



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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1981 Conference Theme

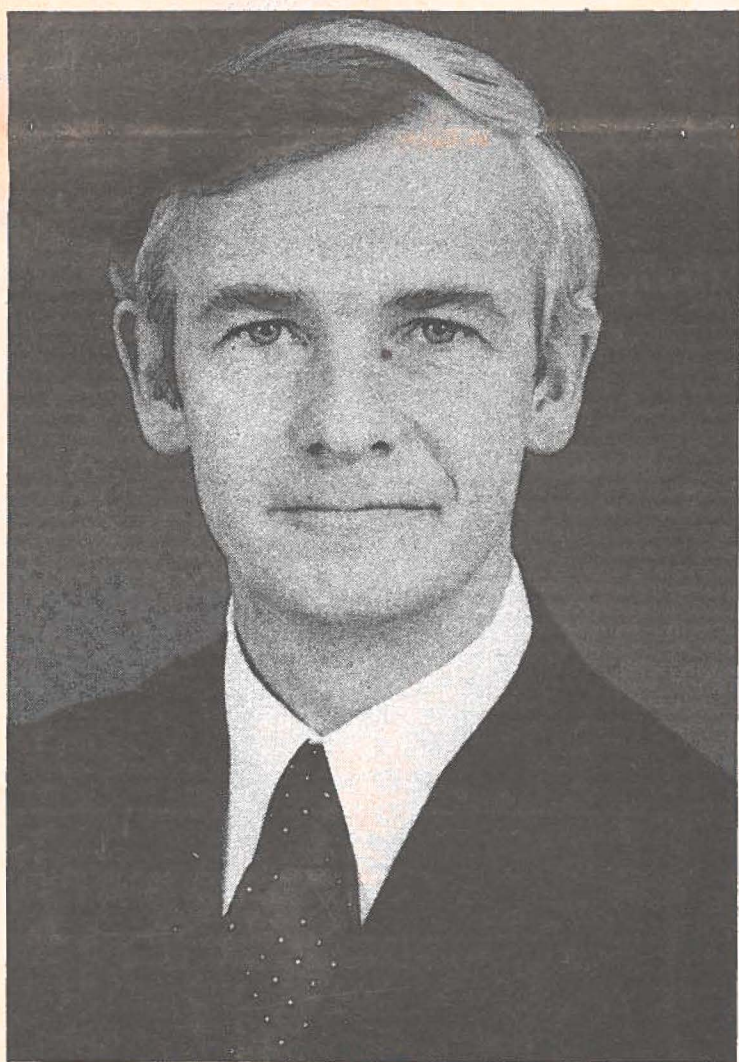
New Directions in Education

**Principal and Vice-Chancellor
of McGill University**

David Lloyd Johnston

- Guest Dinner Speaker

**37th Annual General Meeting,
May 8th, 1981**



The Quebec Federation of Home and School Associations looks forward with great anticipation to our dinner speaker, Principal and Vice-Chancellor David Johnston. Principal Johnston, a lawyer by profession, was born in Sudbury, Ontario, and educated at Sault Collegiate Institute, Harvard, Cambridge and Queen's University. As well as attaining exceptional high academic standings and numerous prestigious scholarships, Mr. Johnston found time for many extra curricular activities, including being a member of the All-

American Hockey Team in 1962 and '63. The father of five young daughters under 14 years, Principal Johnston and his vivacious wife Sharon share a busy and full family life. Since their move to Quebec last year, the Johnstons have quickly plunged themselves with great energy into the life of their church, French school, community sports and cultural activities. The A.G.M. Program Committee is delighted that Principal Johnston has chosen to speak at our Federation's annual dinner on Friday, May 8th, 1981.

This year's conference will try to examine some of the emerging trends and patterns in education in general and curriculum in particular. From the opening plenary session; over meals; during social times; the slide presentation on "Anglo-Quebec", to our two sets of concurrent workshops, delegates will have the opportunity to listen, discuss, meet socially, and share their ideas and concerns about the education of our children. Please examine our program. We hope you will want to plan to attend some, or all, of our 37th Annual General Meeting on May 8th and 9th, on Loyola Campus, Concordia University.

You've said it all!

The following is the text of a telegram sent today to Mr. Camille Laurin, Minister of Education by the Central Parent's Committee, P.S.B.G.M.

WHEREAS Law 71 clearly demands that parents be consulted on matters of education and specifically on school closings, and

WHEREAS the PSBGM has been required to develop and present a 5 year target network of schools to the Montreal Island School Council, and

WHEREAS the parents of the PSBGM students and their Board have for six months been actively cooperating in developing this network, and

WHEREAS the instructions received by the PSBGM last week from the MEQ regarding classe d'accueil necessitate major disruption of students and programs, and

WHEREAS the timing of these new instructions allow no time for further consultation with our parents, and

WHEREAS our Board and our parents have earnestly endeavored to establish a comprehensive network of French schools gradually without unduly disrupting whole communities.

THEREFORE be it resolved that the Minister of Education be asked to immediately grant a delay of at least one year on new parameters for the organization of classe d'accueil and French schools, and

BE IT FURTHER RESOLVED that this Committee protest the elimination of classe d'accueil for 4 year olds and the exclusion of anglophones and longer term residents of Quebec from future classes d'accueil.

UNANIMOUSLY RESOLVED, PSBGM Central Parents' Committee, March 4, 1981.

The Central Parents' Committee feels very strongly about the unnecessary upheaval caused in our community by the latest "instructions" received from the MEQ.

Due to the timing of these "instructions" there is no opportunity for par-

ent consultation.

If the MEQ is truly serious about parent involvement as defined in Law 71 then these instructions make a mockery of this law. The Central Parents' Committee feels it is a complete abuse of parents' rights.

Elizabeth Annesly
Chairman

Editorial comment

Work your dreams to reality

Sigmund Romberg's 'Stout-hearted Men' opens with the words, "You who have dreams, if you act they will come true; would you turn dreams to a fact, it's up to you." Most of us, as parents have a dream for our children of a world that was as good or better than the world of our own youth. Most, if not all, dream in nostalgic terms of an educational system unencumbered by bureaucratism, officious technocrats, educa-

tional action plans disseminated from on high and portrayed as the gospel of salvation from ignorance, government-imposed councils and committees, and a host of other things that a few years ago we would have scorned and laughed out of existence.

Dream on, friend. Like it or not, these are with us, produced mainly by legislation and maintained by a super bureaucracy. The only

way to deal with the educational structure that we now have is to learn how to use it to our advantage. The only way to learn how to use it is to learn about it.

Too many, indeed the vast majority of parents complain about the education their children are receiving, or they admonish the administrators of the system, or they deplore the content of the programs taught, all without knowledge of how the system works, who runs, it and without any idea of how to make the system work better and more effectively.

If we have a dream-school in mind, then as a concerned parent and citizen, we have the obligation to turn that dream-school into a fact by becoming personally involved in the education of our children, by keeping abreast of developments in education and how they affect our local school and school board.

A stagnant nation is one whose citizens have ceased to dream. Dream on, act on them, and they will come true. It's up to you.

Fight for your rights ... and pay for them too

When Bill 101 was passed in the Quebec National Assembly in August 1977, the community reacted in many different ways. Some applauded, many were indignant, few were indifferent. Since there was no cohesion amongst those who opposed the law — business, legal community, educators — all had their respective interests at heart, it became obvious that the only type of organization that could mount an effective opposition to this bill was one which met four criteria. It must, 1. be independent of government influence; 2. be representative of a wide cross section of the population of the whole province; 3. have the necessary organizational structure; 4. have a membership actively and directly affected by the law. Quebec Federation of Home and School Associations was the only organization in the province that met these criteria, and the only one that could mount an effective campaign to combat a discriminatory

and repressive law.

The following is a brief summary of the progress and activities of Home and School since the adoption of the law.

- Recognizing the need for financial backing to initiate legal proceedings, an appeal was made to the membership. This initial response of some \$15,000 enabled Quebec Federation to contract with a legal firm to begin preparation of legal action.

- Subsequent news reports about our activities, and a limited national appeal through leading newspapers realized another \$8,000.

- Representation was made and negotiations were begun with the Secretary of State, who, along with the Prime Minister, had promised assistance to individuals and organizations who wished to challenge the constitutionality of Bill 101. This resulted, some two years later, with a

grant of \$15,000.

- Selected corporations whose head offices were in Montreal were contacted and the President of Quebec Federation and associates met with several vice-presidents or representatives from some corporations. In their attempt to maintain a low profile, only three corporations replied positively through their trust funds, resulting in donations of \$10,000.

- Legal counsel applied for a hearing in Quebec Superior Court. This was in December 1979. As no date has been set, Counsel was instructed to proceed with filing a special petition for a hearing as soon as possible. • Although continuing donations have raised the total amount received to almost \$60,000, we nevertheless anticipate requiring more funding when the case reaches the appeal stage, which, it most likely will.

Anglo Awareness

The Centre for the Study of Anglophone Quebec was established by Concordia last June. It aims to broaden our understanding of Quebec's English community. The Centre has two directors, Ronald Rudin and Graeme Decarie, both professors of history at Concordia.

Rudin told us that there are two aspects to the Centre's work. The first is scholarly. There simply isn't enough known about the English community. By dealing almost exclusively with its elites, businessmen who established Montreal as the metropolis of the Empire of the St. Lawrence, the traditional historical accounts distort the community's past. Its social history is ignored and its role in Quebec's life is unexamined. As a result, the stereotype of the chauffeur-driven Westmount-housed anglo has developed.

The Centre is attempting to correct these misrepresentations through a programme of

research. Rudin argues that stereotypes are most easily destroyed by fact. A research director, Claudette Cardinal, has been hired to co-ordinate the Centre's scholarly activities. She is currently com-

Professor Ronald Rudin, co-founder of The Centre for the Study of Anglophone Quebec will give a slide presentation and discussion on the QUEBEC ENGLISH COMMUNITY on Friday evening, May 8th, 1981, at 8:30 p.m. in the Campus Center, on the Loyola campus of Concordia University. At our AGM, Prof. Rudin is looking forward to the opportunity of meeting the anglophone delegates from across the province and especially to make contact with off-island parents.

piling a bibliography of materials on Quebec available in English. The Centre is developing courses on the anglophone experience in

The following article is reprinted from "Montreal Review", No. 5, Dec./Jan. 1981, and was written by the editor Bryan Campbell.

Quebec and intends to begin a regular newsletter by 1982. An academic journal is also planned.

The Centre has a public life to complement its scholarly efforts. It is contacting local historical societies and associations to create a network of organizations interested in the English community's past. Information will be shared, resources pooled. Conferences and workshops will be sponsored in order to acquaint the public with the results of its research. In November Dominique Clift and Sheila Arnopoulos were invited to discuss their book *The English Fact in Quebec* at a round table discussion held at the Loyola campus. Also planned is a slide-show depicting the development of the English community. This will be available to schools and other interested groups.

The Histoire Nationale workshop held in October is a good example of the Centre's efforts to introduce the English community to itself. It was organized to help teachers prepare for the Histoire Nationale programme, scheduled for introduction into the school curriculum in 1983. The workshop provided the 180 teachers, according to Decarie an astounding turnout, with up-to-date information on sources, audio visual materials and teaching methods. The response was enthusiastic, and the Centre is planning a second workshop for the spring.

OTHER PEOPLES OPINIONS

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GOVERNMENT HOUSE
RESIDENCE DU GOUVERNEUR GÉNÉRAL

Avoidable accidents are a major cause of deaths and crippling injuries amongst Canadian children. In 1978, traffic accidents, drownings and fire alone claimed the lives of 941 of our children under 15 years of age. The responsibility for preventing these tragedies lies with parents, teachers and supervisors.

The Canada Safety Council sponsors Child Safety Week during the first week of May to remind us of the need to instruct and protect young people. Through child safety education we can safeguard their futures.

I invite all Canadians to support Child Safety Week and to do everything possible to protect our children from accidents throughout the whole year. The safety and health of our children is a challenge we must meet every day.

G. J. Meyer
Governor General of Canada

May 1981



Quebec Home & School NEWS

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QUOTE

"Minister Laurin plans to concern himself with the concrete conditions of student life. . . ."

MEQNEWS, February 1981.

Budgets not sufficient says Superior Council

The Superior Council of Education has advised the Ministry of Education that the budget assigned to school boards according to the new method of allocation of resources introduced for 1980/1981 by the government is not sufficient the real expense of the boards.

In a press conference held at the Holiday Inn at Place Dupuis on February 27, M. Claude Benjamin, president of the Superior Council of Education, made public the findings of a special committee to study the criticisms of the new method of allocation. The report of this committee was unanimously adopted by the Council on February 13.

While there was agreement, with the two fundamental principals of the new method—a closed budget and transferability of funds between the accounts for teacher salaries, support staff, and other costs—the Council pointed out that the

rules for allocation of funds to these accounts do not provide sufficient funds to meet the real needs of the boards.

According to the new rules the number of teachers is determined not by the student/teacher ratios agreed on in the collective agreement but by global averages. This rule change has for effect the reduction of the number of teachers and an increase in their duties or an increase in class sizes unless money can be taken from other accounts. Since the funds provided for other costs is also insufficient, increased costs for inflation not being taken into account fully, this would mean more cuts in support staff in order to meet the terms of the collective agreement with regard to class size. In any event the quality of education and of services to students will be greatly affected even bringing in to question the viability of the Plan d'Action.

The Council has recommended to the Ministry of Education that the school boards be adequately supported to meet all the obligations agreed to or required by the government. To this end the Council urges the Ministry to consider this year as a trial year so that the new method can be adjusted to meet the real needs of the boards. In addition the Council also proposes that 1) costs not be determined on the basis of global averages but rather on local norms; 2) global norms for other personnel be determined and respected; 3) there be a review every three years to determine the adequacy of the budgetary rules; 4) other costs be fully indexed to inflation; 5) school boards institute programs of energy conservation and collective purchases; 6) the Ministry make known its budgetary rules by March 1; 7) the school boards know by May 30 the funds allocated to them for the following year; 8) any adjustments to the allocation of funds based on the actual enrollment on September 30 be known by November 30.

It is only under these conditions, according to the Superior Council of Education, that the new method of resource allocation can produce the desired effects.



Appointment to the C.S.E.

The Provincial Cabinet has recently appointed Mrs. Joan Fitzpatrick member of the Conseil supérieur de l'éducation for a mandate of four years, in replacement of Mr. John C. Johnson. Mrs. Fitzpatrick is presently working as an educational consultant at the Protestant School Board of Greater Montreal.

SuperKids!

Transfusion to succeed immersion?

If, as some scientist suggest, RNA (ribonucleic acid) carries the code for memories, the idea of ingesting RNA with a certain kind of memory package as a substitute for learning becomes a possibility.

In Canada, perhaps particularly in Quebec, this might mean that anglophone children would be able to swallow French language culture in daily doses without leaving home! In the high chair?

Good wishes of an interested friend

PRESIDENT'S MESSAGE

CAL POTTER
President



There must be many parents this Spring who are wishing they new slightly more about the school system than they do. Next September will see more urban schools closed or reassigned in terms of function. This winter parents will have to decide where their children should go next school year — decisions which now rest more heavily on parents than before.

For a small minority of these parents, many of whom in principle believe in public schools, the fact that they can afford to send their children to private schools adds an extra dimension of anxiety to their dilemma. Does one rely on affluence or principle in doing 'the best for one's child'? For a much larger minority, those with a legal choice between English language of instruction or French language of instruction programmes, the problem of choice is only slightly less acute. Does one do 'the best for one's child' by choosing on the basis of linguistic priorities or academic ones?

The dilemma for parents of selective education is not new. There has always been a small minority of affluent parents who have had real choice regarding the character and quality of education for their children. But today it is not restricted to the wealthy. Declining school enrolments have meant space in public schools. Whereas a decade ago such schools were bursting at the seams and the chances of getting your child in a good one if you did not live in its immediate area

were negligible, today those same urban schools are competing for students. A buyers' market has emerged in primary and secondary education. Parents are being encouraged to choose on the basis of the school's programme, rather than its location. School boards have been restructured with Central Parents Committee representation so that more consideration would be given to the dilemma of the parent in making the choice. And the proposed 'educational project' for each school is intended to provide more scope for parental participation once the choice has been made.

But making the choice is not simple. As parents quickly discover, in the search for quality it is not the type of school — public or private — that matters. Nor is it easily observed features like size, uniforms, discipline, or modern buildings that make the difference. What constitutes a good school is an intangible: the personality of the principal and the compatibility of the staff; the objectives they set and the attitudes they radiate; the care with which they monitor performance against aims, and the patience with which they match programmes with children's capabilities.

There is no infallible rule to lead parents to such schools. But a good partial guide is an active Home and School Association in the school. If you are contemplating a new school, therefore, why not get in touch with the Home and School Association of that School to get some light on the implications of your choice.

News from National

Mid-Term Meeting Cancelled

Because of Canadian Home & School and Parent-Teacher Federation's desperate financial situation the annual Mid-Term Meeting was cancelled. Despite the curtailments necessitated by the lack of funds the new President Ms. Kirsti Jarvis has been extremely active nationally. Among the many meetings and conferences she attended was that of the Canadian Association of School Administrators in September. The theme was "Where Have the 70s Pushed Us?" and dealt with such concerns as Curriculum Centralization, Assessment Practices and Mainstreaming. Speakers included Roy Bonisteel and David Suzuki.

Ms. Jarvis also attended the Western Conference on Alcohol and Drug Abuse and the Manitoba Leadership Conference, and has met with some of the Council of Ministers of Education. The Council is compiling a volume of information on special programs and undertakings to be available to all the provinces as reference material for educational activities. It has been suggested that the Council undertake a

publicity campaign to inform the public and educational organizations just what the Council is and what it does.

The Federal Cultural Policy Review Committee is asking for comments and suggestions as to the direction CHSPTF would like government policy to go.

Upcoming conferences which Ms. Jarvis hopes to attend on CHSPTF and our behalf include an Invitational Forum convened by the Canadian Teacher's

Federation on Education for Life and Work & the General Assembly of the International Union of Family Organizations.

CHSPTF AGM: The 1981 Annual General Meeting is scheduled for May 20th - May 23rd at Saskatoon. It is hoped that funding will be received from the Federal Government to sponsor a conference on Fitness and Nutrition just prior to the AGM.

THANK YOU WINDERMERE

Dear Sirs:

Enclosed please find a cheque in the amount of \$100 as our donation to the Rights Fund, as voted upon at our January Home & School meeting.

We also voted that if your spring fund raising is a success, we will donate 50% of our profits to the fund as well.

Yours truly
Sandra Hannaford,
Treasurer,

Windermere Elementary School

This theme will be expanded at the Annual General Meeting in a Plenary Session, followed by workshops with representatives from the MEG, the Protestant Committee, the

school administrators, a school commissioner and teachers. There will be extensive opportunity to discuss in small workshops the educational challenges we are facing.

Mid-term meeting January 17th, 1981

The Challenges of the 80's

Superior Council working on 'quality'



Mr. Rossaert opened his remarks by pointing out that the Superior Council of Education is NOT a body of the Ministry of Education but is a separate branch of the Government of Quebec. It is a consultative and advisory body to the Ministry of Education and is designed to represent the opinions of educators and parents. It has been in existence since 1964 and is one of the most representative bodies in the province, comprising 16 Catholic representatives (including 1 English-Catholic); 4 Protestant and 1 other (usually Jewish).

The Superior Council has enjoyed a high profile recently. On January 8, launched its major work "The State and Needs of Education in Quebec" which reaffirmed the place of the child in education.

The Council is now working on "The Social Function of the School" which will emphasize the *quality* of the links between the child and the teacher. It is hoped that briefs will be received from all segments of the population. Input from organizations such as the Quebec Federation of Home and School Associations is welcome.

Mr. Rossaert mentioned that groups in Quebec are politicizing second language learning. It is claimed by some that enrolling English children in French program dilutes the first language and culture. Mr. Rossaert advised that, according to research studies conducted in this respect, the opposite is true.

He further mentioned that the Council had asked some twenty questions of the MEQ at the January 8th Press Conference, such as *when* the proposed changes recommended in *The Plan of Action* will be forthcoming. There has been no answer as yet.



Neutral schools don't exist— They all teach values



Rev. Bulmer asserted that challenges are most easily identified when there are gaps or tensions. There are challenges because of changing attitudes and objectives of both parents and students.

He identified two challenges.

The first was the school as the transmitter of values (in the broadest sense). Schools always reflect what society is, and they also provide leadership and look critically at, and challenge the values possessed and passed on.

The second challenge he identified was the temptation to give in to moral confusion in a highly diversified and pluralistic school population. Schools have tended to abandon the task of identifying the values they wish to transmit.

He pointed out that truly neutral schools do not really exist, since all teaching transmits values.

There are two types of school systems:

The first a system which denies this role as transmitter of values or denies its importance or asserts it is the duty of some other group.

The second type is that which acknowledges the role and attempts to be clear in the way in which these values are transmitted.

Protestant schools in Quebec have been of the latter type, where students learn to make decisions and to be clear about and to make distinctions about the different rational systems in society. There has, however, been much dissatisfaction about how schools go about this task.

The basic question he raised is how we as Protestants (as a system, not a religion) go about this.

The basic questions are:

1) What are the moral and religious values appropriate to be transmitted in Protestant schools?

2) How does the Protestant school transmit these moral and religious values?

3) What kind of control do we want in education, local or provincial?

The question of language rights is of major concern to many. Many feel that culture and religious values are of more importance than language rights. Others disagree.

English Sector drops 9.2% from 1979 to 1980

The number of students registered at September 1980 in schools of the Island of Montreal was 14,045 fewer than the number in the previous year. The decrease was 5.4%, compared with 5.9% in 1979.

In the French sector, the decrease was 3% and in the English sector 9.2%. Catholic registrations decreased 5.2%

and Protestant registrations decreased 6.4%. Actual figures for the Montreal Island Protestant school boards were:

	'79	'80
Protestant School Board of Greater Montreal	39449	36960
Lakeshore School Board	14081	13142
The French sector in		

P.S.B.G.M. increased by 1126 students and the same sector in the Lakeshore School Board increased by 261 students. French sectors in all boards are expected to be affected in school year 1981-1982 by the closing of French language reception classes to four year old children eligible for English education.

**Missed the Midterm Meet?
Attend QFHSA'S
Annual conference**

Changes to be expected in the 80's:

Technology has arrived

Mr. Spiller began his remarks by stating that the position of Associative Deputy Minister is that of liaison between the Ministry of Education and the Protestant Committee of the Superior Council, as well as being link between the Ministry and the Protestant school boards in Quebec.

In speaking of the challenges and changes of the 80's, he divided them into the following categories:

Changes Desired:

The great importance of science and computer science must be emphasized. Most of our legislators are graduates of human science courses (e.g. lawyers) and it is important that more representatives be elected who have a working knowledge of science, ecology, etc. The schools must provide a solid grounding in science for all students, not just the present top 5% of the school population at whom intensive science courses are directed.

Changes Already Begun

The changes envisioned in the Project Educatif and the Comité d'Orientation are actually underway though they are being frigidly received by the English community.

Changes Imminent:

An Order-in-Council incorporating the Régime Pédagogique will be passed soon dealing with school organization and curriculum change. Mr. Spiller mentioned that beginning in 1964 the previously highly-centralized curriculum in the Protestant sector was allowed to develop into a laissez-faire policy. School boards, schools and teachers taught what seemed best within broad, general Ministry guidelines.

This worked well where teachers were skilled and well-prepared but there were many gaps. Mr. Spiller also spoke of the accreditation system to be implemented. Every course will be given credit from grade 7-11, and students will have to accumulate credits in the required courses. Students will be tested at the end of each cycle to determine if the objectives set down have been reached.

Changes to be Expected in the 80's:

Lower Enrollments

This is due to declining birth rates, Bill 101, voluntary opting

for French schools and especially in Montreal the growth of private schools, Jewish day schools and ethnic schools.

Mr. Spiller pointed out that the Protestant system in Quebec can be justly proud that it welcomed and received into its schools many non-Protestants—especially children of Jewish parents. It has pioneered in the establishment of kindergartens, subject promotion, co-education and educational and technical-vocational training and it is a fact that of all Western democracies, graduates of the Quebec English Protestant system are the most highly educated in terms of having the largest proportion of post-secondary degrees per capita.

Less Funding

There will be less money available. The public no longer considers education to be all-important, as it did in the 60's, and from the limited public purse other services are deemed as important and, thus, deserving.

Different Types of Schools

The Government's Statement of Policy indicates that those communities wishing to retain either a Catholic or a Protestant school will be able to do so. Those who wish to opt for a different system (non-confessional, neutral or common) will also be able to do so.

A question period followed during which Mr. Spiller spoke about several topics. He clarified the Statement of Policy to be followed in a case such as the Notre Dame des Neiges School.

The correct procedure in such a case is as follows: if the parents decide they no longer wish to be considered as a Catholic school, they must make their wishes known to the school board (in this case, the Commission des écoles catholiques de Montréal) which, in turn, sends the request to the Catholic Committee of the Superior Council asking that a change from

Catholic status for the school be granted. In the case of the Notre Dame des Neiges School, the C.E.C.M. refused to forward this request. The Catholic Committee decided to recognize the school as non-Roman Catholic in accordance with the School committee's wishes. The school board, however, refused to recognize the school as non-confessional. The school committee then asked for a court judgement. The judge ruled that Montreal elementary schools are either Catholic or Protestant and must follow the regulations of their respective confessional committee. The situation is different outside Montreal. There, the boards were created by the National Assembly and it may make changes if it so wishes.

MRE

A comparison was made between Protestant and Catholic courses in moral and religious education. The Catholic school system teaches the doctrine of the Roman Catholic Church and seeks a commitment to this faith on the part of the student. Within the Protestant churches however, there is a diversity of doctrine. Consequently, the consensus of opinion is that doctrinal material should be deleted from the course in moral and religious education. Since the early history of Quebec Protestant schools, Protestants in this province have developed moral and religious instruction of a non-sectarian nature. Mr. Spiller stressed that Protestant as well as non-Protestant parents want good education for their children. If it is not available in the Protestant schools, they will have no hesitation in sending their children either to French or to private schools.

Mr. Spiller emphasized that it is not enough for schools to be Protestant in name only. Protestants may exercise their rights under the constitution and retain their schools, but these schools must be Protestant in fact as well as in name. One of the ways in which a school is recognized as being, in fact, Protestant is that the students in it follow a course in moral and religious education as approved by the Protestant Committee.

Children's TV

Kids need their programming

Canadian children, like other Canadians, are entitled to the full benefit of the Canadian broadcasting system including a choice of programs, says the

Children's Broadcast Institute in a brief to the Canadian Radio-Television Commission.

Programming for children should be a diverse mixture of entertainment, information, and education, and should reflect the cultural, linguistic and regional variations among Canadian children.

One of the goals of Canadian children's television should be to motivate, stimulate and encourage creative activities and play, and to provide an enriched experience for the child viewer.

Other recommendations include regional production of programs, and content which helps older children to understand the diversity of social and cultural patterns both within Canada and elsewhere, as well as the social, political and ecological issues facing Canada.

The Children's Broadcast Institute publishes a quarterly newsletter centering on the area of children and broadcasting. Membership is available from The Children's Broadcast Institute, 160 Eglinton Avenue East, Suite 207, Toronto, Ontario, M4P 1G3.

French want to know:

How bilingualism grants used?

In a document addressed to the Secretary of State, Mr. Francis Fox, the Federation of francophones outside Quebec (FFHQ) states that out of the \$1 billion distributed over the past 10 years by Ottawa in support of official languages teaching, the French-speaking minority outside Quebec has received only some \$265 million.

Since the French minorities of nine provinces represent a population of about 900,000 people, the Federation finds it inequitable that, according to its calculations, the 800,000 strong English-speaking minority of Quebec has profited to the tune of some \$325 million applied to studies at the elementary and secondary levels.

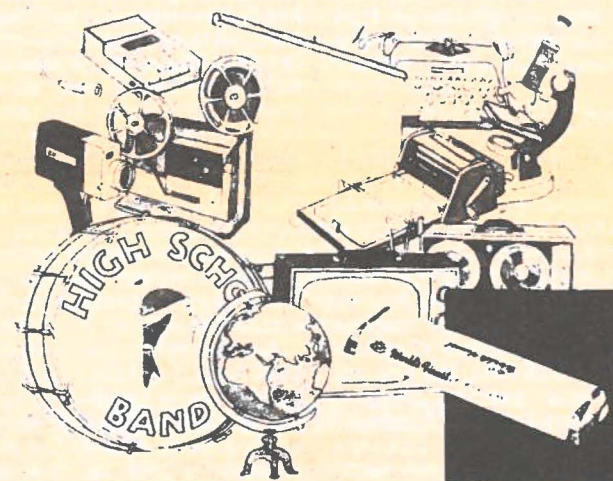
The Federation in its communication calls on the federal government to see that official languages programs conform to the ideals and principles which it espouses. It also suggests that the provincial ministries of education should set up administrative units specifically to manage funds received from Ottawa for minority language education.

The government of Quebec has never offered any accounting for the federal funds it receives in support of English second language teaching or minority English education.

No school boards in Quebec dispensing English language education receive funds identified as their share of the federal funds received by Quebec for minority language education. Quebec for minority language education.

Educational funding for French and English students is based on the same per capita allowance and teacher-pupil ratios. This in spite of the fact that English schools are required to begin the teaching of the second language in Grade 1 and to include daily lessons in French as a Second Language in the timetables of pupils at both elementary and secondary levels. French school students do not begin second language studies until Grade 4 and then only for three lessons per week. English as a Second Language is not mandatory in French secondary schools beyond Grade 10.

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National Conference on Public Involvement

School boards need to open their doors

Public involvement in policy development is absolutely necessary for the healthy functioning of a democratic society. This was the underlying theme of the Conference. Tom Kent, Dean of Administrative Studies at Dalhousie University, Editor of Policy Options, and Canada's Commissioner on Newspapers, the keynote speaker, gave a broad description of increasing alienation and sense of powerlessness among citizens in the face of rapid social change, large-scale organization and technological progress; and he emphasized the need for public involvement with these words:

If public involvement is so important, should it be legislated? That is, should school boards be required by law to institute structures such as parent advisory committees to ensure that the public has a say in school board decisions? There was some feeling that province-wide mandated structures for public involvement was unwise because of the great variation in local situations. It was also pointed out that requiring school boards to involve the public does not guarantee that the public will even desire such involvement, let alone seek it.

Quebec Viewpoint

Claude Benjamin, Président, Conseil supérieur de l'éducation, Québec gave a résumé of events that led to legislation of parent involvement in school board decisions in Québec. Following the sweeping organizational and curricular changes following the Parent Commission Report in 1964, the general public, and parents in particular, were distressed because the school had become unrecognizable. The new progressive elementary school and the secondary polyvalente were entirely different to what parents with a traditional education thought schools ought to be. An early attempt was made to bridge the growing gap between home and school with the setting up of the atelier pédagogique in 1967, which was a school advisory committee having an equal number of parent and teacher members with the school principal as chairman. This innovation did not meet with success in the majority of districts because of lack of parent participation: many parents may have felt intimidated by the prospect of working with professional staff. However these initiatives led to parents groups learning how to organize and take their part in what was often a contest of power among adults. As a result, in order to overcome deep rooted social barriers, the 1971 legislation governing comités d'écoles and comités des parents were de-

signed to give parents a voice in the operation of the schools attended by their children. As time passed it became clear that citizens were becoming more interested in schooling. The dissemination of the Green Paper containing the concept of le projet éducatif was followed by extensive public consultation by the Minister of Education in 1978. Permissive legislation was introduced in 1979 concerning a parent representative on the school board and la comité d'orientation on the school orientation committee. Hence, because of the particular social circumstances in Québec, legislation was apparently necessary to promote public involvement in school affairs.

Not Legislated

Public involvement should not be legislated upon school boards. This was the opinion of Duncan Green who pointed out that legal structures for public involvement already existed in each province in the form of school boards. Additional legislation on public involvement has not been an unqualified success either in Britain or in Quebec. Meaningful public involvement does not develop around structures but around tasks, such as the selection of a school principal, where parents feel they ought to have input. Public involvement can be a very unsettling process, and school boards should be free to decide whether or not they want public involvement on certain issues.

An important point made by Tom Kent was that if public involvement is to have an enduring effect, school boards must endeavour to engage the public in decision-making on a continuing basis. One of the benefits of continuing involvement is a better appreciation by the public of the problems faced by the board. Reflecting upon a recent teachers' strike in his own district, Jake Longmore, Chief Superintendent of the Calgary Public School Board, felt the strike might not have occurred if the board had long-range plans for a public forum where members of the public could have met the board and the teachers' representatives and drawn out from both parties what the issues were, and could have come to some understanding of the priorities of those issues.

In keeping with the concept of continuity of involvement, the question arose on whether a school board should develop a policy on public involvement. One view is that a board should institute a policy for public involvement early in its term. Unless there is a commitment to public involvement at the top, it is unlikely to be en-

Because there has been much interest in public involvement in policy-making in recent years, particularly with regard to school governance, the CEA organized a National Conference on Public Involvement in Educational Decisions in Toronto, December 2-4, 1980.

The purpose of the Conference was to bring together persons who have a responsibility or a special interest in policy development in education particularly at the school board level, to provide an opportunity to learn about new advances in public involvement and to share some of the findings of the Task Force. The Task Force was particularly concerned with obtaining a reaction from a general audience before putting the finishing touches to this report.

About 160 delegates from all provinces attended the Conference. Trustees and School administrators were in the majority in the Conference group. Also there were representatives from provincial and national educational organizations, along with some delegates from business and labour.

Texts of the speeches are available in a separate CEA booklet.

Fred Sawyer, central vice-president, Canadian Home & School & P-T Association, spoke.



couraged by school system personnel, and involvement will not come about. School trustees who are elected on a platform of public involvement are accountable to their constituents on this point and must hold administrators accountable for the implementation of their policy on involvement.

The other view is that a school board should not have a policy on public involvement. A general policy statement on public involvement would raise expectations for involvement to a level that the board could not match on specific issues. Policies should vary with the objective requirements of a situation. The board should however develop a set of strategies for involving the public, and included could be a strategy of determining just how much involvement is needed on a particular issue.

Broaden Scope of Involvement

Another topic that emerged during the Conference was the need to broaden the scope of involvement beyond parents of school-going children. Labour is one group that is legitimately concerned about the preparation of school graduates for the world of work. Jim Brechin, Director of Educational Programs in Ontario for the Canadian Labour Congress, recounted the historical contribution of labour to social change, and argued that labour should be directly involved in present and future educational planning. Business, similarly, is genuinely concerned about the suitability of the school curriculum not only for the job market but also for the new technological realities of modern life. Jack McBain, Ontario Chamber of Commerce, spoke of the complexity of government bureaucracy and how difficult it was for groups of interested citizens, who have a vital contribution to make, to be heard.

The question of involving persons, who do not have children in school was put by one of the groups. Tom Williams replied by stating that a supplementary analysis of the public opinion survey was undertaken by some members of the Task Force in order to compare the responses of those who had

children in school and those who did not. On practically every question, those who did not have children in school expressed a more negative view of public schools than those with children in school. Since the proportion of the population without children in school is increasing, it is essential, Tom Williams said, to include this sector of the public in an ongoing process of involvement, not merely for the sake of improving school-community relations, but also that its expertise may be applied in a constructive way to the solution of school problems.

How to Deal with Apathy?

One question that came up several times during the Conference was how to deal with the apparent widespread apathy towards involvement on the part of the public. In the Gallup Poll survey conducted by the Task Force, the majority of respondents wanted more say in how the schools were run but, at the same time, were unwilling to take part in school committees or home and school activities. Addressing this point, Tom Kent, said that this particular finding illustrates the danger of hypothetical questions in public opinion polling: when asked whether they ought to have more say, respondents will naturally say "yes"; but not being accustomed to getting involved and asked whether they will act on such and such a committee, they shy away and say "no". The finding in the survey, according to Tom Kent, provides no evidence that people are unwilling to become involved, and that in truth, a great number of people would become involved if they had the right kind of opportunity. This position agrees with the opinion already given above, that public involvement does not develop around structures, but around meaningful tasks. Perhaps the strength of the Quebec approach is that it does focus on the school as the place where parents can get involved in ways that they find interesting and worthwhile.

Fred Sawyer also took issue with the view that parents were not willing to become involved. In recounting the long history of the home and school move-

ment in Canada, he gave numerous illustrations of parent involvement and the significant influence it has had on government policy, not only in education, but on broad social issues also.

Need to Educate

Another point referred to frequently throughout the Conference was the need to educate the public in the process of involvement. Some felt there was even a greater need to educate trustees and administrators to adopt a more positive view of public involvement. An open attitude on the part of the board and its personnel would gradually, and over a period of time, bring about greater response from the public.

In his closing address, Wil Toombs spoke on "Public Involvement as a Style of Governance", and emphasized the idea that "the board and its administration must become leaders in the community in the matter of public involvement". He concluded his remarks thus:

Effective, worthwhile public involvement in educational decision-making cannot be always successful simply because we legislate it as a requirement or because we establish procedures and formal structures within the system to accommodate it. It is a matter of doing it appropriately and with considerable skill.

To bring about such involvement, at whatever level, or degree, requires on the part of the board and the administration of a school system

- a willingness to learn continually how to bring about such involvement;
- a sensitivity to people and to situations so that the effect of decisions and the extent of involvement can be approached;
- a consistency of action and approach thereby creating expectations of even-handed treatment of matters up for consideration;
- a conscious effort to educate the electorate generally on the issues and about the complexities of the decision-making process;
- a willingness to provide leadership in the community in matters concerning education.

"Public involvement", said Fiona Nelson, "Is a terrible pain in the neck; it is tedious; it is slow; but it is the only healthy, effective, democratic way of doing things."

Get Involved Now Join Your Local Home & School

AGM Section

The following resolutions have all been sent to your local association executive. Be sure to discuss them before you have to vote on them during the Annual General Meeting.

R81/1 . . . *The right of the disabled to equal education*

BE IT RESOLVED that the Joint House/Senate Committee on the Constitution include in any revised Constitution of Canada full guarantees that equal access to educational opportunities may not be denied to any person in Canada by reason of any disability, and

The Provincial Ministers of Education and/or Social Welfare to provide all the pedagogical, financial and social services necessary to ensure that every person is able to take full advantage of such educational opportunities to the fullest extent that his or her disability permits and

The federal Department of Health and Welfare sponsor a symposium in conjunction with CHSPTF to discuss all aspects of the integration of the disabled in the educational system.

R81/2 . . . *The training of cardio-pulmonary resuscitation*

BE IT RESOLVED that the Ministry of Education and/or Social Affairs in each provinces require that at least one member of the staff or support staff of every school be trained in cardio-pulmonary resuscitation, and it approve the allocation of sufficient funds for such training, and

Each school board encourage every school employee to take such training, in particular lunch-time supervisors, and that every teacher union strongly encourage every individual teacher to do so also, and that all local Home & School associations be urged to participate in the funding of such equipment, and

The Federal Minister of Health and Welfare include information regarding the benefits of training in cardio-pulmonary resuscitation by all, and in particular mothers of young children, in the monthly Family Allowance cheques.

R81/3 . . . *Greater support for Canadian textbooks*

BE IT RESOLVED that the Federal Government subsidize the preparation and publication of more strictly Canadian-oriented textbooks by Canadian writers and editors, and

BE IT RESOLVED that the provincial Ministers of Education and local school boards select distinctly Canadian textbooks where they are deemed pedagogically the equal or better than similar textbooks with non-Canadian content or authorship.

R81/4 . . . *Language rights of the Canadian Constitution*

BE IT RESOLVED that the Joint House/Senate Committee of the Senate and the House of Commons on the proposed Constitution include in any revision of the Constitution of Canada a guarantee to all residents of Canada of English and French language rights.

R81/5 . . . *Gifted & talented children*

BE IT RESOLVED that the provincial Ministers of Education officially acknowledge the existence of gifted and talented children in the school system, if they have not already done so, and encourage school boards and Faculties of Education to offer enrichment and teacher training programmes by providing the funds and resources necessary for the implementation of such programmes and training, and

The Ministers of Education of each province provide facilities to ensure the identification of the intellectually and creatively gifted and to set up education programmes to develop these students to their full potential, and

The Ministers of Education offer accelerated primary courses, if they do not already do so, aimed particularly at the intellectually gifted, but open to all students.

VOTING DELEGATES

The following schools submitted their membership lists before March 1, 1981, in accordance with the constitution and are entitled to send the number of voting delegates indicated to the annual general meeting.

Algonquin	3	Lindsay Place High	4
Allanacross	3	Macdonald High	5
Aylmer	3	Malcolm Campbell High	3
Baie Comeau	3	Mary Gardner	3
Beacon Hill	4	Meadowbrook	4
Beaconsfield High	4	Mountrose	3
Briarwood	3	Mt. Royal High	3
Cedar Park	3	New Carlisle	3
Chelsea	3	Northmount High	3
Christmas Park	3	Northview	3
Courtland Park	4	Oakridge	3
Dorset	4	Princess Elizabeth	3
Dorval High	3	Russell	3
Dunrae Gardens	3	Ste-Foy	3
Eardley	3	Seignior	4
Edgewater	3	Shigawake-Port Daniel	3
Edinburgh	3	Somerled	4
Elizabeth Ballantyne	3	South Hull	3
Gardenview	3	Stonecroft	3
Glencoe	4	Summerlea	3
Greendale	3	Sunnydale	5
Herbert Purcell	3	Thetford Mines	3
Howick	3	Thorndale	3
Hudson	4	Valois Park	4
Hull	3	Wager High	4
John Rennie High	3	Waterloo	3
Julius Richardson	3	Westminster	7
Keith	3	Westpark	4
Lachine High	3	William Latter	3
Lachine Rapids	3	Willingdon	3
Lakeside Heights	3	Willowdale	3
LaSalle High	3	Windermere	4

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 the Campus Centre.

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 the Campus Centre.

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

1980-81

CONVENTION COMMITTEE CHAIRMEN

General Arrangements	Dorothy Chant
Finances	George Maroulis
Registration	Fay Richardson
	Celia Davids
Hospitality	Joan Locke
	Margaret Monks
Displays	Joyce Payan
Resolutions	Margo Purvis
Nominations	Alex Morris
Book of Reports	Ruth Pidduck
	Celia Davids
Publicity Chairman	Sandra Keightley
Publicity Committee	Dawn Barrett
	Jane Finnie
	Rose Kandalgaonkar
	Irene Lambert
Program Coordinator	Norah Ramsey
Program Committee	Owen Buckingham
	Joan Kepron
	Alex Morris
	Ruth Pidduck
	Pat de Schultness
	Janice Thomerson
	Jim Thomerson
Kits	Barbara Milne-Smith
Program book layout	Gordon Perry
Audiovisual	
Photography	
Preview book	Ruth Pidduck
Program Book Ads	Ruth Pidduck
Awards	Calvin Potter
	Alex Morris

Standing for election

Nominated for President

OWEN BUCKINGHAM

is the father of two children, one at CEGEP and one who has completed his education. A teacher by profession, Owen holds a B.A., M.Ed., a Guidance Certification and a Physical Education Diploma. He has taught and been a school administrator at both elementary and secondary levels and is

presently principal of Seigniory Elementary School in Pointe Claire. Over the years Owen has been a Home & School member at Seigniory, Northview, Cedar Park and John Rennie High and is presently the Honorary President of the Seigniory Home & School Association. Mr. Buckingham is

presently a Vice-President of Quebec Federation, as well as Chairman of the Education Committee. He has also served on the 79/80 and 80/81 Program Committees for the AGM and has taken an active part in workshops held throughout the province by the Membership Development Committee.

Nominated for Treasurer

BETTY BOUCHETT

is the mother of three sons; one at CEGEP, one attending Royalvale and one at Elizabeth Ballantyne. Betty obtained her schooling in Texas including two years at the University of Texas at Austin. An active Home & Schooler for several years, she has been both Asst.

Membership Chairman and Membership Chairman at Edinburgh (1977-79) and assisted with membership at Montreal West Elementary during 1979-80. She is presently Vice-President of the Elizabeth Ballantyne Home & School Association. Betty has assisted

our Membership Development Chairman and conducted the Membership Workshop at the 1980 Leadership Conference. Mrs. Bouchett is an executive with a Montreal company and has been their accountant/bookkeeper for the past ten years.

Nominated for Vice-President

GISELA AMARICA

is the mother of nine children, two attending Malcolm Campbell High and the others have completed their education. She was born and educated in Europe in agricultural economics. Upon her arrival in Canada in 1952 she joined Home & School at Cartierville Elementary and from there went on to become a

founding member of Morison Home & School Association. She has served Morison in many capacities including Vice-President and President and Chairman of their School Committee. She has also served as Chairman of the School Committee at Malcolm Campbell and is presently their

Home & School President as well. Mrs. Amarica has also served on the Central Parents Committee of the PSBGM. She has been on the Board of Quebec Federation as Area Rep in 1977-78 and is presently completing a two year term as Vice-President plus chairing the 'Teaching of French' Committee.

DAWN BARRETT

is the mother of three children, two attending Lakeside Heights and one at home. Dawn is teacher by profession and has her B.A. and B.Ed. She was born in Newfoundland and taught there for a while. She has been an active Home & School member at Lakeside Heights for the

past three years and has served as Home & School President for two years as well as being the Home & School representative to their School Committee. Dawn is also in charge of the Extra-Curricular Activities Program at her school and is active in their volunteer program.

As well, she is serving on the 1980-81 Resolutions Committee of Quebec Federation. Mrs. Barrett is also an active member of her community serving as Social Chairman of her church and helping her husband with the Beaver group of which he is in charge.

CELIA DAVIDS

is the mother of three children; two attending de Roberval Ouest and one at military college. Celia was educated in England and came to Canada in 1953. She has been an active member of Home & School for a number of years, serving as Treasurer at Carlyle School in 1976-77 and

the following year as President. In 1978-79 she served as chairman of the School Committee at Elmgrove. Celia is presently completing a two year term as Vice-President at Quebec Federation where she has also been the Bilingualism Grants Chairman, liaison person with the

Central Parents Committee of PSBGM, as well as liaison with the PSBGM Board, for the past two years. Mrs. Davids attended the 1980 Canadian Home and School and Parent-Teacher Federation annual meeting as one of Quebec Federation's delegates.

ROSE KANDALGAONKAR

is the mother of two children, both attending Laurendeau-Dunton. Born in Quebec, Rose has a McGill Diploma in Translation (English/French), is bilingual, and has worked as a secretary and in technical advertising. When her children at-

tended Lachine Rapids school Rose served the Home and School Association there as Secretary and then as President. For the past two years she has served on the Board of Quebec Federation as Co-chairman of the Gifted and Talented Child-

ren Committee. Rose is also one of Quebec Federation's representatives to the Quebec Ad hoc Committee - Multiculturalism 1980-81. Mrs. Kandalgaoonkar is a member of the 'Quebec Association of Parents of Gifted Children.'

ROD WIENER

is the father of three children; one at CEGEP and two attending Richelieu Valley Regional High School. Rod went to school in Ontario and works as a consultant in systems design analysis. Mr. Wiener has served as President of the Home & School

Association at William Latter (1977-78) and has sat on the Board of Quebec Federation since 1977 as Area Rep for the South Shore. He has also served as Co-chairman of the Gifted and Talented Children Committee for the past two years, as

well as being a member this year of the Canada Constitution Committee. Rod is also a school commissioner at the Richelieu Valley School Board and the South Shore Protestant Regional School Board.

DID YOU KNOW...

This is a new feature designed to answer any questions readers might have regarding the structure of Federation, educational matters in general or anything which you are not sure about. Please send all questions to the NEWS, 4795 St. Catherine St. West, Montreal H3Z 1S8 and they will be answered by the Editor, President or a committee chairman in the next issue if space permits.

QUESTION: What happens to resolutions once they are approved at the AGM?

ANSWER: It depends to whom they are directed. There are two main categories of resolutions. The first directed at the Canadian Home & School and Parent-Teacher Federation asking them to forward our resolution to the appropriate FEDERAL organization and/or asking the other nine provincial Home & School Associations to follow up the resolution within their own provinces. The second main type of resolution which is passed at our AGM is that for action to be taken PROVINCIALLY i.e. the Ministry of Education and/or school boards are to be asked to do something or change something. In the first case, once our resolution is passed at our AGM it is taken to the CHSPTF AGM and debated there by delegates from all ten provincial associations. When approved it is up to CHSPTF and/or the provincial associations to take it further. In the second case where matters of more provincial or local interest are concerned the Resolutions Committee of Quebec Federation is responsible for forwarding, by mail or in person if possible, the resolution to the party or parties to which it is addressed. (The submitting local association on committee is expected to help in this too.) If no action results they are also expected to follow it up and report back to the Board and to the AGM the following year on the disposition of all the previous year's resolutions.

QUESTION: How is Federation's Executive Committee elected?

ANSWER: The Executive Committee consists of twelve elected officers and a Past President. Half the elected officers are elected in even years and the other half in odd years for two-year terms. Last year the Executive Vice-President, Recording Secretary and four Vice-Presidents were elected and this AGM the positions of President, Treasurer and the other four Vice-Presidents will be filled. This is done to ensure continuity. Nominations are solicited each year for the positions vacant from local associations and the Board of Directors and all qualified nominees appear on the slate. Election is done by delegates from each local association and Board members present (there are no proxy votes).

QUESTION: What is the Board of Directors and how is it elected?

ANSWER: The Board of Directors consists of fifty people, including at present the thirteen members of the Executive Committee, chairmen of all Federation Committees, Area Representatives from across the province (including the presidents of Area Councils) and Life Members of Canadian Home and School and Parent-Teacher Federation who reside in Quebec. (There are certain changes to be recommended to the AGM this year which will change the make-up slightly if approved. See the constitutional changes in another section of the NEWS). The Executive Committee members are elected at the AGM, the committee chairmen are appointed by the board, the Life Members are members ex-officio and the Area Representatives and Presidents of Area Councils are chosen by the local associations in their respective areas. All are full voting members. In addition there are Honorary Members of the Board of Directors, chosen annually, who have all the rights and privileges of a Board member except a vote.

QUESTION: Who can attend the AGM?

ANSWER: It is open to all. There is no charge for any Home & School member or for students. There is a charge this year of \$5.00 for all others. Workshops and the business session are open to all but only registered voting delegates and Board Members have a vote at the business sessions.

FRIDAY, MAY 8, 1981

7:30 - 8:30 a.m.	BREAKFAST	Available in the cafeteria at the Campus Centre building, Loyola campus.	10:30 - 11:00 a.m.	COFFE BREAK	Time to view displays
8:30 - 9:00 a.m.	REGISTRATION	Second floor, Campus Centre. Coffee is available here from 8:30 to 3:30 with tea and soft drinks obtainable from the cafeteria on the first floor.	11:00 - noon		FIVE SEPARATE WORKSHOPS HEADED BY EACH OF THE FIVE PANELISTS Delegates will have the opportunity to choose one of the five workshops headed by one of the five panelists. There, in a more informal atmosphere, the many ideas brought forward by our five educators can be discussed and questions asked.
9:00 - 9:15 a.m.	WELCOME	Opening remarks by the President of Quebec Federation, Dr. Calvin Potter.	noon - 12:30 p.m.	FREE TIME	Another opportunity to view displays.
9:15 - 10:30 a.m.	PLENARY SESSION	"NEW DIRECTIONS IN CURRICULUM" Each member of a five-man panel will highlight some of his main thoughts on current trends and emerging patterns in educational curriculum and instruction, both inside the province of Quebec and throughout the world. Some of the challenging questions to be examined are: • Does the curriculum for our schools reflect the communities' expectations? • Is the new curriculum adapting to the rapid sociological changes taking place in Quebec, for example the effects of mass education, mass media, and the trend of decreased parental influence in the home? • Can our English schools realistically deliver the new curriculum changes of the M.E.Q.? • Are the schools preparing our students for the marketplace and for living in tomorrow's world? Chairman: Rev. Alex Morris, Immediate Past President of QFHSA Panelists: Professor Gary Anderson, Director of the Office of Research on Educational Policy, Department of Education, McGill University Ernest Spiller, Associate Deputy Minister, Ministry of Education, Quebec Donald Robertson, Principal, John Rennie High School, and President of the Quebec Association of School Administrators Rod Elkin, Executive Assistant, Provincial Association of Protestant Teachers Frank Macintyre, School Commissioner, Greater Hull Protestant School Board and the Regional School Board of Western Quebec Following the 10-15-minute presentation by each of our panelists there will be a short break.	12:30 - 1:30 p.m.	BUFFET LUNCH	Served from the Oasis Bar on the second floor.
			1:30 - 5:15 p.m.	ANNUAL BUSINESS MEETING	Second floor If the business meeting has not been completed by 5:15 p.m. it will be continued the same evening at 9:30 p.m.
			3:00 p.m.	COFFEE BREAK	
			5:30 - 6:30 p.m.	HAPPY HOUR	Wolf & Kettle Pub on the first floor.
			6:30 - 8:00 p.m.	BANQUET DINNER Guest speaker:	First floor Principal and Vice-Chancellor of McGill University, David Lloyd Johnston
				PLENARY SESSION	"HISTORY OF ANGLOPHONE QUEBEC" Slide presentation followed by a question-and-answer period led by Professor Ronald Rudin of Concordia University and co-founder of the Centre for the Study of Anglophone Quebec. Professor Rudin welcomes the opportunity of meeting anglophones from across the province.
			9:30 - 11:30 p.m.	HAPPY HOUR	WINE AND CHEESE PARTY, Oasis Lounge, second floor. Cash bar.
Please note that all activities in connection with this year's AGM will take place in the CAMPUS CENTRE building, NOT Hingston Hall.					

SATURDAY, MAY 9, 1981

7:30 - 8:30 a.m.	BREAKFAST	Available in the student cafeteria at the Campus Centre	11:00 a.m. - 12:30 p.m.	CONCURRENT WORKSHOPS	1) INTEGRATING THE PHYSICALLY HANDICAPPED Integration of the physically handicapped into the main school system—a crisis or a challenge? Current trends and present practices will be discussed and the participants will be encouraged to share their ideas. Speaker: Colin Tisshaw, Assistant Director of Student Services, PSBGM
8:30 - 9:00 a.m.	REGISTRATION	Second floor. Coffee is available here from 8:30 to 11:00 a.m.			2) PARENT PARTICIPATION IN OUR SCHOOLS Our three panelists will share their experiences as parents participating each in a unique way. Delegates will be encouraged to share their own experiences. Chairperson: Gaby Ostro, Parent Animator, PSBGM Panelists: Lise Martin, Herbert Purcell School Robert May, Hull Elementary School Janice Thomerson, Briarwood School
9:00-10:30 a.m.	CONCURRENT WORKSHOPS	1) AFTER HIGH SCHOOL WHAT?? When students approach the time to graduate from high school there are a number of alternate routes open to them. Our four panelists will explore, with general factual information, these routes and and participants will be encouraged to ask questions. We particularly invite parents of children in grades 9, 10 and 11 to take this opportunity to increase their understanding of the process of helping their child make future plans and to hear the straight facts sometimes not clearly understood by parents and students. Bursaries and scholarships, TECH-VOC, CEGEP, qualifying years at some Canadian universities, and American entrance exams, will be some of the topics discussed. Panelists: Donna Côté, Liaison Officer, McGill University Julia Cobley, Liaison Officer, Concordia University Hugh Fraser, Admissions Officer, Champlain CEGEP Brian Porter, Guidance Consultant (high school), Selwyn House School			3) THE GIFTED—DISABLED LEARNERS? So acute are the problems of gifted children in our society that many have begun to view them as another disadvantaged minority. What happens when a child becomes entrenched in a non-responsive, rigid and unstimulating learning environment? How do you deal with boredom, poor self-image, failure and withdrawal? Chairperson: Rod Wiener, co-chairman of QFHSA's Gifted and Talented Children Committee Panelists: Michael Thomas, Senior English Consultant and Consultant, Programs for Gifted and Talented Children, PSBGM Jack Coleman, President, Quebec Association for Parents of Gifted Children, Inc.
		2) DECLINING ENROLMENTS The effect on school programs—educational, volunteer or extra-curricular. Parents often ask for the opportunity to discuss with a knowledgeable administrator such problems as pupil/teacher ratio, split classes, effects of teacher contract on the school day, and more. Questions will be encouraged to help participants understand the day-to-day operations of a school. Speaker: Owen Buckingham, Principal of Seignior School, Lakeshore School Board			4) STRESS—HOW TO COPE WITH IT Come prepared to actively participate in learning about and exploring relaxation techniques. By using stress as a positive force it has been shown one can achieve a rewarding, happy lifestyle. Panelists: Lynne Neasmith, Principal of Dorset School, Lakeshore School Board Alice Lecouvrie, school nurse in the Lakeshore School Board
		3) PARENTS—WHO NEEDS THEM? (WE DO!) A teacher's view of parent participation. A panel of teachers will discuss their views of parent participation in such activities as school committees, Home & School volunteer programs and fund raising, parent committees at the board level, orientation councils and representation at councils of commissioners. The panel will try to show how teachers perceive parent representation at local school level, board level, and will approach the question "Are parents providing real input to the board or are they being used?" Chairman: Jan Langelier, Chairman of PAPT/Parent Teacher Liaison, and Lakeshore III Area Representative for Quebec Federation	12:30 - 1:00 p.m.	FREE TIME	Time to view displays
			1:00 - 3:00 p.m.	AWARDS PRESENTATION LUNCHEON	The recipients of the Leslie Buzzell and Gordon Paterson Awards will be honored. The band from the elementary schools in Beaconsfield will perform at dessert time.
10:30 - 11:00 a.m.	COFFEE BREAK	Another chance to visit displays.	3:00 - 5:00 p.m.	BOARD OF DIRECTORS MEETING	All Home & School Presidents are invited and encouraged to attend this meeting.

R81/6 . . . Equality of post-secondary educational facilities

BE IT RESOLVED that the English-language CEGEPs and universities in Quebec immediately undertake investigations as to the feasibility of offering professional and technical courses equivalent to those offered in French-language post-secondary institutions, and

That English-language CEGEPs and universities be asked to transmit the results of their studies to Quebec Federation of Home and School Associations for further action.

R81/7 . . . Government-funded bus monitor program

BE IT RESOLVED that the Ministries of Education, Transport and Finance should recognize the necessity of an Adult School Bus Monitors to maximize the safety of bused elementary school students.

R81/8 . . . Rescheduling of advertising

BE IT RESOLVED that QFHSA opposes the broadcasting between the hours of 8:00 a.m. and 8:00 p.m. of advertisements for programs or movies depicting violence, horror, crime or lust.

R81/9 . . . Protection of minority rights for language of education

BE IT RESOLVED that QFHSA supports the constitutional protection of minority language education, including a "collective" right to an effective school system, in that language, and

That QFHSA supports the right of all parents, whether natural born or naturalized, no matter what their maternal language, to equal access to minority language education for their children,

That QFHSA requests other provincial associations to do so also.

R81/10 . . . School health services

BE IT RESOLVED that the Ministry of Social Affairs permit school boards and Départements de Santé Communautaire to determine together the differing needs of local school health services, including nursing staff.

R81/11 . . . Establish 'Centres local de services communautaires'

That local associations encourage communities in need of CLSCs to make application to the regional bureau of the Ministry of Social Affairs for their development in collaboration with the community, and

The Ministry of Social Affairs reallocate human and financial resources to adequately meet the needs of every local community.

R81/12 . . . Accountability of fundings

BE IT RESOLVED that 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 release of public funds.

R81/13 . . . Youth & smoking prevention

BE IT RESOLVED that QFHSA support smoking prevention programs in schools, and that local Home & School Associations be encouraged to continue and expand a diversity of extra-curricular activities in our schools.

R81/14 . . . School children & road safety

BE IT RESOLVED that the Ministries of Transport and Education collaborate on the implementation of the recommendations of the Island Council's Comité de régisseurs du transport in order to achieve the goal of safety for all school children.

R81/15 . . . Ombudsman for teacher contract negotiations

BE IT RESOLVED that the Government of Quebec appoint an ombudsman, selected by the Superior Council of Education, to be present at all provincial negotiations between the parties to the teachers' collective agreement to represent the interests of the child.

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.

Exchange programs, etc:

Summer Learning in French

Canadian Parents for French, a group of concerned parents across Canada dedicated to the extension and improvement of French second-language instruction in Canadian Schools, has compiled a listing of Exchange Programs and French or bilingual camps and language programs offered across Canada this coming summer.

Space does not permit the complete listing of schools and camps but the following exchange programs might be of interest of many parents interested in improving their children's French during the summer holidays. For more details on these and other programs check with the QFHSA office.

BILINGUAL EXCHANGE PROGRAMS

• **OPEN HOUSE CANADA : HOSPITALITE CANADA** Reciprocal exchanges between young people from all parts of Canada. Organized by the participating group and funded by the Secretary of State. Ages 14-22.

• **VISITES INTERPROVINCIALES** Three types of bilingual visits: two-way exchange, one-way exchange, one-way visit, school group exchange. No age limit, usually students in grades 6-13. For individual two-way exchange; cost is \$30.

• **CANADIAN COUNCIL OF CHRISTIANS AND JEWS** Bilingual exchange visits for high school students ages 14-18. Two weeks in Quebec, two weeks in home of exchange partner. No cost for room and board; students travelling to and from western provinces pay \$60; students travelling to and from Ontario and Atlantic region pay \$30.

• **THE EXPERIMENT IN INTERNATIONAL LIVING** Individual homestay visits in Quebec communities 1-3 weeks. Ages 16 and over, including adults.

• **PROGRAMMES D'EXCHANGE D'ETUDIANTS** Bilingual reciprocal exchanges; individual and group; within

To obtain more details direct write for a copy of "YOUTH EXCHANGES IN CANADA". A handy reference to major youth exchange programs in Canada with contact addresses and details of eligibility. 24 pages long, it describes the organized programs open to young people wishing to travel and experience life in other parts of Canada. It includes information on cultural and

education exchanges for; summer and school year; French and English communities; groups and individuals; and handicapped youth.

• Cost of handbook, \$1.00 per copy. Payment must accompany orders under \$10. 20% off on 50 copies of more.

• Write: CBIE/BCEI, 141 Laurier W, Ottawa, Ontario K1P 5J3.

Quebec and between Quebec and all other provinces. Intra-Quebec - ages 10-13; cost \$25 per student, covers transportation. Interprovincial - ages 13-15; costs \$50 per student, covers transportation.

• **FAMILY ADVENTURE : AVENTURE FAMILLE** Family-to-family exchange for Quebec and Ontario families.

• **ENCOUNTER FRENCH CANADA** Sponsored by the Experiment in International Living in Canada. A two-week immersion language camp, followed by one-week reciprocal exchange homestay with French Canadian family. For English-speaking Canadian students, ages 14-16, who have studied French for at least two years.

Cost: \$395 (may be increased unless further grants obtained from province)

• **THE EXPERIMENT IN INTERNATIONAL LIVING IN CANADA - INTERNATIONAL PROGRAMS** Offering cultural and educational programs in 52 overseas countries.



The Society for Emotional Development in Children has recently moved to newly renovated offices on 1181 Mountain St., and is sharing the building with the Quebec Association for Learning Disabilities (QACLD) and the Quebec Society for Autistic Children (QSAC).

The new location is easily accessible to the public and enables the Society to co-ordinate many of its projects and activities with the two other organizations.

Objective: mastery of skills

New primary French program

by Marc Dufour

For teachers, parents and school administrators alike, children learning French must learn to speak, read and write French fluently enough in order to communicate effectively in diverse situations. This is the objective of the primary French program.

Knowing how to speak, read and write are skills, as are driving a car, swimming, sewing and painting. Those who possess these skills do not necessarily believe that theoretical knowledge will guarantee success in practice. It stands to reason that a minimum of practice is necessary to be successful in these activities.

Consequently, the student must be given many opportunities to write, speak and read French. Only after many meaningful and diverse experiences in communication will students learn to express

themselves better, understand oral and written messages, and master the language.

Just as it is essential to understand traffic signs in order to drive a car safely, a student must learn spelling rules in order to write, speak, and read easily.

The main objective of the French program is to develop the student's language skills so as to enable him to use language effectively in all those situations where he must express feelings or emotions, ask for goods or services, get or provide information, act or make someone else act.

The more opportunities school children have to produce or understand meaningful exchanges, the better chance they will have of communicating effectively in spoken or written form, and the better their language skills will be.

Reprinted from MEQ News Dec./80.

School Entrance Age

Pressure grows to change date

An organized group of parents, frustrated at the rigidity of the present school entrance age regulations, seems to be having an effect on the government of Quebec with their demand for change.

At present the cut-off date for entrance to kindergarten and to grade one is September 31st each year. Children entering kindergarten must at present be five years old by September 31st and those entering Grade 1 must be six years old by the same date. The parents' group wants this date changed to December 31st, citing in support the availability of teachers and school classrooms to increase the kindergarten and Grade 1 population temporarily as the change is implemented.

The government on the other hand finds the economic situation and financial costs a major factor in refusing to make the move requested. The Ministry of Education is reported to be considering changing the cut-off date by one month each year over three years until it coincides with the December 31st date urged by the parent lobby group.

Research suggests that there is a wide range in the physical

and mental maturity of five year old children. One study showed a range of 42 months difference in development among children entering pre-school. Some countries, for instance Norway, do not accept children into elementary school until they are seven years old and shown to be at an appropriate stage of development.

Given the variations in de-

velopmental age of six year old children, there would seem to be good reasons to maintain September 31st as the qualifying date for six year old children to be required to enter Grade 1, while making it possible for parents and school to register children reaching six years before the end of the year, when the children are developmentally ready for formal education.

CHSPTF Survey

Parents Say 'School's Guidance Services Need Promotion'

Parents across Canada rate school guidance services as important, but they do not know very much about the services that their children are receiving in their schools.

That is the conclusion of the survey reported recently by the Canadian Home & School and Parent-Teacher Federation. The survey was carried out following publication of a comparative study by Professor Carl Bedal of the University of Toronto on school guidance services in Canada from the point of view of provincial education

ministries and school boards.

Professor Bedal in his original study found a wide discrepancy in the objectives set by school boards and ministries for guidance counsellors and the preparation of professional personnel to carry out the guidance function.

In CHSPTF's survey 612 parents across Canada (45.6% of them in Ontario) completed questionnaires prepared with the cooperation of Professor Bedal. Parents were asked to give their opinions on priority

of guidance counselling in both elementary and secondary school, on the priority to be given to different aspects of guidance, and on the services provided by their child's school board.

In general, H&S members responding believed guidance to be an important priority in both elementary and high school, but particularly in secondary school. Nearly half the respondents simply did not know whether or not their school board's guidance pro-

gram was strong, but more thought that it was not than thought that it was.

There was strong support for academic, personal and career counselling. Parents saw a lack in testing services for achievement and learning ability, and thought that the results should be communicated to them, unlike present practice generally.

Schools, concludes the survey report, should consider more imaginative ways of communicating their guidance programs to parents and students.

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Dept. Q11A
P.O. Box 9,
Marlborough, Wiltshire,
England

Financial Support

Over \$1 Million
for School and
Parents' Com's

Funding of school and parents' committees costs the government of Quebec \$1,190,000 reports the Ministry of Education in the January issue of the Canadian Education Association newsletter.

Of this amount, the provincial federation of parents' committees, an incorporated organization, receives \$110,000 for its 'usual' activities, and \$350,000 for financing a 'permanent support' to every school and parents' committee.

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To Love to Read

PHILIP
ANDREW
ROSS

It was with considerable shock and a profound sense of loss that we learned of the recent death of Philip Andrew Ross, son of former teacher and administrator with the Lakeshore Board, Don Ross. Only 16, Philip died during a school basketball warm-up, in much the same tragic circumstances as former Beaconsfield High student Bob Needham. Ironically, Don Ross is one of the executors of the Needham fund. Details regarding a Memorial Fund which is now being established for Philip Andrew Ross are given below. Please join with us in a short prayer for Don, wife Mary and their daughter Nancy. Donations should be made out to "Philip Ross Memorial Fund" and may be sent to Mr. D. K. Rowley, Richelieu Valley Regional High School, 720 Morin, McMasterville, Qué. J3G 1H1.

Ruth Bray is Children's Librarian, Moncton Library, New Brunswick, and her article is reprinted from the New Brunswick Home & School 'Dialogue'.

The single most important skill children learn in school is how to read. This skill plays a vital role in all our lives. Knowing this, it is not surprising that much study and educational research has been devoted to this subject. We, nevertheless, still hear disturbing reports which indicate that many children experience great difficulty in mastering the skill. Many parents and teachers express frustration at the children's lack of interest in reading once its basics have been mastered.

In spite of all the attention focused on reading we do not know just what occurs in the actual physical process of learning to read. What we do know are some of the circumstances which exist around those children who become "readers", that is, those who do read as opposed to those who can read. It is becoming more and more evident, as educators begin to look

at those who do read, that the key to the development of readers is parents.

What can parents do to support and encourage their children's reading? Four elements seem to comprise the "profile of a reader":

1. the parent reads
2. the child is taken to the library
3. bookstores are visited and books purchased
4. the child is read to.

The second and third elements are basic means of exposing children to quantities of books and to the notions of borrowing and/or owning books. These will come about naturally when the first and fourth elements are present. Parents who read are quite simply presenting their children with a model to follow. All children learn primarily by imitation. If parents read, their children learn that reading is an acceptable and an enjoyable activity. This positive attitude is vital to a child's own reading development.

Even more important is reading to children. In many homes the bedtime story is still

a much loved family tradition. (This, of course, is only one possible time for reading together.) Reading to a child develops very positive feelings about books and reading. It also exposes the child to language patterns and vocabulary. The simple acquaintance with the form and format of the printed word and books will help the child who is entering school. Difficult as it may be for some of us to imagine, there are children who start school having had no relationship with books. These children do not know even the upside-down, right-side-up aspect of a book. Reading to a child should begin before school age and the earlier the better. It should not stop, however, when the child begins to read independently. Children continue to need the encouragement and fun of parental reading throughout

the elementary grades. Children who are learning to read on their own are, for a long time, unable to read at a vocabulary level equal to that of their own oral comprehension. Reading to school age children will increase and strengthen their vocabulary as well as reinforcing the positive attitudes already begun before they entered school. Although teachers can and should be taking part in this reinforcement by reading to their pupils, parents continue to be the key.

Reading to your children is a pleasant sharing activity. The best time to start is when they are very young. If you have not read to your children before they started school, don't worry; start now. Reading to a child at any point can have a beneficial effect on both the child's ability to read and his attitude towards reading.

'I Love to Read' Project

Over 100 schools across the province are geared to participate in this year's I LOVE TO READ Project. The project will promote reading as a personal, social and academic activity within school boards, schools, libraries and homes in the Province of Quebec.

Children, parents, teachers, principals and librarians from Entry Island in the Magdalen Islands to Pointe Gatineau in the west will celebrate reading as a joyous affair February 2nd to February 20th. The event is sponsored by the Montreal Reading Council and the Chateauguay Valley Reading Council, two professional associations which promote and value reading.

The overall purpose of this project is to encourage children to view reading as a joyful activity which they want to do. Entire community participa-

tion can aid in achieving this end.

Schools participating who are members of Quebec Federation of Home and School Associations were:

Allancroft
Andrew S. Johnson
Memorial High
Briarwood
Christmas Park
Courtland Park
Dunrae Gardens
Gardenvue
Gault Institute
Herbert Purcell
Howick
Hudson Elementary
Meadowbrook
New Carlisle High School
Northview
Seignior
Shigawake/Port Daniel
Spring Gardens
Summerlea
Sunnydale Park
Willingdon

PSBGM — Inner City Exhibit

K-6 projects exhibit well expressed

During the week of February 23rd to 27th, 1981, the Protestant School Board of Greater Montreal showcased an art exhibit from ten of its "inner city" schools at the Administration Building on Fielding Avenue. These schools include: Bancroft, Barclay, Devonshire, Edward VII, Guy Drummond, Lorne, Maisonneuve, Peace Centennial, Royal Arthur and Woodland. This exhibit was one of the many projects supported by the budget allocation for the "inner city" programs. The extra material and school supplies

and equipment were financed by this fund.

Each school displayed their creative art in one of three rooms in the exhibition area. The variety of artistic expression representing all levels from kindergarten to grade 6 included: basket weaving, cardboard art, ceramics, crochet, French compositions, murals, needlepoint, paintings, photo albums, quilts, rug hooking, stained glass art, string art and stuffed animals, etc. Individual and class efforts were well represented. It was very im-

pressive. In addition, there were audio-visual displays of some of the on-going projects at these schools.

At the opening, for commissioners, principals, vice-principals and invited guests, the Bancroft School Choir gave a concert. Mrs. Ann Schlutz, Chairman of the Inner City Committee, officially opened the exhibit.

Throughout the remainder of the week various school choirs and dance groups from the ten schools performed for those attending the exhibit.

Protection of Children

Committee to study sexual abuse and exploitation of children

On February 16, 1981, the Honourable Jean Chrétien, Minister of Justice, announced that he, in collaboration with the Honourable Monique Bégin, Minister of National Health and Welfare, has appointed a committee on sexual abuse and exploitation of children and youths. The committee is to enquire into the incidence and prevalence in Canada of sexual offences against children and youths and to recommend improvements in laws for the protection of young persons from sexual abuse and exploitation. The Committee is to report to the government within two years.

The chairman of the Committee is Dr. Robin F. Badgley of Oakville, Ontario, professor in the Department of Behavioral Sciences, Faculty of Medicine at the University of Toronto. Dr. Badgley was Chairman of the Committee on the Operation of the Abortion Law which submitted its report to the Minister of Justice in 1977.

Members of the committee are: Judge H.A. Allard, Alberta; Denyse Fortin, Paul-Marcel Gélinas and Lucis Pépin, Quebec; Dr. Elizabeth S. Hillman, Newfoundland; Norma McCormick, Manitoba; Madame Justice Patricia M. Proudfoot of the Supreme Court of British Columbia; Dr. Quentin Rae-Grant and Sylvia Sutherland, Ontario; and Doris Ogilvie, New Brunswick.

TERMS OF REFERENCE FOR COMMITTEE

1. The Committee on Sexual Offences Against Children and Youths is appointed by the Minister of Justice and the Minister of National Health and Welfare to conduct a study to determine the adequacy of the laws in Canada in providing protection from sexual offences against children and youths and to make recommendations for improving this protection.
2. The Committee is asked to ascertain the incidence and prevalence of sexual abuse against children and youths, and of their exploitation for sexual purposes by way of prostitution and pornography. In addition, the Committee is asked to examine the question of access by children and youths to pornographic material. The Committee is asked to examine the relationship between the enforcement of the law and other mechanisms used by the community to protect children and youths from sexual abuse and exploitation.
3. The Committee will collect factual information on and examine Criminal Code sexual offences and offences under related laws which either expressly refer to children and youths as victims or which are frequently committed against children and youths.
4. In particular, the following matters are to be examined:
 - a) The elements of the offences with special attention to issues of age and consent and related considerations of evidence and publicity.
 - b) The incidence and prevalence of sexual offences against children and youths in Canada. Where possible, comparisons are to be made with the incidence and prevalence of sexual offences in general.
 - c) Whether such offences are likely to be brought to the attention of the authorities; whether they are likely to be prosecuted and, if prosecuted, are likely to result in convictions.
 - d) The effectiveness of criminal sanctions and methods other than the application of criminal sanctions in dealing with the types of conduct involved in these offences.
5. The study is to be completed within two years from the time of establishment of the Committee, and its recommendations will be contained in a report which will be made public. Officials from the Department of Justice and National Welfare will be available for consultation and will provide any assistance the Committee may require for the purpose of facilitating its work.

FOCUS on the LOCALS

NEW CARLISLE

Silence - Readers at Work

At a Staff meeting in November 1980 a description of an "I Love to Read" project was outlined by Mrs. Anne MacWhirter and discussed by the staff members at N.C.H.S. General enthusiasm at that time was an indication that we could look forward to a team effort in the week of February 9-13 to make Reading Week a week to remember.

In January, a stencil, was given out showing each teacher tangible activities to begin with in the classes. Teachers were encouraged to share projects and Reading Activities with other grades. In this vein, the three Grade 7 classes made projects such as colouring books, bookmarkers, wooden T.V.'s, puppets etc. to present as gifts to Pre Kdg., Kdg., Grade 1 and Grade 2 children. Time was also spent reading stories to the little ones by individuals from the High School grades.

Grades 5D and 5C worked with Grade 2 making mobiles for display in the halls. Many other shared activities went on during the week, creating a "oneness" within the school.

Grade 8 did a Choral Reading excerpt from "Charlie and the Chocolate Factory". This, along with Readers' Theatre from Grade 6C, and Grade 2, Grade 4 and 5D, was presented to the whole school at an assembly on Wednesday afternoon.

One of the main activities of Reading Week involving each student was the making of a poster depicting the theme "I

Love to Read". These were judged by twelve ladies from the community who marked their ballots for each grade on the Friday preceding Reading Week. These ballots were tabulated over the weekend and the winners were announced and prizes awarded at the Wednesday assembly. The prizes were, of course, books, (chosen from Classic Bookstores in Montreal). A bookmark was given to every child so that each student would have a souvenir from the week. These books and bookmarks, as well as gifts for the school's volunteer librarians, were paid for by New Carlisle Home and School Association. The librarians were invited to the assembly and received their gifts after Mr. Journeau thanked them for their efforts on the students' behalf.

New lyrics to a familiar tune (see below) entitled "Read Along With Me" were taught by Mr. Dee and many classroom teachers so that the song became a familiar one to all members of the staff and student body. It was sung at the Home and School meetings in January and February as well. At the February meeting, Grades 6C and 5D presented their Readers Theatre to the parents.

A 15 minute silent reading session was experienced each day from 12:45-1:00 p.m. Phones were taken off the hook and silence prevailed in the school.



YOU READ — WE'RE LISTENING!

This silent reading program is named D.E.A.R. (Drop everything and read) and is a vital part of reading enjoyment. Many classes experience it daily and this is perhaps the only time that students and teachers have a quiet, uninterrupted reading time.

The key to the success of Reading Week was total involvement and co-operation by all staff members. The school was as colorful as we have ever seen it. Because of the total participation of all classes, the school will receive a certificate

to be hung in the display case. This, along with a certificate for each participating classroom, is given by the Montreal Reading Council and the Chateauguay Valley Reading Council. These two chartered I.R.A., (International Reading Association) groups sponsor the Reading Week activities for the province of Québec.

New Carlisle parents and community members should be proud of the efforts made by students and staff to make Reading Week the tremendous experience that it was.



'DEAR' TEACHER

MEADOWBROOK

Parents read with their own children

"I Love to Read" Week at Meadowbrook.

To judge by the smiles and enthusiasm of all pupils the week of February 16-20 was a huge success. Everyone participated by class or individually in the poster competition and book mark design contest. Parents were asked to assist in "I Love to Read" Week by reading with their children every night. The total number

of minutes read were recorded on a giant thermometer in the school gym. The result was a total of 686 hours in five days!

The whole student body practised Uninterrupted Sustained Silent Reading (USSR) every day for 15 minutes and the different classes enjoyed book reviews, films, word games, shadow plays, paired reading and newspaper articles.

The "I Love to Read" buttons were worn proudly by all, teachers as well as students. Friday afternoon an assembly brought the week to a close with plays, skits and choral readings in English and French; and the awarding of book prizes (donated by the Home & School Association). This truly was a week where the "Joy of Reading" was celebrated.

ASBESTOS/DANVILLE/SHIPTON

Lunch-time swim!

A six-week swimming program was organized in the Fall. All classes were included. The children went to the pool during the noon-hour and were instructed at all levels. It was very successful and the participation was very enthusiastic. Parent volunteers assisted the three instructors. It did mean a very tight schedule to transport

the children to the pool and get them back to school in time for afternoon classes. The response to the program made the effort worth while and another session is planned for the Spring.

A most successful Bake Sale during the Christmas Concert was found to be an excellent way of raising money for school activities.

SUMMERLEA ANNEX

Participants Keen Readers

Every classroom at the Summerlea Annex participated in one way or another during 'I Love to Read' week. A contest of their own choosing was carried on in each classroom. Some classrooms featured Poster Contests covering books the children had read; others had Book Jacket Contests; while still others searched for the best possible name for their Mouse Mascot. The name finally selected was ARISTOMOUSE submitted by Henry Eid.

All winners received book prizes.

During the same week, a Book Fair was held with the co-operation of the Home & School association.

The week was much enjoyed by all concerned and certainly stimulated an awareness of the pleasure of reading.

"Read Along with Me"

(Sung to the tune of "I'd like to Teach the World to Sing")

I'd like for everyone to see
To read along with me
Biographies and fairy tales
And scary mysteries.
I'd like the world to take the time

To read with me today
Be a spy or learn to fly
Books will show the way.
I'd like for you to come along
With all my brand new friends
And travel to the far off lands
Where books and I have been.

Chorus

Read along with me
And soon you will say
Books uncover brand new worlds
Let's read a book today.



FOCUS on the LOCALS

SMOKING PREVENTION FOR THE YOUNG

Quebec leads in 9-11 year old smokers

On October 17th I attended the National Conference on Smoking Prevention for the Young in Winnipeg. Two hundred and fifty delegates representing public health, education, parents and students from across Canada spent an intensive weekend examining the problems of smoking prevention.

Speakers from Canadian and American health, education and social agencies provided strategies for smoking education programmes.

As a health hazard, cigarette smoking is a major cause of emphysema, chronic bronchitis, lung cancer and heart disease. Just one cigarette speeds up the heart beat and increases blood pressure. Cigarette smoke affects the non-smoker in much the same way as the smoker. Seventy per cent of adults know and believe smoking is a health hazard but very few children do. Research shows that tobacco and alcohol are being used by an ever younger population in Canada. Most children have experimented by

age twelve and ages ten to fifteen are the high risk ages for children starting to smoke. Statistically, Quebec is above average in general smoking habits in Canada and has one of the highest rates of regular smokers in the nine to eleven year old group (National Survey 1978). The early starters prove to be the heaviest smokers later on.

In examining why children begin to smoke, the conference offered some conclusions. Health scare tactics don't work although children are concerned about their parents' smoking. The current twelve year old smokes for acceptance with peers or act as an adult, not deviance. Although there are no exclusive characteristics of smokers versus non-smokers, Dr. G. Botvin of Cornell University cites some general categories. Smokers are:

- more anxious
- less concerned with parental approval
- have lower self-confidence
- have lower social confidence
- are more impulsive

- less satisfied with themselves

Recommendations supplied by most conference speakers focused on a lifestyle approach and changing the environment implementing schools and community. For example, encouraging a positive school environment and supporting extra curricular activities. Teach children how to cope with pressure to smoke and ways to deal with anxiety.

Cigarette companies spend billions of dollars advertising the message that smoking is a link to the "beautiful life". Promoting the negative aspects can lead to children not smoking. For example, advertise the bad points like smoking gives you bad breath. Have "heroes" promote non-smoking. Alan McAlister of Harvard advocates organized activities that provide challenge, bolster self-esteem and teach social skills. Cheryl Perry of Stanford and originator of CLASP (Counselling Leadership about Smoking Pressure) stresses the community and parents, teachers and students working

The national conference on smoking and our young people was attended by Mrs. Jane Finnie, a Home and School member from Windermere Elementary School in Beaconsfield. The following is her report on the conference.

as a team.

Representatives of teacher, student and parent groups at the conference felt that there was little going on in schools to encourage smoking prevention and that pressure should be brought on all levels of government to support communities in this endeavour. School administration was generally receptive to smoking prevention programmes but cite curriculum time and lack of training as problems but the Manitoba health agencies train and use parent volunteers in the schools.

This National Conference heavily emphasized the roles of parents, schools and community in smoking prevention for our young. The Quebec Foundation of Home and Schools touches 10,000 families and, therefore, has the framework to

encourage and implement smoking prevention programmes.

The official summary of the convention is now available as well as information on the International Conference on Smoking Prevention to be held in Winnipeg in 1982.

In conclusion, I feel that the Quebec Federation of Home and Schools should adopt the following recommendations.

- 1) Pressure all levels of government to support smoking prevention programmes in schools and communities.
- 2) Pressure government to ban smoking in public places.
- 3) Support current extra curricular activities and initiate new.
- 4) Implement smoking prevention programmes in schools.
- 5) Pressure government to ban cigarette smoking advertising.

SEIGNIORY

Funds Buy New Encyclopedia

Even after the Christmas fever busy times are not over yet at Seignior. The Home & School mothers have been busy preparing the last fund-raising event of the season. This year it was a St. Valentine's Day Dance—a very successful evening enjoyed by everyone.

With some of the funds raised this year the Home & School Association has purchased an encyclopaedia set for the library; kits on pedestrian and

bus safety for use in the school; a set of books for the Moral and Religious Instruction classes in the primary area and will sponsor a group from the Montreal Symphony Orchestra in April.

On February 2nd twelve students from Seignior School entered the Lakeshore School Board "Elementary School Chess Tournament" in which sixteen schools participated. Once again Seignior came out on top. A Gold Medal was won by Blake Gage at the Grade 2 level and Sharrukin Amiri at the Grade 6 level. Three Bronze Medals were won by Vijay Chitnis of Grade 4 level; Brian Liew at the Grade 5 level and Jay Randall at Grade 6 level.

Each lunch hour sees Beaconsfield Golf Course crowded with cross-country skiers from Seignior from Grades 3,4,5 and 6. Some are in training for a mid-winter camp at Harrington and others are skiing just for fun.

The teachers of children in Grade 3 are planning a Spring Concert. It will include a group of children playing various string and wind instruments.

In addition to all these activities the school celebrated "I Love to Read Week", which was greatly enjoyed by all the students. The Library, run by Home and School volunteers, participated in several activities. Parent volunteers read stories to each class from Kindergarten to Grade 4, students from Grades 5 and 6 covered some of our older library books and the whole school participated in "Your Favorite Book in Our Library" survey. A book was purchased by the Home & School for each class that participated.

WESTPARK

Book et Théâtre!

The fund-raising activities at Westpark include extra-curricular activities such as wrestling, pottery, cooking and arts and crafts. Some of the classes are taught by mothers of students at Westpark.

A Skate-a-thon was held on February 21st at which the students were sponsored to roller-skate. There were prizes, games and fun for all the family.

Other Home & School sponsored activities include theatre groups to come to the school to perform for the students. A young folksinger, Benjamin Russell came to teach the child-

ren various songs and to play the guitar and banjo for their great enjoyment. Other scheduled groups include two productions of the Théâtre de Soleil—"La Musique et l'Etoile argentée" and "Il Etait une Fois en Louisiana" and a production by Youththeatre "Ti Jean" (in English) for all grades in March.

The Home & School held a very successful Book Fair including both new and used books. Almost \$1,300.00 worth of books were sold for a profit of about \$480.00. This will be used towards the cost of the two

theatre groups.

The Safety Committee has concerned itself with the following items:

The Buddy System which insures the safe arrival at school of all children. The teacher knows each day where each child is and parents have the assurance that their child has indeed arrived at school.

Bus Safety: All bussed students will take part in a bus drill to ensure that all will know how to evacuate the bus in case of an emergency and a survey will be sent to parents of bussed children to obtain their opinion as to whether they favour having a volunteer monitor on each bus.

Parking: Motorists are to be requested not to enter the driveway on Howard Street but to remain on the street.

Bicycle Safety Program: Sometime, in April a bicycle safety program will be offered to the students.

Stop Sign: A Stop Sign to be used only on school days is placed on Westpark Blvd. so that students are assured the right of way when going to school. Thus students must be taught to use caution when crossing at other times.

DID YOU KNOW?

- Westpark School opened in 1962-63 but there was no Home & School until 1969.
- At one time Westpark had the largest enrollment of the PSBGM elementary schools.
- There were no paved roads so teachers were bussed to school much as the students are today.
- Before the school opened there was a fire while construction was under way.
- The Grade 5 students of 1973-74 designed and painted a large stained glass window on the north side of the school.

EDINBURGH

Self-Help Jog

The Grade Five classes at Edinburgh School recently returned from a most successful and enjoyable three day winter trip to Jouvence near Bonsecours in the Eastern Townships. The students held a jog-a-thon to raise money for those of their classmates who could not afford the fee and they far exceeded their goal. At Jouvence the accommodations were found to be clean, modern and attractive, with no more than four children to a room. The atmosphere was friendly, the food very good and the activities stimulating. The children, in spite of very little snow, enjoyed snow-shoeing, cross-country skiing, classes in nature study and survival in the woods—all in the company of a competent, friendly, French-speaking staff. They were accompanied by their dedicated class teachers: Mr. Emery, Miss Fajman, Miss Harris, Miss Kyle, Mr. Saucier and their gym teacher, Miss Loucks.

IF YOU PLAN TO DRIVE TO THIS YEAR'S ANNUAL CONFERENCE FILL UP YOUR CAR WITH FRIENDS AND ENJOY THE TRIP.



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Norman J. Gentry
General Director



FOCUS on the LOCALS

JOHN RENNIE

School Chess Championships

Reprinted from
News and Chronicle.

The Lakeshore Elementary School Chess Championships were held at John Rennie High School on February 2. Eighteen schools and over one hundred and forty students participated.

Most students had to survive their own elementary school tournaments to qualify for the John Rennie event. Schools were allowed to enter two players per grade level from grades one through seven.

The number of contestants was well up from last year's tournament (60) as was the caliber of play. Many elementary schools are now running chess programs and the sport is growing fast on the West Island.

The top three players at each grade level were presented with medals donated by John Rennie Home and School. In addition, the players are eligible for the Montreal School Championships on March 7 and 8.

For the second year running,

Seigniory School took home the most medals; Oakridge, Allancroft and Greendale also fared very well. A nursery school student, four year old Brecon Gage, won the silver medal at the Grade 1 level.

The Medal Winners at each grade level are:

Grade 1: 1st - James Williamson, Allancroft. 2nd - Brecon Gage, Independent. 3rd - Amir Lubelski, Spring Garden.

Grade 2: 1st - Blake Gage, Seigniory. 2nd - Michael Neuf, Seigniory. 3rd - Ryan Bernstein, Oakridge.

Grade 3: 1st - Chris Emerqui, Greendale. 2nd - Asif Choudhury, Lakeside Heights. 3rd - Gary Dos Santos, Oakridge.

Grade 4: 1st - Juno Ahuja, Sunnydale. 2nd - David Rudbeck, Allancroft. 3rd - Vijay Chitnis, Seigniory.

Grade 5: 1st - Russel Waite, Oakridge. 2nd - Ronnie Hofman, Greendale. 3rd - Brian

Liew, Seigniory.

Grade 6: 1st - Alexander Goss, Oakridge. 2nd - Sharukin Amiri, Seigniory. 3rd - Jay Randall, Seigniory.

Grade 7: 1st - Jarno Makonen, J.R.H.S. 2nd - Dale Hastel, J.R.H.S. 3rd - Alan Gomes, J.R.H.S.

ALLANCROFT

Grade 1 Chess Champ!

Our Home & School is very busy and involved in many projects. "Charlotte's Web" was shown February 6th to the students after school at a cost of 75¢. At the recent Chess Tournament held at John Rennie High School, Allancroft winners were James Williamson with a Gold Medal (Grade 1 level) and David Rudbeck a Silver Medal (Grade 4 level). A big thank you to Mrs. Brunelle for all her coaching.

The Block Parents are always looking for new parents to join this worthwhile program. If you are interested, call Sharon Conley (694-1045) for the Kirkland area, or Mrs. Sikora (694-5251) for Beaconsfield.

LASALLE HIGH

Cooperative effort!

On the evening of February 3rd, the Lasalle High School community of students, parents, administrators and teachers held one of their most successful information evenings on the subject of Rape. More than 300 interested and concerned persons attended the evening seminar on this topic. The film "Rape Alert" was shown and a panel of MUC police and Youth Squad personnel along with

medical and social workers answered questions and explained from a physical and mental point of view how to best help any victim of a physical assault.

Other high schools wishing to hold this type of seminar can obtain a detailed working plan on how to organize such an evening, who to contact, cost involved, etc. from Quebec Federation's office.

DUNRAE GARDENS

Active program aids membership

Dunrae Gardens, a French Immersion School in the Town of Mount Royal, is again offering its Full-Day Kindergarten Program—a day-care program designed to extend and enrich the pupils' regular half-day Kindergarten program.

The Home & School Association has recently sponsored the affiliation of the school with the Montreal Chess League since the newly-formed Chess Club proved so popular. The Association has also provided some chess sets, as well as support for the entry of four pupils at the recent PSBGM Chess Tournament, held at Westmount High School.

On Saturday, April 25th, the Home & School Association is holding a Bazaar as its special Spring fund-raising event. Booths will include Books, New Clothing, White Elephant and Baking.

Another event at Dunrae was the 2nd Annual Classe de Neige which took place from March 2nd to March 6th. Safely chaperoned by the very popular gym teacher, Mr. Terry Tinker, the three senior grades spent the week at Auberge St. Jovite and took daily ski lessons at Mont Faustin.

A Safety Program was presented by Constable Bertrand for the Youth Section of the Town of Montreal Police Department to the students of Dunrae Gardens School. It consisted of a slide and talk program to each class on safety in the community—to and from school and at play. His work is being supplemented by the use of filmstrip material from the Block Parent Association and an excellent film from the PSBGM library entitled "Better Safe Than Sorry". The theme of both films is "Be Careful With Strangers".

Home & Schools activities and membership recruitment are very active. Piano lessons sponsored by Home & School have sixteen participants and there are twenty enrolled in the recorder classes. A plant sale raised \$60.00 with the help of parent donations and the assistance of Grade 7 students acting as salesmen.

FOCUS ON THE LOCALS PUBLICITY CHAIRMEN

Please note the next deadline for articles for Focus on the Locals is May 11th,

1981. These articles will appear in the May/June issue of the NEWS.



HELEN GREEN JODIE GREEN RHONDA DAITCHMAN CAROL SHATTNER

SUNNYDALE PARK

Who played Santa?

Sunnydale Park Home & School Association's Seventh Annual "Santa's Sunnydale Fair" took place on Saturday, November 8th. The fair includes handicrafts; baked goods; plants; bazaar section; White Elephant section and many more. Of course Santa was on hand all day to greet the children. The fair was a huge success thanks to the ladies who appear in the photo and many others who worked at the various tables selling the various goods offered.

EDGEWATER

Not Such a Nutty Idea!

The highlight of the Fall term fund-raising at Edgewater School in Pincoart was a Christmas Nut Campaign. Organized by "Nut" and General Fund-raising Chairman, Heather McBride, 244 students from all levels K-Grade 7 participated. For approximately three weeks in November and December pupils blitzed the local community and beyond to realize a net profit of \$1,500.00. Prizes and awards for exceptional effort were won by the following: Camera—Gordie Cairns of Grade 3; calculator—Derek Wright—Grade 5. (These prizes were donated by the supplier.); silver dollar drawing—1 for each class; Pizza Party for the

20 highest salesmen (Thanks go to Mr. Makis of Makis Pizza for donating half the cost.); certificates—all primary children K-3 who sold nuts received one. Proceeds are being used to pay transportation costs for senior students to attend two Montreal Symphony Orchestra concerts during the school year; two Youththeatre performances upcoming in April and for Outdoor Education Field Trips to Harrington.

Extensive renovations to Edgewater School due to the amalgamation in 1980-81 with Vivian Graham School has led to the formation a Creative Playground Committee. This group, under the chairmanship of Hans Bulow, the Physical

Education teacher, is very enthusiastic about the community project. Part of the Home and School involvement is to assist in the fund-raising as well as in the design and execution of the playground, due to get underway as soon as the ground is ready.

Students, staff and parents are all keenly awaiting the successful completion of all the current construction and renovations to Edgewater School carried out during the school year. They are looking forward to a functional and attractive school, one which will meet the educational and social need of the English-speaking community of Ile Perrot.

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BOOKS REVIEWS

"Yes Virginia, There is Right and Wrong!"

By Kathleen M. Gow, Ph.D published 1980 by John Wiley and Sons Canada Limited Toronto. 248 pages hard cover or paper-back.

This book will be of great interest to parents whose children are exposed to Moral and Religious Education courses in school. Dr. Gow has done a scholarly but easily-read study of how Moral and Religious Education is taught in both public and private schools in North America. While not op-

posed to the concept that children should be aided in clarifying their values she does raise valid objections as to how these values are arrived at in certain cases. She particularly cites the commonly used exercise "Life Raft" whereby a group of say, ten students are told that their life raft will only hold nine safely, that one of them must be pushed off within a certain time in order that the other nine might survive. A must read book for concerned parents.

Canadian Starters

Published by GLC Publishers Limited Toronto 1981. This a new series of 90 different books designed for the youngest readers. Each book is about 26 pages long with only a few lines of simple text and a coloured illustration on each page, plus a picture glossary at the end questions at the beginning. They are hard-covered, sturdily bound and about 6"x 8". There are nine different series 1) Places 2) People 3) Firsts 4) Sports 5) Builders 6) Wonders 7) Canadiana 8) Wildlife and 9) Me.

Parents and librarians who are worried that their children are being exposed to too much foreign television or literature would be well advised to look into this strictly Canadian series.

A selection will be available for viewing at the AGM and the publishers have donated 60 of these books for a draw then. Come and take a look and take a chance!

Mental Jogging

By Reid J. Daitzman Ph.D published by Richard Marek Publishers New York 1980 222 pages paperback.

This is a fun book for students and adults both, but it also serves a serious purpose in exercising and stimulating the mind and in developing an aptitude for lateral thinking. It consists of 365 exercises, one for each day of the year which are designed to stimulate creative problem solving of everyday

events. There are no "right" or "wrong" answers and no special expertise in logic or academic background is required. Any answer, like those in Values Clarification exercises, is acceptable, no matter how "far-out", seemingly illogical or impossible. Such simple exercises as asking a child how many different ways of using yellow Jello may surprise you with the wide-ranging extent of his mind.

Sex Education

Catholic parents condemn program

The Quebec association of catholic parents has condemned the sex education program developed by the Ministry of Education and being piloted in five catholic school commissions. The association is requesting the withdrawal of any form of sex education at the elementary level. It asks for a moratorium on the program until a new program incorporating christian educational values with regard to love, preparation for marriage and family life.

The association believes that sex education is the task of the parents, and sees the 11-year

Ministry of Education program as 'brainwashing' for a new concept of sexuality which it and its 55,000 members do not accept.

To help unemployed

'Advocacy for the Right to be Employed' was set up last year to help people obtain U.I.C. benefits while out of work and to suggest and recommend ways of creating employment at provincial and federal government levels.

The committee of A.R.E. invites those having difficulty with claiming U.I.C. benefits to contact them



1981 The International Year of Disabled Persons

The United Nations General Assembly has proclaimed 1981 the International Year of Disabled Person. The theme for the year is "FULL PARTICIPATION AND EQUALITY" and the year will promote the enjoyment by disabled persons of rights and opportunities which are available to other persons in society.

A disabled person has been defined in the United Nations Declaration of the Rights of the Disabled Article One, 1975 as "someone who is unable to ensure by himself or herself, wholly or partially, the necessities of a normal individual and/or social life, as a result of deficiency, either congenital or not, in his or her physical or mental capabilities. A handicap is the relationship between the disability of a person and his or her environment".

Canada seconded the 1976 resolution to the U.N. General Assembly designating 1981 the International Year of Disabled Persons, and was among the 23 member states to compose the Advisory Committee which submitted recommendations to the General Assembly and

seconded the 1977 resolution setting in motion preparations for the IYDP. Federal Health and Welfare Minister Monique Bégin has recently announced the formation of the Canadian Organizing Committee for 1981 (COC) to plan, conduct and carry out activities designed to support the objectives of IYDP. This will be an independent body having representatives from disabled person, the aged, consumer groups, service agencies, business, industry, labour and the provincial and territorial governments.

A total grant of one million dollars has been made available for activities to celebrate the IYDP and at least 50% has been reserved for projects and activities proposed and administered by disabled persons themselves. The fund will provide:

- seed money where the potential or benefits to disabled persons are substantial;
- Last resort funding for projects of exceptional value where existing mechanisms are inadequate or not available;
- funding for special activities or projects specifically designed to mark IYDP.

The Federal Government recently announced the formation of the Parliamentary Special Committee on the

Disabled and the Handicapped with the following mandate: to evaluate the scope and effectiveness of existing government programs for disabled persons, as well as the degree to which they interlock with voluntary programs and services, with the objective of suggesting measures to improve the quality of services provided to such persons. The special committee will examine:

- fundamental and civil rights
- employment opportunities
- vocational training
- business incentives
- income supplement programs
- health services and medical rehabilitation

In Quebec, the Minister of Social Affairs, Denis Lazure, announced that Quebec intends to participate in the IYDP and has designated a minister as sponsor for the year and the Office des handicapés de Québec as the organization to coordinate provincial projects for IYDP. Their address is 2940 Lemire Boulevard, Drummondville South, Quebec J2B 7J6 if any readers have any questions.

Quebec Federation of Home & School Associations, vitally concerned with the welfare of all children has prepared a resolution dealing with the right of all to access to education (see Resolution 81/1)

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