



QUEBEC HOME & SCHOOL

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PLENARY SESSION - DR LAURIN

LAURIN FAILS TO CONVINC PARENTS . . . AGAIN!

The Minister of Education Camille Laurin did his best to convince the 265 delegates to the QFHSA Fall Conference that his plan for school reorganization is a sound one. But parents were not buying it and made it clear that they were more interested in a proper consultation and clear answers to their questions than in listening to the minister sell his project.

Laurin was accompanied on the stage by Henry Breau, Advisor Anglophone section, Director General des Réseaux; Henry Milner, Ministry consultant on school reform and Guy Dozois, Regional Director of the Ministry of Education.

In his address M. Laurin suggested that there appeared to be mutual agreement that any reform of the system must be guided by one overriding purpose - the fostering of the development of the whole child, psychologically, academically, physically and socially. The reforms must be predicated on this one aim. "Our sole concern must be with the interest of children."

He went to explain that the plan is now a project of the government, having been adopted by the cabinet, and is a response to widespread consultation in 1977 and 1978. That consultation indicated that parents wanted to participate and become more fully involved in the schools. There was a feeling that school boards could no longer respond to the needs as they have done in the past. In the early days school boards functioned well because they were much closer to the local schools. However, as the school system expanded the boards began to lose contact with the schools and parental involvement in schools diminished in a corresponding fashion.

The Minister went on to explain that in the early 70's parents became increasingly aware of their loss of contact with the schools. The schools were moving in new directions in response to a variety of pressures and parents began to wonder whether they were adhering to the traditional values of families. The result was a steadily increasing pressure



from parents for the right to participate in the operation of schools. This pressure led in 1971 to the formation of the first School Committees. These gave parents the opportunity to become involved in activities of a relatively minor nature and gave them the incentive to do more. The Ministry participated in an extensive consultation process to determine what parents wanted. Already there have been some partial responses to these demands, such as Bills 30 and 61, in which schools are clearly defined as an institutional entity and subjects for consultation are specifically outlined. The present white paper "now provides a practical, comprehensive answer to the demands expressed in the 1977 consultation".

"What", the minister asked "is the basic purpose of the new pro-

posal?" It is to make this newly defined school the very cornerstone of the education system. "It makes the school the pivot of the system, with all other structures subordinate to it." "This", he claimed emphatically, "will be a true process of decentralization in which all the powers will be decentralized to the schools". As a result parents will now be able to make decisions and have a permanent and important role.

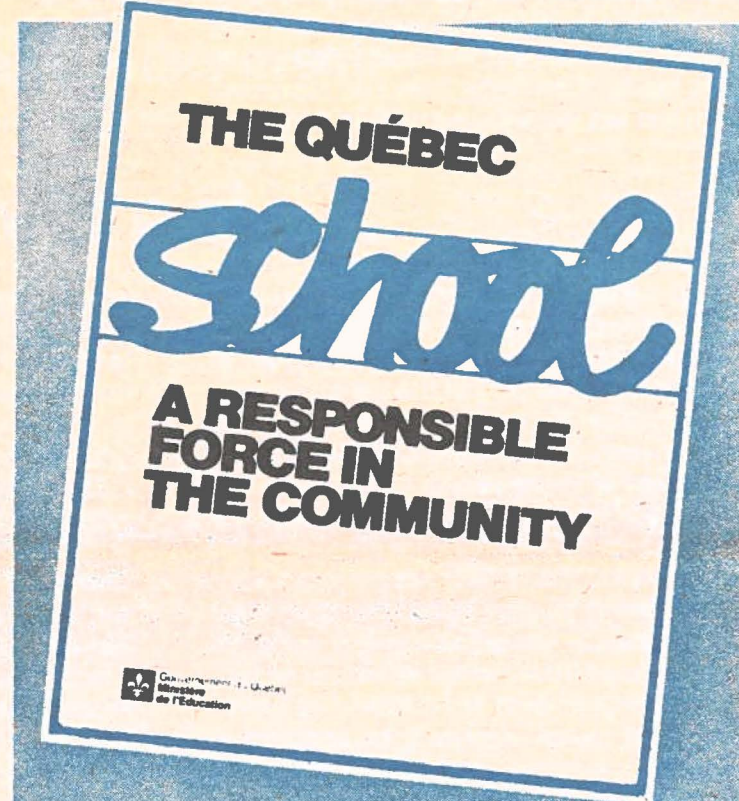
"The school boards will not be dismantled", the minister explained, prompting one angry parent to retort that this statement was an "outright lie". The minister went on to state that the

Continued on page 4

School Reorganization

Pontbriand does not speak for parents

The Federation of Parent Committees of the Island of Montreal has reacted strongly to newspaper reports that parents support M. Laurin's proposals for school restructuring. The reports are based on statements attributed to M. Jean Pontbriand, President of the Federation of Parent Committees of the Province of Quebec. The Montreal federation finds it distressing that "the personal opinion of M. Pontbriand is being interpreted as the opinion of parents in general". In no ways have parents yet decided to support the plan.



'THE PLAN' POSTPONED

On October 23rd, 1982, it was announced that the Minister of Education, Dr. Laurin, has decided to postpone 'till the spring' the tabling of legislation to implement his policy, "The Quebec School: A Responsible Force in the Community".

Dr. Laurin had earlier indicated that legislation could be expected to be tabled in the National Assembly in November or December 1982.

The reason given for the postponement was the Minister's preoccupation with negotiations with education unions. Current contracts expire December 31st, 1982.

The President of the Montreal federation, Mme. Jacqueline Beauchemin, stated that "in view of the howls of protest that the declaration of M. Pontbriand is likely to draw from parent committees, the Montreal federation believes that it is important to emphasize that the great majority of parents, both on the Island and across the province, are just beginning their study of the Education Minister's white paper and consequently have not yet adopted any position, either officially or unofficially".

Mme. Beauchemin wishes to

assure parent representatives that the Montreal federation will not take a stand on the white paper until they have been properly consulted. "The Island federation has absolutely no intention of manipulating parent opinion", she emphasized. "The question of school restructuring is too fundamental and could affect too profoundly the functioning of our schools for us to take a position without having seriously studied the proposals with parent and school committees of the Island of Montreal".

TV games

Warning to parents

Colour television sets produced more than 12 years ago give off too much radiation to be used by children for video games or home computers, say researchers at Boston's Veterans Hospital.

The children sit too near the sets when they use the video games and as a result are in danger of serious eye damage.

The researchers estimate that a child who sits in front of an old-

model television set at a distance of 40 centimetres receives 890 millirems of radiation in the eyes per year.

This compares with a chest X-ray which emits between 20 and 30 millirems.

After the age of 18, the researchers say, the danger diminishes and, provided that the television set is at a reasonable distance, it poses no danger to health.

Editorial comment

Sex Education . . . there should be no conflict with values

At a press conference on October 14th, 1982, the Superior Council of Education reported its advice to the Minister of Education on a new sex education program to be implemented in Quebec schools.

The majority of the Council expressed satisfaction with the new program as a whole, while noting reservations on certain aspects. For instance, the Council recommends that the religious values involved in sexuality be dealt with in morals and religion courses, and that program objectives be more clearly distinguished from teaching methods. They also expressed concern lest sex-stereotyping persist, instead of

reinforcement of equality in principle and in fact between the sexes.

Three members of the Council dissented from the majority report. It is significant to the Protestant community that these three members are representatives of that community on the Council: Lucien Rossaert, Constance Middleton-Hope and Joan Fitzpatrick. These members oppose the idea of one program for all schools, whether Protestant or Catholic. Protestant schools have been delivering sex education programs to students at all levels as part of the moral and religious education course. Parents have for many years been invited to advise

schools on the implementation of this course, in order that there be no conflict with community values. Where a problem arises with the program, the school soon hears about it.

Many Protestant parents will have trouble with the new program because some of its elements will require the expertise of a sexologist. Parent response from Protestant schools has insisted that a full-time classroom teacher should be responsible for sex education, calling on specialized help only if the situation requires it. And parents are completely divided on whether children should be taught 'the variety of roles which may be assumed by women and men and to choose their own roles'.

Many parents have difficulty with dealing with their children's sexuality (and many parents have difficulty dealing with their own sexuality). They support school programs which will aid them in this area. They know that ignorance can be anything but bliss. But it is foolish to believe that the public school can do more than 'back and fill' in the area of sex education. Our sexuality always has been and always will be a more private domain than any other aspect of our lives.

Joan Mansfield

. . . in a Pluralist Society

Sex education for elementary and secondary students should be a priority for the educational system of Quebec. Such a programme is an integral and essential part of the general education of children. To ignore such a programme would seriously hinder the social and personal development of young people.

Sex education has become a priority for school systems in North America because of the cultural context that young people face today. As a developing human being, the child must learn to recognize himself as a sexual being. He must develop attitudes which reflect his maturity and his responsibility in his sexual behavior. A frank and global approach to sexuality is imperative.

Experience proves that the involvement of parents from the initial determination of the

programme's objectives to the eventual implementation in the classroom, is the key to success. It is within the family that the child encounters his first sexual awareness. The school, in unison with the family, can only continue the process begun at home.

The action of educators, then, cannot be isolated. Sex education programmes must respect the principle found in the Québec Charter of Human Rights "... that every person is the possessor of fundamental freedoms, including freedom of conscience, freedom of religion, freedom of opinion". The school must respect the pluralism of opinions on sex education. It is unacceptable in a pluralistic society that equality is sought within compulsory uniformity. This is true of all school programmes; it is especially true for sex education.

School systems in recognizing that sex education is a priority programme must be prepared to provide varied approaches of different courses, depending on the needs of the local community and the desires of the parents. To fully respect all views, exemption must also be part of the school's policy. A single programme, authorized for the entire province, as recently suggested, many engender totalitarianism.

The strength of a society does not rest on uniform programmes. Individual growth, without affecting growth in others, is the strength of a collective society. This is the very essence of true democratic pluralism.

Lucien Rossaert

The above editorial expresses the views of the author and does not necessarily represent the opinions of various associations to which he belongs.

Is your kid worth it?

Home and school: the term implies continuity; it is not a new concept when discussing children. We categorize children according to age (terrible two's), and state (he'll get over it). As parents, we help our children to develop and adjust to each new experience.

That very important parental bond should not be severed at age 5 when a child enters school, it should be nurtured with the same support and guidance that accompanied each new phase of a child's life.

The transition from home to school should be a smooth one for children. It is particularly comforting for children to feel

that their parents are familiar with their school, their teachers and their work from first grade to graduation. They feel at home at school.

With the large spectrum of concerns in these times, we tend sometimes to concentrate on economic crisis, household maintenance, and general malaise, while totally overlooking life.

But for children, knowing that Mom and Dad put all else aside to go to his school, and now they know which row his desk is in, well, that can revolutionize a life. Children know that school is where parents go to meet their friends' parents; it's where the teachers tell Mom & Dad how

Reprinted from the SPEC, Oct. 5th, 1982

good you are in math; how you share, how you play, how they can help you to read better.

The Home and School association encourages parents to continue the overall development of their children by taking a active part in this dimension of their growth.

Suffer the children

Editorial, Globe & Mail, October 13, 1982

The fight over English-language education in Quebec has been bitter and protracted, engaging the Government, the parents, the school boards and the courts in a series of angry clashes. But the casualties, as always, are the children.

On Sept. 8, Quebec Superior Court Chief Justice Jules Deschênes rejected portion of Bill 101 as an affront to the Constitutional Charter of Rights and Freedoms, which guarantees access to English schools to all children whose parents were educated in English in Canada. The Montreal Catholic School Commission, the province's largest school board, subsequently registered 35 students made eligible by Judge Deschênes ruling.

It was the only defensible choice the commission had, since the court had ruled that the alternative was unconstitutional.

Quebec appealed Judge Deschênes' decision, as it had every right to do. But it also announced that it would penalize every school board that abided by the court's ruling, by withholding grants for the affected children. The Montreal Catholic School Commission submitted to the pressure. It has decided, by a vote of 7 to 5, to encourage the parents of the 35 children to re-register the pupils in French-language schools.

Children, one month into their school year, are being asked to switch schools. Never mind the effects of the disruption on their

schooling, on their comprehension, on their feeling of belonging in a new classroom. The Government could have announced that it would not impose sanctions unless it received a final verdict in its favor; instead, it is allowing politics to rule and the children to suffer.

Fortunately, not everyone is playing its game. The Quebec Association of Protestant School Boards has defied the Government's threat, and Joel Hartt, chairman of the Lakeshore board, explained the reaction in two eloquent sentences. "We don't play tennis with children," he said. "We won't bat them back and forth between schools."

No reasonable school board would. No reasonable government would ask it to.

OTHER PEOPLES OPINIONS



Quebec Home & School NEWS

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Hearing from you...

...an excellent conference

I thought your recent convention was excellent and do thank those who worked so hard to make it so.

I enclose my cheque for '82-83 membership. Please note my new address effective Nov. 22.

I am sorry my association with you all was so short, but I did enjoy it and wish you all the best. I'm sure we'll be in touch again.

Hally Ruth Siddons
South Shore

I enjoyed very much last Saturday (October 16th, Fall Leadership Conference). I met some very interesting people who have been active in Home & School for many years. The seminars were very good too.

I offer my thanks and felicitations to all the people who were involved in putting on this conference.

Robert Castonguay
Ste. Foy

Has the Minister read his book?

Translated from Le Devoir, October 18, 1982.

Has the Minister read his book thoroughly? This is the question I asked myself after having read the first chapters of Dr. Laurin's White Paper: has he really read his book? If he has, then how can a man of his stamp (tempered mind) have left so many fallacies, half-truths, inconsistencies and even stupid blunders in it?

On page 20, he asks: "What worries, what anguish, what frustrations does the school keep alive in you? If Dr. Laurin wants to know where the worries, anguishes and frustrations of Quebecers reside, he should look to the 600,000 unemployed, the factories that are closing, the businesses fleeing Bill 101 and the down-at-heel university graduates.

Then, I asked myself where was

the Doctor's logic when on page 19 he writes that the "school is in the forefront of parents' preoccupations" on the following page he states smoothly and without lifting an eyebrow that "the school seems too often remote (too far) from the preoccupations, needs and aspirations of parents".

There, I tell myself, is a Minister who does not trip over a logical progression of ideas.

On page 21, he seems to tell us that it has become necessary to simplify "the fabric of regulations which only specialists seem to understand". But he's imposing on us a book which will very much thicken this fabric".

Has the Minister really read his law? Or is it the toy of our grand wizards of national education.

Jean Lachapelle

The Terry Fox Centre

I was thrilled to have been asked to attend the official opening of the Terry Fox Youth Centre on behalf of the Quebec Federation. It was a pleasure to meet the staff there to lunch with and talk to students from all across Canada, to tour the Centre and finally to be present at the opening ceremonies.

I am enclosing the literature that was handed out to the "press" as well as a photo and application form. The write-up I put together is taken from the Centre's material so is not actually

my words and should not have my name on the article (to be printed in the next issue of the NEWS).

With all the reporters, photographers, T.V. cameras present at the opening I was disappointed in the coverage that our Ottawa newspaper and T.V. stations actually gave such a positive news item... If I were 16 or 17 I'd love to take advantage of a visit to the Youth Centre.

Thanks
Linda Piercey
Eardley Home & School

International Education

New World College welcomes students

The recent dedication of The Armand Hammer United World College of the American West in Montezuma by H.R.H. Charles, Prince of Wales, makes it the newest addition to a worldwide system of innovative colleges that began in 1962 with the founding of the original Atlantic College in Wales. Under the patronage of Lord Mountbatten, and presently under the leadership of the Prince of Wales, the concept of the United World Colleges (UWC) has spread around the world and offers a unique new hope for peace through education and understanding.

In addition to the Atlantic College and the new American campus in Montezuma, New Mexico, the United World College system includes Pearson College in Victoria, British Columbia; the United World College of the Adriatic in Trieste, Italy; the United World College of South East Asia in Singapore; and the Waterford-KaMhlabala United World College in Swaziland.

The Armand Hammer United World College of the American West, like the other United World Colleges, is designed to bring

together a very talented group of students from all over the world into a common academic and living environment. All students are chosen based on merit, without regard to race, creed, color, sex, religious preference, national or ethnic origin or economic condition.

The first year's enrollment of 104 students have arrived from 48 countries, and also includes American Indians, Palestinians, U.N. refugees and 25 American students.

In keeping with UWC international goals, each student will participate in community service programs in Montezuma and nearby Las Vegas, New Mexico, working in hospitals, community recreation projects and programs for the aged, the handicapped and other needy members of the community.

The village of Montezuma is in northwestern New Mexico, situated near the historic town of Las Vegas, New Mexico.

The college is located 60 miles east of Santa Fe, on the Old Santa Fe Trail. It is 125 miles northeast of Albuquerque via Interstate 25.



PRESIDENT'S MESSAGE

OWEN BUCKINGHAM
President

On October 16th, 1982, Quebec Federation held its annual fall Leadership Conference at Lindsay Place High School in Pointe Claire, Quebec.

The Plenary Session of this Conference was concentrated on two main topics of concern to Quebec Federation and parents: Bill 101 and our court case, and Dr. Laurin's plan for the reorganization of Schools and School Boards throughout the Province.

As part of the Plenary Session, Dr. Laurin, the Minister of Education, was asked to speak and answer questions concerning his plan. This Dr. Laurin did. His speech was an overview of the Government's plan and sales pitch for the plan. When it came to answering questions, Dr. Laurin answered by repeating parts of his prepared speech. An answer to any question did not deviate from his prepared speech.

The questions parents asked concerning control of curriculum in the parents' hands, control of the budget by parents, choice of text books, what does this mean, were never directly answered.

What the talk and answers to questions showed us is that Dr. Laurin has his mind set and at this point is not listening. Anyone who disagrees with the plan is simply told they haven't read it properly and that is why they don't understand it. The only way Dr. Laurin will listen is if parents get involved and voice their opinions, and this must be a massive involvement and voice.

I urge you to get involved — write your MNA — write the various ministers — write to your local newspaper — sign petitions — and actively demonstrate that parents are against the Government's plan for the reorganizing of OUR school system.

COMMUNIQUE...

Joan Mansfield, President

Parents need to be in touch...

By the end of the month of October, our children and their teachers will be well settled in to their year's work. Home and School associations and PTAs across Canada will be nearing the end of their membership campaigns. Our Honorary President, Her Excellency Mrs. Lily Schreyer, has sent her good wishes for success. Her letter goes on to say:

"I encourage all Canadian parents to involve themselves in the educational process, and a very beneficial way of exercising that interest is in becoming a member of a local Home and School and Parent-Teacher Association."

Because we are individuals, people have different ways of involving themselves in their children's schooling. Fortunately there are some who will accept the responsibility of leading local associations, who are prepared to learn new skills which such leadership demands.

Others act as support in various ways, because they applaud efforts to bring about improvements to the environment of their child's school or to the school system itself.

Some, because of family circumstances and priorities, have to settle for caring for their own child's needs at school and home.

In my home province of Quebec, the debate is raging over the role of parents in schools and school systems. The outcome has implications for other regions of Canada in the future.

Few would disagree that the school (its pupils, teachers and parents) should be the focus of the school system. Who then should have the major responsibility for the school? Parents, supervised by the provincial education authority and the government it serves? Or school boards of

elected trustees as we know them at present in Québec?

This is the crux of the present debate in Québec.

Home and School and PTA across Canada has never sought for parents, as parents, the right to govern schools. Nor has it promoted central control from the province's capital.

What Home and School has sought has been a high standard of education, a fair share of society's goods for their children's schools, and the acceptance of parents as partners in schools and as advocates for children.

Should there now be a more important role for parents in the management of schools? What is the role of the provincial government in education — control or support for local school authorities?

New roles for parents and government are only two of the many possibilities for change facing us. Other changes are already here. New technologies are influencing homes and schools. Microcomputers and video games are becoming part of everyday life.

At the conference of the Canadian Education Association in September, educators described their efforts to come to terms with the confusing range of futures which the new technologies imply for our children.

Now more than ever, parents need to be in touch with their children's schools and teachers. Together we are going to have to identify what is durable and good in the curriculum, and what must make way for new learning to match the needs of the future.

October 18th, 1982
The Canadian Home and School
and Parent-Teacher Federation

Laurin is Surprised Parents Don't Share His Views

Continued from page one

boards will still have important functions. They will be responsible for the management of common school services that should not be duplicated. They will also be responsible for certain areas that are beyond the responsibility of local schools - such as the education of children with learning disabilities, specialized education and adult education services.

In response to evident parental scepticism about their ability to assume their new role in the system the minister explained that parents would not be expected to take the place of professional educators. They will be advised by all the existing committees and consultants just as board members at present. For example, in the case of selecting textbooks, the Pedagogical Committee would still have to do the preliminary work of evaluating the texts, and parents would be able to draw on this expertise in making their decisions.

"It is not a question of overburdening parents" he emphasized. "Their role will be as deciders and arbiters of the work done by the many other committees." The minister expressed certainty that parents would be able to cope with their new responsibilities. "There are enough interested parents", he suggested, citing the 40,000 parents now active on School Committees. He is also confident that given more powers this number of involved parents will grow in the future.

After outlining all the positive aspects of his proposal the minister expressed surprise that there are those who "question the timeliness and necessity of the program". The only reason that he could see was the "preservation of vested interests", an assertion that brought hoots of derision from the audience.

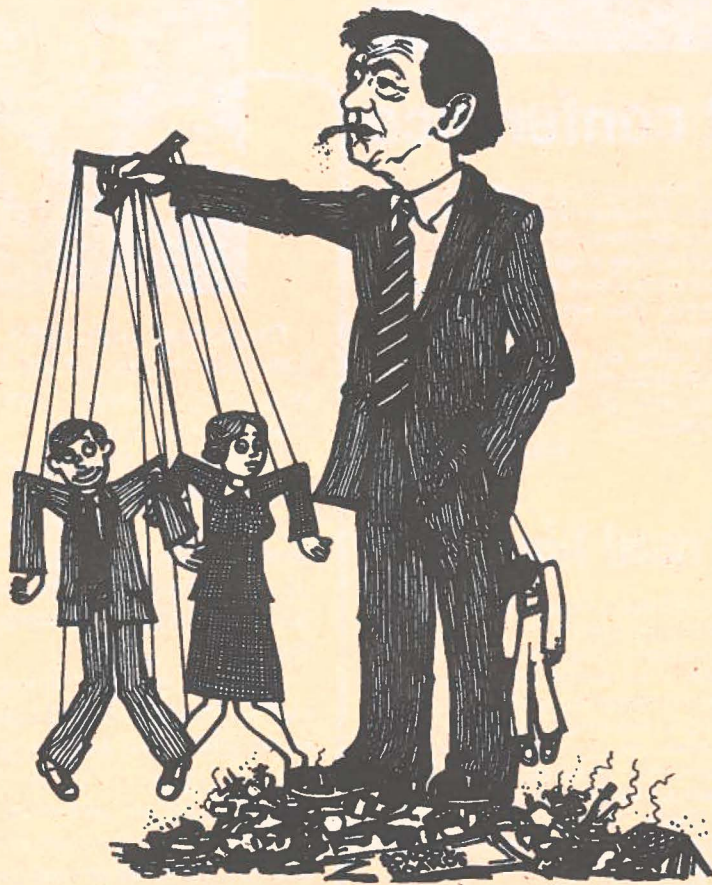
The minister went on to assure anglophones that the English community would have the means to administer its own schools; on

the Island of Montreal by distinct linguistic boards and off-island by well-defined language committees with specific responsibilities.

In closing, the Minister asked parents for their active participation in the affairs of the new school boards and in the present discussions. They should get involved in information sessions and discussion groups and bring their views to the attention of the Parliamentary Committee that will be studying the matter. He assured parents that their voice is an important one, "one that must and will be heard". Parents responded with polite but restrained applause that made it abundantly clear that few, if any, were convinced by arguments that his proposals would enhance the quality of education for Quebec children.

The subsequent question period gave some parents the opportunity to vent their considerable anger about the Minister's proposals and his method of implementing them. A representative from Hampstead School presented a petition signed by 80% of the parents in the school deploring the narrow scope of the consultation thus far and demanding a much more democratic process.

One questioner eloquently defended the existing school boards and argued that they have been the means of running schools by parents. The Government, however, has systematically undermined these Boards and stripped them of their powers. The present thrust was simply "the culmination of a centralization process" whose objective was to subject Quebec to the Minister's "discredited and outmoded 19th century nationalism". In his response M. Laurin denied that there has been a tendency to overcentralization. For a long time Quebec lagged behind other areas of North America in its educational



system. The Government had to make education available to all its citizens. To do this the state had to assume its proper responsibilities — and it did. It built hundreds of new schools, equipped them, found thousands of teachers and established new programs. This is the proper mission of government in any western state — and a government cannot be condemned for assuming this responsibility. The state only assumes certain of the educational responsibilities because they are necessary for social

justice and a minimum quality of education for all. It is necessary to seek for an educational equilibrium between the national and the local needs. Part of the control has to be retained by the Department of Education and part has to be assumed by the parents.

Before departing, the Minister fielded a number of other questions, but it was evident throughout that parents were not particularly happy about his responses.

Parents rights

C.É.C.M. is Very Concerned

As you are aware by now, an information program was recently launched by the Conseil scolaire de l'île de Montréal to urge the public to participate in the debate on the White Paper tabled by Minister of Education, Mr. Camille Laurin.

The chairmen of the eight school boards on the Island of Montreal endorsed this program since it is extremely important that the population of Montreal be made aware of the major changes proposed in the draft bill on the reorganization of the school system and be given the opportunity to take a knowledgeable stand on the issue.

The Conseil scolaire and the eight school boards which act as its local partners believe that one of the most serious dangers posed by the proposed reorganization is the abolition of the right of all citizens to elect their representatives to a level of government whose autonomy, size and resources are sufficiently broad to ensure the efficient management of school matters in the local community and counter-balance any technocratic and political abuse.

As stated by Mr. Jacques Mongeau, Chairman of the Conseil scolaire de l'île de Montréal and spokesman for the eight school boards on the Island, during the press conference held recently to mark the launching of the information campaign, "The White Paper still talks about 'school boards' but the meaning given to the term 'school boards' is drastically changed since the authors of the 'White Paper' use it in referring to units which no longer constitute a power given by the entire population but an administrative authority formed of representatives from various local interest groups..."

The C.É.C.M. intends to actively participate in the information campaign of the Conseil scolaire and meet with as many parents as possible so as to inform them about the White Paper and the far reaching effects which its proposals will have on the Quebec Educational System. As a matter of fact, last October 4th, the C.É.C.M. invited the parents to attend a meeting on this topic at Polyvalente Pierre-Dupuy and plans to organize other meetings at the regional and local school levels during October and November.
Luc Larivée, m.d.
Chairman

Reorganization

Facts and Figures You Should Know

"Parents make up 30%, at most, of the voting electorate in Quebec", says Mr. Ernest Spiller, until recently Associate Deputy Minister for Protestant Education with the Ministry of Education of Québec. "70% of the electorate will be disenfranchised in school affairs if the government's policy on school reorganization is put into effect."

And there were other statistics, too, which Mr. Spiller reported to the annual meeting of the Quebec Association of Protestant School

Boards on October 16th, 1982.

Of the 1,113,000 students in Québec schools, 90% are registered as Roman Catholic, 5% as Protestant and 5% as neither of these.

Of the students being educated under Roman Catholic school boards, 98% are Roman Catholic: 2% are non-Catholic. Of the students in schools of Protestant boards, 56% are Protestant and 44% are Catholic, Jewish, Greek Orthodox, or of no religion.

95% of Quebec students are stu-

dying in French, says Mr. Spiller, and according to Statistics Canada 90% of Quebec students will be in French schools in 1985.

94% of the students in Protestant schools are studying in English: 6% in French.

"These proportions show how homogeneous the Québec school population really is," says Mr. Spiller. "Protestant schools pose no threat to the majority. But the Protestant minority is different in its needs and culture and must be taken into account in legislation and regulations."

Mr. Spiller's public remarks at the Protestant school boards' meeting were the first since he resigned last summer in protest against the Quebec government's stated intention of reorganizing school boards.

In Mr. Spiller's view, the government's plan, elaborated in the policy document 'The Quebec School: A Responsible Force in the Community', must be resisted strongly. Not only must school boards, retain the functions and powers which they presently exercise, but they should also have returned to them some rights to control curriculum, some role in awarding school-leaving certificates, and tax sources from which to levy funds for local priorities.

"The State has a role in setting conditions which are favourable to education", says Mr. Spiller, "but the State has no business administering schools directly", as is projected by a growing number of participants in school affairs in Québec.

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White Paper

A Plan To Destabilize Our System

Education Minister Camille Laurin's White Paper is "a scheme to undermine our school system to serve the mutual interests of technocrats and politicians," says Jacques Mongeau, Chairman of the Island School Council and spokesman for the eight Montreal Island school boards.

"The most serious consequence inherent in the proposed school system revamping," declares Mr. Mongeau, "lies in depriving citizens of their elementary right to elect representatives to a level of government with sufficient autonomy, scope and resources to ensure an effective control over local community interests and counter any possible technocratic or political excesses.

In this respect, he points out, the goals laid out in the White Paper are directly linked to government policies in the municipal area.

"We can already envision a future merging of our regional municipalities (MCR) and school boards into French-style departments, to be administered by our future MNA's turned regional ministers and handing out the government's goodies. This is the Quebec Government's technocratic and political master plan — hastily denied after an unfortunate pre-Referendum leak — but inexorably doled out in minute doses ever since."

The White Paper, moreover, makes no secret of its role in the context of the government's overall scheme to set up multipurpose regional administrations with authority over all social, educational and municipal matters.

"Known in government jargon as 'decentralization', these policies merely mask a deep-rooted design to emasculate local authorities such as municipalities and school boards," Mr. Mongeau

adds. "And, if the threat is still looming on the horizon for the municipalities, for school authorities the White Paper is a death warrant."

There is absolutely no reason, Mr. Mongeau declares, why the second education reform phase should take the form of a further revamping of structure. The present plan, he contends, will serve simply to turn the Quebec school into an "à la carte" school destined to cost Quebec dearly in both social and economic terms.

Montreal Island school authorities are particularly critical of the White Paper's analysis according to which to improve the quality of education, "there must be a further revamping of the structures and no hesitation in setting a whole new generation of young Quebecers on yet another technocratic adventure."

One of the White Paper's most flagrant abuses, says Mr. Mongeau, lies in its painting the school boards in the villain role of "excessively costly, financially and socially" and as "expensive, unwieldy bureaucracies," while offering nothing to substantiate this claim.

The paper, he points out, is totally devoid of any comparative tables or statistics on the relative costs of existing levels of responsibility. Nor does it offer any future cost projections.

"Not content with suggesting that school closings are the result of insensitive slashing of neighborhood schools by the boards and the commissioners," says Mr. Mongeau, "the government goes from buffoonery to resorting to bribery for acceptance of its reform plan, i.e. the disappearance of the school boards."

According to Mr. Mongeau, there is absolutely no evidence to support the need for a revamping of structures to bring about an im-

provement in teaching.

"At this stage in our school system's development, a new structural reform makes sense only if it is the government's real intention to win control over local authorities through 'pulverization'. And in this respect the plan is clear: abolish the only authority which escapes government control, since it is elected by independent local suffrage, in return for drastically diluted powers in the hands of 3,000 schools instead of 248 school boards.

"To suggest that the project as it stands will result in less power in the hands of the technocrats of the central government is either simplistically naive or downright dishonest. Structural revamping will concentrate additional powers in the ministry's hands.

"The School Council and the eight Montreal Island boards are not opposed to the streamlining of existing structures. But they do stand opposed to further in-depth revamping — especially where Montreal is concerned.

"Even now, Montreal Island is just beginning to taste the results of the December 1972 reform, which saw the number of its school boards reduced from 33 down to 8 — comprising six Catholic and two Protestant — and gave birth to the School Council.

"Thus," adds Mr. Mongeau, "while we are still grappling with the effects of one revamping, now they want to unload another on top of us.

"We are against any such in-depth revamping because our school system, and particularly that of the Island of Montreal, will have to bear the cost of such an undertaking. We strongly believe that the proposed reform will entail unjustifiable social and economic costs.

"How, for example, can anyone succeed in cutting costs by replacing eight boards with 13 and 104

school commissioners by at least 500 (assuming 33 per cent commission)?

"Even more serious are the social consequences of the project. In accordance with the White Paper, our schools are destined to become arbitration centers for all our social tensions. Social tensions, of course, are to be expected in our society, with all its language, cultural and religious diversity. We are convinced, however, that by conferring the responsibility for arbitrating these tensions, we run the very real danger of systematic provocation of such tensions in our schools.

"Our schools are destined to become the arena for doctrinal, religious, philosophic and social combat, the explosive testing-ground where everyone experiments with his personal notion of "Education". They will be at the mercy of the entire gamut of activist cliques, left and right-wing agitators of every hue. And the educational role of such "à la carte" schools will quickly be dictated by whoever can shout the loudest. The end result will be schools we can no longer be sure of.

"Meantime, squeezed between

Poor record here

Compulsory immunization against measles

The province of New Brunswick has legislated compulsory immunization of children against certain contagious diseases. The Ontario Federation of Home and School Associations has asked the Ontario government to do likewise. In Quebec, between 10 and 15 percent of children have not been vaccinated against measles when they enter school.

In 1980 there were 13,750 cases of red measles in Canada, compared to 13,430 cases in the U.S.A. which has a population ten times larger. Complications such as middle ear infection, bronchio-

the new powers exercised by the individual schools and the increased authority it has abdicated to the education department, the pathetic remnants of our school boards will wind up like a glorified CRSSS... stripped of every vestige of its status as a local government. With its no fewer than 33 appointed (not elected) commissioners representing everything including regional municipalities, its destiny is to serve as a waiting-room for eternity.

"Thus the new school commission becomes an impotent Tower of Babel, which still has to do all the dirty work. Because, although the new schools are free to do what they like, in the final analysis the Commission will still be held accountable for these same schools' handling of their human, material and financial resources. A convenient smokescreen the education department will maintain to distribute its closed envelopes.

"Education," Mr. Mongeau concludes, "is the business of our entire society. And as such, it is by far too important to be left in the hands of the education department alone."

pneumonia, and encephalitis occur in cases of red measles, and the mortality rate is 1 in every 10,000 cases.

To eradicate measles, every child needs to be vaccinated against it before school age. The ideal time, says the Quebec Social Affairs Ministry, is at the age of one year.

Quebec is anxious to eliminate red measles in its territory and for this purpose is mounting a campaign addressed to new parents. An unvaccinated infant is in danger of being permanently disabled by contracting red measles.

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TV Violence:

TV Sell Products: Violence is a product of our times"

its effect on the young

It is an astonishing assertion that the steady diet of violence on television has no effect on the behaviour of young people, because research has not been able to show a measurable relationship between violence in the media and violence in society. Yet the great commercial companies, including the automobile industry, the cosmetic empire, and the food chains, have an almost fanatical faith in the power of the television commercial to sell their products.

One research study demonstrates that the average young person watches 15 thousand hours of television by the end of grade 12, and has viewed over 500 feature length films. As a basis for comparison, the average young person completing grade 12 has attended school for approximately 13 thousand hours. Another study has shown that television viewers see an average of one violent death per hour. Producer-writer Patrick Watson has been quoted as saying that television "provides models for violent behaviour then validates and legitimizes such behaviour through heroes who resolve dramatic conflict through violent techniques." As S.I. Hayakawa, the communications expert explains, television is "a powerful sorcerer... a story-teller and spinner of dreams" who snatches children from their parents for several hours a day.

What is seen in one way or another shapes the world of tomorrow. On TV, children learn hundreds of ingenious ways to

kill with guns, knives, cars, booby traps, explosives, drugs, radiation and martial arts. They learn that any vicious device is okay if the hero uses it to beat the villain. Unwittingly, we are attracted by that which repels us; we are fascinated by the violently grotesque. We like the challenge television can present vicariously with all its excitement. We like the excitement without having to take the risks that would be involved in real life.

Today only self-censorship is tolerable; government censorship is taboo, and parental censorship is in disrepute. But self-censorship can only become operative after the fact. After a child has watched a program, it is too late to undo what has happened, to eradicate an indelible impression. The image of a violent scene burned in the imagination may reside in the subconscious, and bathed in time, be enhanced and intensified by the imagination, so that later recall of a terrifying scene motivates a certain kind of undesirable behaviour.

The great defence against the idea that television can induce violent behaviour is that people have a unique ability to discern between fantasy and reality. As Dr. W. Walter Menninger says, "I think you overlook the capacity which all healthy people have to develop and distinguish between reality and fantasy." When the villain in a television program kills a number of people, the viewer presumably is able to rationalize and say that this is fantasy and nobody is really getting hurt. The trouble is, that in the workaday world, this type of violent behaviour does happen,

and is happening, all too frequently.

The projection of expectations by adults skilful in communicating what they expect from young people can produce startling changes in behaviour. There are such things as social and moral expectations generated by society. Unquestionably, the single greatest communicator of these values today is the TV screen. In light of the old maxim, "Monkey see, monkey do", it may take only a few programs viewed weekly by young people to confirm the practice of violence as a way of life.

Television could be compared to a double hook. On one side are the alluring aspects that gratify; on the other side, barbs that maim and destroy. The dangling of the hook before the fish places on the fisherman some responsibility for what happens, although the fish has to accept some responsibility for biting. The hooking is not beneficial to the fish, but to the fisherman. The fisherman's motive is not beyond reproach. To ignore the bait might be the simplest way to avoid detrimental effects; yet such a course of action is not realist either. The appalling aspect of the analogy is that both the fish and fisherman are human beings with responsibilities to one another and to society in general.

As many critics capably argue, there is little or no place in the adult world for censorship. The same cannot be said for the juvenile world. Television is something that can be controlled. At the mind-formative stage, it is important for adults to have some say in the diet of thoughts and

ideas daily ingurgitated by the young. Yet television viewing habits are not easy to control in a world where both mothers and fathers work, a world of absentee parents.

In the *Report of the Royal Commission on Violence in the Communications Industry*, published by the Ontario government, the commissioners drew these disturbing conclusions: "We find that the great weight of research into the effects of violent media content indicates potential harm to society... We find that television's escalation of violence is drawing other sections of the media along like the tail of a comet."

What people view and how they behave may not be totally measurable by a scientist, but common sense tells us that a real and dramatic relationship exists. The television screen is one of the most effective agents of the moral imagination. In a shattering in-

dictment of the medium, Federal Communications Commissioner Nicholas Johnson of the U.S. National Commission on the Causes and Prevention of Violence said of the deleterious effect of unrestricted TV viewing:

"There is a direct connection between today's disorientation of many high school, college and ghetto youths, their drug habits and their violence, their mixed-up values, their inability to differentiate between the ills of our society and their own misconceptions, to recognize and accept legitimate authority, and the fact that this is the first generation to have been raised in front of nearly permanently switched-on TV sets almost from birth."

Ken Styles is consultant in communications for the Lincoln County Board of Education in St. Catharines, Ontario, and Gary Cavanagh is an education officer with the Ontario Ministry of Education.

Power of television

Workshops available

Dr. Lois Baron of Concordia University is to supervise 'Power of Television' workshops in Quebec for the Children's Broadcast Institute.

The television workshops are designed for parents concerned about the effect of television on children. Following pilot projects with the workshop in Ontario, the Children's Broadcast Institute has enlisted the aid of qualified group leaders to administer the

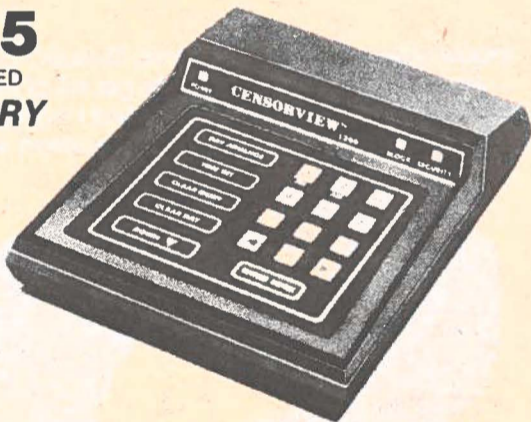
workshops in every province of Canada.

Dr. Baron is Associate Professor of Education at Concordia and has conducted extensive research on early childhood education and media education.

The Canadian Home and School and Parent-Teacher Federation's representative to the Children's Broadcast Institute is Kirsti Jarvis or Ontario H&S, past president of the Canadian Federation.

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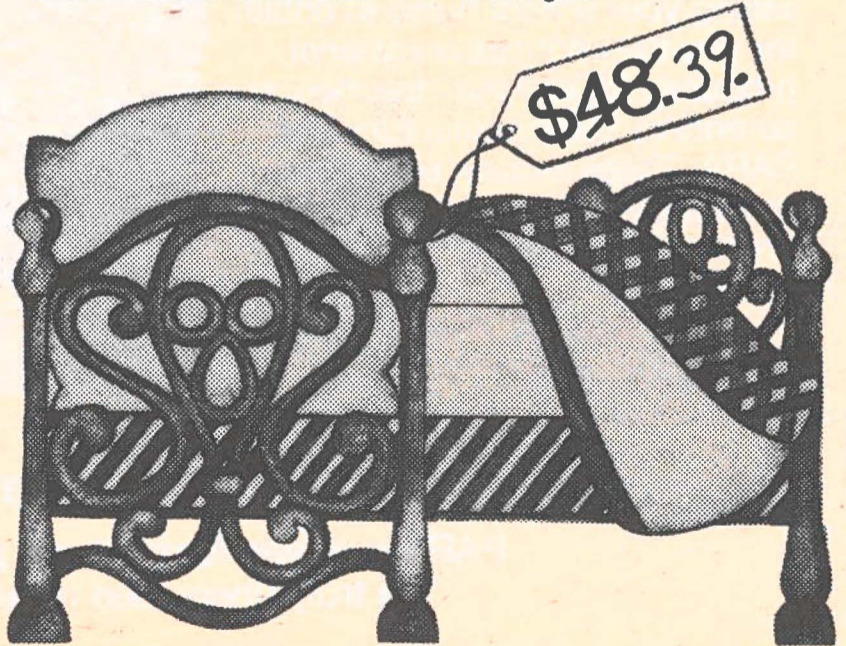
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Regimes Pedagogiques

The 60% pass mark and other changes

In its advice on changes to the new schooling regulations the Superior Council of Education comments on three proposals of the Minister of Education.

The Passing Mark

The Council supports the gradual implementation of the 60% passing mark, but recommends that this implementation be spaced out over a period of five years rather than four years, so as to allow pupils presently in Secondary II to end their secondary studies under the same conditions imposed during the previous years.

Information to Parents of Primary Pupils

The council agrees that schools should provide parents once a

year, rather than twice, a summary on the course of studies, the time lines decided upon and evaluation criteria.

Exemption from a Subject in Primary School

The Council does not agree that pupils, requiring support measures in language arts, second language or mathematics, should be exempted from a subject.

Children, it says, have the right to receive an education in all fields of knowledge and have the right to receive instruction that takes into account their full development; exemption from a subject gives the pupil the idea that some subjects are "secondary" to others.

Increasing the instruction time for subjects that presently occupy

more than half of the pupil-timetable, places undue importance on the time factor. What is needed is improvement in the teaching activity and learning conditions rather than increasing learning time for some subjects.

When learning time is added for subjects that present difficulties and the child is deprived of activities that are of real interest to him, there is a psychological impact.

'Dissidents' in the North

The 400 students in elementary and secondary school in the two villages of Grand-Nord, Povungnituk and Ivujivik, have missed a month of school so far this school year.

The schools in these villages have been closed because a court decision has forbidden the Quebec government to administer them directly and to bypass the Kativik School Board.

The two communities have refused to recognize the James Bay agreement under which the Kativik School Board was to ad-

minister the schools. In 1980 the Quebec government decreed the two schools 'Ministry schools' administered by MEQ.

To resolve the impasse, a mediator was appointed in September, from the Minister's office, and the parents and the school board agreed to let the Ministry administer the schools for this year. However, the school board later withdrew its consent. At the beginning of October, the mediator returned to the area to tackle the problem once again.

The Superior Council of Education comments on the proposed sex education program of the Ministry of Education

The Superior Council of Education recently forwarded to the Minister of Education its advice on the proposed sex education program of the Ministère.

Among the recommendations of the Superior Council are the following:

- ▶ that the treatment of religious values related to sexuality entirely respect the freedom of conscience of all pupils.
- ▶ that a clear distinction be made between courses in religion, moral and sex education.
- ▶ that emphasis be placed on complete psychosexual maturity as a major objective.
- ▶ that the main dimensions important to this objective include:
 - positive perception of one's sexual identity;
 - commitment as well as honesty between partners;
 - capacity to make choices and take responsibility for sexual lifestyle;
 - justice and equality between sexes;
- ▶ that the family, the couple, celibacy, procreation be considered as styles possible without associating any one, exclusively with maturity;
- ▶ that the presentation of lifestyles take into account evolution with regard to different possible models;
- ▶ that the program reflect equality between the sexes;
- ▶ that the teaching guide indicate aspects of the first cycle primary program that are relevant for kindergarten;
- ▶ that interpretations be avoided that are more usually found in a course in sexology rather than in sex education;
- ▶ that studies on the human body take into account the "corporal" problems that some young people face;
- ▶ that the expression "signs of maturing" be used rather than "preparation for adult life";
- ▶ that the program recognize the reality of youth, as well as future adulthood;
- ▶ that the programme deal on a broad basis with the question of sexual awareness and that it speak of attraction for the other or awareness of the other without sex qualification;

- ▶ that intermediate objective 9.1 be reworded to read as follows: "Explain how one arrives at giving birth.";
- ▶ that masturbation be situated in the process of psychosexual development;
- ▶ that the school encourage the direct collaboration of parents by indicating at which moment certain themes, dealt with in school, may be the object of discussion in the home.

Minority Opinion

Mr. Lucien Rossaert and Mrs. Joan Fitzpatrick of the Superior Council of Education are of the opinion that sex education should be provided either as one of the components of the "Personal and Social Development" program; or as part of the "Religious and Moral Education" programs; or as part of the science and biology programs.

They also insist that, in order to respect "freedom of conscience" and "freedom of opinion" exemption from sex education should be possible.

Protestant committee chairman, Mrs. Constance Middleton-Hope, also dissents from the majority. She says that exemption from sex education must be possible for reasons of conscience, since the Charter of Human Rights and Freedoms insists on the right of exemption for religious and moral education.

For most Protestant School Boards sex education, she says, is part of the educational project and is integrated into the teaching of moral and religious values. It is adapted to the needs of the community and reflects the cultural and social values of the pluralist population in protestant schools.

She feels that the Conseil did not sufficiently question the point of view of the Ministère's program, and that the document commits the error of forgetting the love of children.

Sex education is presented "like a kind of obituary list" when it is about life. The approach contradicts bluntly the philosophy of the Protestant Committee as described in "Several principles of the Comité protestant concerning sex education in the schools of Québec".

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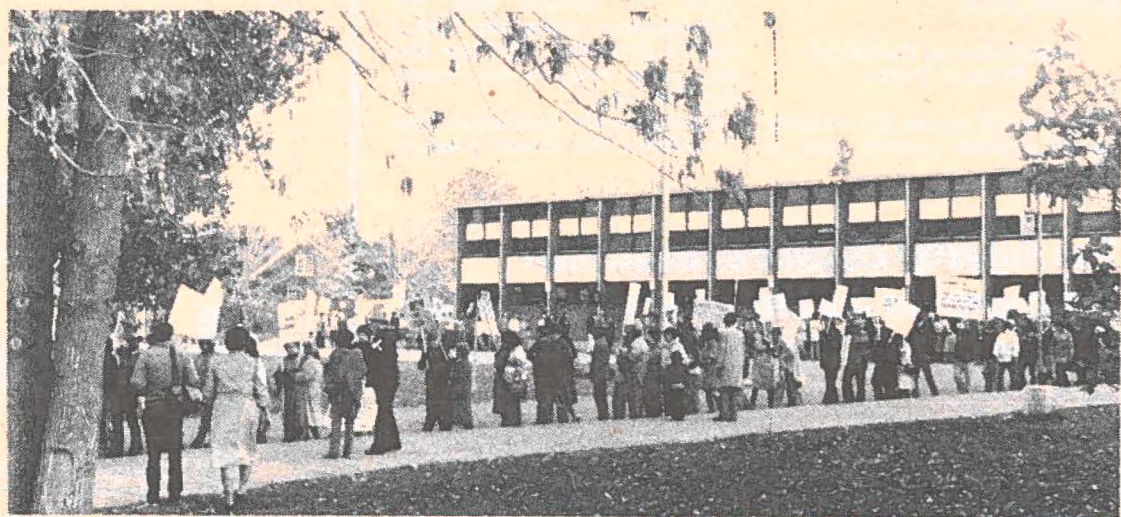
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LEADERSHIP REPORTS



Plenary Session started with big audiences

The plenary session of the Leadership Conference was opened by QFHSA president Owen Buckingham who welcomed guests from across Quebec. Mr. Buckingham stressed that QFHSA's status as a provincial organization undoubtedly influenced Dr. Camille Laurin's decision to accept QFHSA's invitation to address the delegates to the conference on the school reform project recently tabled in the National Assembly.

Procedural instructions for Dr. Laurin's question and answer session were covered by Marion Daigle, QFHSA vice-president. Mrs. Daigle outlined a proposed plan which would allow questions or statements from all sections of Quebec represented at the conference.

Rev. Alex Morris, chairman of the Rights Committee, gave the assembly an update of Federation's court action against Bill 101. Mr. Morris briefed delegates on the background of the court action up to the present time which has legal counsel awaiting notification of a position on the court roll for the fall session.

A question and answer session on Bill 101 brought forth suggestions such as - local association gearing up for ways of helping fund the costs, request funding from the Secretary of State, letters to members of parliament re funding, soliciting support from francophone citizens, information sessions with francophone school committees, and information meetings with local service clubs and other interested groups.

Keep it open

Alex Morris opened his interesting and well organized workshop on communication by telling us that basically communication is people opening up to one another. It is also the gauge by which people judge themselves and others. We communicate verbally and non-verbally through our actions. Alex Morris made us aware of the elements a person brings to communication such as values, expectations of the moment, past experiences, senses and brain and also our ability to use words and expressions.

We discovered that there are different types of communicators in every group but we placed no judgment values on these patterns of communication.

Placaters: They accept what people say, tell them their ideas and opinions are right. They like things to go smoothly and don't like to make waves.

Blamer: This person is never accountable for his own actions. It's always someone else's fault when things go wrong.

Computer: This type of person is cut and dried and sees things in black and white. He presents an exterior that is calm, cool and collected.

Distracter: He feels his ideas and opinions really don't count for much so he tends to go off the track and changes the course of the discussion.

Leveller: He sets things out as he sees them and tries to get feedback. He puts everyone at a gathering on the same level of understanding as himself.

An interesting little group of volunteers next took part in some impromptu role-playing. People were assigned different characteristics as supposedly a city council group were meeting to discuss a high-rise low-cost building project. Certain insights were gained by all as we observed certain distortion factors that came into play during the



meeting. Some of the factors noted were subjective assumptions people bring to this type of meeting; stating "I'm only a housewife" turns people off to any contribution you might try to make. Ambivalence is another factor where you want to do one thing but past experience might tell you it's best to do another. Hidden committee is another distortion which interferes since you might belong to another group whose aims are different from the group you're with at the moment. Also language or jargon is another factor. You must be understood by the group if you wish to get your point across. Physical arrangements have their place too. The light, seating, smoking and timing can affect the success of a gathering.

The wrap-up came in a discussion where ways to improve communications in our own meetings were listed. Chiefly we must listen to what people are saying and understand what they are talking about. We all felt the result of such steps would be good group interaction and successful meetings.

Peggy MacArthur
Northview School

AREA REPRESENTATIVES

A need to keep in touch

Six Home & Schoolers participated in Anne MacWhirter's workshop for area representatives. It was noted that no one can do all that needs to be done however it is worth remembering:

Life by the yard can be very, very hard

But by the inch, it's a cinch.

Anne handed out leaflets outlining all the responsibilities of an Area Rep. She noted that there were always vacancies for these volunteer positions. Communication is the key word and the Area Rep keeps in touch with all the schools in a given area. Anne, herself, represented the Gaspé region and her schools are spread over hundreds of miles. In her case, the best tool is the telephone for communicating. Last spring she organized a swing tour of the Gaspé with four members of QFHSA (see last May's issue of the NEWS for further details of this).

By attending meetings of local associations, the Area Rep can evaluate the needs of a particular local. Occasionally, one may meet

a person who has a deep concern for a particular issue and the Area Rep can invite them to participate at the Board level on this issue. The Area Rep can also be on the lookout for individuals who have contributions to make at the province level.

An Area Rep. can do a little or a lot. It's basically a P.R. job to maintain liaison between schools in a particular region. It helps to have an innate willingness to attend meetings. By communicating by telephone and mail with each school in the area, the Area Rep. can be kept informed of the happenings in that region.

Personal contact and an interest in sharing ideas helps to promote better understanding of the whole educational scene.

She concluded the workshop on area reps by sharing ideas about book fairs and physical fitness — two main interests of Anne's — that help her to keep the schools in the Gaspé region together.

Joyce Payan
Willingdon School

WHAT'S IT ALL ABOUT

Children—they're your concern

This workshop was presented by Marion Daigle, Vice-President, QFHSA, who stressed the importance of Home & School members being aware of the history of the Association. In this connection, Mrs. Daigle distributed copies of the Fall 1982 edition of the Blue Book, "Home & School — What's it all about".

Founded in 1944, QFHSA is an independent, voluntary, Provincial organization covering almost all regions. It is funded by membership subscriptions and Provincial grants. Special Federal grants have been received for off-island development.

There are three levels of involvement:

Local located in individual schools, working independently as a support network for Principals and teachers.

Provincial the parent body of all local associations.

National represented by The Canadian Home and School and Parent-Teacher Federation.

To keep in contact with its members, the QFHSA publishes "The NEWS" five to six times a year and holds both a Fall Conference and an Annual General Meeting. Quebec will be the host province for the 1983 annual meeting of The Canadian Home and School and Parent-Teacher Federation.

The QFHSA has many links with Provincial organizations and, as a result of specific requests, is able to make representations.

In reply to questions, Mrs. Daigle said that membership is not restricted only to parents with children in school, and that the more membership the QFHSA has, the more the Government will pay attention to its input.

Summing up, Mrs. Daigle said that the Montreal office is happy to answer any queries and the Executive is willing to visit individual schools to speak on matters of educational concern.

Janet Radhakrishna
Christmas Park School

Community Education: Health Programs

The aim: A generation of NON-SMOKERS



The workshop opened as the participants were greeted by Marilyn Ashby, Chairman, Social Affairs/Support Services Committee Animation of QFHSA and Judy Bock, Smoking and Health resource person for QFHSA.

Ms. Bock opened the discussion on children and smoking and spoke of the goal before us — of having a generation of non-smokers. She spoke of the work being done by Health and Welfare (Ottawa) and the programs directed toward young people. It was noted with concern that more adolescent girls are smoking and are smoking at a younger age. The

effect on their health and that of their children should they become pregnant and do not stop smoking, could have far reaching results. A number of appealing visual aids were shown in the form of posters. Each participant was given a kit entitled 'Toward a Generation of Non-smokers'. Material in it explained that Health & Welfare over the next five years will run a smoking campaign designed to encourage a generation of non-smokers. There will be a highly visible media campaign but much will depend on the involvement of parents and teachers, smokers and non

smokers alike, in reinforcing the generation message as children progress from early childhood to adolescence.

It is hoped that the benefits of clean air and non-smoking would begin in the home well before school, but all children need the support through elementary school to resist the pressure to start smoking. Treating the topic as a question of environmental protection as well as one of personal health care makes discussion more meaningful to students at every level. Suggestions for an elementary school program included ideas for Kindergarten through the sixth grade.

Mr. Ashby then spoke to the group regarding Child Abuse and the child abuse community education kit which has been developed by The Canadian Home and School and Parent-Teacher Federation through a federal Health & Welfare Department grant. This kit gives suggested programs for Home & School Associations to use.

Causes of child abuse were reviewed by Ms. Ashby and we prepared to brace ourselves for an increase in child abuse as the stresses of economic difficulties take their toll. Ms. Ashby pointed out that very small children and teenagers were the groups likely to be abused. She brought out the fact that wife battering is also on the increase and teenagers are likely to attempt to protect their mothers. Sources of help for battered families were discussed and contacts such as Ville Marie Social Services were suggested as well as others as contacts for concerned citizens who suspect child abuse.

This was a most interesting and well presented workshop. The important topics were well received by the members of the workshop. There was spirited participation and good exchange of ideas.

Anne Kiss
Montreal West High School

Membership

Sell the belief on the record

Betty Bouchett's workshop on membership gave us all some valuable ideas. Membership in Home & School is vital, as shown by our meeting with Dr. Laurin. Home & School is not always seen as an organization with a serious purpose. If parents could understand how vital their support is in maintaining an independent voice in their children's education, one of our goals would be met.

We identified certain problems allied to Home & School: parents often don't see visible results from their donations of time or money; mothers will volunteer to sign up others but will not work themselves; our Quebec Home & School NEWS is often discarded without being read.

We all agreed that we must do a better job of communicating to our parents; we can't limit our Home & School efforts to a sales pitch on 'Meet the Teacher' night. Involving parents is the answer. We suggested a parent survey. What do parents want from Home & School? What do they see as its purpose? If a parent dislikes meetings, what contribution CAN

he make? We must stress that everyone has something to offer and follow up every answer received.

Secondly, we can concentrate on publicity. A photo exhibit or slide show on 'Meet the Teacher' night. Men at the membership table might convince more men to become affiliated with Home & School. A Home & School Handbook or a page in the school handbook will make us known.

We need Federation's help. We need more pizzazz in our membership materials. How about an attention-getting poster to put up in our schools? And perhaps a column of parent input in our NEWS.

As our numbers dwindle, we must make an all out attempt to increase our membership. For continued existence we can: make ourselves known; submit articles to our NEWS; enroll senior citizens as members; sponsor a social gathering; contact parents of new students. We MUST keep our voice strong!

Judy Kalman
Hampstead School

Teacher Contract Negotiations

It's a lot more than faith!

The workshop on Teacher Contract Negotiations was conducted by Mrs. Doreen Canavan. All who attended were made more aware of the complexities of what the teachers' contract entails.

Doreen explained that the role of the Teacher Contract Negotiations Committee was to absorb information from all sides and to try and put it into basic everyday language.

Three basic themes were discussed. Using an overhead projector, Doreen illustrated the breakdown of the general mechanics of negotiating a contract in A: Structures of Provincial Bargaining; B: Employer Bargaining Committee for Protestant School Boards (CPNCP) (and she indicated the union side is organized in a

similar way) and C: The Overall Bargaining Tables.

There was an explanation of the external pressures on contract negotiations that can and most likely will affect the bargaining. For example, how much money the provincial treasury board has to offer; our current economy and, most important, "What will happen if the Ministry of Education of the Province of Quebec's reorganization takes place?"

It was realized by all that there will and can be great effects on the student/teacher relationship during and after the negotiations.

A short question and answer session followed.

Susan Stamm
Hampstead School

LEADERSHIP REPORTS

FUND RAISING

Enthusiasm sells!



A very interesting workshop given by Liz Tucker and Kathy MacQuisten from Seignory Home and School.

Points stressed before embarking upon any fund raising activity were:

- get the cooperation of Principal.
- plan an activity for early in the school year to enable new parents to become involved.
- involve as many people as possible but don't expect too much of them and therefore don't get depressed.
- work out expenses of fund raising activity in advance.
- take care when organising time of activity that it doesn't conflict with other similar ac-

tivities in the community.

Some successful suggestions for fund raising were:

Winter Bazaar	Seignory
Fashion Show	Seignory
Spring Dance	Seignory
T-Shirt Design	
Competition	Seignory
School Supply Store	Westpark
Annual BBQ	Mountrose
Skate-a-thon	Westpark
Ski-Skate	
Exchange	Windermere
Spice Sale	Hampstead

Information regarding the above events can be obtained by contacting the Home and School involved.

Margaret Packwood
Pres., Westpark H & S

Resolutions and Policy

Leader Locke draws vital audience

We were presented with copies of past resolutions adopted by Home & School (Quebec Federation) from previous Annual General Meetings. A discussion followed as to the meaning of a resolution. How does it differ from a motion? And how processed?

Using a few well known areas, e.g. bus safety, TV violence, it was seen first that a need arises to correct an area that poses a problem. After discussion and mak-

ing sure that any decision will not backfire in any future political lobbying, a resolution will be made.

Examples of format for presentation were handed out as guidelines and it was shown that the background (documented information where possible) and destination formed important parts of these. The next stage would be the follow-up leading, eventually, to policy development from past resolutions.

Because it was expressed that there was some difficulty in making and processing resolutions, it was suggested that copies of resolutions should be circulated to locales, both in the form in which they were likely to succeed or be passed, as well as in the form that would not be acceptable to the other delegates who would be voting on them.

Norma Heitner
Greendale School

Leadership Convention

Set your objectives out first

The Leadership Development workshop, which was presented in two sections, was ably presented by Frances Ravensbergen, from the YMCA. Frances began by presenting some tips for organizing and directing meetings. A few of the suggestions included setting a time limit; deciding on goals and posting them; testing a new idea on a total of ten people (Rule of "10").

The class was divided into groups of five — the best number for good group discussions — and each person in the group was asked to list their own personal goals for their Home & School Association. The eventual discussions dealt with choosing a particular plan of action in order to attain one, or a combination of more



than one, of these goals.

We were introduced to a method of working out objectives called Force Field Analysis. This method involved determining the forces promoting or restraining a given planned event. Because of the diversity of the schools represented, a number of viewpoints surfaced.

A Team Development Wheel was presented which identified the four stages of team growth. Stage I is called the testing stage where group members evaluate each other as being polite, guarded, etc. Stage II involves in-

fighting and confrontation. Developing skills, establishing procedures and feedback are characteristics of Group III. The members of Stage IV are flexible, open, close and supportive. It is interesting to note that any member change in a team or group will necessitate starting at Stage I again!

The overall thrust of the workshop showed that leadership is a continuum and always needs to adapt to the situation in which groups find themselves.

Sharon Schneider
Dorset School

LEADERSHIP REPORTS

Programmes Lots of Ideas

There were 32 participants in the Programmes Workshop at the 1982 Fall Leadership Conference. Jon Percy, Area Rep. Lakeshore 111 and Rod Elkin, Executive Assistant, PAPT, led the group in an exploration of the wide variety of programmes that local Home & School Associations might consider undertaking.

What Do We Mean By Programmes?

There are two main categories of programmes — Fund Raising and Non-Fund Raising Programmes. These categories sometimes overlap, as in the case of a programme which includes in its registration fee, a small amount over and above what it will cost to run the programme. Basically, such programmes are non-fund-raising; the emphasis is on filling a need and the profit is slight. The Programmes Workshop dealt primarily with Non-Fund-Raising types of programmes.

Why Offer Programmes To Your School Community?

Local programmes encourage a school community to get involved.

They provide a meeting place for children and their parents.

They increase Home & School membership since most schools require that people participating

in H & S organized programmes, be members of the local association. As well, local associations can provide, for a reasonable price, and at a convenient location, activities and enrichment opportunities that have been previously unavailable to its community. Fill a need and improve H & S public relations in one go!

What Are The Goals Of These Programmes?

Some that were suggested include:

- Help children develop physical, mental, social qualities.
- To learn more about kids' growth.
- To arouse community interest and stimulate public opinion in education.

To encourage joint participation in effective educational programming. Jon Percy pointed out that it is better to have a mix of programmes, aiming to meet not just one or two of the goals mentioned, but as many as can comfortably be handled by the local association.

It is vital, though, that any programme committee ask itself, 'Are our programmes on track? Do our programmes promote youth in the community?' With so many programmes to consider, the goals mentioned earlier can sometimes get lost.

Programme Chairman?

Your school doesn't have one? Not to worry. According to reaction at the workshop, it appears that this 'cap' is worn by several people in each local association, more often than it is worn by one officially designated Chairperson. The important thing to remember is that it is not enough just to have bright ideas to feed to your Home and School Executive. (Were it only that simple!)

Some of the functions of Programme People include:

1. to develop and co-ordinate a programme committee
2. to consider individual needs and interests
3. to assist in development of programmes
4. to identify local resources (teachers and material available)
5. to establish local programme objectives
6. to evaluate the programme
7. to maintain up to date records

It would appear that functions number 6 and 7 are the most often forgotten. More on that later.

Categories Of Programmes

Jon Percy outlined four broad areas of categories into which most programmes would fall:

1. Programmes for Children
2. Programmes for Teachers and Students
3. Programmes for Parents
4. Programmes for the wider School Community.

One parent asked if Home & School should be competing with other organizations by offering programmes for adults. It was felt that whenever a programme is selected, it is to be offered because it fills a need. In this way, competition is reduced, and a good turn-out to H & S programmes is ensured.

Edgewater School's Music Appreciation Programme is one such example. Music classes are not offered as part of the regular school curriculum at Edgewater. The H & S was able to find a music teacher from the local community and has been running a programme in basic Music Appreciation for its students. The children learn musical notes, participate in musical/Rhythmic Activities, make puppets and their own musical instruments. Edgewater Home and School completely subsidized the cost (\$1,600) of this programme from Fall to Christmas 1981, and, encouraged by the success, offered it again after Christmas for a cost of \$7.00 per child Christmas-Easter.

Other Programmes Geared To Children?

You might consider: Extra French classes, Driver Education for teens, Arts & Crafts, Babysitting Courses, Cooking Classes, Pottery, Ballet and other Dance Programmes, Knitting, or Music.

Teacher/Student Programmes:

- Movie Matinee or After School Movies
- A visit to the Montreal Symphony Orchestra OR (and one parent said this is much more successful at their school) a visit to the school by a folk singer or MSO musician
- School Awards Prog. (rewarding Punctuality/Courtesy/Initiative)
- A trip to the National Assembly
- I Love To Read Programme
- Swimming Lessons
- Visit to the school by Theatre Groups
- A Careers Day
- Xmas Colouring Club
- Children's Magazine

• Safety Programme.

Concerning the visits to the MSO, or to your school by MSO performers — information is available from the Montreal Symphony Orchestra; just give them a call.

I LOVE TO READ

Rod Elkin pointed out that the home is only half as supportive of reading as it was twenty-five years ago. Parents must become more involved. Because of this, we went over, in detail, some of the possible programmes local H & S associations might consider to encourage children to read more. These suggestions came from the Montreal Reading Council and the Chateauguay Valley Reading Council, and include:

- Daily period of silent reading in class.
- Design a book jacket
- Seniors read to Juniors programme
- Writing Book Reviews
- Show films dealing with books
- Teacher dress as a book character and show off their costumes at an assembly.
- Poster Contest
- Book-mark design contest
- Parents read to their children (Record total minutes on a 'thermometer' in the school)
- Play word games
- A Book Fair
- A Readers Theatre in Assembly
- 'I Love To Read' Buttons
- Awards given for books read.

PROGRAMMES FOR PARENTS AND COMMUNITY

It is important to keep in mind that people used to be 'Information Poor', whereas now we've become 'Information Rich' — saturated — at times. It is vital to have a programme pertinent to the needs of your school community if you want to get parents/members of that community out.

Programmes can be school related i.e.: curriculum, school reform, related to Parenting, Health, the Child with a Difference, The Law, Safety, or geared to specific Community Concerns.

What Are We Doing!!

Getting in over our heads? Doomed by apathy? Going in Circles? We've had, by this point, a lot of the 'what' of Programmes. Rod Elkin reminded us that the 'How' is just, if not, more, important.

Home & School Publicity Manual

It does exist. It was published in 1960, but is as valid as when it was first printed. Names were taken at the workshop, of people interested in obtaining more material on Programmes — and tied closely with Programmes is Publicity; the two have to go hand in hand to be successful, so, it may be possible to have the H & S Publicity Manual reprinted.

PR — A Dirty Word?

PR does seem to have become a dirty word. We want to communicate truth to parents. But one-way communication is not enough. The new PR includes talk, communication, dialogue — back and forth, not one-way communication.

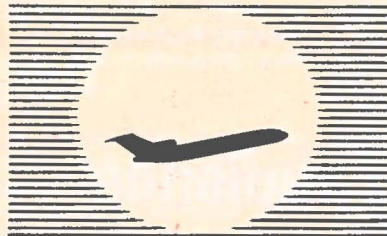
Ask Parents What They Want and What They Think!

Haven't got the time, you may well moan. Do you want to break the apathy? Perhaps the time spent now — and a certain amount allotted to follow-up — can bring success to local activities that up till now just floundered. Can you afford not to make/take the time? Get a committee going. (Perhaps you could start by asking some H & S executive members their thoughts on your local association and get them involved that way, progress from there). Interview families; (don't jump ship at this point!) We at the workshop found this extremely interesting.

Ask a sample group of parents, in their home (or at school, if they prefer)

- Do you know about our

Continued on next page



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For example, an 8-day Touram holiday in Fort Lauderdale, including airfare and 7 nights' accom-

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	BASIC	SHOULDER	PEAK	
FORT LAUDERDALE	244.	275.	396.	196.

BASIC, SHOULDER & PEAK SEASONS EXPLAINED BELOW

modation, starts from just \$409.00 per person, based on double occupancy.

So chart your course to Florida this winter. With Air Canada Sun Charter airfares and Touram holiday packages. Remember, it pays to plan well in advance — the savings are worth it.

Montréal to Florida: Basic season is from 01 Nov. 1982 to 12 Dec. 1982; 25 Dec. 1982 to 31 Jan. 1983. Shoulder season is from 13 Dec. 1982 to 17 Dec. 1982; 01 Feb. 1983 to 22 Mar. 1983; 06 Apr. 1983 to 30 Apr. 1983. Peak season is from 18 Dec. 1982 to 24 Dec. 1982; 23 Mar. 1983 to 05 Apr. 1983. The fares quoted above are given as examples only. They are the lowest fares available if you purchase your ticket at least 14 days in advance of departure. The actual fare you

pay will vary according to day and date of departure. Slightly higher fares will apply if tickets are purchased less than 14 days in advance of departure. If you book between 14 and 7 days before departure a limited number of seats may be available for reservation. Minimum stay: first Sunday return. Maximum stay: 60 days or 180 days or until the end of the programme. Full meal with wine included.

If you book at least 14 days in advance. Minimum stay: first Sunday return. Maximum stay: 60 days or 180 days or until the end of the programme. Full meal with wine included. Children's fare: Valid for those 2 to 11 accompanied by an adult. *Meals will be served appropriate to time of day and flight duration.

CONDITIONS For reservations 28 days or more prior to departure: non-refundable deposit of 10% of the fare must be

paid within 10 days of booking. Balance of payment required not less than 27 days prior to date of out-bound travel. 7 to 27 days prior to departure, full payment required at time of booking. With weekday departure small additional charge for weekend return. Fare and conditions are subject to change without notice. However, full payment at time of reservation will assure fare. Canadian transportation tax not included. All flights are governed by Air Canada's charter tariff CH-18-CTC (A) No. 236 and regulations of the Canadian Transportation Commission. Some flights may be sold out.

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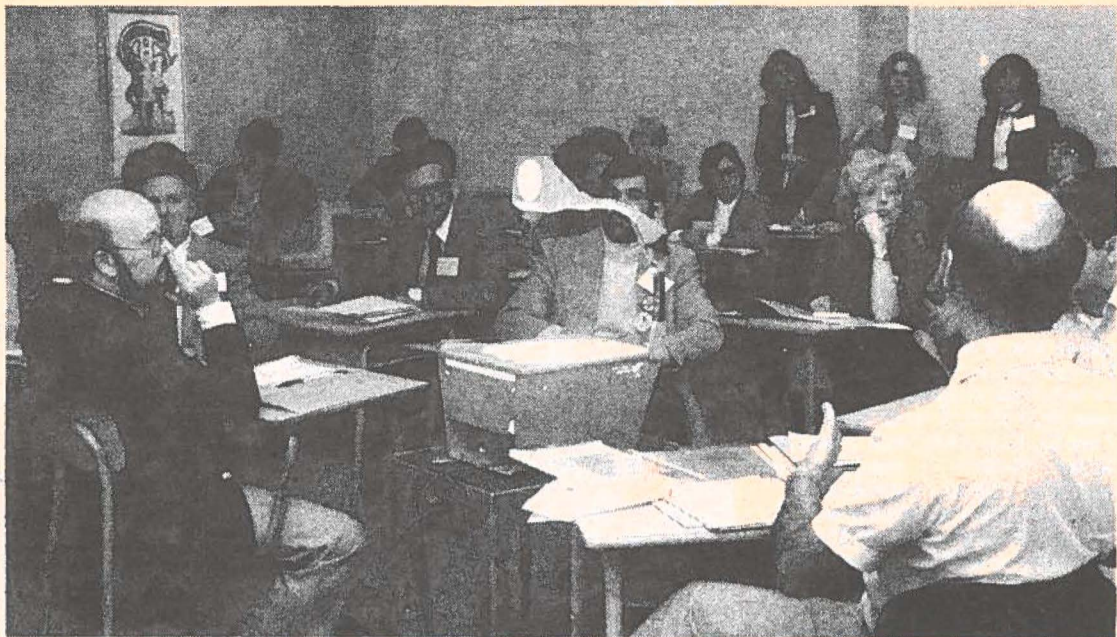
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organization?

- Do you read our literature?
- Do you receive our literature?
- What do you think of us?
- What would you change?

Listen to the answers. Write them down. You may not like the answers you get — but how else is your group going to know what your community thinks, what

they want, and what they don't want? You might have a coffee evening, including parents, teachers, administrators, and H & S members to provide an opportunity for people to discuss both the organization, and its programmes. Someone has to make the overture. Many teachers seem frightened of meeting parents in a

social setting. Many parents feel the same way about meeting teachers! Provide a forum for discussion and find out just what your school community's needs are. It is also a good idea to conduct interviews/surveys with teachers as well as with your sample group of parents. One parent mentioned the problem of administrators blocking information to staff. It was advised that in such a case, the H & S walk around the brick wall and talk to the staff rep. Every extra element between you and whoever you want to reach adds to confusion and to the possible distortion of your message.

A Thought To Keep In Mind:

When you think you know more than the people you represent — resign!

When You Have Your Information

You have conducted your interviews? You know what your community really wants? You have these opinions on paper? (If you don't get these opinions on paper, the opinion makers of your

LEADERSHIP REPORTS

organization take over. Remember that it's the silent majority that needs the opportunity to express their opinions). You have ALL THAT PAPER? Great! Now share the results. Get feedback. Share the feedback too!

Are We Ready!

Now you are ready! To plan your programme. At the workshop we received several handouts. Seven Steps to Successful Programs is a guideline you can use to take you from the initial 'Oh have I got a great idea!' stage, through to carrying out that great idea.

1. Assess Needs and Interests (through general meeting, interviews, suggestion boxes, records of past years-local, Provincial and National, ideas or Principal, staff, children, community).

2. Decide! After listening, considering the clientele, balancing categories, weighing your resources.

3. Planning: Decide the purpose of the Event to present information: provide discussion; present various points of view; demonstrate a process; develop understanding; bring about changes in opinions, attitudes and behaviour; or what?

Decide what method or combination will best serve the purpose of the meeting? Panel? Symposium? Speaker? (don't rely solely on speakers. Unless your speakers are media personalities you can't compete. Another problem with speakers is that you have only one-way communication. If using speakers, ensure adequate time for discussion afterward). Have you considered Role Playing, Brainstorming,

Buzz Groups in a programme? Films, Displays are effective, but don't forget the possibilities of the Interview, Quiz, Debate, and even Skits and Plays.

Ask yourself what you need for the meeting: people, facilities and equipment.

How much TIME is needed to carry out the plan?

What kind of publicity is needed?

4. You've finally ARRIVED. Carry out the Programme. Don't stop there! Remember our past weaknesses?

5. Evaluate the programme: the individual event and the year with all its programmes. Did you meet the goals of your community? How can the programme be improved? Should it be repeated? Get feedback.

6. Share the results of your feedback. People want to know — especially if they had a hand in the idea in the first place.

7. Remember the major weaknesses: assessing needs, evaluating, sharing feedback.

All That In An Hour?

We covered a lot. We weren't ready for lunch, but lunch waits for no one and we had to break up just when we really were going great guns. One participant suggested that this workshop be repeated next year, but in two parts: the first part similar to this year's programmes workshop and a second part, to be devoted to discussion and the sharing of ideas and experiences. This suggestion met with enthusiastic approval. See you next year!

Heather Fawcett
Thorndale School

SUGGESTED PROGRAMS FOR LOCAL HOME & SCHOOL ASSOCIATIONS

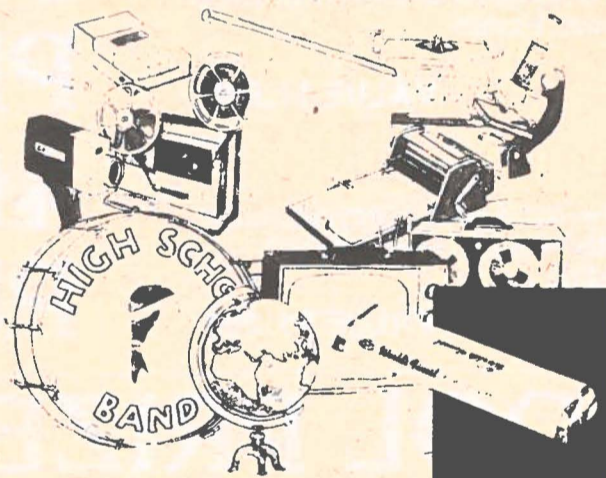
Fund-raising programs:

- Book fairs (including French books).
- Cookbooks (recipes from students as well as parents).
- Fun fairs.
- Carnival nights.
- Auctions.
- Chinese auctions (bidding goes up in units, say \$1.00; buzzer or alarm goes off random times and last bidder gets the item for the dollar he has bid. Previous bidders have each deposited their dollar as they bid, so the total collected for each item is much greater than the cost to the successful bidder.)
- Sport equipment exchanges. (Spring and fall are good times. It has been found that such items as Girl Guide uniforms are good sellers there too.)
- Rummage sales.
- Fashion shows (including children's fashion shows and men's, where men dress in women's clothes).
- Sale of school supplies at beginning of school year.
- Sale of photographs (family groups, grad or identification pictures).
- Lessons in bridge, backgammon, etc. for students or parents.
- Dance lessons (ballet, modern dance, ballroom or disco).
- Dances (parent or teenagers).
- Keep-fit classes.
- Bazaars.
- Bake sales.
- Raffles.
- Hot dog sales for students at noon or at sports events.

Programs of a primarily educational or community service nature:

- Leadership development.
- Health programs or lecture series on such subjects as: Fitness & Nutrition
Drugs and alcohol abuse
Human sexuality
First aid programs, including cardiovascular resuscitation program
Bus safety
Baby-sitting training courses offered by The Quebec Safety League and the Red Cross
Bicycle safety courses
Drivers' education courses, including defensive driving course or motorcycle course if demand warrants
- Student-oriented programs such as:
CEGEP night
Career night
Science fair
Arts and crafts fair
Concert or talent night
Reach for the Top program (to include parent volunteers to prepare questions, games between students and parents, or class against class for practice for T.V. appearance)
- Public awareness programs such as:
School Reorganization
New government proposals regarding Tech/Voc programs in high schools

Raise the funds to outfit a classroom or a schoolful of classrooms



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LEADERSHIP REPORTS

Local Co-operation: Myth or Magic

A school has only one body of students, one group of parents, the teachers and staff, and one set of volunteers. From these resources must evolve most of the educational opportunities which we hope to have for our children within the school system. For parents interested in serving their schools and becoming involved in those concerns and activities, the problem is how to best organize these efforts.

The solution lies in co-operation between the two parent groups of volunteers: The Home and School Association and the School Committee. Co-operation is not a Myth; it can happen. Nor is it created by Magic; it occurs when there is communication between the two groups, resulting in an analysis of the roles which can be either shared or divided. This is obviously not an easy task, as indicated by this well-attended workshop of concerned participants.

Heather McBride, President of the Edgewater H&S, and Doreen Canvan, Chairman of the Edgewater School Committee, prepared an excellent presentation. Comparing the historical development and the organizational structure of the two organizations, they indicated that both groups have access to the Ministry of Education. The School Committee, established in 1971, creates parent participation

through legislation. Beginning with 23 parents serving on the local School Committee, and progressing through a series of interim committees, there is one English-speaking representative on the Board of Directors of the Fédération des Comités de Parents de la Province du Québec (FCPPQ). On the other hand, the Quebec H&S was founded in 1944, functions within the framework of the Canadian H&S/PTA, and has a long history of parental involvement in education. Through the Superior-Council and the Protestant Committee, H&S has a direct input into the MEQ.

The "Edgewater Experiment" is designed to co-ordinate the efforts of the two groups in order to avoid over-extending the energies of the volunteers. In essence, the School Committee deals with policy-making: the Educational Project, the Régime Pédagogique, Teacher Contract Negotiations. Home & School provides services through sub-committees which include Membership, Volunteer and Enrichment Programs, Fund Raising, Publicity, etc. Members of one organization are encouraged to serve on sub-committees of the other group, according to their interests. Liaison is provided by an exchange of information through monthly oral reports, and three members of the H&S Executive serve on the School

Committee. Scheduling of meetings is also important: H&S meets the week prior to School Committee, so that members may be informed of upcoming issues in case they should wish to attend. Finally, the Joint Task Force on School Reform is composed of members of both committees.

The following discussion indicated that some schools found it difficult to sustain two separate groups of parent volunteers. One school has combined a "shared committee," utilizing a separate chairman and president, but sharing the offices of secretary and treasurer. One point that was often reiterated was that fund raising can have too high a profile in H&S. Although an important aspect of H&S, it is not the sole priority. H&S is equally concerned with volunteer and educational programs, formulation of policies, and political action. Responding to a common misconception, it was mentioned that School Committees are not prohibited from fund-raising activities. In conclusion, Gordon Robertson, LSB Commissioner, emphasized the tremendously important role of the school principal in welcoming parent volunteers and assisting them in participating in the life of the school.

Carol Ohlin
Northview H&S

Publicity and Newsletters

Get the news out



Sandra Keightley, Co-chairman, Publicity Committee, Q.F.H.S.A. introduced Linda Piercey, editor of Eardley School newsletter, and Virginia Bell, reporter with the West Island News and Chronicle. Eardley School's newsletter entitled "News and Views from Eardley" won an award last year and Linda explained to the group the way in which the newsletter was put together: articles about the school, items by the children, current events, "meet our bus drivers", logo and photographs. Although done on a simple scale and on a very low budget, this Home and School project has proved to be a most successful endeavour, and both parents and children have been delighted with it.

Virginia Bell of the News and Chronicle outlined the contents of

the newspaper, giving an idea of the number of reporters involved and the deadlines for compilation which have to be met. She emphasized that schools are welcome to forward articles to the newspaper and if these are accompanied by simple Polaroid photographs, either black/white or colour, so much the better. Articles should preferably be double-spaced and concise and should have a name and phone number at the foot. They may be dropped off any time at the newspaper's offices, but if for a specific issue, then the deadline should be met. A general discussion took place, with members from various schools giving some idea of their own newsletters or information magazines.

Vivien Dagher
Northview Home & School

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

GRAND FUND-RAISING RAFFLE

1st PRIZE Two Air Canada tickets to Florida (Miami, Fort Lauderdale or Tampa) and two weeks' use of a condominium in Pompano Beach, Florida
VALUE \$1,600

2nd PRIZE 30-volume set of Encyclopaedia Britannica 3 in Regency red binding
VALUE \$1,298

3rd PRIZE Two consecutive nights room and continental breakfast for two persons in the exclusive Gold Key Club at the Chateau Laurier in Ottawa, plus \$100 cash spending money
VALUE \$270

4th PRIZE Sinclair computer ZX81 with basic programming manual
VALUE \$175

SCHOOL PRIZE

NAMED ON THE WINNING TICKET

A Radio Shack TRS 82-32K color computer including color logo, plus 10 basic programming courses

VALUE \$1,250

Prize drawing will take place Friday, March 18, 1983 at a

GALA SOCIAL EVENING

AIRPORT HILTON HOTEL, DORVAL

Raffle tickets \$1.00 each

Gala Social Evening tickets \$7.50 per person

All tickets available from Home & School Office, 933-3664
and YOUR local Home & School Association

SUPPORT QFHSA—THE INDEPENDENT VOICE OF PARENTS IN QUEBEC

Mentally handicapped student**Board doesn't have to take pupil**

A judgment of Quebec Superior Court has been upheld by the Quebec Court of Appeal and Drummondville School Board does not have to accept as a pupil a boy who has serious psychiatric problems.

In 1980, the school board told the parents that it could not continue to educate the child because

there was no special teacher for him.

The parents thereupon sought an interlocutory injunction to force the board to continue to educate the boy.

The boy, now 10 years old, is autistic. The court found that the school was not the appropriate place for his needs to be met.

Student Exchange**A sharing of cultures**

On the 10th of September, 1982, 221 Quebec school students departed for Ontario and Alberta to participate in a three month learning experience. Each is living with the family of a local English speaking student and attending an English school. This February, the student with whom each is paired will be visiting Quebec for a similar three month

stay. Among the Quebec students are 178 girls and only 43 boys. Programs organizers are uncertain about the cause of this imbalance, but they note that a similar imbalance occurs in university level exchange programs. The exchange is designed to improve the students' second language abilities and promote intercultural contacts.

Superior Council**A busy year ahead for advisors**

Evaluation in education, school restructuring, sex education, vocational training for youth, educational needs of young adults, technological development and university teaching, topics that repeatedly "make the news", will be studied by the Conseil supérieur de l'éducation during the 1982-1983 school year.

The 1982-1983 Annual Report of the Conseil supérieur, on the state and needs of education, will be devoted to evaluation. Three main aspects will be studied: evaluation of educational institutions, evaluation of personnel and evaluation of pupil learning. The Conseil supérieur wishes to clarify the role and importance of evaluation in a responsible educational system, determine the different types of evaluation needed and identify the distribution of responsibilities within different

**Program chairmen take note
Legal Aid Clinic Seminars**

Once again the McGill Legal Aid Clinic will be offering a fall/winter lecture program to schools, community groups and other organizations. The program will run through March 1983.

Upper year law students will be available to give presentations on a general introduction to the legal system of Québec or on an area of law which is of particular interest to your group. Presentation on the rights of adolescents, the rights of women, lease law, family law, social aid law, criminal law and other topics are within the scope of this project. The lecture envisioned will be approximately thirty minutes in length, and would be followed by a question period.

This service is provided free of charge by the McGill Legal Aid Clinic and the Students' Society of McGill University. A donation to cover transportation would be appreciated but is not required.

To arrange for a lecture, simply contact the Lecture Program Coordinators at 392-8918 or address inquiries to the clinic at: 3480 McTavish, Montreal, H3A 1X9.

Private Sector**School growth**

Statistics Canada (in its July Service Bulletin) has found that private school enrolment went up 54% from 1971 to 1982, while public school enrolment fell 15%. However, private schools still enrol only 4.3% of Canada's total elementary and secondary school students. Growth in private schools was highest in New Brunswick (144% — where a number of new schools were opened in 1978), Ontario private school enrolment rose 80%, Quebec 49%, Saskatchewan 44%, B.C. 28%, Nova Scotia 25%, Manitoba 19%. In Newfoundland the private school enrolment dropped (because one school changed from being private to public). Alberta and the two territories recorded increases in their public systems. Reprinted from: CEA Newsletter, September 1982.

levels of education.

In order to thoroughly develop this theme, to better understand what is actually taking place, and to identify the future needs for evaluation, the Conseil will hold public hearings in two regions of the province: Saguenay/Lac St-Jean in November 1982 and Montréal in January 1983. At these hearings the Conseil will invite administrators, parents, teachers, and students to give their views on the matter. In December 1982 the Conseil will sponsor a symposium in Lévis, at which time leading specialists in the field of evaluation will be invited to share their expertise.

Furthermore, the Conseil supérieur de l'éducation will in 1982-1983 transmit to the ministre de l'Éducation advice on five major educational issues. The Conseil expects to forward to the

ministre de l'Éducation recommendations on the *school restructuring project* as proposed in the "white paper" entitled: "The Québec School: A responsible force in the community". The Conseil will also make its views known on the *sex education programme* proposed by the ministre de l'Éducation. As recently requested by the ministre de l'Éducation the Conseil will study the proposed modifications to the *educational regulations (régimes pédagogiques) on primary and secondary education*. Two other topics will retain the attention of the Conseil: *vocational training for youth* and the education of children from varied cultural communities.

In making public this agenda of activities for 1981-1982, the Conseil supérieur de l'Éducation wishes, in the first instance, to inform the community. But, as important, the Conseil invites the collaboration of interested organizations and individuals who wish to make known their views on the subjects to be studied.

Lecture Program Coordinators Patrick Benaroch and Lawrence Silber are waiting to hear from you!

Bibi's Column

Dear Bibi:

How can I know if my child is into drugs? What are the symptoms? "Concerned."

Dear Concerned:

There are no easy ways to recognize drug use or abuse. Symptoms are often vague. They vary from one person to another. Here are some signs which are NOT proof of drug abuse. They MAY be indicators.

- sudden change in behaviour.
- sudden changes in moods.
- long periods of day dreaming
- being away from home at odd hours without explanation.
- evasiveness about friends.
- a sudden need for money.
- emotional over-reacting to innocuous statements.

Symptoms of a physical nature may also be indicators of drug abuse. See your family doctor if you are in doubt.

- slurred or muddled speech.
- poor muscle co-ordination
- a sudden increase or decrease in appetite.
- "glassy eyes" from stimulants.
- pinpoint pupils from heroin use.
- reddened eyes from marijuana.
- poor judgement of speed, distance or time.

Other indications may be:

- an unexplained appearance of medications.
- unusual quantities of solvents, glue, lighter fluid or polish remover.
- hypodermic needles and syringes.
- paper to roll cigarettes.
- needle marks or scabs and sores.

This information comes from *A Parent's Guide to Drug Abuse*.

Dear Parents, Teachers and Students:

All letters will be considered for publishing. If a class wishes to write us, some of the best will be put in to this column and answered.

Bibi

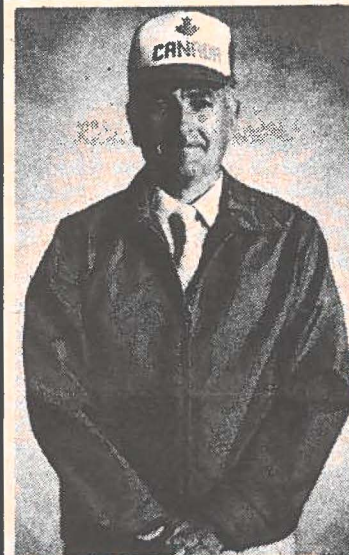
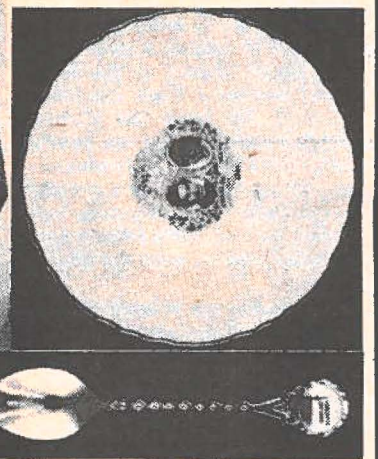
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FOCUS on the LOCALS

ECOLE PRIMAIRE BEACONSFIELD

Off to a good start

1982-83 will be the first full year our Home and School Association has been in existence and it promises to be an active one.

Despite a late start in 1981-82 much was achieved, including the construction of an adventure playground which is the pride and joy of our pupils, a highly successful family fun night, and the purchase of a tape recorder, record players and some supplementary teaching materials.

Amongst our objectives for the coming year is the possible purchase of a computer. An expert on the use of computers as a teaching medium will visit our next meeting to discuss the opportunities such a purchase would bring.

This year will also see the introduction of a teacher grant scheme whereby a teacher may apply to the Home and School Association for a small grant to cover some or all of the cost of any special in-class project.

Being new, our library collection is quite small and adding to it is always a priority. We will hold a Book Fair in our school. We asked parents to donate a new book to the school library at the same time as buying a book for their own child. We hope the library will also benefit from the year's general fund-raising activities.

As yet we do not have a system for providing school supplies but this year we will offer pencils and notebooks printed with the school name.

We are fortunate in having large numbers of willing and dedicated parent volunteers. Ann Mason and Erika Schlesinger have worked hard on their recruitment and organisation. This year mothers will work as in-class helpers, librarians, typists, translators, craftsmen and so on. They will also put to use any special skills they may possess for the benefit of their pupils.

Judy Miller has once again done a great job of co-ordinating our lunch-time activities program. As well as old favorites such as em-

broidery, folk-dancing, organized games, and the Kordaly-Orff music program, she has added judo, basketball, crafts, and recorder with a possibility of chess late in the session. We expect heavy registration for these activities as the majority of our pupils are bused from a wide area and spend every lunch hour in the school.

At present parents are being polled about the possibility of introducing a "buddy system" in our school as it has been such a success elsewhere.

1982-83 is shaping up to be a busy and rewarding year for all.
Helen Ashton

SUNNYDALE PARK

Santa Claus

He's coming to town

Santa Claus is coming to Sunnydale Park School on Saturday, November 13th. He will be guest of honour at our annual Santa's Fair held from 10:00 am to 3:00 pm.

In addition to the large selection of home-made crafts and baking we are offering a plant table, raffles, and white elephant booths. Returning is our popular Cookie Monster Table where the young can purchase inexpensive snacks and toys as well as a large variety of games. We have ex-

SEIGNIORY

A fashionable fall

Wednesday evening, September 29th saw the annual Fall Fashion Show at Seigniory School in Pointe Claire return for an encore performance. The models were drawn from the ranks of parents, teaching staff, and teenaged ex-students of the school. Although the models were amateurs they did not give an amateur performance. Wearing fashions from Boutique Sassa and make-up by Mary Kay, they walked proudly amid much applause.



panded our children's section to include many new activities and games.

Bring the whole family and stay all day! You can have a complete lunch or just a treat at our Snack Bar.

Sunnydale Park School is located at 150 Hyman Drive in Dollard des Ormeaux. Just take the Trans-Canada Highway to Sources Road North and turn right on Hyman Drive.

Rhona Deitchman

TIDBITS... TIDBITS... TIDBITS... TIDBITS...

Pincourt's Fire Department recently conducted a fire drill at EDGEWATER SCHOOL and the whole building was evacuated in 1 minute, 24 seconds. Can your school beat that? In conjunction with the visit from the firemen an art contest was organized and the winning posters were displayed at the local shopping center.

The Lakeshore School Board's second French school, ECOLE PRIMAIRE POINTE CLAIRE (formerly Lakeside Heights) has only been open since September and already the parents have built an adventure playground! Planning and fund-raising for this project was done last year by the ECOLE PRIMAIRE BEACONSFIELD Home and School Association.

Thirty-three Garde 6 students from CEDAR PARK SCHOOL in Pointe Claire made a six-day canoe trip from Ottawa to Pointe Claire to mark the 86th anniversary of their school. This October adventure was preceded by a study of the voyageur of old, and extensive practice in canoeing. The children travelled in three teams with each team covering approximately a third of the distance.

The 75th anniversary of MACDONALD HIGH SCHOOL in Beaconsfield reunited former pupils from all parts of the globe. Among the displays featuring the "good old days" was artwork done by prominent figure skater and artist Toller Cranston when he was a pupil at the school.

The Home and School Association of COURTLAND PARK SCHOOL in Dorval has bought a camera for their school and will be supplying money for the film. The teachers will take snapshots of the most memorable events and activities that occur at the school and will place them in a scrapbook to preserve a visual memory of each school year.

Memories of a different kind were preserved in the GREENDALE Year Book. This magazine-style year book contained poems, stories, riddles, puzzles and illustrations from each child from Kindergarten to Grade 6 who wished to participate. The Greendale Home and School Association played an important part in the production of this Year Book by raising most of the funds required for printing costs and collating and editing the students' written work.

VALOIS PARK

2 tons of apples

The Apple Sale - held on Saturday, October 23rd - was a 4000 pound success! That's the tonnage of apples we sold to our parents and neighbors. Eight different varieties were offered and the school made a profit of 10¢ on each pound sold. It was one of the easiest types of fund raising that we have done and our thanks to all for making it such an outstanding success.

Membership Chairman, Donald Walker, reports the Home & School membership stands at 155 families - this represents 67% of all the families attending Valois Park - and this is the highest percent of membership we have ever had.

By holding our Skate Exchange very early in the start of the school year we realized a profit of \$153, as well as providing a service to our parents - to buy and/or sell out-grown equipment.

The school year has barely begun and already DORSET Home and School has held three fund-raisers. The year started early with a Ski and Skate Sale. The Bake sale raised \$400. Family photos were sold but this project did not prove to be as successful as had been anticipated.

Among the extra-curricular activities sponsored by the CHRISTMAS PARK Home and School Association are Judo, Drama, and Arts and Crafts.

The Home and School Association of HUDSON HIGH SCHOOL is sponsoring a Driver's Education programme for their students.

Do you parents get tired of being called for baking for Home and School events? Borrow an idea from SEIGNIORY SCHOOL. Baking is solicited by grades and each grade is called only once each year. At the recent Fashion Show the baking was supplied by parents of children in Kindergarten and Grade 1.

October 28th marks the official opening of the Terry Fox Canadian Youth Centre in Ottawa. Governor General Ed Shreyer will be present alongside Terry's parents, Mr. and Mrs. Roland Fox.

A familiar face was absent from this year's Leadership Conference. Dr. Cal Potter would surely have been there but Australia is just too far away. Cal will be returning from his leave of absence in November, until then Past President Alex Morris is filling in as Chairman of the Rights Committee.

Welcome to our newest local, ECOLE PRIMAIRE PARKVIEW. This school is located in Granby in the Eastern Townships. Best of luck to President Suzanne Côté-Zigby in getting this local underway.

Best wishes too, to Barbara Peden who will be taking on the job of Focus on the Locals Editor starting next issue. Barbara has a degree in journalism and professional experience with the CBC and the Gazette. Her children attend COURTLAND PARK SCHOOL in Dorval where she serves as Chairman of the School Committee as well as being active as a volunteer mentor to gifted children. We're all looking forward to her joining the other volunteer staff of the NEWS.

Dawn Barrett

NEW RICHMOND

Welcome to our newest local

New Richmond School in the Gaspé now boasts of a Home and School Association. Formed in June of 1982, this local is already making an impact on the community it serves.

The first meeting, held on October 13th featured a guest

speaker who brought the parents up-to-date on the topic of school board reorganization.

Also included in the evenings events was a tour of the classrooms to see displays of the children's work.

Sharon McCully

PLANNED PARENTHOOD WORKSHOPS

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Call Judy Farnsworth
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What does this mean?

*Commercial our schools:
choosing society*

Clipped from MEQNEWS, May-June 1982 - all comprehensible translations or interpretations will be printed. (How about an Office de la langue anglaise?)

FOCUS on the LOCALS

COURTLAND PARK

Computers for Courtland

Courtland Park Elementary School in Dorval has joined the computer revolution. Parent Tom Murray, who is a high school computer science teacher, brings a microcomputer to the school every Friday after school to give four Grade Six students instruction.

He and another member of the community, Jeff Kruse, brought six borrowed Apple IIs to the school's annual fall fund-raiser, the Country Fair. They set them up in an empty classroom and charged students 25 cents for about 10 minutes of "hands-on" fun. Students from West Island College assisted.

The school has applied to the board for a microcomputer, and the joint Home and School/School Committee is committed to buying a second one.

Several staff members, including the principal, Mrs. Adeline Petronko, have attended introductory computer workshops. They're enthusiastic about the idea of using computers as teaching tools. Used properly, the machines seem to encourage logical thinking, and they adapt well to a variety of uses.

Children seem to take to computers like ducks to water; it's the adults who are sometimes shy. Courtland Park plans to hold a parents' program night on the subject, with members of the PSBGM computer task force and real live microcomputers on hand.



Jeff Kruse explains a program to Michelle Laforêt, Grade VI who willingly stays after school to work on the microcomputer.



NEW CARLISLE

Well attended meeting

The first meeting of the year of the New Carlisle Home and School Association was attended by approximately 100 people, a great turn-out indeed for this small Gaspé community.

President Jewell Roy welcomed the special guests who included Commissioner Joan Dow, Dr. Angave of the Gaspesian Area Task Force was the guest speaker. Also in attendance were guests from the newly-formed New Richmond Home and School Association.

The principal, Mr. Journeau, introduced the teachers who were

all present.

While all meetings of the New Carlisle Home and School Association are open to all parents and teachers of the school, only members are eligible to make motions and to vote. Non-members are not eligible to win the door prize which is awarded at every meeting. And in order to have a child eligible for an award at the closing exercises, a parent must not only join the Home and School Association but must attend at least one whole meeting.

Betty Smollett

AYLMER

Memories of 1981-82

Who could ever forget last year's Pub Night at Aylmer Elementary School? This annual dance held in late Fall is the social event of the year for parents, teachers and friends of Aylmer Elementary School.

February's Skating Party was sponsored by our Home and School. All the families with children in the school were invited.

In the photo above is our Bike Raffle Convenor Sue Crockett presenting the winner Chris Reid with his new 10-speed bike. It was our best Bike Raffle ever!

With the profits from these events we contributed to the cost of Stop Arms for our Board's school buses, purchased some school equipment and maintained our playground equipment.

Mary Lou Crossan



SOUTH HULL

New and remodelled

The extension to South Hull School in Aylmer has finally been completed. Three hundred and six happy students are enjoying their new and remodelled building which now has more space for crafts, a larger library, and a second gym.

As the new school year begins South Hull Home and School is busy planning many activities. Our membership drive in September was very successful and our membership is steadily growing. A Recycled Clothing

Sale was held on October 2nd in conjunction with Eardley Home and School. Parent participation made it a very successful event.

In the planning stages are yoga classes and another babysitting program. We hope to provide shelving and additional books for our new library. Local theatre productions, special field trips, and an enriched craft program will benefit from monies raised through our Fall fund raising and our annual Spring Dance.

Trudy Drummond

NORTHVIEW

Come to the fair & other events

Northview School's Calendar of Autumn Activities is a cornucopia of educational programmes and special events.

Planning has already begun for our major fund-raising effort of the year, the Towne Fair. Everyone is cordially invited to this Christmas bazaar, scheduled for November 27th, from 10:00 am to 1:00 pm. Holiday handicrafts, Christmas chocolates, baking, books, toys, raffle, hot dogs, muffins, and other booths will offer a tempting array of purchases.

Our address is 90 Jubilee Square, Pointe Claire. Telephone 697-1420 for directions, if necessary.

much was raised in support of this worth-while event. As one mother observed, it is especially nice to see kids willing to help other kids.

Special activities

Principal Fred Argue and his energetic teachers have special activities planned for every day of the week. Physical education specialist Martine Blue organizes a full slate of intramurals. In addition, she and Anne Dufour supervise a Grade 6 Dance Club; and with Sarah Asher there is a lunch-time Arts and Crafts group. A grade 3/4 Chess Club has been formed by Colin Legault and a record number of students have signed up for Choir. Recorder, and Ukelele instruction with music specialist Sheila Stanley.

Teachers are also studying the feasibility of acquiring a computer for Northview and planning a curriculum for its use.

Field trips are scheduled, including a PFI 4 excursion to an apple orchard, followed by making apple jelly. Grade 6 PFI students, in conjunction with the study of "Les Sciences Humaines" will spend a day at a "ferme latière". All Grade 6 classes will visit Quebec City. Students from grades 4, 5, and 6 will attend two special Montreal Symphony Or-

Services provided

The Home and School Supply Shop, efficiently organized by Eileen Forse, was busy the first week of school providing supplies at cost to the students. Not only is this service beneficial to the parents and children, but it also assists teachers by ordering the types of materials they request for their classes.

Northview Home and School sponsors a variety of programmes designed to enrich the school environment.

The Volunteer Services Bureau, co-ordinated by Gisèle Crotignino and Annette Orthwein, matches parent volunteers with classroom teachers to work in small groups or individually with students.

More than 30 volunteers operate the school library, directed by Lois Sumner and Judy Jennings.

An emergency communications link between school and home, a telephoning system using class mothers, is organized by Nicole Walker.

Angela Wentzel, who has so ably served as Chairman of the Pointe Claire Central Committee of Block Parents, turns over her job as our local representative to a parent new at our school, Judy Malin.

Heather Dowman, Membership Chairman, hopes this will be our best-ever membership drive. The new "Kids Are Worth It!" buttons have proved immensely popular with parents, staff, and... kids, too!

Forget-me-not

Northview Home and School, the staff of Northview School, and grades 4, 5 and 6 co-operated with the Quebec Society for Crippled Children in participating in the Forget-Me-Not Campaign. Later this year, officials of the Butterfly Campaign will report how

ECOLE PRIMAIRE POINTE CLAIRE

High interest for new local

Welcome and congratulations to Ecole Primaire Pointe Claire (formerly Lakeside Heights Elementary School) parents. On Thursday, October 21, 1982, under the guidance of Mrs. Mary Anne Wilson and her committee, the parents installed the first slate of officers and adopted an interim constitution to inaugurate a Home and School Association in their school.

The school principal, M. Jacques, was an enthusiastic participant and willing parents volunteered for various committee positions. The 1982-83 executive is as follows:

President: Janet Fogel; Vice-President Carole St. Jacques; Treasurer: Dolly Taylor; Corresponding Secretary: Freja Fisher; Recording Secretary: Ann Smith; Parent Volunteers: Nancy Parnell, Madhuri Kolhatkar, Mrs. Ladovrechis, Robert Philp, Cheryl Hughes, Mr. Kularajah, Roslyn Dillon and Christiane Bilmes.

Because the students are commuting from various areas to this school, the parents are eager to establish a comfortable and friendly milieu for the children and parents that they may all feel a part of this school community as well as filling the role of a "working" Home & School Association.

chestra concerts designed for school audiences.

Thanksgiving weekend was the first outing of this year's Adventure Club. Small groups of Grade 6 students will participate in a series of eight outdoor expeditions involving Fall and Spring back-packing, canoeing, bicycling, and cross-country skiing. Designed to develop camping and outdoor skills, a sense of responsibility, and leadership, this demanding but fun program is a great favorite among the students.

Carol Ohlin

ELIZABETH BALLENTYNE

Parents appreciate staff



To close out last year's activities at Elizabeth Ballentyne School the Home and School Executive and the School Committee joined forces to serve a memorable Pot Luck Supper to the staff and administration.

At Meet the Teacher Night on September 28th a QFHSA pin and a Home and School membership were presented to Principal Elizabeth Kremmel by the Home

and School President, Ann Silverthorne. This event, which was extremely well attended, was the kick-off to this year's membership drive.

Extra-curricular activities have been organized. The first fund-raising project of the year — a spring bulb sale — has been completed and was more successful than anticipated.



SAFETY SCENE



SAFETY SCENE



Thinking of Christmas

Now that Halloween is over and we are into the month of November our thoughts are turning once again to plans and preparations for the Christmas season. With this in mind we are passing along to you some helpful reminders for a safe and happy holiday season.

When you're entertaining: keep confusion out of the kitchen and alcohol flow moderate.

When you're driving: Start early, slow down, buckle up.

When you're decorating: Choose

a fresh tree, keep combustibles away from open flames.

When you're giving: Keep safety in mind whether the gifts are for children or adults.

The above is a summary of the safety tips stressed in a booklet published by the National Safety Council and copies of this booklet are available from QFHSA office. This might be a good pamphlet to send home with your children and serve as a reminder to the parents to be safety as well as holiday conscious.

Brochures available from QFHSA office for distribution to families through the school. This brochure suggests safety hints for all members of the family during the holiday season.

Safety Drawing Contest

The "Safe Road to School" is the theme of a drawing contest sponsored by the Quebec Safety League courtesy of BP Canada. The aim of the campaign is to promote safety-consciousness among students. The contest is open to all elementary students in the Province of Quebec.

Contestants are invited to think about ways of making the trip to and from school safer for their classmates and themselves. Safety covers all modes of transportation whether as a pedestrian, bicyclist, moped user, or as a passenger in cars, school buses, city buses, or the metro.

We would like to see greater participation from the locals of QFHSA in this and other safety

contests. We would ask you to encourage your schools to participate in this very worthwhile campaign thereby promoting and reinforcing safety awareness among students. Perhaps one of the topics to stress would be the breakdown of prizes which is as follows:

1st prize	\$250.00
2nd prize	\$100.00
3rd, 4th, 5th	
6th and 7th	\$50.00 each

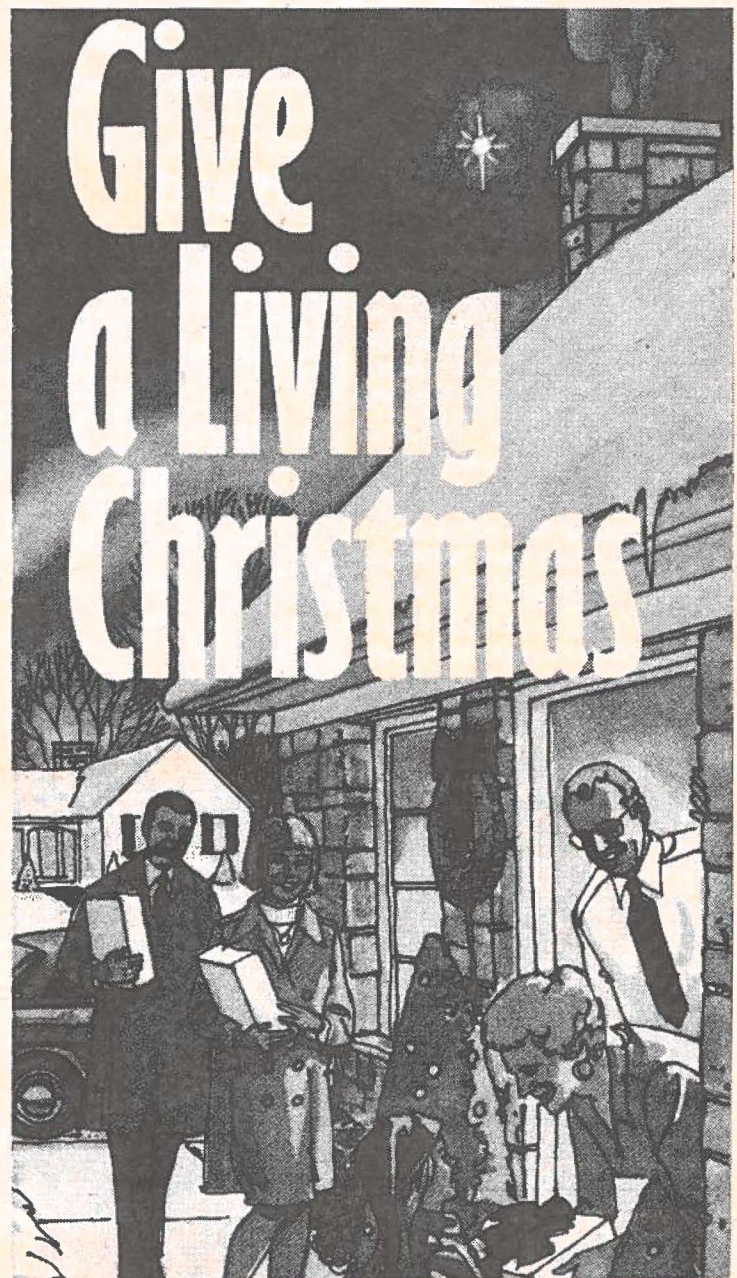
In addition, the teacher of the 1st prize winner is also the recipient of a cheque in the amount of \$100.00.

All entries should have the following information on the

back: name of student, full mailing address (plus postal code), telephone number, teacher's name, name, address and telephone number of the school. Drawings should be mailed to:

The Quebec Safety League
6785 St. Jacques St. W.
Montreal, Quebec H4B 1J3
DEADLINE FOR ENTRIES:
DECEMBER 10, 1982

The winning poster will be used in future safety campaigns. For example, the winning drawing from last year's contest was the one chosen for the posters used in Quebec Safety League's Safety Campaign during safety week in October of this year. Good luck to all participants.



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Practise fire drills after hours

The following tip has been passed along to us from Edgewater School. Fire drills are practiced throughout the year with students and school personnel. However, they have gone one step further. This year they have encouraged groups who use school facilities after-hours to familiarize themselves with fire drill regulations and to participate in fire drills during their use of school facilities. This recommendation would be beneficial to other groups using facilities in

your schools.

We would like to hear of other ideas and programs which the locals are doing and planning during the year. Please keep us informed about safety programs and news in your areas and we shall gladly spread the word. They are many valuable hints and programs being done in the various schools and Safety Scene can be used as the medium of sharing these ideas with other members of QFHSA as well as putting your school in the news.

Smoking Education Week January 23-28, 1983

Towards a Generation of NON-SMOKERS

Over the next five years Health and Welfare Canada will run a smoking prevention program designed to encourage young Canadians to become a generation of non-smokers. This will be a major effort featuring a highly visible media campaign, but its success will largely depend on the involvement of parents and teachers, smokers and non-smokers alike, in repeating and reinforcing the "generation" message as children progress from early childhood to adolescence.

Ideally, a positive approach to demonstrating the advan-

tages of clean air and the normalcy of not smoking should start in the home well before a child goes to school, but all children, regardless of their pre-school experience, deserve the support they need through elementary school to resist the pressure to start smoking. Treating the topic as a question of environmental protection as well as one of personal health care makes discussion more meaningful to students at every level.

An elementary school program outline for all grades is available from QFHSA office.