Ontario) and the states of New York, Vermont and Maine, with another cluster in the Gaspé adjacent to New Brunswick.

Those who are unfamiliar

with the regional characteristics and history of Quebec are often given the impression that Quebec is a territory that is more or less uniform in its political, linguistic and historical development. But have you wondered why René Lévesque's home town in the Gaspé is called New Carlisle? The original inhabitants of the Gaspé came from Loyalist stock, and from Scots and Irish and settlers from the Channel Islands. At Confederation the Gaspé was 36% English-speaking, Quebec City had a 20% English-speaking population and Montreal in 1867 was majority Eng-

lish. The Ottawa Valley, settled by Loyalists, was 55% English-speaking, and the Eastern Townships, which had been originally settled by Loyalists after the American Revolution and by other New Englanders, was 61% English-speaking.

The early settlers of the Eastern Townships walked over every inch of their counties, counties with names such as Drummond, Compton, Stanstead, Shefford, Huntingdon, Brome. The early settlers of Hemmingford, for example, "underwent the most exhausting toil in getting their potash to market. When the water was

high, they floated the barrels down the Little Montreal River, having frequently to plunge into the current to lift the canoes over shallows, or to drag them on ox-sleds." In the winter they drove by sleigh to Montreal past Laprairie. "It is 30 miles to Laprairie from Hemmingford, and St. Edward is halfway. As for the latter place, the country was in a state of nature, forest and swamps, the one so rugged and the other so deep that to traverse the fifteen miles with an ox-sled was a day's journey when everything was most favorable." (Robert Sellar, *The*

See HISTORICAL, page 13

## Loss of English heritage is up to you

Christmas Park is an elementary school under the Lakeshore School Board with 510 students. It has kindergarten to grade 7 inclusive, with French immersion classes beginning at grade 4.

Kindergarten children are educated in English with a French program component.

Grades 1 to 3 are educated in English with half an hour of French per day taught by a French specialist. Additional French instruction time is provided by the classroom teachers. (Next year this time is to total one hour per day.)

Children in grades 4 to 7 who choose the English program receive half an hour of French per day taught by a French specialist.

Children in grades 4 and 5 who choose the partial French immersion program are educated in French for all subjects except music and physical education. They receive 1 1/2 hours per week of English in order to retain their English spelling, grammar and reading skills; in grades 6 and 7 these children receive 50% French and 50% English teaching.

Christmas Park has specialists in music, physical education and French, a free flow teacher and a special education teacher. A guidance counsellor and school nurse visit the school regularly. The children's lives are further enriched by the presence of the John F. Kennedy class, and a class from the

Montreal Oral School for the Deaf.

There is a very active volunteer program with 90 volunteers participating this year. There are excellent library facilities and also an active Home & School and school committee. Christmas Park also has a school uniform.

In addition to this, we have reason to believe that Christmas Park maintains high standards in education. When the Superior Council of Education of Quebec visited the school last year, the chairman had great praise for the manner in which Christmas Park functioned.

### CONCERNS

The following are some of our concerns:

1. Declining enrolment
2. Classes d'accueil
3. English-language culture
4. Existence of English schools, in particular Christmas Park. (Will it be here in 5 years?)

### 1. Declining enrolment

Last year our school amalgamated with Beaconsfield Elementary School. The two schools had a total of 600 students in June 1979. Projected figures indicated a combined enrolment of 540 students for September 1979. In reality, the present enrolment of 510 represents a decline of 15% since last June.

An increase from 92 to over 500 children in one year attending classes d'accueil in Lake-

shore School Board schools has further decreased our enrolment.

The effects of declining enrolment show up very quickly in our schools. When the numbers go below 500 we lose our vice-principal. As numbers fall further our specialist teachers are the first to go: French, music, physical education and so on. The positions of our English teachers are continually in jeopardy. To keep these people, the population of our schools must be maintained.

### 2. Classes d'accueil

Classes d'accueil are reception classes set up by the Quebec government to integrate non-French-speaking children aged 4 to 17 into the regular French-language public school system of Quebec.

Classes d'accueil were started under the Lakeshore School Board in 1978 because of the demand of parents. The curriculum falls under the jurisdiction of the Department of Education for French schools. English is not part of this curriculum.

In one year there has been an increase from 92 to over 500 children attending classes d'accueil under the Lakeshore School Board. If this trend continues it would mean that by 1983 60% of all children in classes kindergarten to grade 3 would be in French schools.

Also a major concern are the

See SCHOOL, page 3

## Quebec Home & School NEWS

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## Hearing from you...

### Parents are to blame too!

Dear Aldis:

How did your press conference go? I've been thinking of you and your persistent hard work to achieve safety and sanity on the streets of Quebec. In calling Donna to find out where the meeting was being held, she led me to believe there was going to be a good turnout. I look forward to reading all about it and seeing you on the news.

I was upset about the Home & School News's front page name-calling of people whose cooperation we are seeking to make all aspects of coming and going to school more safe. I found it to be so contradictory to the tone of your thrust at the meeting I attended at QFHSA offices before Christmas, at which time you made it clear that, although we have to work on the ministries for safety regulations concerning busing and/or policy about neighborhood schools for Cycle I Primary to avoid busing the very young, our main responsibility was to exhort parents to take greater responsibility for the safety training of their children. I would have thought that in your newspaper the readers should have been addressed rather than the government.

It can be reported that QFHSA is dealing with the many levels of government involved in education and safety, but how about some horrendous stories of negligence and ignorance that governments alone cannot rectify? Why do we not come down harder on the parent and his/her responsibility and what he should do not only personally but locally

for his school and community?

Aldis, I was glad to hear from Donna that you were going to have hefty support at your press conference because I was reluctant to get involved in the kind of accusations that were made on the front page of the recent QFHSA News.

Yours sincerely,

Sally Aitken

### Frustrated!

I have just received my February 8 copy of the News. I too am concerned about school bus safety and want your advice on my particular case.

On February 12 my daughter arrived home by bus and I went, as usual, to the middle of the street to bring her to the sidewalk. A car and a taxi passed us on the right, even though the bus had on its flashing lights. The driver of the car waited after I stopped him and called the police but the taxi driver refused, even though I was standing in his way.

The police shrugged it off, saying they couldn't do anything because they hadn't seen it. Apparently all I can do is go down to city court and issue a summons in my name against the taxi driver. I doubt if this will really accomplish anything.

The bus driver and I are ready to do it but he has seen so many near accidents like this and feels powerless.

Do you have any ideas?

Bryna Gartenberg  
Montreal

#### SCHOOL from page 2

children who are returned to the English system after attending French school. How does a teacher bring these children up in their English skills without hindering the progress of the other students in that class?

#### 3. English-language culture

Our neighbors whose mother tongue is neither French nor English feel strongly enough about their culture to have their children educated not only in English and French but also in their mother tongue in after-school hours. Why do we choose to turn our backs on our English-language heritage?

Is it not important to expose our children to an English-language cultural environment during their early school years? Do we have nothing worth preserving in our English-language culture?

Can we afford to take our English-language education for granted?

#### 4. Existence of English schools, in particular Christmas Park (Will it be here in 5 years?)

There has been a 15% drop in enrolment since June 1979. This was probably due to moves, effects of Bill 101 (which states that children moving into the province must attend French schools) and declining birth rate. We have little control over these factors.

There has been an increase of approximately 400% in the number of children attending classes d'accueil in one year. If this trend continues, there will not be enough children, by 1983, to warrant a kindergarten at Christmas Park. The following

year Grade 1 disappears, the next year Grade 2, and so on. This factor we do have control over.

#### CLOSING REMARKS

We, as English-speaking people living in Quebec, know that our children must have a sound working knowledge of French if they are to pursue careers here. Partial French immersion programs are achieving this, as well as keeping up the standards of English education.

We feel that by abandoning our children's education in their mother tongue we will pay an expensive price in the loss of our English schools.

Dr. Lavery, Director-General of the Lakeshore School Board, in a letter to *La Presse* on November 1, 1979, said:

"My real concern, and I believe it should be shared by the whole community, English and French alike, is that this headlong rush of English to bilingualize their young children in this way (referring to classes d'accueil) will result in nothing less than the destruction of the most important cultural institution the English of Quebec have—their school system."

There are many options available. Your choice does make a difference.

We only hope that you will look beyond today.

Any comments you may have on these information sheets will be gratefully received. Please forward them to the School Committee, Christmas Park School. If there are any points you wish to discuss, please include your phone number and you will be contacted.



CAL POTTER  
President

## PRESIDENT'S MESSAGE

The Annual General Meeting this year is May 2 and 3 at the Loyola campus of Concordia University in Montreal. Its theme is the Eighties, and Alex Morris and his conscientious program committee have organized an excellent program of speakers and workshops. It promises to be an informative and interesting session for every parent interested in educational prospects in general and in the prospects of English-language education and, indeed, of the English-language community, in particular in Quebec. So, whether you come as a voting delegate or as a supportive member, the program is intended to help you. To encourage as many locals as possible to participate, this year as an experiment we have eliminated the conference fee. We hope every local and every member will feel free to participate. We know they won't regret it.

As we prepare for the first AGM of the Eighties this is a good time for a stock-taking by Federation of its activities. In the category of carry-overs from 1979 are three activities of vital importance to parents: teacher negotiations, the bumper sticker campaign for school bus safety and the Bill 101 court action.

### TEACHER NEGOTIATIONS

There is more to teacher negotiations than meets the eye at a cursory glance. The structure of the negotiations is such that on non-local issues there is one buyer and one seller of teacher services negotiating salaries and related conditions. In such a circumstance it is understandable there is posturing for public consumption while private negotiation proceeds. Negotiation is further complicated by neither party being truly a free agent. PAPT as the junior partner has to maintain compatibility with the CEQ, and CPNCP, the Protestant school boards' bargaining committee, has to abide by the guidelines set out by the provincial government for wage settlements by para-public agencies. It is not surprising therefore that negotiations at the provincial level should be protracted and obstinate. Now that there has been a settlement at that level, the local issues are to be negotiated at the local level. We trust they will be swifter and involve less dislocation for the children and parents than the negotiations at the provincial level.

### BUS SAFETY

The bumper sticker campaign for school bus safety was launched by Aldis Lee and her committee at an exceptionally well attended press conference called by Federation on March 3, 1980. The campaign was coordinated to coincide with the ending phase of the school bus safety contest of the Quebec Safety League, which terminates on April 28, 1980. In addition to the Quebec Safety League, other organizations participating with us in the press conference were Les Fédérations des Comités des Parents du Québec et de l'île de Montréal (M. Robidoux, the president,

co-chaired the press conference), the Quebec Association of Protestant School Boards, the Quebec Association of Police and Firemen, the Quebec Provincial Police and the Montreal Urban Community Police. For the campaign we had 20,000 bumper stickers printed for distribution on- and off-island. That printing has been exhausted and an additional 10,000 have been ordered. The theme of the campaign is "the requirement of the law and the responsibilities of parents in the matter of school busing". We would like to see every

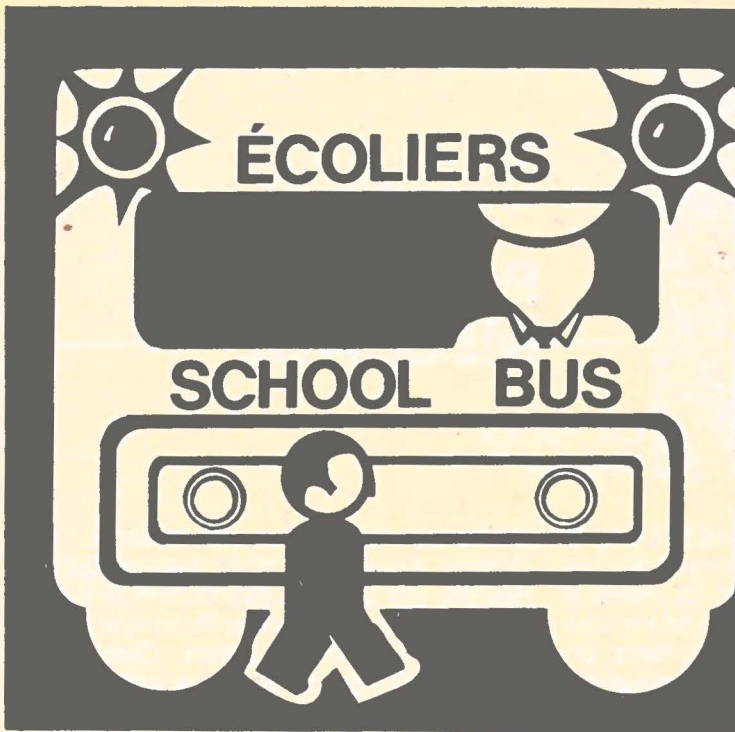
### BILL 101

member displaying a sticker as a reminder to the public of their responsibilities as parents and as motorists.

The Bill 101 court action is enmeshed in the procedures of the courts. In December our legal counsel applied for it to be inscribed for a hearing. The expectation then was that Chief Justice Jules Deschênes would set an early date and take the hearing himself. However, there are now several pending cases on constitutional issues, and we expect there may be some exploration of the possibilities of joining these hearings. In the meanwhile, unnoticed by the Montreal Gazette (as was our bumper sticker campaign), a group of French-speaking parents have sought an injunction before Chief Justice Deschênes against the change of religious status of the Catholic school Notre-Dame-des-Neiges. For this purpose they have invoked (with the unqualified support of the CECM and la Fédération des commissions scolaires catholiques) Section 93 of the BNA Act, the same section which plays a critical role in Federation's 101 action. In so doing they have confirmed a contention we have made all along: that the constitution protects the rights of ALL designated minorities—Catholic and Protestant, French-speaking and English-speaking.

While we have reason to be optimistic on the legal front of the 101 court case, on its financial front events are more disquieting. Although a grant towards legal costs was promised in writing by the Secretary of State in February 1979, by March 1980 we have not yet received a cent despite the fact that legal counsel's invoice was submitted in June 1979. Fortunately our legal counsel has been very patient and has been willing to wait for the arrival of the government grant. When it arrives our legal costs will be paid up to date. But we estimate the hearing in the Superior Court may cost another \$10,000. In anticipation of this need, we have appealed to ten federally incorporated firms with head offices in Montreal. We asked them to help by sharing the remainder of the costs of the case up to the Supreme Court. One agreed; nine refused. Within a couple of weeks of the refusal by one major financial corporation, it announced 100 of its employees were being transferred to Toronto because of recruitment difficulties due to Bill 101.

This is not English Quebec's finest hour.



# STOP ARRÊT

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS/933-3664

School bus safety can never be absolute. But the tragedies in this school year involving the transportation of pupils demonstrate the need for an increase of concern for the safety of pupils. We cannot totally eliminate the risk of accidents associated with school busing but we can make it safer than it is. That improvement is the object of the bumper sticker campaign which the Quebec Federation of Home and School Associations launched Monday, March 3 at a combined press conference. The hope is that it will reinforce the existing bus safety contest being conducted by the Quebec Safety League, which closes on April 28, 1980.

Other organizations participating in the campaign and press conference with Quebec Federation were the Quebec Safety League, Les Fédérations des Comités de Parents du Québec et de l'Île de Montréal (respectively), the Quebec Association of Chiefs of Police and Firemen, Sûreté du Québec, and the MUC Police.

The theme of the campaign is *Awareness of the law and parental responsibility regarding school bus safety.*

One of the main points to be stressed is the motorist's responsibility to obey the law and to come to a full and complete stop within sight of the flashing red lights of a school bus, irrespective of the direction of travel.

According to Pierre A. Dick, president of the Quebec Safety League, "The motoring population is made up of people like you and me, all of us citizens and most of us parents or relatives of youngsters who travel by school bus some 200 days each year. How can we demand of others due regard for the safety of our children if we don't practice it towards the children of others when behind the wheel of our car?"

A second point, equally important, is the role parents must play along with educators to teach children the rules of school bus safety.

"Parents are abdicating their responsibilities far too readily in the school bus controversy," according to Dr. Calvin Potter, president, Quebec Federation.

"School bus safety can never be absolute but the tragedies during the current academic year amply demonstrate the need for greater awareness. Surely we can make the situation safer than it is."

During the campaign the federations encourage parents and schools to participate in the "School Bus Safety and You" program contest. Some 400,000 copies are already in circulation in elementary schools throughout the province and 5,000 more, suitable for photo-reproduction, are now available.

In addition to the contest, 20,000 bumper stickers, designed specifically for the cam-

paign, are distributed upon request.

The intention of the bumper sticker campaign is to impress on the community the need for constant awareness in order to achieve a satisfactory state of school bus safety. We know that school bus safety can never be absolute, but the performance is not good enough in our province. Surely we can make it safer than it is. Children are the most precious possession of

parents have a fundamental responsibility generally for the welfare of their children and a particular responsibility to teach their children the relevant rules related to school travel and traffic.

QFHSA therefore urges parents to read conscientiously the materials on school bus safety made available to their local Home and School Associations and school committees and to make sure they attend

for voluntary distribution.

Says Cal Potter: "We would like to see ten times that number to remind the public of their responsibilities as parents and as motorists. We appeal for support from local firms through their safety programs to help us achieve that goal. We also appeal to the media for support in sensitizing the community to the need for constant awareness in the matter of school bus safety."



Above: David Wadsworth, QAPSB, and right, M. Rousseau, Director, Traffic Control, MUC Police, were among the speakers at the press conference. Others were C. Potter, President, QFHSA, Marcel Robidoux, President, FPCIC, and Yves Mondoux, Executive Director, QSL.



the meetings where films and other materials on school bus safety are to be presented. It further urges parents, as an example to their own children and as a protection for other children, to practice safe driving at the wheel of a car and to observe the law.

Quebec Federation has had 20,000 bumper stickers printed

Individuals should simply send a self-addressed, stamped envelope either to the Quebec Safety League or the Quebec Federation of Home and School Associations. Companies are also urged to participate by ordering in bulk for employee distribution at a unit cost of 15¢ plus postage and handling.

## BUMPER STICKERS ORDER

Please send . . . . . copies of the QFHSA bumper sticker. Also please find enclosed a cheque for \$ . . . . . to help defray the cost of these stickers.

Please rush stickers to:

NAME .....

ADDRESS .....

CITY .....

PO CODE .....

parents and they are the rich resource upon which our community will depend in the future. We must do more to protect our children who use school buses, particularly those children at the kindergarden and primary stage.

The bumper stickers represent the first stage of a campaign to do more about school bus safety. QFHSA at its annual general meeting in May will reaffirm resolutions already passed calling for action:

1. by the school boards in the matter of bus monitors.
2. by the Minister of Transport regarding publicizing the requirement of Article 44 of the Highway Code.
3. by the Minister of Justice in the matter of penalties for those who disregard the regulations governing school bus transportation.
4. by the Minister of Education in the matter of incorporating a school safety program into the regular school curriculum.

Parent responsibility must be more than merely the act of passing resolutions. To stop there, parents would be abdicating their responsibility in regard to bus safety far too read-

PSBGM has installed "stop arms" on five of its school buses. A check has shown a 50% to 90% reduction in traffic infractions. Mrs. Dougherty, chairman, stated she felt that the QFHSA Bus Safety Cam-

paign had also contributed to the improvement. The PSBGM Transportation Committee is recommending that the Department of Transport make "stop arms" mandatory on all school buses.

## STOP ARMS

# Fire safety Be A Babysitter Helper.....

The Quebec Safety League has developed a new program for parents, children and babysitters. It is called *Fire safety know-how for parents and babysitters*. It is now available free of charge in English and French, through the assistance of the Allstate Foundation of Canada, to children in kindergarten, grades 1, 2 and 3 who are located in metropolitan Montreal and Quebec.

*Fire safety know-how* has something for everyone. Poster game drawings and a dot-to-dot puzzle remind the child to be a babysitter helper. Parents are advised on selecting a sitter and establishing working conditions. Suggestions regarding information your sitter should have are also included. Above all, there are good common-sense rules of safety in the event of a fire and space is provided for emergency numbers.

*Fire safety know-how* should be hanging in everyone's kitchen or located near the telephone. Call the League at (514) 482-9110 or drop a note to 6785 St. James West, Montreal H4B 1V3 while supplies last.

## HISTORY UP-DATE:

### The Seventies

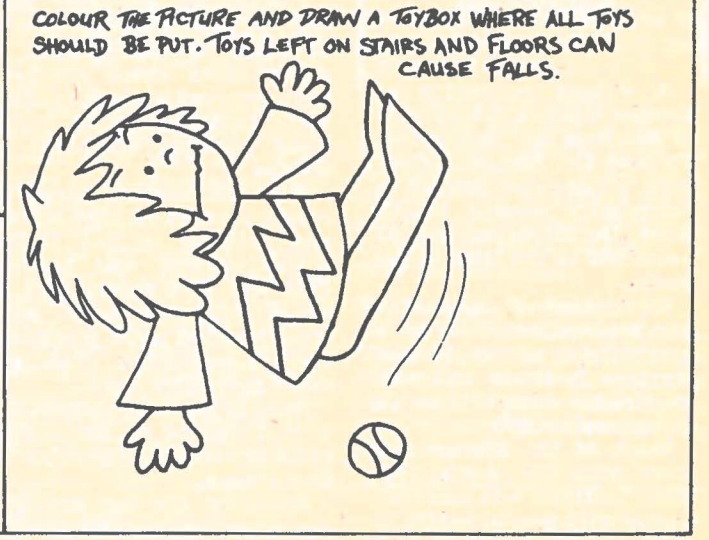
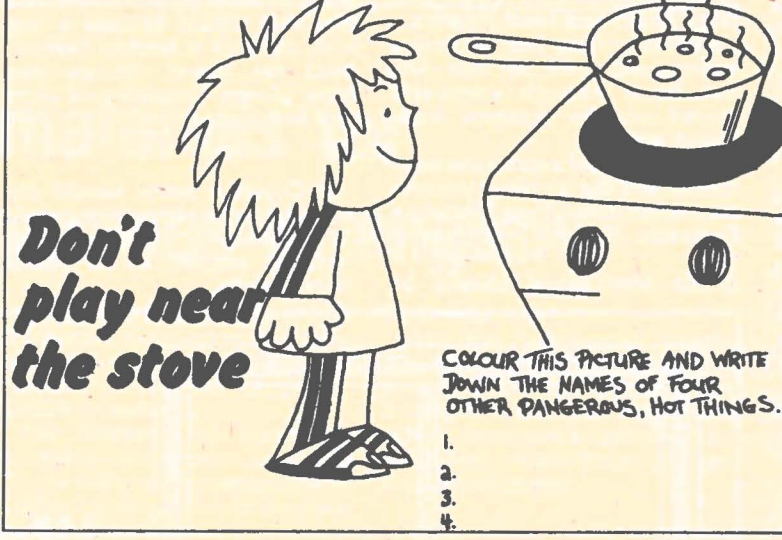
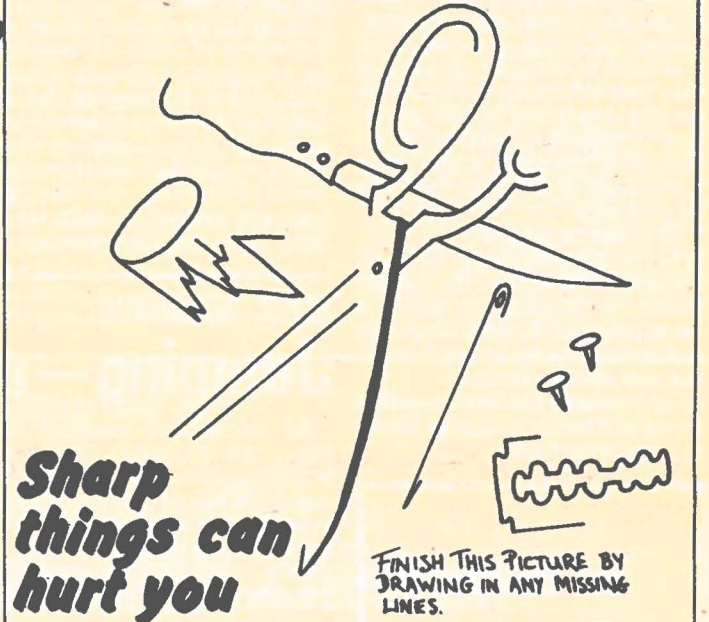
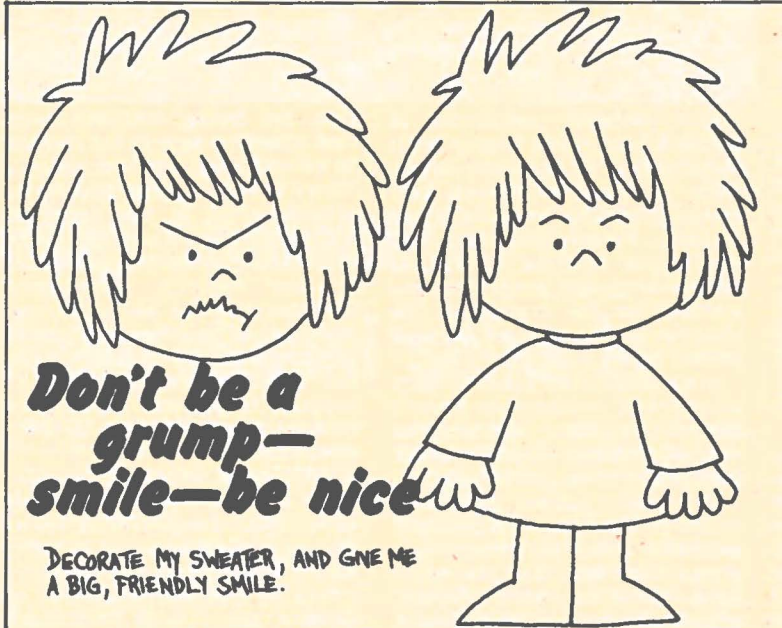
In response to numerous requests from locals, Bill Asherman has updated his *History of Quebec Home & School*, dated March, 1970, to include our manifold activities during the seventies.

A new printing of the history will include both the original text and the addendum.

In addition, an abridged version of both will be made for general distribution to all locals.

The full presentation version will be presented to all provincial Home & School associations, CHSPTA, the Ministry of Education, QAPSB and all organizations with which we have dealings. QFHSA is most appreciative of the effort and dedication which Bill Asherman has given to this task.

The updated history will fill a long-felt need to adequately publicize our history, not only for the benefit of our own local members but for outside organizations who are not aware of the tremendous impact QFHSA has had, and continued to have, on education in this province.



## GREATER QUEBEC CONFERENCE

April 12, 1980

**Ste. Foy Elementary School (651-4396), 1240 Green Avenue, Ste. Foy**

**9:00 - 10:30** GOVERNMENT LEGISLATION IN EDUCATION AND ITS FUTURE EFFECT ON OUR SCHOOLS  
C. Owen Buckingham, B.Ed., Principal, Seigniorie Elementary School.

**10:45 - 12:30** INTEGRATING THE LANGUAGE ARTS IN THE PRIMARY SCHOOL  
Mary Claire McAlpine, B.Ed., M.Ed., Curriculum Coordinator for Development of Language Arts Program, MEQ.  
Elizabeth Bethel, M.Ed., Reading Consultant (PSBGM) on leave to MEQ.

**1:15 - 3:00** PROGRAMS FOR GIFTED CHILDREN  
Ian MacKay, B.A., B.Ed., Elementary Specialist in Guidance Counseling, Lakeshore School Board.  
Colin Tishshaw, B.Ed., M.Ed., Asst. Director of Student Services, PSBGM.

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## CANADIAN PARENTS FOR FRENCH

## Is bilingualism dead?

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

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

CPF has three goals:

- to assist in ensuring that each Canadian child have the opportunity to acquire as great a knowledge of French language and culture as he or she is willing and able to attain;
- to promote the best possible types of French language learning opportunities;

### Dr. Baruch Silverman

A valued supporter of Quebec Home & School died in Montreal last September. He was Dr. Baruch Silverman, a Canadian pioneer in community mental health work. Dr. Silverman was 82 years old at the time of his death.

He devoted virtually all of his professional life as a psychiatrist to the Mental Hygiene Institute and was its director from 1941 to his retirement in 1969.

Much of Dr. Silverman's work with the Mental Hygiene Institute was also concerned with mental health in children. The institute was closely associated with the Marriage Counselling Centre and the Family Life Education Council.

He was an advocate of preventive psychiatric counselling even before a baby is born so that a healthy and happy relationship may be assured between mother and baby.

Dr. Silverman was an associate professor of psychiatry at McGill University, an associate psychiatrist at Royal Victoria Hospital and a lecturer in social psychiatry at the Montreal School of Social Work.

Born in Russia, he came to Montreal when he was five, attended Montreal High School and graduated in medicine from McGill.

c) to establish and maintain effective communication between interested parents and educational and government authorities concerned with the provision of French language learning opportunities.

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

### STRUCTURE

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

A start-up grant from the Secretary of State allowed CPF to set up an office in Ottawa and makes it possible for the board of directors to meet twice annually. Also, funds have been made available for various projects; however, membership fees are needed to help us defray costs of maintaining the

### C.P.S. WARNING

## Jumping — not all joy

At its annual meeting last year, the Canadian Pediatric Society approved two statements on the potential of trampolines and of skateboards to injure young people.

### TRAMPOLINES

Trampoline accidents have resulted in a significant number of cases of quadriplegia. In many cases these accidents have occurred while the victims were participating in supervised physical education activities.

A recent national survey of sports injuries in high schools and colleges in the United States showed that between 1973 and 1975 spinal cord injuries with permanent paralysis resulted more frequently from trampolines than any other gymnastic sport.

Next to football, trampolines were found to be the highest cause of permanent paralysis in that survey.

Statistics are not available regarding injury from trampolines used at home and recreational sites. However, trampolines in home and recreational use present an even greater risk of serious crippling injury because of non-supervision.

The committee on sport and recreation, the accident prevention committee and the school health committee of the Canadian Pediatric Society recommend that:

- The use of trampolines in school programs be restricted to special training programs, such as diving and competitive gymnastics, where individual supervision minimizes the danger of injury.
- There should be a consent form signed by participants, recognizing the dangers inherent in using trampolines.
- We are opposed to the use of trampolines in homes or at recreational sites because of the lack of supervision in these areas.

national office without which CPF could not operate.

### ACTIVITIES

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

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

c) an annotated bibliography of relevant research on French second language learning as well as a directory of resource people has been published.

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

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

### A LOOK AT THE FUTURE

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

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

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

*properly constructed, preferably of reinforced plastic, and should be the proper size for the capabilities of the person using it. Aluminum boards are not recommended as their edges can wear to razor-like sharpness. The wheels and the mechanism which attaches them to the deck should be appropriate for the weight of the rider.*

*2) Basic safety equipment must be worn by skateboarders and this would include a helmet, such as a hockey helmet, pads for knees, elbows and hips, gloves, long-sleeved shirt and long pants.*

*3) Common sense would dictate that skateboarding should be conducted in quiet areas without traffic, or in skateboard parks.*

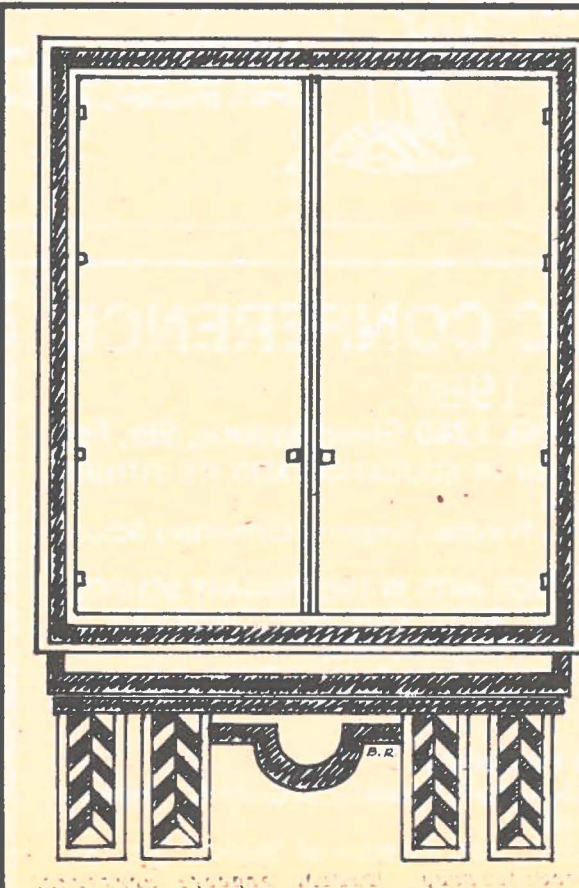
### SKATEBOARDS

A recent study in Canada showed a significant number of severe injuries associated with skateboarding. These ranged from abrasions to sprains and strains of joints, dislocation of joints, fractures of small and large bones and head injuries.

Skateboarding has become a widespread sport, but there has not been enough emphasis placed on the dangers associated with it.

The sport and recreation committee and the accident prevention committee of the Canadian Pediatric Society recommend that:

- The skateboard should be



## We're Moving

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500 Crémazie Blvd. East  
Montreal, Quebec  
H2P 1E7  
384-1830

### Provincial Association of Catholic Teachers

2005 St. Marc St.  
Montreal, Quebec  
H3H 2G8  
935-8612

## OSAC CONFERENCE

## "Look at me"

The Quebec Society for Autistic Children is proud to be hosting the Canadian Society for Autistic Children 5th National Conference on Autism, entitled "Look at Me", 3 Dimensions of Autism: Parent, Child, Professional, at the Hotel Méridien, Montreal, May 28-30, 1980.

Delegates from across Canada and the United States will include parents of autistic children and professionals working with them, as well as representatives from the many disciplines concerned with language-delayed and developmentally-disabled children and adults.

Highlights of the conference: a keynote presentation, *Twenty-five years along the research trail: from psychoanalysis to laboratory analysis* by Dr. Edward Ritvo, prestigious author and professor, Division of Mental Retardation and Child Psychiatry, UCLA School of Medicine; a special two-day course entitled *Autism: a guided introduction* for parents, students, teachers, hospital clinicians, etc., led by E. G. Blackstock, PhD, Asst. Professor, Psychology, York University, C. D. Webster, PhD, and M. M. Konstantareas, PhD, both of the Clarke Institute of Psychiatry, Toronto; and numerous lectures and workshops with experts William Condon, PhD, Assoc. Prof. Psychiatry, Boston University School of Medicine, Dr. Tony Lainé, Psychiatrist, Centre Barthélemy-Durand, France, Dr. Maria G. Paluszny, Prof. Psychiatry, University of Michigan, and many others of international repute in the research and treatment of autism.

Simultaneous translation will be offered for many of the presentations, and day care for autistic children is available.

For more information, or to request the preliminary program, phone (514) 861-2109, SQEA-QSAC National Conference 1980, 180 Dorchester Boul. E., B-300, Montreal.

# AGM Section

PAGES 7-10

## RESOLUTION 80/1

### Costs of busing students transferred from closed schools

Because of declining enrolment and the cost of maintaining older schools, many schools have been closed or are presently under study for possible closure.

When a school is closed, the cost of busing the students to other schools is borne by the Ministry of Transport, not the school board or the Ministry of Education, so there may a fi-

nancial incentive for school boards to close schools for economic rather than strictly pedagogical reasons.

The cost of education and transportation comes from the public purse and will ultimately be paid by the taxpayer.

*Be it resolved*

that school boards be required to prepare a forecast of the transportation costs gener-

ated by the closing of a school, and that such forecasts be submitted in the consultative process.

*Be it further resolved*

that when forecast transportation costs approximate or exceed the cost of maintaining the school in question its closing be deemed inexpedient, provided that a viable pedagogical program can be maintained.

## RESOLUTION 80/2

### Mandatory school bus driver training under adult education act

Parents throughout the province of Quebec are becoming more concerned about school bus safety regulations and adequate driver training.

The law now requires the driver of a school bus to demonstrate only his/her ability to handle the vehicle he/she is driving.

Smaller school boards may be hampered by budget restrictions in conducting their own training program.

The Department of Transport has developed a complete and comprehensive school bus driver training course.

*Be it resolved*

that the Ministry of Educa-

tion include in its adult education courses the Department of Transport's school bus driver training course.

*Be it further resolved*

that accreditation of this course be mandatory for all school bus drivers within a reasonable amount of time.

## RESOLUTION 80/3

### Educational materials for safety programmes in english

There are approximately 189,148 children being legally educated in the English language in the province of Quebec.

There exists excellent material expressly produced for classroom use by the Ministry of Transport for children of all ages in the French language.

Chapter 4, Section 122 of Bill 101 directs the civil administration to use French-only signs *except for reasons of public health or safety.*

The Ministry of Education provides educational materials for its pedagogical programs in sufficient quantities in the English language.

*Be it resolved:*

that the Minister of Education request that all materials provided by the Ministry of Transport for its classroom safety programs be provided in sufficient quantities in the English language.

## RESOLUTION 80/4

### The future of english language education in Quebec

The strength of the English language and our cultural heritage is nurtured within our educational institutions.

We are living in Canada, where English is one of the two official languages, and in North America, where it is the predominant language.

Restrictive government legislation, such as Bill 101 in Quebec, has severely limited students' entry into our English language schools.

The proliferation of the *classe*

*d'accueil* programs presently offered by the Ministry of Education in our English language school system seriously threatens the viability of English language education and culture in this province.

These *classe d'accueil* programs seriously affect the continuance of the English language community school.

There has been an increase in the number of programs being offered in the French language throughout the elementary and

secondary English language schools.

Costs for all second language teaching programs must be borne out of existing budgets set aside for English language education.

*Be it resolved:*

that our Protestant school boards in Quebec be charged with responsibility for the promotion and preservation of our English language educational system.

## RESOLUTION 80/5

### Accountability for the use of federal grants for minority language education

Agreements are presently being renegotiated under the Federal-Provincial Fiscal Arrangements Act supporting the teaching of second languages during the period 1979-84.

Under the previous agreements accountability regarding the distribution of these funds by provincial departments of education to the school boards has not been required.

The provinces resist providing an accounting of funds received and the manner of their distribution for the purpose designated under these federal grants.

Taxpayers are entitled to an awareness that their contribution to federal funds be allocated in such manner that the intent of the program is fulfilled.

The sum in question amounts to \$852,000,000 over the five-year term of the agreement.

In order to claim their share, each province must supply evi-

dence to support such claim.

Having supplied such evidence the provinces should be in a position to readily distribute funds received equitably to their school boards and provide the federal government with an audited report.

The placing of these monies received for the purpose of minority language education into provincial general revenues could be termed misappropriation.

The federal government should be ever watchful as to the proper expenditure of taxpayers' monies.

*Be it resolved:*

that Quebec Federation of Home & School Associations request the federal government to require accountability from the provinces as to the distribution of federal grants for the purpose of minority language education as a condition for the release of public funds.

## RESOLUTION 80/6

### Gifted and talented children

Neither the Green Paper nor the Plan d'Action have made any provision for gifted and talented children.

The percentage of gifted and talented children in our schools warrants that they should be entitled to be educated to their full potential.

*Be it resolved:*

that the Minister of Education officially acknowledge the existence of gifted and talented children in the school system and thereby encourage school boards and faculties of education to offer enrichment programs and teacher training programs by providing the funds

and resources necessary for the implementation of such programs and training.

*Be it further resolved:*

that the Minister of Education provide facilities to ensure the identification of the intellectually and creatively gifted and set up education programs to develop these students to their full potential.

*Be it also further resolved:*

that the Minister of Education restudy the possibility of offering a five-year primary course aimed particularly at the intellectually gifted but open to all students.

## RESOLUTION 80/7

### High school leaving examinations

High school matriculation is a prerequisite for the CEGEPs in the province of Quebec or the equivalent institutions outside Quebec.

The failure of the Ministry of Education to supply matriculation examination results by the admission date of post-secondary institutions forces them to adopt other criteria for admission.

A student who is rejected on the basis of other criteria and subsequently is found to have passed the matriculation requirements has no recourse to recover either the lost academic

time or from the psychological damage.

It is unjust that defenseless students incur the risk and pay the cost of the Ministry's deficiencies.

*Be it resolved:*

that either the Ministry of Education implement an information retrieval system whereby grades required by CEGEP admission offices in Quebec, or their equivalent outside Quebec, can be determined before admission date or, when release of matriculation examination results is delayed, all matriculants be declared to be automatically admitted to CEGEP.

# Business procedure for Annual Meeting

1. The Annual General Meeting is conducted in accordance with the revised Constitution, By-Laws and Standing Rules. In the case of any procedural dispute reference shall be made to Robert's Rules of Order, Revised.
2. Each official representative of each maintaining member association shall have one vote on any question which comes before the meeting, except for associations more than 150 miles from Montreal. Such associations will still be entitled to three votes, expressed either as an identical or a divided vote. Application for such privilege is to be presented in writing to the Executive Secretary prior to the consideration of resolutions at the time scheduled on the agenda.
3. All voting delegates are expected to attend all sessions of the Annual Meeting and are requested to be on time.
4. The quorum for transaction of business at the Annual Meeting shall be twenty-five (25) percent of maintaining member associations in good standing, represented by their official representatives or accredited alternates.
5. Voting shall be by ballot or show of hands. All questions shall be decided by a majority of those present and entitled to vote, except those which require a two-thirds (2/3) majority, the president having a deciding vote in case of a tie. To make checking off easier, the votes of each association shall be handed in by the official delegates of each association individually but at the same time. Counting of the votes is to be done by participants who have no right to vote.  
  
Maintaining member associations may give to their official voting delegates power to use their discretion on any matter which comes before the Annual Meeting or may instruct them to vote on the circulated constitutional changes or resolutions to reflect the opinions of the local association.
6. A delegate wishing to speak from the floor shall: 1) use the microphone; 2) address the chair; 3) give name in full and name of the association represented. A delegate may not speak for more than two minutes on any question under discussion, nor more than twice on the same question.
7. Any motions from the floor must be presented in writing to the Chairman.
8. Amendments to the Constitution and By-Laws require a two-thirds (2/3) vote of the delegates present and entitled to vote, provided that due notice of the proposed amendments have been mailed to all maintaining member associations at least ten weeks prior to the meeting. Procedure for proposed constitution amendments to follow the same procedure as established for resolutions, thus no amendments to proposed amendments may be made from the floor when they are being considered at the Annual Meeting (see Article XI).
9. Resolutions to the Annual Meeting must have been received and circulated to the maintaining member associations eight weeks prior to the Annual Meeting and any amendments two weeks prior to the AGM. Resolutions received after the date specified above will be presented as emergency resolutions after consideration by the chairman of the meeting and the Resolutions Committee. Delegates presenting resolutions are reminded that they must be present at the time designated on the agenda for the presentation of their resolution. The submitting party may speak to the resolution or amendment thereto for not more than FIVE minutes. **NO AMENDMENTS TO RESOLUTIONS MAY BE MADE FROM THE FLOOR;** they are either accepted or rejected.

## Standing for Election

**NOMINATIONS:**

### BEVERLY SMITH Recording Secretary

is the mother of two children, both of whom attend Riverview Elementary School. Beverly served as vice-president at Bronx Park Home & School for one year and as president for four years. She has served Quebec Federation as area representative from LaSalle since 1979. She is chairman of the

Transportation Committee as well as a member of the 1980 AGM Program Committee and chairman of the Hospitality Committee, 1980 AGM.

### MARION DAIGLE Executive Vice-President

is the mother of two children, both of whom attend Edgewater Elementary School. Her profession is teacher. Marion is

presently completing a one-year term as recording secretary for Quebec Federation, as well as serving as president of Edgewater Home & School Association. In 1978-79 she served as president of Vivian Graham Home & School. Marion has also served as school committee chairman of Bronx Park School, secretary of the Vivian Graham school committee and as a member of the Edgewater school committee.

### Nominated for Vice-Presidents

#### C. OWEN BUCKINGHAM

has one child attending John Rennie High School and one who has completed secondary education. Owen was educated in Montreal at Sir George Williams (B.A.) and McGill (M.A. in school administration). He is presently the principal of Seigniory Elementary School. Owen has served on the Home & School executives of Cedar Park, John Rennie, Northview and Seigniory and has always become actively involved with the local association at his school. A strong supporter of Home & School on the local and provincial level, Owen has attended the AGMs both as a voting member and as a panelist. Currently chairman, Education Policies Advisory Committee of Quebec Federation, as well as serving on the Program Committee for the 1980 AGM.

#### DOROTHY CHANT

is the mother of two children, one midway through university and one who has completed education. Dode is a businesswoman and runs a construction company. She is presently serving Quebec Federation as editor of the News and is just completing a two-year term as vice-president. She is a past membership chairman and president of Macdonald High Home & School and was also membership chairman for Quebec Federation in 1973-75, vice-president 1975-76, executive vice-president 1977-78.

#### ANNE MacWHIRTER

is the mother of four children and has two foster children. Her family attends Bonaventure, Hopetown and Port Daniel schools in the Gaspé. Anne was born in Perth, Ontario and attended high school there. She took her teacher's training at Macdonald Teachers' College, continued with her education while teaching school at Port Daniel and New Carlisle, and obtained her Bachelor of Education in 1978. She is now a reading specialist at New Carlisle High School. She has been active in Home & School for a number of years, serving as corresponding secretary at New Carlisle H&S, president of Port Daniel and is now president of the New Carlisle Home & School. She has served on Quebec Federation's board of directors for the past two years as the area representative from the Gaspé and has given several workshops at our conferences on the joy of reading. Community interests include IODE and Women's Work Church.

#### BARBARA MILNE-SMITH

Barbara is the mother of four children, one in CEGEP, one in

## 4 positions up for grabs

#### NORAH RAMSEY

is the mother of three children, one of whom is attending Courtland Park Elementary School. Norah is a nurse by profession. She has served as program chairman for two years at Courtland Park and for the past two as president. She is a member of the 1980 AGM Program Committee. Her other interests include the executive of the Women's Canadian Club, executive of the Women Associates of McGill and, when her children were younger, she served as program chairman for cooperative nurseries at Dorval and Briarwood.

#### JIM THOMERSON

is the father of four children, one at Briarwood Elementary, one at Beaconsfield High, one at university and one who has completed education. Jim is a businessman and is presently manager of a chemical company located in Pointe Claire. He has served on Quebec Federation's board of directors for the past three years as area representative for Lakeshore IV as well as being AGM Program Committee chairman in 1978 and 79. He also served on the Program Committee for this year's AGM. Jim has also served as president of a PTA in Wilmington, Delaware.

#### MARGO PURVIS

is the mother of two children attending Christmas Park Elementary School. Margo was educated in Ontario and took technical training at the Ottawa Civic Hospital. She has been involved in Home & School for the past four years, the latter two as president of Christmas Park H&S, besides working as a volunteer in the school library and serving as area captain for the Block Parents Committee. Prior to her involvement in elementary school, Margo was involved in pre-school cooperative nurseries.

## 1979-80 CONVENTION COMMITTEE CHAIRMEN

General Arrangements	Dorothy Chant
Finances	George Maroulis
Registration	Fay Richardson
Hospitality	Bev Smith
Displays	Claire Lough
	Margaret Mulkins
Welcoming Committee	Jim Thomerson
Publicity	Sandra Keightley
Resolutions	Al Locke
	Barbara Milne-Smith
Nominations	Alex Morris
Awards	Cal Potter
	Alex Morris
Program Coordinator	Alex Morris
Program Committee	Owen Buckingham
	Joan Kepron
	Aldis Lee
	Norah Ramsey
	Bev Smith
	Jim Thomerson
	Rod Wiener
Artwork	Bud Smith
Kits	Joan Locke
Program book layout	Gordon Perry
Audiovisual	
Photography	
Preview book	Ruth Pidduck
Program book ads	



## FRIDAY, MAY 2, 1980

7:30 - 8:30 a.m.	<b>BREAKFAST</b>	Main Conference Room		3:25 - 3:50 p.m.	<b>COFFEE BREAK</b>		
8:30 - 9:00 a.m.	<b>REGISTRATION</b>	Fish Bowl, Hingston Hall		3:50 - 5:15 p.m.	<b>CONCURRENT WORKSHOPS</b>	<b>5) SAFETY PROGRAMS</b> Mr. Yves Mondoux, Executive Director of the Quebec Safety League, will explain the various safety programs available in schools, as well as discuss all aspects of school bus safety.	
9:00 a.m. - 12:30 p.m.	<b>ANNUAL BUSINESS MEETING</b>	Main Conference Room (If the business meeting is not completed at this time, it will have to be continued Friday evening at 10:00 p.m.)				<b>6) SPACE AGE EDUCATION</b> Will a computer educate YOUR child?	
12:30 - 2:00 p.m.	<b>LUNCH</b>	A light sandwich lunch will be served in the Main Conference Room or delegates may eat in the student services cafeteria.				<b>7) PROVINCIAL EXAMS</b> A presentation and panel discussion of high school examinations. What types are used, how marks are calculated and why they vary as they do. Mr. G. Humair, Coordinator, high school leaving exams, PSBGM Mr. Robert Ray, Vice-Principal, Malcolm Campbell High School	
2:00 - 3:25 p.m.	<b>CONCURRENT WORKSHOPS</b>	<b>1) FAMILY LIFE EDUCATION AT HOME AND IN SCHOOL —</b> Mrs. Margaret Capes, human awareness consultant with the PSBGM and Mrs. Connie Middleton-Hope, Deputy Director General for the School Council of the Island of Montreal, will lead a discussion with parents on how to reinforce sex education in the home and school as well as discuss moral education.		5:15 - 6:15 p.m.	<b>HAPPY HOUR</b>	Faculty Club	
		<b>2) THE PUBLIC SCHOOL DILEMMA — ACADEMIC INSTITUTION OR SURROGATE PARENT</b> Public elementary and high schools are continually faced with the dilemma of what they are. Is their role to instruct children in academic and manual skills, or is it to be a compassionate and long-suffering parent trying to change the attitudes of many socially maladjusted children? Mr. C. Ford, Principal of LaSalle High School Mr. W. D. Stafford, Principal of Woodland Elementary School		6:30 - 8:00 p.m.	<b>DINNER</b>	Main Conference Room. Speaker: Reginald Groome Mr. Groome is Chairman of the Board and President of Hilton Canada Limited, as well as being Past-President of the Montreal Board of Trade.	
		<b>3) WATER — FRIEND OR FOE?</b> A subject such as drowning may sound rather morbid, but our speaker, Dr. Gary Johnson, known throughout Canada as a leading expert on the subject, will tell us what actually happens from a medical point of view. Dr. Johnson will also touch on other aspects of water injuries and, judging from the response he has received in other parts of the country from his talks, this should be the highlight of our workshops.		8:15 - 9:45 p.m.	<b>PLENARY SESSION</b>	Topics to be covered: Classe d'accueil Plan d'Action Creative Arts Second Language Arts	
		<b>4) CULTS II</b> Professor Frederick Bird of Concordia will conduct a workshop on cults similar to the extremely popular one held at last year's AGM.		10:00 p.m. - midnight	<b>HAPPY HOUR</b>	Faculty Club (or continuation of business session if required)	There will also be available in the Fish Bowl a continuous showing of the CTV television program <b>The National Driving Test</b> which was shown on December 4, 1979 and was watched by almost three million viewers.

## SATURDAY, MAY 3, 1980

8:00 - 9:30 a.m.	<b>BREAKFAST</b>	Main Conference Room					
9:30 - 10:00 a.m.	<b>REGISTRATION</b>	Fish Bowl, Hingston Hall				bus for two or three hours a day? Bus drivers look after our children and supervise them as much as and more than some teachers. A learned psychologist, Dr. Henry Feenstra, will tell us what stresses are placed on the children, what we should be doing other than safety, and courses that are now in operation to train bus drivers in child management. A very interesting speaker from far-off Markdale, Ontario, and a very timely subject.	
10:00 a.m. - 12 noon	<b>CONCURRENT WORKSHOPS</b>	<b>9) PITFALLS OF YOUTH — ADDICTIONS</b> Jim Anderson of the Police Technology Department at John Abbott will show a film on some of the services available to youths, while Dr. Alan Mann, Chief of Psychiatry, Montreal General Hospital, will discuss the psychological aspects of drug abuse, shoplifting, smoking and anti-social behavior in teenagers.				<b>13) PROGRAMS FOR THE HANDICAPPED</b> What effect does mainstreaming handicapped children into the public school system have on the curriculum, on the other students, on the handicapped students themselves? Reverse mainstreaming—does it work? Resource people from the Mackay Center for Deaf and Crippled Children.	
		<b>10) CRISES IN FAMILIES — HOW FAMILIES COPE</b> Rev. Bryan Pearce, Certified Pastoral Counsellor (C.A.P.E.) and staff member of the Diocesan Counselling Center, will discuss major crises in family life and how they affect school-age children—divorce, separation, etc.		12:30 - 2:15 p.m.	<b>AWARDS PRESENTATION LUNCHEON</b>	Speaker: Dr. Stanley Frost, Dean of Graduate Studies, McGill University.	
		<b>11) DROP-OUTS — A MORE POSITIVE APPROACH</b> This will be a panel discussion of alternative educational possibilities and/or on-the-job training for the high school drop-out.		2:15 - 5:00 p.m.	<b>BOARD OF DIRECTORS MEETING</b>	(It is hoped that as many Home & School presidents as possible will stay and attend the board meeting.)	
		<b>12) PSYCHOLOGICAL EFFECTS OF BUSING</b> We concern ourselves with the safety aspects of busing, but what about the other effects? What psychological factors come into play when children sit on a					

## VOTING DELEGATES — A.G.M.

The following schools submitted their membership lists before March 1, 1980, in accordance with the constitution, and are entitled to send the number of voting delegates indicated below to the annual general meeting.

Algonquin . . . . . 3	Aylmer . . . . . 3	Edinburgh . . . . . 5	Lindsay Place High . . . . . 3	Seignior . . . . . 5
Allancroft . . . . . 4	Baie Comeau . . . . . 3	Elizabeth Ballantyne . . . . . 3	MacDonald High . . . . . 6	Shigawake-Port Daniel . . . . . 3
Asbestos-Danville . . . . . 3	Beacon Hill . . . . . 4	Gardenvue . . . . . 4	Princess Elizabeth . . . . . 3	Somerled . . . . . 4
Shipton . . . . . 3	Beaconsfield High . . . . . 4	Glencoe . . . . . 3	Malcolm Campbell High . . . . . 3	South Hull . . . . . 3
Ayer's Cliff . . . . . 3	Briarwood . . . . . 3	Greendale . . . . . 3	Mary Gardner . . . . . 3	Spring Garden . . . . . 3
	Carlyle . . . . . 3	Hampstead . . . . . 3	Matapedia . . . . . 3	Summerlea . . . . . 3
	Cedar Park . . . . . 3	Herbert Purcell . . . . . 3	Meadowbrook . . . . . 4	Sunnydale . . . . . 5
	Champlain . . . . . 3	Holland . . . . . 3	Mtl. West High & Elem. . . . . 3	Thetford Mines . . . . . 3
	Chelsea . . . . . 3	Howick . . . . . 3	Morison . . . . . 3	Valleyfield-Gault . . . . . 3
	Christmas Park . . . . . 4	Hudson . . . . . 3	Mt. Royal High . . . . . 4	Valois Park . . . . . 4
	Courtland Park . . . . . 4	Hull . . . . . 3	New Carlisle . . . . . 3	Vivian Graham . . . . . 3
	Dorset . . . . . 3	John Rennie High . . . . . 4	Northmount High . . . . . 3	Wagar High . . . . . 6
	Dorval Gardens . . . . . 3	Julius Richardson . . . . . 3	Northview . . . . . 3	Waterloo . . . . . 3
	Dorval High . . . . . 3	Lachine High . . . . . 4	Oakridge . . . . . 3	Westminster . . . . . 6
	Dunrae Gardens . . . . . 4	Lachine Rapids . . . . . 3	Roxboro . . . . . 3	Willingdon . . . . . 3
	Eardley . . . . . 3	Lakeside Heights . . . . . 3	Russell . . . . . 3	Willowdale . . . . . 4
	Edgewater . . . . . 3	LaSalle High . . . . . 3	Ste-Foy . . . . . 3	Windermere . . . . . 4

**RESOLUTION 80/9**

# Training of school personnel in cardio-pulmonary resuscitation

There is widespread evidence that prompt application of cardiopulmonary resuscitation by trained personnel can save many victims of choking, asphyxiation, drowning, drug overdose, electrocution and heart attacks.

Such training is readily available at reasonable cost and can be easily mastered by almost any layman.

There have been fatalities in Quebec schools in the past which could possibly have been prevented if a teacher or other staff member had been trained in cardiopulmonary resuscitation.

**Be it resolved:**

that QFHSA petition the Ministry of Education and/or the Ministry of Social Affairs to require that at least one member of the staff or support staff of every school be trained in cardiopulmonary resuscitation, and to approve the allocation of sufficient funds for such training.

**Be it further resolved:**

that each school board encourage every school employee to take such training, in particular lunchtime supervisors, and that every teacher union strongly encourage every individual teacher to do so also.

**RESOLUTION 80/8**

# Establishment of gambling casinos in the province

The provincial government has indicated the possibility of gambling casinos being established in the province of Quebec.

The past and present experiences of various governments have shown that the establishment of gambling casinos leads to a decline in the social, economic and moral climate of an area.

Studies show that theft, prostitution and loan sharking rise dramatically in areas where casinos have been established.

Gambling casinos have little or nothing of social value to

contribute to the welfare of a province.

The intention of the government, if carried out, would be to set a negative moral example for the youth of the province.

**Be it resolved:**

that as a responsible parent body Quebec Federation of Home & School Associations oppose the establishment of gambling casinos in the province of Quebec and urge the government to disallow attempts by any agencies or individuals to organize and set up such casinos.

**RESOLUTION 80/10**

# 10 year life limit

Resolutions passed by the annual general meeting express the policy of Quebec Federation of Home & School Associations.

The resolutions constituting the policy of Quebec Federation of Home & School Associations go back to the year 1947.

Many of these policies have

been superseded by events and customs.

**Be it resolved:**

that all resolutions be declared null and void on the tenth anniversary of their passage unless reaffirmed by the annual general meeting.

**CHSPTF UP-DATE:**

# Focus on the family for 1980

The 1980 midterm meeting of Canadian Home & School and Parent-Teacher Federation was held on January 25 and 26 at the Town Inn, Toronto. Representatives from all ten provincial Home & School associations attended. Reports from various committees were discussed and resolutions presented.

1980 has been declared the International Year of the Family and National's theme for 1980-81 is parental awareness. The program coordinator, Alex Morris, presented a summary as follows of suggestions how to encourage parents to become more aware of themselves, the community.

**PARENT AWARENESS COMMUNITY**

1. Community awareness symposium
  - a) what is the nature of this community—who lives here?
  - b) in what ways has the community changed over x years?
  - c) how have changes affected individuals?
  - d) what is your dream for this community?
  - e) how can this be achieved; i.e., what resources are needed?
2. Develop study guide for parent awareness of and involvement in the life of the community.
3. Provide materials, guides, resources, to help local associations develop an awareness of their identity and potential within the community.
4. Develop resource center for pamphlets, books, slides, films and tapes on community resources.
5. Prepare study kit and leadership kit for locals on the community.
6. Organize citizenship nights—invite municipal officers to explain the function of their office.
7. Hold field trips for parents to government offices and services.
8. Participate in local social service agencies, family planning clinic or other community service organizations.
9. Support local agencies in premarital training courses.
10. Crisis in the community: what are the possibilities, how to deal with it, what resources are needed.
11. Sponsor arts and crafts show depicting provincial and/or community resources.
12. Sponsor poetry and song-writing workshop and contest, theme of the community, for all age groups.

**SELF**

1. Engage in programs of self awareness (with professionals)
2. Sponsor courses in fathering, mothering, parenting.
3. Hold father's/mother's night in school—an introduction to and participation in the curriculum, teachers and/or principal to teach.
4. Program on individual nutrition.
5. Leisure time and the individual.
6. Enlist professionals for pre-retirement planning series.
7. Panel on the successful and creative use of l'sieure.
8. Changing sex roles.
9. Sponsor programs of cultural awareness through ethnic participation in history and events (omit cooking and dancing).

**FAMILY**

1. Speakers or panel on role of father or mother in the family.
2. Role awareness—the role of the child, parent, grandparent, in-laws in the family.
3. Initiate study groups on parenting.
4. Initiate or support participation in parent effectiveness training.
5. Forum on the generations: relating to the elderly, living with grandparents.
6. Promote series on human sexuality.
7. Program on addictions—drug, fitness, alcohol, work, TV, etc.
8. Study program on influences on the family.
9. Panel on the single parent family—its effect on children and other family members.
10. Study on the effects of the new morality on the family.
11. The empty nest syndrome: what is it, what does it do to a family, and how to cope.
12. Trauma in the family: separation of a member through death, divorce or desertion. Other crises.

**Become an involved parent**

**Join H & S**

**CHILDREN'S RIGHTS**

# Right to divorce their parents?

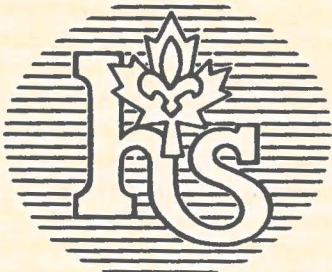
In Sweden, a commission set up to study children's rights is reporting to the government that children should be able to "divorce" their parents in certain circumstances.

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

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

Another recommendation of the commission will be that

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



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# DRUGS and THE LAW

RCMP Staff Sergeant Tom Brown informed the meeting that he was from London, Ontario and married with a sixteen-year-old son. He joined the force in Toronto and did his six-month recruit training in Ottawa. He then moved to British Columbia, where he worked in uniform, and from 1964-1971 he was with the Drug Section in Vancouver. In 1971 he transferred to Kamloops, and in 1973 to Ontario. From 1976-1978 he worked as a drug officer in Bangkok, Thailand and returned to Ontario in 1978. He is now a drug liaison officer in charge of the Heroin Unit, Toronto Drug Section.

Since the 1960s the drug problem has changed considerably. Until then heroin was the main drug. Vancouver was the drug capital and Toronto and Montreal were staging areas for shipments from Turkey through France to New York and the Canadian west coast. In 1965-66 the hippie sub-culture emerged from the States, bringing with it soft drugs, i.e. non-opiate drugs. Drug users and drug traffickers were two different groups. Over a two-year period heroin and hippies came together. Users of soft drugs found themselves using heroin six months to one year later.

Soft drugs were previously confined in major centres; however, they soon spread into the smaller communities, and heroin did the same. It is probably true to say that there is no area in Canada which does not have a drug problem of some sort.

Drug enforcement centers have opened in all areas of Canada to cover the situation which erupted in 1965-66. These centers constantly need increased manpower to operate more efficiently.

## Narcotics Control Act and the Food and Drug Act

These are both federal statutes which are passed by and administered by the federal government, which also bears the cost of prosecution. The prime responsibility of narcotic enforcement belongs to the RCMP; however, municipal and provincial police are encouraged to participate in the control and enforcement.

### Narcotics Control Act

A list of drugs which by law are defined as narcotic drugs is available. Most of these are primarily physically addictive, are legally obtainable on doctors' prescriptions and are used for medical purposes, except for heroin and cannabis. Heroin and cannabis are totally illegal and are not to be held by anyone except for certain people in the medical profession with specific permission from the Federal Department of Health and Welfare. In 1955 heroin was pronounced completely illegal in Canada and the U.S.A.; until that time it had been used by the medical profession.

Drugs that are opium-based include codeine and morphine. It takes 10 kilos of opium morphine base to make 1 kilo of heroin. The purity of heroin varies considerably. Asia No. 4 is 85-90% pure; Asia No. 3 has a purity of 30-40%. Heroin sold on the streets in Toronto is often 5-10% pure.

The most common narcotic drugs are: marijuana, hashish,

hashish oil, heroin, cocaine, methenocaine.

The amount of these drugs varies from area to area. Cocaine is in most areas; it has been in Vancouver since late 1960s, early 1970s, in Ontario since 1972-73, and is now extremely popular everywhere. Vancouver is still the main cocaine use area in Canada.

### Narcotics Control Act regulations

Regulatory laws aimed at the administration and the legal movement of narcotic drugs by pharmacists, drug manufacturing companies, doctors and hospitals are enforced by Bureaus of Dangerous Drugs. Inspectors from these bureaus ensure they comply with the regulations. If they uncover criminal violations of the regulations, the Bureau of Dangerous Drugs approaches the RCMP for assistance.

The RCMP monitors "double doctoring"—i.e., a person goes to more than one doctor within a thirty-day period, and does

The Narcotics Control Act provides its own power of search for a police officer.

A police officer may enter anywhere—except a dwelling place—without a search warrant to search for narcotics. He may enter and search a dwelling place with a search warrant, or with a writ of assistance (Exchequer Court of Canada). If time is available with a writ of assistance, a search warrant would also be obtained.

### Food and Drug Act

The Food and Drug Act is a federal statute. Parts 3 and 4 of the Food and Drug Act are the responsibility of the police.

Part 3 covers Schedule "G" drugs, i.e. controlled drugs such as barbiturates and amphetamines. It is not an offence to legally possess a controlled drug, but it is an offence to traffic or to possess for trafficking. The most common controlled drug is "speed", which is manufactured in clandestine laboratories, which do exist in

## National conference on drug and alcohol use and abuse . . .

Canadian Home & School and Parent-Teacher Federation, in co-operation with the Department of National Health and Welfare, sponsored a two-day conference on January 23 and 24, 1980, at the Town Inn Hotel in Toronto, immediately preceding the CHSPTF midterm meeting. The aims of this conference were:

1. To develop a greater awareness among the delegates of the nature and frequency of drug and alcohol use and abuse in Canada.
2. To sensitize delegates to the professional opinions of Canadian experts in the fields of drug and alcohol use and

abuse.

3. To expose delegates to the professional opinions of Canadian experts in the fields of drug and alcohol use and abuse.

4. To attempt to initiate a major awareness campaign through the thousands of Home & School members across Canada.

5. To develop future roles and programs concerning this topic for the executive and membership of CHSPTF.

6. To consider research and lay-volunteer programs concerning drug and alcohol use and abuse which could be developed at the provincial and local levels.

not tell the doctors of all prescriptions or narcotics he has obtained within the previous thirty days. If found guilty, the accused faces summary conviction. Double doctoring is more prevalent among street addicts when there is a shortage of heroin. The same applies to drug-store break-and-enters.

It is a fact that in communities where there is a high use of heroin there are also usually other crimes taking place. If a person was not involved in crime before he became a user, it is usually inevitable that he subsequently becomes involved in crime to support the habit he has acquired.

The advent of soft drugs created a difference in users. Soft drug users not previously involved in crime would progress to heroin and then to crime, whereas previously people involved in crime would progress to heroin. That is: Previously (a) crime, (b) heroin. Now (a) soft drugs, (b) heroin, (c) crime.

Partners influence each other as well. The male is an addict and the female may never have used heroin or have committed a crime, but because of romantic involvement, after trying to stop his addiction, she will eventually become an addict herself.

Canada. Trafficking in barbiturates increases when there is a shortage of heroin.

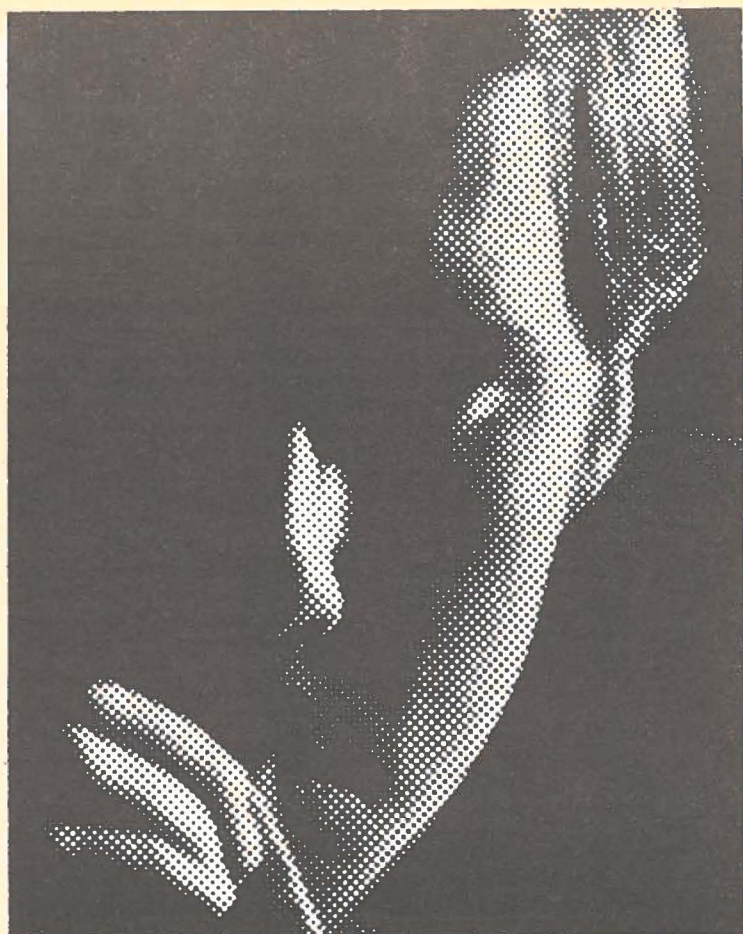
Part 4 covers Schedule "H" of the Act, i.e. restricted drugs; mindbender drugs, hallucinogenic/psychotropic drugs, of which the most common is LSD—especially among young users. Other drugs in this category are MDA, MDMA and STP. It is an offence to possess any of the restricted drugs.

### Food and Drug Act regulations

Regulatory laws aimed at the legal sources as under the Narcotics Control Act regulations, which control the legal outlets of these drugs. The RCMP assist the inspectors if criminal violations surface.

### Generalities

The Narcotics Control Act and the Food and Drug Act are administered by the Minister of Health and Welfare, and he has the power to change the acts without going through parliament. These changes usually occur as a result of statistics provided by the police on the drugs available on the street. The minister may move a drug from one schedule to another, as recently happened with Phentemecene when it became apparent, through monitoring, that this drug was becoming abused.



The police are responsible for the enforcement of the regulations. The Federal Justice Department has the responsibility for prosecution.

From an information point of view, Staff Sergeant Tom Brown said that he felt both acts have "good teeth". However, which is applied, and how hard it bites is not the police officer's job. The police have to collect and present evidence, and they have no power following a court case. The defendant is innocent until proven guilty, and the police do not have the power of the courts. If not satisfied, the Justice Department can appeal to the Provincial Appeal Court, and subsequently to the Appeal Court of Canada.

The RCMP Drug Division is not response-oriented, it is self-generated. Drug information, from an information point of view, is different from other police work. An officer cannot investigate a drug offence after it has occurred; a suspect must be apprehended in the commission of the offence, as some of the drug must be seized to be analyzed in order to prove to the court that it is indeed what the officer alleges it is. He must be one step ahead of the group he is investigating, or at least in step with them. Consequently, the investigation may run over three or four years to obtain sufficient evidence.

Using the Conspiracy Law enables the RCMP to reach high echelon people, the ones who reap the profits. However, there are many "buffers" between them and the street level.

Information priorities on a national basis are:

1. heroin
2. cocaine
3. chemical drugs
4. cannabis drugs.

These vary slightly from local area to local area.

In Toronto there are four separate units in the RCMP Drug Division:

1. Cannabis and cocaine
2. Clandestine laboratories
3. Heroin
4. Undercover operations.

Each unit is charged with enforcing the particular law which is its mandate. The units aim at national and international traffickers. The street level provides information, but from a manpower point of view the RCMP has to tackle the higher levels.

The RCMP job is a three-pronged spear:

1. Education—to try to dissuade people from becoming involved in the illicit use of drugs (only helps those not too deeply involved).
2. Medical—to try to remove them from the use of drugs.
3. Enforcement.

Staff Sergeant Tom Brown warned against the danger of making inaccurate statements about the medical and legal effects of drugs. Youngsters often know more about them than adults. "Getting busted" is maybe not the worst thing that could happen—maybe some of the medical effects are even worse.

In the final analysis the youngster makes the final decision on whether he or she uses drugs or not. It is their decision, and they are going to have to live with it. Parents cannot blame themselves if they educate their children to the best of their ability.

Drug information requires less public involvement than other police departments. The RCMP rely heavily on the help of informants; i.e. someone involved in the drug scene—himself a criminal. However, any information from the general non-criminal public is appreciated.

## Your questions have answers

Mr. Don Smyth, Administrative/Youth Programs Supervisor, Alcohol and Drug Concerns Inc., Don Mills, Ontario. Mr. Don Smyth was born in Peterborough, Ontario and is married with one child. He has a MA in Economics and a BEd. He is a former journalist and high school teacher, and is

now an administrator of Alcohol and Drug Concerns.

With the aid of a flip-chart, Mr. Don Smyth gave a presentation on the effects of drugs. He covered the following aspects: Trends in youth scene, prevention vs. treatment, some definitions, the ways of drug abuse, physical effects of drugs, social effects of drugs.

# EDUCATION: • It is only one aspect • in the prevention cycle

One of the first questions to ask is: what is drug use; what is drug abuse? Drug use includes the use of any chemical that can be used to change how a person feels or behaves. This includes legal drugs: coffee, aspirin, cola, alcohol, tobacco, and illegal drugs such as cannabis, heroin. There are also some drugs that are both legal and illegal depending upon their use such as amphetamines, barbiturates.

When does the use of any of these chemicals become abuse? It is abuse when a person uses the drug for other than its intended purpose—strictly for "kicks" or if the use of that drug is causing health or social problems for the individual or those around him/her. The use of alcohol in moderation at a social gathering is quite acceptable. However, abuse can arise if one uses that same chemical simply to get high or to drink until drunk. If one's health, social or business interactions suffer as a result of drinking then it is abuse. What can be done to see that drug use does not become drug abuse?

## Education is not the cure-all

These days education comes first to everyone's lips whenever a solution to a social problem is needed. Unfortunately, little thought is given beyond this alternative. Yet there are many kinds of education; also different types of education are best suited for different groups of people. What you wish to teach a 16-year-old drug user should be very different from what is taught a 7-year-old from a rural environment. All too often these differences are not taken into account and "education" is simply touted as the cure-all.

Education goes on in places other than school. This fact must be taken into account also whenever we are trying to develop methods of drug abuse prevention. Young people learn from television and other media; they learn from parents, siblings, peers; they learn from church and their own experience. All these must also be considered.

Another aspect of this question is: What leads to drug use and drug abuse? Why do some people use and not abuse? Why do some use and then abuse? To prevent use in some instances and to prevent use becoming abuse we must understand the answers to these and other questions and attempt to deal with these issues. Let us look at these different aspects of education and see what might be done.

To be most effective a preventive education program needs to be coordinated throughout a student's entire school career. This means starting in kindergarten and continuing for as long as the student is in school.

## Users have low self-concept

Some research that has been done with drug abusers point to a problem with a self-concept. The majority of drug abusers seen in treatment facilities have poor self-concepts. While it is still debatable which comes first—the poor self-concept or the drug abuse—there is something going on between them. At the youngest grades we can affect the self-concept of students. We can help them understand themselves, their feelings and how these affect their behavior.

We can teach young people how to cope better with their environment, learn how to in-

teract better with those around them. Teaching these kinds of skills could remove some of the potential motivations for future drug use.

There are programs for school settings to aid in these processes, e.g. *Hole in the Fence*, *Developing a Positive Self-Image*, *Values Clarification*, *Decisions are Possible*. Children early in their lives learn to recognize pills, alcohol, medicines, chemicals. Studies have shown that a majority of children can recognize an alcoholic drink by the time they are six years old. Many of these children also recognize the effects of alcohol. When I asked a group of Grade 1 children what the magic potion was that changes the way you feel (from a story in the book *Hole in the Fence*), they all said it was alcohol.

Another effect that chemical use can have on young people is not from their personal use, but use by the significant people around them. Some studies have shown that children from homes where alcohol is abused are emotionally and psychologically damaged. This in turn can lead to lowered academic achievement which leads to further problems and a vicious circle begins.

Schools can help such children by understanding the particular needs of these children—they can be helped to learn what is happening (especially that they are not to blame) and how to cope with their situation without becoming so involved that they cannot develop beyond it. Some of this borders on treatment rather than education; some children may need treatment or other help. The school could play a vital role in identifying and referring such children to sources of help.

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**Mrs. Margaret Sheppard, Senior Research Assistant, Addiction Research Foundation, Toronto, Ontario. Mrs. Sheppard is the mother of a 13-year-old daughter and has a BA in sociology and an MEd in adult education. She is a graduate of Hamilton Teachers' College and taught elementary school for 6 years and some secondary school for three years. Mrs. Sheppard is presently designing, evaluating and consulting re primary prevention programs with special emphasis on chemical use and abuse.**

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## Provide factual information

Factual information about drugs, while not the be-all and end-all, is essential for young people in making important decisions in their lives. Here the school can play its most important role. Teachers are trained to teach information and should be an excellent source for this part of the process of preventive education. Unfortunately, all the teaching skills in the world will not reach children who do not want to believe or think that teachers do not know enough about drugs to be believed. In many studies that have asked young people who they believe and trust as a source for drug information, teachers are far down the list. Special efforts must be made to increase the credibility of teachers as seen by the students. Students need to per-

ceive that teachers are knowledgeable about drugs and have access to information that the students need and want. Thus, the school can be a valuable link in the prevention of drug use and abuse, but it must not be expected to do it alone. Parents and the home are as much a part of this educational process as teachers and the school.

Parents, also, can provide factual information on drugs. There are many good publications that can inform parents about drugs, their characteristics and their effects. Parents can keep the mystery out of drugs by openly discussing

able to help young people watch critically what they see and not simply absorb everything automatically.

Our churches are also an excellent educating source, along with social groups and organizations. All can have input into helping a young person to learn, cope and make decisions.

Education of a formal nature cannot do it all. Today, most people have learned of the dangers of smoking cigarettes. Few would not be able to say that smoking causes lung cancer, contributes to heart disease, shortens life. Yet, many people continue to smoke. Some go to special groups—Smoke Enders,

seen as credible in the teaching of drugs, is it any wonder when they condone these behaviors?

Young people see personalities on television drinking after a key game or advertising a chemical. Again such modelling can have an effect counter to the education we are giving in other instances.

Parents and schools need to assess their own behavior around all chemicals and discuss it with the young people. If our behavior is not consistent with what we want our young people to do, then perhaps we should change how we behave.

## Time on their hands

One other area that I feel is important in this area of prevention of drug use and abuse is use of time. I hear many young people say they are bored, they have nothing to do. A psychiatrist on the radio recently said he felt that many young people do not have a sense of purpose. They feel that their lives are futile, there is nothing they can do with their lives—while this may be true for some people, there are areas that one can control. We can help young people develop a purpose and make them feel worthwhile. We can also help them use their time more wisely. I found, while working with a halfway house for alcoholics, that these men did not know how to use their time or how to find ways to use it. Too much inactivity or lack of activity of a worthwhile nature soon led to using time to drink and this led to having less time to use constructively.

We may feel that we should not organize our children's lives, yet there is a place for this. Most children will not voluntarily join clubs, teams, groups. Yet with encouragement from parents, teachers and other close adults they will participate in activities that can be worthwhile and which may help them use their time constructively. By encouraging our young people to participate in a variety of activities they will expand their horizons and perhaps find goals that they otherwise might not have found. They can also experience highs that are not chemically induced and leave good afterfeelings.

There are probably some young people for whom education, role models or alternative activities will not result in controlled drug use. Yet we should be able to help to a minimum the number of such young people by education about life and drugs that takes into account their needs, level of understanding and environment—an education that progresses along with them. As they are being educated formally at school, parents and groups can be educating informally through discussion and especially role modelling.

The impact of the mass media can be minimized by being aware of what is being said and critically discussing it with the children. Finally, we can expose young people to new experiences that are both fun and fulfilling. We can help them develop a sense of purpose and a feeling of being worthwhile.

All this will take cooperation with parents, teachers, church and group leaders, but the effort is worth it as you see the excitement of life mirrored on the faces of the young people around you.



them and being knowledgeable about what is happening in their community.

Further education that parents can undertake is in the area of coping skills and decision-making. As children progress in their learning at school in these areas, parents can add to and reinforce what is happening so that practical application can be made of what is being learned in theory.

## Mass media great influence

Young people report that they learn most and believe more of what they obtain from the mass media. Teachers and parents need to be aware of what it is that the children are learning from these sources. We need to comment critically on what is being said and done in the mass media; allow for discussion with our young people and clear up misconceptions that are being perpetrated. One place that one might start is with television programming. Watch a few of the top-rated television programs. Count the number of times alcohol, cigarettes or other drugs are used, referred to or used as background for the action. Discuss how real this is with your young people. From their own experience does everyone have a bar in their living room; do all business discussions include alcohol; does anyone ever refuse to drink at a party? It is possi-

etc.—to learn how to make decisions about not smoking—yet they continue to smoke. Preventive smoking education—education for those too young to have begun—has not been overwhelmingly successful either. Many young people begin to smoke every year, even though they can relate to you all the risks involved. Obviously there are more sources of influence than formal education can deal with.

## Set an example

Keys to control or prevention of drug use is also modelling, example and experience. When young people see those around them smoking, drinking or taking pills, they will be liable to imitate this behavior. Smokers come from smoking families, drinkers come from drinking families. Several studies have shown direct links between parental use of chemicals and their children's use of chemicals—even though the chemicals may be different. A child brought up to believe that there is a chemical way to deal with pain, whether physical or psychological, will be more likely to adopt such behavior in the future.

Schools teach the dangers of smoking and then set aside areas for student smoking. Here example and experience are counter to the educational process and if schools are not

# Here's a list of what everyone can do about drug abuse

## PROVINCIAL

1. That all provincial Home and School federations be encouraged to establish a provincial standing committee on drug education, to work in close liaison with the National Office.
2. That the provincial standing committees on drug education be encouraged to inform board members and local associations, as well as MLAs and the media, of the Canadian Home and School and Parent-Teacher Federation's policy on drug abuse and drug education.
3. That the provincial standing committees on drug education be encouraged to develop and disseminate information and awareness programs, including lists of resource materials and guidelines, to local associations and to conduct workshops for local leaders.
4. That provincial federations be urged to establish policy statements on drug abuse, and that these policy statements be made known to all their members.
5. That provincial standing committees on drug education work in conjunction with other provincial agencies, including the RCMP, provincial police force, legislators and social service agencies.
6. That the provincial standing committees on drug education review current provincial curriculum guidelines and services and, in cooperation with Departments and Ministries of Education, encourage the development and use of drug curricula in schools.
7. That the provincial standing committees on drug education examine and seek possible funding courses for provincial and local projects relating to drug abuse.

## LOCAL

1. That local Home and School Associations be encouraged to establish permanent drug education committees which would be responsible for developing drug education

- awareness programs.
2. That local drug education committees promote the inclusion of drug education in the curriculum of their school.
3. That local drug education committees ensure that the drug education curriculum used in their school meets the developmental and social needs of their students,
4. That the local drug education committees promote the use of peer education programs for students which would complement the curriculum and increase communication between students on this subject.
5. While encouraging parent effectiveness and self-help programs, the local drug education committees could inform parents, school authorities and students of the importance of "modelling" (i.e. example) with respect to drug and alcohol use.
6. That local drug education committees make available to parents and students materials, community resources, information programs, as well as be encouraged to conduct workshops, preferably including youth groups. These workshops should educate parents and students, and assist in developing alternate activities and diversion programs.
7. Other possibilities for action by local drug education committees include:
  - acting as a resource centre for information on drugs
  - availability of project funding
  - involvement of other community agencies
  - media coverage
  - lobbying for improvement in school counselling services where necessary
  - coordinating support systems for children and parents.

## NATIONAL

1. That the Drug Abuse Committee of the Canadian Home and School and Parent-Teacher Federation embark on a program to coordinate, collect and distribute materials and research on this subject for the membership and appropriate agencies.

2. That the Drug Abuse Committee, together with the Education Committee of the Canadian Home and School and Parent-Teacher Federation, promote educational programs for students relating to drug use and abuse.
3. That the Drug Abuse Committee of the Canadian Home and School and Parent-Teacher Federation develop public awareness programs on the problems, incidences and extent of drug abuse in Canada. These could include workshops, seminars and pamphlets in laymen's terms.
4. That the Drug Abuse Committee of the Canadian Home and School and Parent-Teacher Federation seek funding, and advise provincial federations and local associations of the availability and sources for funding relating to materials and programs.
5. That the Canadian Home and School and Parent-Teacher Federation continue to lobby and promote their position relating to the use of drugs in Canada, and that a letter under the president's signature, restating the Federation's policy, be sent to the three federal political party leaders immediately, and that copies of this letter be sent to the media across Canada as a press release.
6. That the Canadian Home and School and Parent-Teacher Federation adopt as a project **Drug Education—Parent and Student Awareness**, and that an information kit for Home and School leaders be prepared in cooperation with the provinces.
7. That the Canadian Home and School and Parent-Teacher Federation make representation to the media reminding them of the critical role they play in "modelling", and urge that they improve and modify some negative modelling influences they project with respect to drug and alcohol use in T.V. programs and reporting.
8. That the Drug Abuse Committee of the Canadian Home and School and Parent-Teacher Federation initiate a regular communiqué on drug abuse and drug education, for distribution to provincial federations and the board of directors.

### Historical from page 2

*History of Huntingdon (1888), p. 167.*

Certainly the English-speaking possess the right to be called the people of the land, not only in the Eastern Townships, the Ottawa Valley and the Gaspé, but also in Montreal. The urban area west and northwest of the fortifications around McGill and Craig Streets (Craig Street, whose name has recently been changed to St. Antoine) was almost entirely developed by the English-speaking merchant or trader, men such as McTavish, Birks, Molson, McGill.

At the time of Confederation, Ontario and Quebec (Canada West and Canada East) had since 1841 formed one unit, the Province of Canada, with a single legislature. On the Ontario side, only 2% were French-speaking; in Quebec (Canada East), there was a 24% English minority. At the time of union there were in Canada East 14 electoral districts and the city of Montreal with another three electoral districts with a non-French-speaking population in excess of 40%. The combined population of these was 24% of the inhabitants of Canada East. Moreover, over 80% of the inhabitants of these districts had been born in the Province of Canada in the Division of Canada East; therefore, the statutory protection they required in any constitutional change concerned the rights not of transients but of *native born Canadians*.

At the same time the growth of the relative numerical strength of the British-origin population in Canada West was

an increasing worry to the French Canadians who feared they would be significantly outnumbered in a few years if the union continued.

This anxiety was resolved at confederation by a split between predominantly French Quebec and overwhelmingly British Ontario. In this way the majority of French Canadians were assured of receiving an education in schools of their own language supported by taxes levied by a legislature in which representatives of their own group would hold control. This has been the greatest single factor acting to preserve the French language and fact in North America.

The other problem was how to protect the English-speaking minority in what would be a majority French province. The English made it clear through their leaders Alexander Galt and D'Arcy McGee that they would not agree to the transfer of power to a jurisdiction in which they would be a permanent minority unless their educational and representational rights were guaranteed by law; this is why the British North America Act contains Articles 133, 93 and 80.

At that time, of course, there was another option open. This was to recognize the economic sphere of Montreal and to create three, instead of two, divisions out of the Province of Canada. This, indeed, had been the original thought of John A. MacDonald—another division called Central Canada extending as far west as Kingston, going up the Ottawa River and east into the Eastern Town-

ships. But business interests in Canada East insisted on the need for the commercial metropolis of Montreal in the eastern section, and the division creating Ontario and Quebec was agreed to. But had the guarantees of Articles 133, 93 and 80 not been included in the British North America Act, the boundaries of the province would have been very different.

Article 133 made Quebec a bilingual province with English and French both official languages in the Quebec courts and legislature.

Article 93 transferred the pre-confederation rights of school boards and their trustees to the school boards of the two new provinces of Ontario and Quebec. In Canada East (Quebec), which had a dual religious (Protestant and Catholic) system of education, the rights of school boards were far more extensive than those in Canada West (Ontario) which had a single public school system. Article 93 also provided recourse to the federal government for disallowance, reference to the Supreme Court, or remedial legislation, if any of the pre-confederation rights of school boards were prejudicially changed by provincial legislation. Hence, the federal government was made a co-guarantor of educational rights; education was not completely a provincial jurisdiction.

Article 80 guaranteed twelve out of sixty seats in the Quebec Legislative Assembly to certain protected ridings (i.e., the boundaries were not to be changed) where the English-speaking were in substantial numbers.\*

\* Although the need which led to it still exists, Article 80 was allowed to lapse in 1962 because of a population shift toward Montreal. Today the non-French community whose public language is English numbers 19%, but they have virtually no representation in the Quebec National Assembly.

In 1875 the Ministry of Education was abolished in Quebec. Not until 1964 was another Quebec Ministry of Education formed. Instead, full control of Roman Catholic education was given to a Catholic committee composed half of Catholic bishops and half of Catholic laymen. Since Catholic education at that time was mainly church-oriented, emphasis was placed on the development of priests, doctors and notaries, and the study of reading, writing and religion. Not until 1943 was education made compulsory in Quebec; hence very few students went further than elementary school, and many were not highly qualified in the academic sense.

Protestant education was put under the charge of a Protestant committee, mainly business-oriented, commercially enterprising, who taxed themselves and their constituents to get good education for their children. They built, paid for, and developed their own educational system. Contrary to Parti Québécois and French nationalist propaganda, the minority educational system was not something which the French majority gave or permitted the

minority. It was a constitutional right!

Consequently, in any discussion of the economic position of the French and English-speaking communities in Quebec, two operative facts should be noted: (1) until recently the English-speaking were on the whole better educated; (2) in this comparison of the two financial positions, the wealth of the French Roman Catholic church is not usually included, although this is surely a significant and relevant factor.

Certainly some of the grievances of the French-speaking Quebecers have been legitimate. Although they have always held political power in Quebec, being the majority population, they have not had major economic power. Yet this has been because of their own social choices, and not the fault of big business and the 'maudits anglais'. The 'maudits anglais' started the banking system that spread across Canada, built the railways that joined Canada east and west and started a fine educational system culminating in McGill University—a university that is older than Canada itself.

That is why, when English-speaking people walk down a street in Quebec, they are not 'johnny-come-latelys'; they are not transients temporarily in Quebec. They have a historical and cultural right, not a privilege, to see English signs, as well as French signs, to read English place names, and to be able to speak, go to school, and work in English.

It is within this context that we should consider Bill 101.

## AYLMER-HULL CONFERENCE:

C. Owen Buckingham

## Plan d'Action is Ministry's "education by decree" offering

Some 60 parents, school commissioners and educators from the Aylmer-Hill area turned out at Aylmer Elementary School Wednesday, March 19 for an informal exchange with four members of Quebec Federation.

Attending on behalf of Federation were Alex Morris, past president QFHSA, who spoke on the role of Home & School, Sandra Keightley, co-chairman, publicity, Fay Richardson, membership chairman, who discussed various aspects of organization, publicity and membership, and Owen Buckingham, principal, Seignior School, Pointe Claire and QFHSA's Educational Advisory Committee chairman, who covered many of the concerns and aspects of the controversial Plan d'Action.

The following is an outline of some of the points he made and the feelings expressed by those attending this and other meetings he has addressed.

### CHAPTER 2: THE AIMS AND OBJECTIVES OF PUBLIC EDUCATION

The Ministry of Education will establish the general goals and specific objectives for education in Quebec schools. A fear was expressed by many concerning the rigidity of these specific objectives and the fact that specific objectives dictated by the ministry do not allow for flexibility to suit and fill the needs of individual areas.

### CHAPTER 3: THE EDUCATIONAL PROJECT OF THE SCHOOL

The establishment of a ways and means committee, now referred to as the orientation committee, concerns many parents in that we would now have three parental groups in our school: Home & School, school committee, orientation committee. The school committee and orientation committee must be established by law. Bill 71, assented to on 21 December 1979, makes the establishment of an orientation committee compulsory. Many parents worry that because of the fact that two parent groups must be established by law that the only voluntary group, Home & School, will die.

### CHAPTER 5: CHILDREN WITH DIFFICULTIES IN LEARNING AND ADAPTATION

The problem expressed concerning this chapter is that of implementation and intent. The plan reads that all children with difficulties in learning and adaptation will be placed in regular classes, commonly called mainstreaming. The physically handicapped and children with learning disabilities will be placed in their home schools and in regular classes. For many this is by far the best situation, provided the Ministry is willing to support financially and supply additional personnel to aid in the teaching of these children—no definite statement concerning this is made.

The other worry is that not all physically handicapped, and other students such as those who are emotionally disturbed, would be able to function in a regular class. What does the Ministry intend to do about these students?

### CHAPTER 7: THE CURRICULUM CHAPTER 8: MEASUREMENT AND EVALUATION CHAPTER 9: TEACHING MATERIALS

The Ministry will establish detailed courses of study for each level. They will revise all courses and give full and detailed courses to meet minimum standards and objectives set by the Ministry.

More courses will be compulsory. The elementary curriculum will be standard and uniform at each grade level in order to achieve basic minimum levels for all students. This removes individualization and ungraded teaching.

At the secondary level all courses at Secondary I, II and III will be compulsory. Specialization and option selection will be limited at Secondary IV and V. The Deputy Minister, in response to a parental question, admitted that students completing high school in Quebec would have no option of admission to universities in the Maritimes, Ontario or the U.S.; they would have to attend CEGEP.

Options presently being taught in Secondary IV and V level would be offered only at CEGEP. This would affect the CEGEP program, which may mean our students would be limited to university in Quebec after CEGEP.

Many parents expressed a fear that the compulsory course in Quebec history and geography as written and designed by the Ministry would be very narrow. The question was asked of the Associate Deputy Minister on a number of occasions: if the French community accepts the text of any course and the English community does not, what effect could the English community have in attempting to effect change? His answer was "very little, maybe nothing at all".

The Ministry in its plan condemns teachers in that the school boards did not control them enough in matters of curriculum and course content. The power that boards and teachers in cooperation with each other had to design curriculum and course content within broad government guidelines will be removed. The government will revise all courses and give full and detailed courses to meet minimum standards. Teachers will be trained to teach but not expected to have anything to do with what to teach. Only the government (Ministry) can decide what to teach.

One of the problems expressed by the Associate Deputy Minister was that the Ministry did not want to depend on French translations of English texts. Thus the Ministry, and only the Ministry, will make the decision on the content of a text and have it published in French. The English community will now have to depend on translated texts. The Ministry insists on a basic textbook for every course for every child. There will be no finances for any other material other than the material and texts recognized by the government. This again will have a limiting effect on teaching in the present English system.

The Ministry will produce tests to monitor the programs that it has designed at the end of Level 3 and Level 6 and Secondary V. The statement is made in the plan that these will be criteria reference questions. This only strengthens the point that all programs are designed at the Ministry level.

### CHAPTER 12: THE ORGANIZATION OF THE PRIMARY SCHOOL CHAPTER 13: THE ORGANIZATION OF THE SECONDARY SCHOOL

One of the major problem areas is that concerning time allotments for the various subjects at the elementary level. French is not assigned any specific time in grades 1, 2 or 3. An amount of two hours per week is the cushion allowed in the timetable at these levels in order to increase the allotted times for the various subjects. This could be used for French—this is less than most schools give presently. Any additional time for French would have to be stolen from other subject areas. This is allowed as long as it does not affect the other pro-

## "HINTS"

None of us are professional writers, reporters, editors or photographers (if you are, please contact us immediately; we can sure use you) so polished prose or professional quality photographs are not expected.

We would appreciate specific details of a specific local event (not "So-and-so local raised a lot of money for school activities", but "So-and-so local was successful in raising over \$2,000 for its kidney-screening project by means of a fun fair on October 13" or "Such-and-such school is sponsoring a series of workshops for members to discuss the implications of the Plan d'Action starting October 15. The first workshop will deal with...")

Specific is not the same as detailed. We obviously do not have the space to list all the details of any event—for example, we could list the speakers but not all the details of their speeches nor what they wore.

Personal items are generally not of interest to others outside the area, with a few exceptions. For example, we would not publish the names of your new executive but if, say, your new president were an expert in child development and anxious to share her knowledge with other groups, then obviously program chairmen from other locals would be delighted to hear of such a prize for their own program.

The more novel the program or fund-raising approach, the more interesting it would be to other locals looking for new ideas, but do not hesitate to send in descriptions of events you may have been running successfully for years, as other areas may never have heard of the idea.

Share your failures with us too, if you have any. Other locals would be interested in knowing, for example, that a similarly situated local had had very little success with an afternoon program because so many mothers now work.

Focus on the Locals is not an

grams and the students can still pass the Ministry-imposed and designed text to monitor these programs. The lack of vision on the part of the Ministry concerning French teaching creates a problem. At levels 4 to 6 only two hours a week is allotted, with no cushion to add to this amount. Again, the same problem occurs if time is stolen from other subjects.

At the secondary level these were main concerns of the parents:

- 1) Lack of options in Sec. I, II and III and the compulsory nature of the courses at these levels.
- 2) The reduction of options at Sec. IV and V.
- 3) The compulsory nature of the programs that, as the Associate Deputy Minister admitted, force Quebec Secondary V students into Quebec CEGEPs as the only path to a university education.

In summary, some of the major areas of concern that Federation should put forward to

the Ministry are:

- 1) Curriculum: we abhor the fact that the English community has little, if any, say in course content and design.
- 2) Mainstreaming: what is the actual policy? How is it to be supported, both financially and by support staff?
- 3) Do not the planned and designed programs and courses of study with their testing programs reduce the academic standards of the schools?
- 4) What will the result be with our graduates who may not be able, even after CEGEP, to attend any university other than one in Quebec?
- 5) If we are a French province why does the time allotment not take this into account and allow and encourage the teaching of French in English schools?

Within my above summary there are many other points that certainly are detrimental to the English schools which should be brought to the Ministry's attention.

Focus on the Locals reports no opinions. It is not an editorial column. The News welcomes the opinions of all, but please direct any letters or editorials to the editorial board.

A picture is worth a thousand words (although a fuzzy, unrecognizable one is worse than none). Pictures to accompany your news are always welcome, preferably black and white—they show up much better—and with clear accompanying captions. They should not be stiff, posed portraits but ideally should illustrate some unique feature of the event. Try to include children in the pictures if possible... they are our *raison d'être*, after all. Photographs should be mailed between two pieces of stiff cardboard to ensure against damage, and will be returned if requested. By the way, don't limit yourself to photos to illustrate your story; an original cartoon or sketch would be even more interesting in many cases.

Do not feel you have to send in something every month—if everyone did we would soon run out of space—but if you do have legitimate news to report each issue, don't hold back.

Finally, before you send in your story, follow the old rule. **Who, what, when, where and how?** Check your copy to see if you have included all these details. This is even more important when you first publicize your event.

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# FOCUS on the LOCALS

JOHN RENNIE

## Hire a student

Once again John Rennie is sponsoring a student employment agency whose goals are to assist motivated students in earning money, to aid the community by providing services at a reasonable cost and to provide a meaningful way for young people to spend their leisure hours. Community support is being sought, and while the community office acts as a matching agent it does not assume any responsibility for accidents, working conditions or salaries, which are negotiated between the student and the employer.

Volunteers are being sought as usual, particularly in the following areas: special education, library, repairing and recycling textbooks, tutoring students in oral and written French, assisting the media coordinator in running the audio-

visual center and acting as receptionist in the student services office. The school has set aside a volunteer center for the use of volunteers, with coffee and tea laid on.

A survey of parental interest in evening programs is being made to ascertain the topics which would be of interest. Some of the suggested topics are alcohol, drugs and the teenager, the MRI program, adolescence, sex education.

Students at John Rennie are currently collecting non-perishable foods for Ambval, the emergency youth center on the West Island, and donations are also being sought of bed linens, mattresses, a simple sewing machine, woodworking tools and materials and large tables suitable for an arts and crafts program.

CHRISTMAS PARK

## Open house for parents

With enrolment time set for the last two weeks of February, Christmas Park Elementary School in Beaconsfield scheduled a pair of open house events for parents.

The first was held Tuesday, February 19, from 1:15 to 3 p.m., while the second was two days later on Thursday, February 21. Visitors were welcomed from 9 to 11 a.m.

Parents of children who may be attending the school starting in September, or who are already at the school but moving on to new grades and programs in the fall, could obtain information on the school and its educational offerings from principal Ken Chisholm and his staff. There was an opportunity to visit the school classrooms to see the programs as they are of-

ferred to children.

More information may be obtained by contacting the school, 422 Beaconsfield Boulevard, at 695-0651.

NEW CARLISLE

## Ban smoking

The Home & School Association would like to thank all those whose efforts made it possible to now have a crossing guard on the street near the school.

At the January 16 H&S meeting, the school nurse presented a film on the effects of smoking and discussed the problem. All present were in favor of an attempt to ban smoking during hockey tournaments.

COURTLAND PARK

## An awards program with a difference

Courtland Park has recently inaugurated an awards program with a difference. Instead of academic achievement, punctuality, courtesy and initiative are being encouraged and recognized. Punctuality is defined as being on time for school in the morning, at recess and in the afternoon and in returning library books promptly when due. Courtesy involves considerate and polite behavior; rudeness and swearing are especially discouraged. Initiative is based on general attitude, homework, tidiness and, for grades 4 to 6, responsibility for gym clothes and recorders. Anyone having 80% in any category makes the honor list. Everyone who has made the list will receive a certificate at the end of the year. Everyone who has been on the list every month and/or is on the honor list in every category at the end will receive an award of a silver dollar.

This fall students from grades 2-6 participated in a Multiple Sclerosis Read-a-thon. Of 186 students initially enrolled, 102 students completed the program. Together they read 1,152.6 books and raised \$1,224 for medical research to bring multiple sclerosis under control. There was also an "I-Love-to-Read" poster contest and the winner was Kristen Gagnon of grade 5.

In May Courtland Park will be involved in an exchange program with School Union 98 in Mount Desert, Maine. The two schools from this area have only 20 students in all of grades kindergarten to 8, and of these 20 some 15 will be coming to Dorval where they will be hosted by students from Courtland Park and Dorval High. In return, Dorval students will visit Mount Desert from May 21-27. Those who go must be on the awards program honor list and host a student from Maine.

On February 27 the first 1980 general parent meeting was held on the topic "Positive aspects of learning a second language" and the speaker, Ailie Cleghorn, spoke on answers to questions raised by parents in her previous research on Courtland Park students.

CHAMPLAIN

## Noon is not just for eating

Although Champlain Home & School is small in number, they are actively raising funds by supplying refreshments for other H&S dances. To date \$150 has been raised to be used in a future puppet show and workshop for the children.

Students, parents and teachers of Champlain are equally enthusiastic about their very popular arts and crafts program held during noon-hour periods.

## We need your NEWS!

The Home & School News is your newspaper. We need news from your local to share with the rest of our thousands of readers across the province.

Please let us know what you are doing in your area or school. What programs are you sponsoring for your students or parents? What are your fund-raising plans for the year and what do you intend to do with the money raised? Other locals would appreciate reading of your interesting program ideas or of your successful methods of fund-raising.

To encourage the receipt of more news for the Focus on the Locals section of the News we will be sending out to all locals a form like the Hints shown opposite, with a reply section, well in advance of each issue of the paper. If you do not already have a publicity chairman, why not assign one at your next meeting to ensure that we will be kept informed of what is going on in your school?

Pictures to accompany the article are most welcome. If you wish, you may merely send along the details of the event and we will write it up in article form.

Every effort will be made to print all local news received, although occasional limitations of space may necessitate some abridgement or postponement.

Do let us hear from you regularly!

Dorothy Chant  
Editor

JULIUS RICHARDSON

## In the swim since January

The Home & School Association of Chateauguay's Julius Richardson School is not letting grass grow under its feet in spite of the recent teachers' strike. They are already organizing a lawn sale for the spring. Parents are to be asked to donate assorted bric-a-brac, antiques and just plain junk in order to raise funds for such school-activities as field trips.

The Home & School raised more than \$400 at its Christmas fair through the talents of Margaret Cotton, the chairman. A ceramic Christmas tree, a handsome plaque and two swag lamps were raffled off in conjunction with the fair, which enabled youngsters to buy Christmas gifts for parents and family at easy-to-afford prices.

Swimming lessons got off to an auspicious debut in January when all grades except kindergarten took off to the Pointe Claire pool to participate in a water safety program entitled "The Olympic Way", which was welcomed with wild enthusiasm by all participants. The ten-session course was made possible by a transportation grant from the Chateauguay Valley Regional School Board. Members of the Home & School association have been asked to monitor the classes on a rotating basis, and all parents have been asked to support the venture by backing up the class and pool instruction with constant reminders of water safety at home.

Drug information clinics are being organized for Julius Richardson parents to alert them of the signs and symptoms to look

out for in future years when their children are more exposed to the drug culture. Thankfully, the problem is nonexistent at Julius Richardson.

WESTPARK

## Kids heed safety crossing

A spring bazaar was planned for March 22, to include the sale of plants, baked goods, nearly new toys and bottles.

A book fair was held January 31 at which mostly second-hand books donated by parents were sold to the students.

The Safety Sub-committee is pleased to report that all the children are now using the stop sign at the crosswalk on Westpark instead of crossing in the middle of the block. The buddy system began officially on January 31.

It is hoped to organize joint groups of parents and students (particularly those in the upper grades) to discuss problems and concerns in the light of changing attitudes of children.

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## Barry Brown Trust Fund commends playground effort

An award of \$500 is being made to commend a project initiated by physical education specialist Tom Ropeleski, a teacher at Beaconsfield's Beacon Hill Elementary School of the Lakeshore School Board (LSB).

The award money will be used to defray costs incurred in the construction last summer of the school's adventure playground.

The trustees of the Levine Barrington Brown Trust Fund have made the commendation. This fund was established in the spring of 1975, following his death, to honor the memory of L. B. (Barry) Brown, an outstanding teacher and science consultant with the West Island school system.

A capital fund was set up that year following a local campaign for donations out of respect for Barry's many contributions to education and young people. Each year since then a bursary or award of up to \$500 has been made to commend a project developed by an LSB staff member which benefits children or fosters a learning experience.

This year's winner—Tom

Ropeleski—is the son of Joseph and Emily Ropeleski of Montreal and is himself a resident of Beaconsfield. He is a graduate of Loyola College (B.A. 1967) and McGill University (B.Ed. 1974), and has been a valued teacher with the Lakeshore School Board since September 1974.

"Neat-o!" and "Great!" are the typical reactions of children who have had their first romp at the Beacon Hill Elementary School adventure playground.

Consisting of eight imaginative structures, the playground officially opened at 6:30 p.m. on July 4, 1979 at the north Beaconsfield school. The site, once a tangled eyesore of bushes, brush and rocks, now has a parkland appearance with paths and islands of trees interspersed with play equipment.

But only a few weeks before the unveiling the playground was just a dream... and a series of wooden models on the desk of Beacon Hill physical education teacher Tom Ropeleski.

In the creation of the playground the City of Beaconsfield, the Lakeshore School Board, Beacon Hill Community



Adults (L to R): Tom Ropeleski, Ellen Wernecke, Doug Staniforth, LSB physical education consultant, Dr. Harold Smithman, director of instructional services, LSB, Dr. Bob Lavery, Keith Farquharson, director of elementary education, LSB, and the children of Beacon Hill School.

Association members, the Beacon Hill Home & School Association and private industry all contributed moral, physical and in some cases financial support to make this a truly joint venture.

For starters, the children of Beacon Hill School raised \$1,208 in a Home & School-sponsored spelling contest. The Beacon Hill Community Association donated \$1,000 and the Royal Bank Junior Olympic Program contributed another \$200.

Then the adult members of the community, the City of Beaconsfield and school board personnel rallied around to help work out some of the more intricate problems of construction, turning out on evenings and weekends to sand, drill and assemble the giant pieces. After

exams were over, local teenagers appeared days and evenings to work diligently with Ropeleski to construct something of lasting benefit to the younger set of the community.

The City of Beaconsfield's willingness to provide heavy equipment, manpower, sand and gravel quickly and when needed was a tremendous back-up for those working on the project.

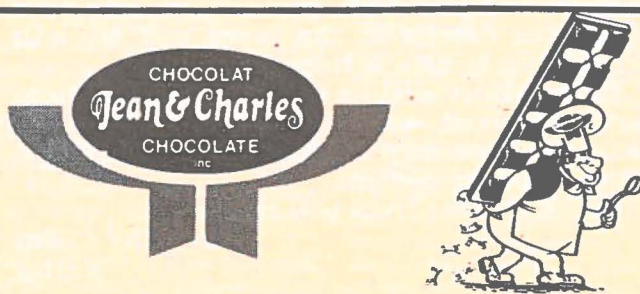
After some initial clearing of the land by the city, Bell Telephone moved in and did their thing. Certainly no one can install poles better or more quickly than Bell! In a few days the uprights were in and ready for a corps of dedicated volunteers to put in the hours of work necessary to complete the project.

Huge tires arrived from Hewitt Equipment, fiberglass

resin for manufacturing the rings from Tanzer, pipe-cutting and threading equipment from G. Horvath and Associates and transit from McGill University. Dickie Moore Rental helped out with some of the tools that were not available from basement workrooms. As each new shipment of materials arrived, a group of workers was found to tie knots in ropes, mold rings or drill tire swings and logs.

Claude Daccord offered his landscaping expertise and manpower from his company to put in the finishing touches to make the site a most attractive one.

The end results of this cooperative venture leave the residents of Beacon Hill and all contributors with something lasting and worthwhile to commemorate 1979, the International Year of the Child.



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HS FEB/MAR/80

### QAPSB CONFERENCE

## Expression and actions speak

The conference, March 13-15, started formally Friday morning with an excellent talk by Dr. Charles Galloway, Professor of Education at Ohio State University, on "Non-Verbal Communication". He said we say as much, if not more, with our actions and expressions as we do with our words. He said that when we speak we often send six to eight messages and the receiver will choose the one he wants, which is not always the right one.

The speaker at noon was Dr. Norman Henchey, Associate Dean of Education at McGill University, who was asked to answer the question "Do school boards have a future?". Although he does not think the boards as we know them have a future he did have many positive things to say and ended with a feeling of challenge for the future. He stated that the authority of the boards has been decreasing with the centralization of curricula and the decentralization of some decisions right to the school level, and this makes necessary a discussion of the role of the board.

Traditionally the English have looked to school boards for educational leadership. As boards diminish Dr. Henchey suggested there are three ways to go:

- to attempt to restore the authority of boards. He felt it was dangerous to assume this would be so.
- to change the focus of education away from boards, having parents involved at the school level on educational projects.
- to open up a new set of options more suited to the life of the future, have a larger organization that would group educa-

tion with recreation, athletics, social services. He agreed we would probably prefer the first, but thought we should consider looking into the others.

### WORKSHOPS Bill 71.

This turned out to be just a run-through of the provisions of the bill. This is the bill that authorizes orientation committees and education projects. The bill sounds fine on the surface but a closer look shows that it is strengthening the authority of our schools at the expense of further decreasing the authority of the boards. We must be sure we study the implications carefully.

### Education Project

This is stated in Bill 71 as "a procedure by which a school defines its specific objectives, drafts and carries out a plan of action and revises the plan periodically with the participation of the pupils, the parents, and the staff of the school and of the school board."

The idea is to discuss what they feel their priorities should be, decide on one they want to stress, and make up a plan of action to do so. Their decision could be that they would want to stress athletics for the students, or more homework, or decide to increase the MRI program, or a morals and ethics program, or increase the discipline of the school, or relax the discipline.

It is strongly suggested that only one project be worked on at any one time. Once a project has been set up it must be monitored to see that it is accomplished.

In the preliminary process there are a few compulsory questions to be answered. One of them is regarding the confessionality of the school. This is where we must be sure to continue to stress that our confessionality is Protestant, to be sure the MEQ gets no chance to say we don't want Protestant education, which is our only guarantee under the BNA Act, and therefore our only hope for holding onto our English education.

It seems that the proposed orientation committee would decide on the educational project. It was unclear who would do so if the school does not decide to have an orientation committee but it is understood the principal himself could consult the teachers and the parents to get an educational project going.

### Consultation—Parents' and School Committees.

This workshop explored the context of how boards relate to parents. It was agreed that parents have the right to determine and control their children's education.

One of the points in Bill 71 is that it increases parents' participation in the school. The elementary school principal on the panel commented that, as parents want the best for their children and the teachers want the best for their students, parents and teachers are partners in the process.

It was very heartening to hear the widespread appreciation of Home & School among both the panel and the audience. Home & School and school committees are complementary groups of parents both wanting to help their schools.