



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Against BILL 101
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LEGISLATION TO FOLLOW

White Paper on reorganization expected soon



A White Paper laying out government proposals for changes to the structures of the elementary and secondary school system could be tabled by the beginning of November 1981, sources indicate.

Radical change in the system of schools in the province may transform the management of schools,

transferring to parents and teachers many of the functions at present carried out by school board corporations and their staff.

This reform would coincide with the implementation of new mandates to the school with regard to curriculum and auxiliary services, due to be complete

by July 1986.

The new objectives of school programs and their delivery make teachers and the school more accountable to the parents for the child's progress.

In the new year, the Home and School NEWS will publish a synthesis of these new "régimes pédagogiques."

AN IDEALISTIC VIEW

Modernization of the school system

UNIFIED SCHOOL COMMISSION

In order to discontinue the tradition of two parallel school networks, the Catholic or Protestant nature of a school will be recognized as required by the British North America Act, and some collective administrative functions which have nothing to do with religious persuasion will be carried out by a unified school commission.

Representation by each school of whatever kind will be ensured on the unified school commission council.

compared with a school commission council elected from a number of communities, with an administrative staff of bureaucrats disengaged from the day-to-day life of the school.

OTHER LOCAL SERVICES

Through their participation in the local school, parents will ensure expansion into day-care services, community activities and other services to meet local needs and make the school dynamic and efficient.

Unrestricted by the policy-

making apparatus of the present school board structure, schools will be freed, within the guidelines and budget of the Ministry of Education, to develop their mission and make decisions as never before.

A MORE EFFICIENT ADMINISTRATION

In reducing the number of regional units in the school system from 258 boards to some 110 groups, the decline in enrolments in schools will be reflected in the administrative structure.

(See IDEALISTIC... p. 6)

MORE LOCAL AUTONOMY

Government policy on the 'decentralization' of education is to return a measure of autonomy to the local school and its community, rather than to school commissions. The centralization of recent decades is seen as having been exercised more at the expense of the school than of the present school boards.

CHILD-CENTERED SCHOOL

The parents and teachers of the local school are nearest to the children which it serves. Together with the principal, they are better placed to ensure a school with, as its focus, the child as a learner,

MINISTRY'S ROLE

The role of the Ministry of Education would be to provide services to the schools, and set guidelines for their operation through the medium of its regional bureau.

THE SCHOOL AS A BUREAUCRACY

Traditional relationships discounted

More administrative staff at the level of the school, a system where French is the working language, and the end of universal suffrage in school government—these are implied by the changes being mooted in the school system.

THE LOCAL SCHOOL

The delivery of services to the pupils is concentrated at and coordinated by the school. School committees have given parents a mandated role in the life of the school. Teachers, through their staff councils, must also be consulted by the principal on decisions s/he has to make.

The "orientation" committees of recent legislation, with their broader mandate to match school

and community, have not seized the imagination of parents, teachers, or principals—nor present school boards.

The school community appears more concerned with how best to carry out the school's functions, rather than with reorganizing the school's services. A school's autonomy will continue to be limited by Ministry of Education regulations, the support services available to it from a unified school commission, and by financial constraints.

THE SCHOOL PRINCIPAL

School principals would need new skills to deal with the school as a corporate entity managed by a board of directors. Day-to-day problems of schools and the needs of the children and their teachers require practical solutions and

(See PRACTICAL... p. 6)

GHETTO WALLS COME DOWN

Each school: A public corporation

The Minister of Education, Dr. Camille Laurin, would like to make each school a public corporation administered by a board of directors of some 13-15 people (parents, teachers and the principal, and students in secondary schools).

The board of directors of the school would have the power to decide, every five years, whether the school is Catholic, Protestant or 'other', and to establish the 'educational project' for the school. It would also have some power over teaching materials, program, hiring of staff, budget and expenditure, and union negotiations.

Private schools would be included in the network of schools of a territory, and would be associated with the 'unified' school commission.

UNIFIED COMMISSION

School commissions would be comprised, according to reports, of the chairmen of each school's board of directors, together with several other people appointed to represent 'socio-economic' groups in the territory, much like certain members of CEGEP boards of governors.

The territorial school commission would have jurisdiction over the admission of children to the schools, and provide consultant services, special education and adult education. It would have a coordinating role in staffing schools and in planning the use of funds and equipment.

The number of such unified boards would be likely to be 100 off the Island of Montreal and 10 on the island. There are 258 school boards in the province at present, and in addition, the School Council of the Island of Montreal.

Problems to be solved by radical change

'School boards autocratic and inefficient'

Parents with too little power at the local level, a school limited in its autonomy, and the sense of missing internal democracy in the school system—these are the reasons given for proposing a reformation of the system of Roman Catholic and Protestant school boards.

Some 29,000 employees of the school boards are seen as engaged in duplicated functions which cost the public purse some \$200,000. The government wishes to reduce the number of jobs and use staff 'more effectively'.

Few people vote in school commission elections, say critics, and

commissioners are more interested in authority than in education.

The pluralism of the Protestant school makes it impossible to define its cultural attributes. The word 'Protestant' no longer refers to members of churches established as a result of the Reforma-

tion of the 16th century. Its use in describing an educational system is outmoded.

Entrenched attitudes of Catholic school authorities make it impossible for the French schools to respect the human rights of families of different faiths, or no faith.

To deal with a situation defined in these terms, the proposals for reform are keyed to promoting a child-centered environment at the school, aiding the school to reflect and develop the values of the Quebec community, making the school a democratic institution, and using human and financial resources more effectively.

Editorial comment

Are student interests served?

The trouble with many organizational shuffles is that the objective sometimes takes second place to the process. Whatever happens in the Ministry of Education must reflect both the desire and right of parents for an adequate education for their children, and the need of teachers to be available to teach, free of bureaucratic involvement. The system does not exist to perpetuate itself, but to provide the personnel and material to train the students entrusted to it by parents.

There are many questions that need to be asked right now, and we can anticipate many

more in the future when other white papers on education are issued. There are many factors to be considered when we try to translate the theories of the Ministry of Education into practice, when the community must marry the ideals with the realities. There are many questions about the nature of the family, the wishes of the community, the availability of resources, the social and political climate, but the main question must surely be "Are the educational interests of the students being met in the best way possible?"

A.M.

Human rights & confessionality

For many years now the educational community of Quebec has faced such rapid change that historians will very likely label this period as the Quebec Reformation. After years of feverish implementation, educational bodies were recently advised to stop thinking in terms of bricks and mortar and to direct energies towards truly educational matters. Pursuant to a major consultation process, its vastness, apparently, yet unknown in any other province or country, the Green Paper provided the initiative for many revisions to pedagogical procedures. This was Quebec's way of insisting on a "return to the basics".

However, the relative calm that was on the

horizon is not necessarily attainable at this time. Recent revelations indicate that the Ministry of Education is considering further change. A debate over the issue of educational confessionality is well on its way. Before such a debate heightens the barricades and deepens the trenches of division, it is the fervent wish of the Superior Council of Education that the population at large reflect upon the issue prior to reacting.

One of the elements of this critical debate is the juxtapositioning of two sets of rights. One set of rights has as its source the 1867 British North America Act; the second has as its source the recent declarations and charters on human free-



LUCIEN ROSSAERT

doms. Article 93 of the B.N.A. Act guarantees rights and privileges relative to two networks of schools — one Protestant and the second Catholic. The newer sets of rights, enshrined in a United Nations declaration, the Canadian Bill of Rights, the Vatican Council Declaration on Religious Freedom, and the Quebec Charter of Human Rights and Freedoms, refer to freedom of religion and freedom from discrimination.

It is the view of the Superior Council of Education that both sets of rights can be respected within the present school structures. There is no need for radical change. The Council's recent report on confessionality is designed to allow the public to become cognizant of the issues and to permit a type of implementation which corresponds to the expectations of the public at large.

All educational bodies, at all levels, must honor the issue of educational confessionality with mature deliberation. The Quebec Federation of Home and School Associations has clearly shown that it has the courage to face this issue. After a period of reflection it is anticipated that input from the Quebec Federation of Home and School Associations, along with many other groups, will be forthcoming.

Lucien Rossaert
Vice Chairman,
Superior Council of Education

'Minute Québec'

Secondary V (grade 11) history teachers recently received from the Quebec Ministry of Inter-governmental Affairs a copy of a brochure entitled "Minute Ottawa" plus the text of a press conference given by provincial premier René Lévesque. The intent of the send-out was to encourage teachers to employ the material in discussing with their students the current constitutional issue.

The administrators of the Lakeshore School Board secondary schools division met Monday, and unanimously endorsed the text of the following letter, written by one of their members, Principal Donald Robertson of Pointe Claire's John Rennie High School. Moreover, the administrators deplored the action of the Inter-governmental Affairs Minister in sending such material directly to teachers without any consultation either with the Quebec Education Ministry or even with school or school board authorities.

The following letter has been addressed to Ms. G. Wagner, Public Relations, Ministry of Inter-governmental Affairs, Govern-

ment of Quebec, 875 Grande Allée est, 2nd floor, Office 2,400, Quebec, PQ G1R 4Y8.

Thank you for forwarding to us a copy of Mr. Lévesque's press conference as well as a copy of the brochure "Minute Ottawa".

I think you can appreciate the concern that we have in dealing with these documents. The position taken by our provincial government in this debate raises some very serious questions as to the credibility of this government.

Mr. Lévesque's position focuses on two main points—convention (i.e. past procedures) and the rights of provinces. In light of the position taken by the provincial government in the passing of Bill 101, it appears that this is in direct conflict with their present position on the constitution. Mr. Lévesque highlights the comment of the Supreme Court relative to having the consent of the provinces before taking action. "...votre projet affecte les droits des provinces, et vous ne pouvez pas procéder constitutionnellement sans leur consentement".

by Gordon Pollock
Director of Secondary Education
Lakeshore School Board

Did the provincial government give the same consideration to all its constituents with Bill 101?

Further on in Mr. Lévesque's statement he says: "Jamais nous n'accepterons un tel dépouillement des nos droits les plus chers...". If he really believes this, how can he allow the pursuit in the courts of Mr. Allan Singer?

In the educational process we make every effort to present information in as unbiased a fashion as possible. We do not believe that previous governments, both federal and provincial, are without fault in dealing with human rights and privileges in the past, but if Mr. Lévesque feels that the present position of the federal government will restrict his flexibility of operation, he should first reconsider the position his government has taken in dealing with their constituents.

I am quite certain that through discussion and debate, satisfactory conclusions can be reached relative to the constitutional debate. However, I feel that if Mr. Lévesque is to continue to maintain any credibility, not only with his constituents, but also with his fellow provincial premiers, he will have to look at what he is do-

OTHER PEOPLES OPINIONS

ing in his own province with regard to human rights before criticizing others.

In order not to lessen further

the credibility of politicians in the minds of our students, we prefer not to use the material you have sent us.

The ten commandments for student safety

(written by Grade 3 and 4 students of Ste-Jeanne d'Arc school in Matapédia County, Quebec.

1. The school-crossing guard you shall obey for your own safety;
2. The school bus you shall mount without shoving impolitely.
3. The driver you shall respect and listen to attentively.
4. In your seat you shall remain calmly, quite obviously;
5. With your neighbor you shall

6. be friendly and speak softly;
6. Your feet you shall keep out of the aisle, naturally.
7. In the bus you shall neither smoke nor eat for safety's sake, obviously;
8. From the bus you shall exit without jumping, surely;
9. The street you shall cross in front of the bus, carefully;
10. A safe and happy student you will be if these rules you obey faithfully.



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Short course in human relations

The six most important words to learn: "I admit I made a mistake."

The five most important words to learn: "YOU did a good job."

The four most important words to learn: "What is your opinion?"

The three most important words to learn: "If you please."

The two most important words to learn: "Thank you."

The one most important word to learn: "We."

The least important word to learn: "I."

Hearing from you...

The proof's in the reading

Ms. Dorothy Chant, The Editor,
The Quebec Home & School
News,
4795 St. Catherine St. West,
Montreal, Quebec H3Z 1S8

Dear Ms. Chant:

Thank you for printing one of the poems from the John Agnew Memorial issue of *Fledglings*.

It would be greatly appreciated if you would please print a correction in next month's issue: the poem "I'm Adopted" is by Catherine Pont (not Ponk) and in stanza

3 line 4 the last word should read "sight" (not night).

These were typing errors in the original which are regrettable and we are sorry you did not know of them before publication.

Best wishes for a successful year!

Sincerely,

Dorothy J. Anderson
Chairman
John Agnew Memorial
Committee
Lakeshore School Board

Here's how to help your child become a better writer

Dear Parent:

We're pleased you want to know how to help the NCTE effort to improve the writing of young people. Parents and teachers working together are the best means for assuring that children and youth will become skillful writers.

Because the situation in every home is different, we can't say when the best time is to pursue each of the following suggestions. In any case, please be aware that writing skill develops slowly. For

some it comes early; for others it comes late. Occasionally a child's skill may even seem to go backwards. Nonetheless, with your help and encouragement, the child will certainly progress.

The members of the National Council of Teachers of English welcome your involvement in your child's education in writing. We hope you will enjoy following these suggestions for helping your child become a better writer, both at home and at school.

Set an example at home

1. Build a climate of words at home. Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults — particularly parents — share experiences and rich talk about those experiences.

2. Let children see you write often. You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. What you do is as important as what you say. Have children see you writing notes to friends, letters to business firms, perhaps stories to share with the children. From time to time, read aloud what you have written and ask the children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing, which it is.

3. Be as helpful as you can in helping children write. Talk through their ideas with them; help them discover what they want to say. When they ask for help with spelling, punctuation and usage, supply that help. Your most effective role is not as a critic but as a helper. Rejoice in effort, delight in ideas, and resist the temptation to be critical.

4. Provide a suitable place for children to write. A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.

5. Give, and encourage others to give the child gifts associated with writing.

— pens of several kinds

— pencils of appropriate size and hardness

— a desk lamp

— pads of paper, stationery and envelopes — even stamps

— a booklet for a diary or daily journal (make sure that the booklet is the child's private property; when children want to share, they will.)

— a dictionary appropriate to the child's age and needs. Most dictionary use is for checking spelling, but a good dictionary contains fascinating information on word origins, synonyms, pronunciation and so forth.

— a thesaurus for older children. This will help in the search for the "right" word

— a typewriter, even a battered portable will do, allowing for occasional public messages, like neighborhood newspapers and play scripts.

— erasers or "white-out" liquid for correcting errors that the child wants to repair without rewriting.

6. Encourage (but do not demand) frequent writing. Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognize that the desire to write is a sometime thing. There will be times when a child "burns" to write, others when the need is cool. But frequency of writing is important to develop the habit of writing.

7. Praise the child's efforts at writing. Forget what happened to you in school, and resist the tendency to focus on errors of spelling, punctuation, and other mechanical parts of writing. Emphasize the child's successes. For every error the child makes, there are dozens of things he or she has done well.

8. Share letters from friends and relatives. Treat such letters as



OWEN BUCKINGHAM

PRESIDENT'S MESSAGE

As I mentioned in my first message of this year, it was going to be a busy one. The Régime Pédagogique is now law and before we can really absorb this fact and get to work on studying it to see what effect it is going to have on our students we are faced with the government's new proposals on restructuring school boards.

What is the restructuring of school boards going to mean to us as parents and to the education of our children? What would it mean to us as parents if Protestant and Roman Catholic school boards, as we know them, are eliminated and replaced by an appointed regional council that would administer both English and

French schools?

My message to you as parents is GET INVOLVED in your school community—with your teachers, with your school committee, with your principal, and with your school commissioner. We must make ourselves aware of what changes Dr. Laurin is bringing down as law. It is only as aware individuals that we can actively participate in matters that affect the education of our children. Make your school principal and your commissioner aware that you want to be involved in decisions that affect our most important commodity in education—the child that is in that school.

... and 10 more ways to help with school writing programs

1. Ask to see the child's writing, either the writing brought home or the writing kept in folders at school. Encourage the use of writing folders, both at home and at school. Most writing should be kept, not thrown away. Folders are an important means for helping both teachers and children see progress in writing skill.

2. Be affirmative about the child's efforts in school writing. Recognize that for every error a child makes, he or she will do many things right. Applaud the good things you see. The willingness to write is fragile. Your optimistic attitude towards the child's efforts is vital to strengthening the writing habit.

3. Be primarily interested in the content, not the mechanics of expression. It's easy for many adults to spot misspellings, faulty word usage and shaky punctuation. Perfection in these escapes most adults, so don't demand it of children. Sometimes teachers — for these same reasons — will mark only a few mechanical errors, leaving others for another time. What matters most in writing is words, sentences, and ideas. Perfection in mechanics develops slowly. Be patient.

4. Find out if children are given writing instruction and practice in writing on a regular basis. Daily writing is the ideal; once a week is not often enough. If classes are too large in your school, understand that it may not be possible for teachers to ask as much writing practice as they or you would like. Insist on

smaller classes — no more than 25 in elementary schools and no more than four classes of 25 for secondary school English teachers.

5. Ask if every teacher is involved in helping youngsters write better. Worksheets, blank-filling exercises, multiple choice tests, and similar materials are sometimes used to avoid having children write. If children and youth are not being asked to write sentences and paragraphs about science, history, geography and the other school subjects, they are not being helped to become better writers. All teachers have responsibility to help children improve their writing skills.

6. See if youngsters are being asked to write in a variety of forms (letters, essays, stories, etc.) for a variety of purposes (to inform, persuade, describe, etc.) and for a variety of audiences (other students, teachers, friends, strangers, relatives, business firms). Each form, purpose, and audience demands differences of style, tone, approach, and choice of words. A wide variety of writing experiences is critical to developing effective writing.

7. Check to see if there is continuing contact with the imaginative writing of skilled authors. While it's true we learn to write by writing, we also learn to write by reading. The works of talented authors should be studied not only for ideas but also for the writing skills involved. Good literature is an essential part of any effective writing program.

8. Watch out for "the grammar trap". Some people may try to persuade you that a full understanding of English grammar is needed before students can express themselves well. Some knowledge of grammar is useful, but too much time spent on study of grammar steals time from the study of writing. Time is much better spent on writing and conferring with the teacher or other students about each attempt to communicate in writing.

9. Encourage administrators to see that teachers of writing have plenty of supplies — writing paper, teaching materials, duplicating and copying machines, dictionaries, books about writing and classroom libraries of good books.

10. Work through your PTA and your school board to make writing a high priority. Learn about writing and the ways youngsters learn to write. Encourage publication of good student writing in school newspapers, literary journals, local newspapers and magazines. See that the high school's best writers are entered into the NCTE Achievement Awards in Writing Program or the Scholastic Writing Awards or other writing contests. Let everyone know that writing matters to you.

By becoming an active participant in your child's education as a writer, you will serve not only your child but other children and youth as well. You have an important role to play, and we encourage your involvement.

special events. Urge relatives and friends to write notes and letters to the child, no matter how brief. Writing is especially rewarding when the child gets a response. When thank-you notes are in order, after a holiday especially, sit with the child and write your own notes at the same time. Writing ten letters (for ten gifts) is a heavy burden for the child; space the work and be supportive.

9. Encourage the child to write away for information, free samples, travel brochures.

10. Be alert to occasions when the child can be involved in writing. For example, helping with

grocery lists; adding notes at the end of parents' letters; sending holiday and birthday cards; taking down telephone messages; writing notes to friends; helping plan trips by writing for information; drafting notes to school for parental signature; writing notes to letter carriers and other service persons; preparing invitations to family get-togethers.

Writing for real purposes is rewarding, and the daily activities of families present many opportunities for purposeful writing. Involving your child may take some coaxing, but it will be worth your patient effort.

REMINDER!

This is your newspaper

Share your views,
your ideas and
activities with
others—write us!

Leadership Conference attracted

PLENARY SESSION:

MRE—SEX Education

Speaker: David Nadler, Consultant, Lakeshore School Board.

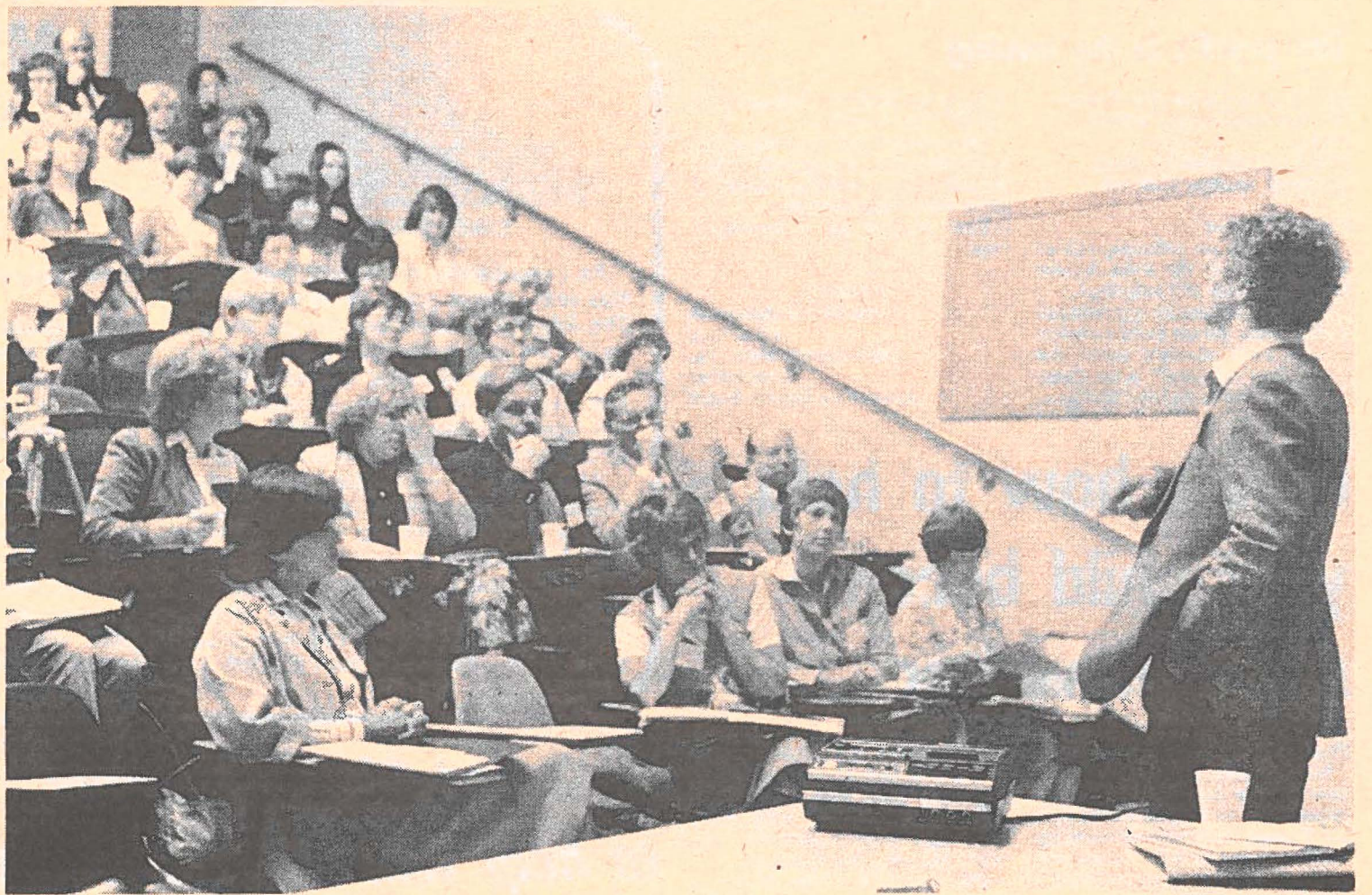
In dealing with this topic in a straightforward, informative and sometimes humorous fashion, Mr. Nadler addressed the three main concerns of parents: How is sex education being taught as part of a moral and religious education program? Who teaches it? and Why should sex education be part of the school curriculum?

Mr. Nadler began by asking the audience to consider these questions. What do we, as adults, conjure in our minds when we think about the term "SEX"? What do our children think about when they ponder the same term? How often do they think about sharing, love, respect, caring and responsibility within the same context?

He went on to state that while teaching of human sexuality must contain the expected and necessary information on bodily functions it has to involve more than just a course on anatomy. It must deal with the whole person: what we are from birth and why; how we cope with conflict and peer pressure; how we interact with family and friends; self-esteem; pride; self-respect and respect for others.

While there are some adults who are comfortable discussing sex with their children, there are fewer who would be comfortable discussing it with 32 children at a time. Most teachers who deal with this topic have chosen to do so and have received training in this area. This training is continued through workshops and seminars with professionals.

There are three main groups that influence our children's attitudes and values: their parents, the electronic media and their peer groups. Mr. Nadler noted that we are living in a changing society where children are challenging their parents and teachers to an extent not known in the past. It has been shown that of the three groups, their peers have the greatest influence and their parents the least. If this is reality, then the school, an area where peer groups assemble, takes on importance as a place where human sexuality and values should be taught. Mr. Nadler stressed, however, that it cannot be the only place — the teaching of this subject must be a shared effort between home and school.



Questions and answers:

Can courses be correlated between the elementary and high school level so that there is no constant repetition of the same subject matter?

The new programs will be laid out in objectives from kindergarten to Secondary V so that there is a progression along theme lines (family, responsibility, friends, etc.) rather than repetition.

Are sex education programs the same throughout the province?

The objectives are the same provincewide but there is local flexibility in how and what is taught. Parents of course can have

their child opt out of the program. *How are evaluations done?*

Evaluations of course content are made on the basis of long-term objectives and some changes have been made as a result of these evaluations. In terms of pupil evaluations, this is not like a geography course where there is either a pass or fail mark. Rather it is up to the teacher to evaluate the growth in attitudes of a child. It is a qualitative rather than a quantitative evaluation.

For greater information on the objectives of the program contact your school principal.

Recorder: Doreen Canavan
Edgewater School



Plenary session speakers Buckingham, Rossaert and Nadler.

PLENARY SESSION:

No urgency for change

Speaker: Lucien Rossaert, Vice-Chairman, Superior Council of Education.

In his address "Facing the Issues" Mr. Rossaert began by outlining the historical events that have led to the current situation in Quebec education today.

He noted that the discussion on *Educational Confessionality* is not a recent issue but dates back to the tabling of Volume 4 of the Parent Commission Report in the early 1960s. The crux of the difficulty rests with the fact that two sets on rights (one based on the BNA Act, the other based on recent declarations of human freedoms) are juxtaposed.

Mr. Rossaert stated "freedom of religion and non-discrimination must be an integral element of any modification that will be brought to the confessional educational system in Quebec" and further that "it is the view of the Superior Council of Education that both sets of rights may be respected within the present structures."

In its year-long study on education confessionality the Superior Council observed what was taking place in the schools and noted the different interpretations of confessionality. They also consulted representative organizations that had varied experiences with confessionality. In this way the Council was able to document realistic aspirations of the composite Quebec community.

"The Council's study indicates that there exists a definite desire for diversified schools. What is advocated is *not necessarily pluralist schools but a plurality of schools.*"

Within this context, the Council discovered the strong desire for a truly educational school, having the following attributes: (1) provision of a priority, quality education; (2) provision of moral and religious education and (3) a respect of individual rights and freedoms.

It was consequently recommended by the Council that these three expectations of the public be realized within the context of the local school. The Council also recommended that in considering modifications, they should be applied within the existing two school board networks (Catholic and Protestant). "There is no urgency for radical change!" stated Mr. Rossaert.

The Council further recommended "if it be the desire of local communities, that schools of pluralist character and schools with confessional cohabitation be developed."

Mr. Rossaert stated in conclusion that the "major recommendation of the Council is a call to the community at large to become aware of the issues regarding educational confessionality".

Following his address, Mr. Rossaert was given the opportunity to expand further on his views and the Council's position during a question-and-answer period. (See also Mr. Rossaert's editorial *Human Rights and Confessionality*.)

Recorder: Doreen Canavan
Edgewater School

PLENARY SESSION:

Aiming for lowest common denominator

Speaker: Owen Buckingham, President, QFHSA

Mr. Buckingham used as the basis of his address the short summary of the Régime Pédagogique of the M.E.Q. prepared by the Provincial Association of Protestant Teachers of Quebec, copies of which had been circulated. He explained various points in detail and using the tables provided indicated some of the difficulties that may be involved in providing, for example, the amount of French required by parents while at the same time meeting minimum objectives in another subject.

Mr. Buckingham expressed concern over the reduction in the number of options a pupil can take. At the moment, a student leaving high school in Quebec can enter a university outside the province, be it in the Maritimes, Ontario, the States, etc. But if the options are reduced in high school then his only route will be through our province's CEGEP system before going to university. Further, if the high school program is "watered-down", then the CEGEP program will also have to be "watered-down" to accommodate the students entering it; the university programs in

Quebec will also have to be "watered-down", etc. The government's answer to this is that this is a public education system being paid for by taxpayers' money and there seems little sense in providing funds for those who are going to leave.

Further information is available in the June/July 1981 issue of MEQNEWS, published by the government. This publication and the PAPT short summary have been distributed to the schools. If you wish to see these articles, call your school principal.

Recorder: Doreen Canavan
Edgewater School

**QUEBEC
HOME & SCHOOL
NEWS**

**Positions vacant
Amateur journalists
wanted**

Work in your own home,
and for nothing,
as a contributor to
H&S NEWS
Guidelines and
counselling available

CALL NOW! 933-3664
for interview

over 100 delegates

H & S:

What's it all about?

In highlighting the various aspects of Home and School, Marion Daigle, Executive Vice President of QFHSA and President of Macdonald High Home and School, pointed out the need for local Home and School Associations and School Committees to work together to achieve their parallel goals of quality education and the general well-being of children. Both groups stress the importance of informed parents and could benefit from working together.

Mrs. Daigle noted that the Ministry of Education (through the Deputy Associate Minister), the Superior Council of Education, and the Quebec Association of Protestant School Boards are only a few of the groups with which, at their request for parental input, QFHSA maintains a liaison.

Information obtained through these liaisons and the active committees of QFHSA is passed on to local associations. Executives of local associations were urged to keep their membership informed in areas of particular interest and importance.

Chief among reasons mentioned for becoming a member of Home and School are the important issues in education in Quebec today—the major change study which effects school closures, the issue of confessionality and its impact on English-language instruction, the curriculum changes now in process, and current legal

COMMUNICATIONS:

Role-play leads to better understanding

Reverend Alex Morris opened the workshop by pointing out that sometimes when we think communication is taking place, in actuality effective communication depends upon the personality and innate differences that the individuals bring to the conversation.

Through a role-playing technique, participants were able to examine first hand some of the hidden factors that distort communication.

A very enjoyable, interesting and informative workshop.

Recorder: Louise Stronach
Edgewater School



action being undertaken by QFHSA testing the constitutionality of Bill 101.

All present were reminded that the impact of QFHSA on decision-making bodies is strengthened by the numbers it represents. All members of local executives should assume responsibility along with the Membership Chairmen to increase membership.

Input from local associations was requested in order that ex-

periences of mutual benefit could be shared through QFHSA. In view of the many school closures, locals were encouraged to identify their belongings to avoid loss or confusion in case of closure.

A comprehensive booklet containing detailed information about Home and School, with particular emphasis on activities at the provincial level, was given to all attending the conference.

Recorder: Betty Bouchett
Elizabeth Ballantyne School

HIGH SCHOOL PROGRAMS:

Innovation important

A great deal of information is available about types of programs suitable for elementary schools that Home & School Associations can sponsor. However, at the high school level, associations often seem at a loss when it comes to putting together worthwhile programs. This workshop, led by Wilma Irvin from John Rennie High Home & School, was designed to highlight program ideas that have proven successful in a number of local schools. Generally these programs have attempted to fill a perceived need for information on the part of students and parents.

Panelist Kathie Matchett described the highly successful careers day program held at Lachine High School. This was primarily aimed at the grade 9 students. Early in the year students were provided with lists of careers, from which they were encouraged to pick one or more of particular interest. Careers receiving 10 or more enquiries were included in the program. Resource people were drawn from various universities, CEGEPs, local businesses and professional groups. A measure of the success of the program was indicated by the fact that the last careers day, held on a professional day, saw more than 300 interested students turn up. Kathy outlined some of the "pitfalls from experience" and suggested that although it is a very big project to take on, it is undoubtedly worthwhile and of great benefit to students and parents.

Panelist Gretchen Code from Macdonald High School reviewed some of the many fund-raising and other programs that have been tried over the years at Mac. She emphasized the importance of being innovative and varying the programs every few years. The fund-raising programs should be tailored to the financial re-

quirements of the association. Care must be taken to minimize competition for funds with other school groups involved in raising money. An annual craft fair has proven to be a particularly profitable project. Sales of specialty foods such as cheese and citrus fruit have also enjoyed good community support.

Another worthwhile program that has been well received by students at the high school level is a babysitting course. Both the Red Cross and the Quebec Safety League have kits available to assist those involved in setting up such a course. Resource people such as a social worker, school nurse, fireman, policeman, local nursery school teachers, and a new mother and her child add an important dimension to the program. Students ranging in age from 12-16 (boys as well as girls) who successfully complete the exam at the end of the course are awarded a certificate. Once the program has become established in a school it has been found that parents often actively seek babysitters who have successfully completed the course.

An information program on child abuse and rape has been effectively presented at LaSalle High School. The group leader at the workshop presented an outline containing step-by-step guidelines for associations planning to sponsor such a program. The presentation is for both parents and students. The core of the program is an excellent film produced by the RCMP entitled "Rape Alert". A National Film Board presentation entitled "This Film is About Rape" could also be used. The audio-visual presentation can be supplemented by a handout presenting additional information about the problem. Properly handled this can be a particularly informative and thought-provoking program for both parents and students.

MORE LEADERSHIP REPORTS ON PAGES 12-13

CONSULTATION & LIAISON:

A giving and sharing of ideas



This workshop was led by Owen Buckingham, President of QFHSA, and was attended by about 20 people.

The discussions consisted of the fact that consultation was an information giving and a sharing of ideas between the Principal and the parent groups in a school, namely the School Committee and the Home and School Association.

When both these groups in a school are combined, the information giving and the exchanging of ideas is much easier. If the groups are separate, then the consultation could lead to numerous meetings. Often only the School Com-

mittee is consulted as it is this group that the principal, by law, must consult.

When the opinion of both groups is desired, then the Home and School Association can often be consulted during the day as these parents are frequently in the school and the School Committee may be consulted at night.

In some cases the Home and School Association may only be used as a support or fund raising group in the school and may not wish to be consulted on certain matters. In these cases the school administrators may only inform the group of what is going on but will not expect them to react.

Perhaps the Home and School Association may not be sure of where they stand in this vast world of consultation but they should realize that through the QFHSA they have a direct voice to the MEQ.

School administrators could also make use of this direct pipeline by informing and consulting with their Home and School Associations.

Finally parents must remember and realize that even when they are consulted their input may not be the final say, that only part of it may be used.

Recorder: Val Carpenter
Meadowbrook School

IN THE FRENCH CATHOLIC SCHOOL

Human rights and respect for difference

One of the reasons for promoting the unified school districts with no label of Catholic and Protestant would be to make it possible for the rights of parents and students of other religious persuasions or without any association with a religious faith to be better respected than at present.

In the French Catholic schools of today there are many children who are non-Catholic or whose parents do not wish confessional education. Their difference is provided for only by the right to request exemption from religious courses.

In a reformed system, with net-

works of schools of different kinds, there is room for non-Catholic, non-Protestant schools, and for opting out of, not being exempted from, religious courses.

There are many English Catholic children at present in Protestant schools under agreement with the Catholic board. They have the right to Catholic religious instruction, and the fact of respecting this right has made it possible for English-speaking children to be grouped in a neighborhood school which serves both Catholic and Protestant parents. Similar agreements are possible to bring Protestant children into an English Catholic school, where

together the number of children makes an English school feasible.

As the Superior Council of Education has pointed out, there are mechanisms available to school boards to respect the differences of children, while effecting economies in expenditures through inter-board agreements. The Superior Council has advised the Ministry of Education that the right to request exemption from Catholic religious courses should be changed to make such courses optional to all children and their parents. A change of wording can remove the stigma attached to exemption and make all parents aware that they have to make a conscious decision about such courses.

In 1964 when the Ministry of Education was established, a 'mini-concordat' with the Catholic Church was signed by the Quebec government. In accordance with its terms, the government is to consult the Catholic bishops of Quebec before making changes to the present 'confessional' structures in elementary and secondary schooling.

IT'S IDEALISTIC . . .

(continued from p 1)

The number of students a school board manages varies in Quebec today from less than 1,000 students (in 33 boards) to over 20,000 (in 9 boards). Seventy-two boards receive between 2,000 and 5,000 students. Seventy percent of the present school boards administer fewer than 5,000 students each. The case for amalgamation is strong.

Amalgamation along 'confessional' lines, retaining Catholic and Protestant boards, would not improve this situation, except in a few urban areas. The only practical solution is the amalgamation of school boards on a geographical basis.

OTHER KINDS OF SCHOOLS

Retaining the 'confessional' structure at the board level does nothing to solve the problem of the education of non-Catholic children directed towards French schools which outside the Montreal area are all Catholic in status.

Unified boards will permit the recognition of schools which have

no tie to a religious denomination, where children and their parents have the right to be other than Catholic.

With fewer boards channelling budget requests to the Ministry of Education, and with MEQ regional offices supervising expenditures for unified territorial jurisdictions, greater control on public funds is possible, and competition for resources between parallel systems will be eliminated.

The will of the majority in each territory will be exerted at the school commission level and will coincide more precisely with the will of the government which represents the provincial majority point of view.

SUMMARY

The objectives of the cultural majority of the province of Quebec are seen as attainable in a school system which provides for diversity at the level closest to the parents, teachers and students, but which prevents significant conflict in the political arena of the school boards.

IN PRACTICAL TERMS . . . (continued from p 1)

the process limits the time and involvement of principals in other issues of a political or organizational nature.

At present the principal deals with the school board and with the school. To this would be added the need to deal directly with the Ministry of Education's regional bureau with regard to programs and staffing, to act as the chief executive officer of a formal school corporation.

SERVICES TO THE SCHOOL

At present the school boards, either separately or through sharing agreements, provide central services which, under the suggested reorganization, would appear to devolve on the school principal.

Purchasing of supplies and equipment, repairs and maintenance, payroll management, advice on implementing collective agreements, as well as administrative and educational policy are at present the task carried out by the school board.

In a situation where the school commission is no longer a corporation, these functions would revert to the school principal. Staff would have to be hired by the school corporation to aid the principal, or these services would be carried out by the MEQ's regional bureau.

Either way, it is unlikely that efficiencies in personnel would be significant, and the school's function, to deliver the education, would become much more complex.

THE TEACHERS

Teachers, like other staff, are presently the employees of the school commission. If the school itself is the corporation, the teachers and staff members would be employees of the school. It does not seem likely that the government would wish to become the direct employer of all school employees.

Collective agreements with teachers would have to be signed by the school corporations. Bar-

Political platform of the government in power

The Parti Québécois came to power in 1976 on a platform which included specific intentions vis-à-vis the school system in Quebec.

It undertook to abolish property taxes levied for school purposes, to reorganize adult education, to improve the teaching of French (in French schools), to make the teaching of history and geography obligatory, with special reference to Quebec history, and to review teacher training.

On the subject of the educational structures, it planned to set up local school 'councils' composed of equal numbers of teachers and parents with the principal and, at the secondary level, students.

In each region, it pledged to institute unified school boards, composed of equal numbers of government appointees and of parents, teachers and students.

Other clauses referred to free education compulsory to the age of 18, followed by a period of 'civic service', and the abolition of funding for private schools.

Party policies include a guarantee to the minority recognized as anglophone, of their own public education institutions, under certain conditions.

SCHOOL BOARD CORPORATIONS

The school boards have been legally responsible for the management of their schools and services, and for revenues and expenditures. Complicated budgetary rules govern the latter, under government regulations.

The school board is the employer of all the staff in its schools and services and it negotiates agreements with employee unions, either collectively with other boards and government, or separately with a local union.

As a corporation the school board can sue and be sued. It handles all legal questions on behalf of the schools, including grievances by union members, occupational safety, school busing contracts, and the 'francization' required by language laws.

The school boards of Quebec have formed associations, one Catholic and one Protestant, to identify shared interests and speak together in their support. Conflict with government has been frequent.

SUMMARY

Dividing the school system, which has at present two major streams, into hundreds of individual school units, grouped under united commissions with only coordinating and supplementary functions, will increase the role of the state in elementary and secondary education. Local schools will acquire a semblance of an autonomy which will be real only in relatively insignificant details. The operation of the school as a corporation will result in increased bureaucracy at the level of the school or the Ministry.

The participation of parents in the proposed structure does not take into account the pressure on families to finance and manage their own lives at home while children are young.

Changes of the kind being suggested are wholesale and have implications for traditional relationships in the school system, which are far-reaching.

THERE IS AN ALTERNATIVE

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QUEBEC HOME & SCHOOL

NEWS

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NOVEMBER
1981

**"Bad laws
are the
worst sort
of tyranny"**

Edmund Burke

HOME & SCHOOL'S LEGAL ACTION

Bill 101 to court at last

The Quebec Federation of Home and Schools Associations through its legal counsel is presently, after three years of marking time for the propitious moment, completing final preparations in anticipation of having its case against Bill 101 heard before the Quebec Superior Court.

What's been happening...

The 101 Action Committee (subsequently renamed the Rights Committee) organized by the executive committee of the Quebec Federation of Home and School Associations has been in existence for more than four years.

Back in July 1977, Quebec's social climate was deteriorating and relations between linguistic communities were being strained.

The QFHSA, conscious of the expected implications of the deteriorating situation, established its Action Committee to oversee the initiatives, actions and responses of the QFHSA in relation to Bill 101.

Let's review the activities of the committee since that July in 1977:

JULY 1977

The first project of the Action Committee was to write a letter of protest to the Secretary of State concerning the bias and omissions in the federal government's document, *A National Understanding*, a document that was intended to explain each of the linguistic communities to the other.

AUGUST 1977

The Action Committee organized a busload of Home and Schoolers who took the message of freedom of choice down to the Premiers' Conference in St. Andrews, New Brunswick.

A letter was received from Prime Minister Trudeau commending the Federation on its brief for Bill 101.

SEPTEMBER 1977

The Action Committee wrote to all those who had submitted briefs on Bill 1 or 101 to the National Assembly. We gathered over 100 briefs in the responses. Originally our intention was to organize a public symposium. We would sponsor a public forum where all those who had taken the time and care to prepare briefs could state their position to the public.

Those who had been denied the opportunity to speak, and the public which had been denied the information that had been suppressed, would both benefit. Unfortunately, despite a lot of searching, we could not find a French-language co-sponsor and so we allowed, reluctantly, a good idea to lapse.

In this month the committee also organized the submission to the Cabinet of a legal petition requesting Bill 101 be referred to the Supreme Court.

OCTOBER 1977

A reply was written to Mr. Trudeau setting forth the Federation's position. Concurrently the Action Committee organized a blitz on Ottawa. Approximately 200 members descended by bus and auto upon Ottawa to interview their MPs. Before the visit arrangements had been made for Home and Schoolers from 22 constituencies to visit with their particular MPs. After those interviews the party met as a group with spokesmen from the Progressive Conservatives, the NDP and the Liberals.

NOVEMBER 1977

Federation received a two-page reply from the Secretary of State which ended with the statement: "I hope you will continue to pursue the issue within the province's judicial system".

DECEMBER 1977

The Board of Directors approved in principle the initiation of a court action against Bill 101.

JANUARY 1978

An appeal to the membership for funds was launched. A brief was prepared and presented to the Task Force on Canadian Unity.

FEBRUARY 1978

A letter was written to the ten provincial premiers in anticipation of their meeting in Montreal. This letter set forth Federation's position on 'freedom of choice' and 'reciprocal accords in education'.

MARCH 1978

Detailed replies were received from Premiers Blakeney, Hatfield and Lévesque.

APRIL 1978

Organization commenced for a public campaign for funds for the court action.

DECEMBER 1978

A writ of summons was filed in the Superior Court of Quebec in Montreal, seeking to have Bill 101 declared *ultra vires*, and naming the Protestant School Board of Greater Montreal *mise-en-causes* in regard to the action.

MARCH 1979

The attorney for the province, Langlois, Drouin et al, submitted the defense.

The action, launched in December 1978, charges that while the plaintiffs "support the professed aim of the Charte de la langue française" it claims that the act goes far beyond anything that can be legally justified and, in so doing, violates individual and minority rights protected by the constitution of Canada.

Lawyer William Miller explained that, in addition to the QFHSA, there are 17 co-complainants — six parents of children declared ineligible for school instruction in the English language in Quebec, three corporate entities carrying on businesses in this province, and eight individuals pursuing various vocations and professions in Quebec.

According to the Federation's 101 Action Committee Chairman Calvin Potter, it is expected that the case will be heard before the Quebec Superior Court in November or December.

In an effort to refresh the memory of readers, the Quebec Home and School NEWS outlines the effects that result from Bill 101:

Specifically:
i) It abrogates and prejudicially affects the constitutionally guaranteed rights and privileges with respect to denominational

schools which the Plaintiffs have by law;

ii) It abolishes the English language as one of the two official languages of the province, making French the sole official language;

iii) It prohibits the use of the English language as a means of communication and expression by the inhabitants of the province in their relations between one another and between themselves and the institutions which serve them or of which they are members, in almost every institution and facet of their daily lives;

iv) It does away with laws being enacted and assented to in both official languages;

v) It seeks to create a unilingual French-language province by means of compulsory linguistic assimilation through which, in many areas of human activity, the freedom of linguistic expression in any language other than French, including English either written or oral, is not only restricted, but is prohibited;

vi) It makes the use of the English language as a means of communication or expression, in various spheres and activities, an offence punishable on summary conviction, and subjects those persons who contravene the lin-

The Provincial Government's and Home & School's lawyers have filed all the necessary papers and we have petitioned for the judge to set the date.

guistic rules and regulations to severe sanctions;

viii) It creates an investigative network, relying in some measure on private informants, with power to seek out, investigate, search and prosecute offenders;

viii) It deprives persons of the fundamental right of working and earning a living unless they have "une connaissance appropriée" of French, as may be arbitrarily determined by some functionary;

ix) In its substance Bill 101 is prohibitory rather than regulatory in regard to linguistic rights being exercised in the province, and as such it is repugnant to the fundamental rights and freedoms which all residents and citizens of Canada are entitled to enjoy, namely, freedom of speech, freedom of expression, freedom of the press, freedom of assembly and association, and freedom of religion.

SEPTEMBER 1979

The attorneys for the PSBGM, Phillips & Vineberg, responded.

DECEMBER 1979

QFHSA applied for inscription of the case.

SEPTEMBER 1980

The Board of Directors of QFHSA established the Canada Constitution Committee, to monitor and respond to proposals for constitutional change.

DECEMBER 1980

QFHSA submitted a brief prepared by the Canada Constitution Committee to the Joint Parliamentary Committee Hearings on the Canada Constitution, 1980.

AUGUST 1981

The attorneys for QFHSA, Miller, Green et al, signed the certificate of readiness that precedes the setting of the date for a court hearing on the action against Bill 101.

From the period August 1, 1977, until August 31, 1981, the Rights Fund raised slightly over \$66,500. This sum includes a \$15,000 grant from the federal government.

The total expenditures to August 31, 1981, including payments to legal counsel, amount to approximately \$62,500. Full audited statements are prepared for the fund in the normal fashion, and tax receipts are issued for donations in excess of \$10.

These are the plaintiffs

The following organizations, companies and individuals are plaintiffs in the action before the Quebec Superior Court to declare Bill 101 *ultra vires*:

Quebec Federation of Home and School Associations, Dame Cynthia John, Michael Kakakios, Daniel Alzu, Dame Diane St. Germain, Dame Jacqueline Komlossy, Yehoshua Hanania, Tundra Books Inc., Laker & Kavanagh Ltd., Canadian Soccer

Supply Co. Ltd.,

Dr. Frederick M. Wiegand, Victor T. Podd, William D. Clinton, Dame May Cutler, Robert Laker, Alex J. Morris, Calvin Potter, Robert E. Lavery.

Defendants are: the Attorney General of the Province of Quebec, the Attorney General of Canada, and the Protestant School Board of Greater Montreal.

YOUR RIGHTS... HOW MUCH ARE THEY WORTH?

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

Name _____

Address _____ Postal Code _____

City _____ Tel.: _____

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

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

EARLIER ACTION AGAINST BILL 101

Petition to federal government got sympathy!

The Quebec Federation of Home and School Associations — which at that time linked some 200 Home and School Associations across the province with a total membership of 12,000 families — recalls that more than four years ago (Sept. 13, 1977, to be exact) it forwarded a petition to the federal cabinet requesting that Bill 101 be referred to the Supreme Court of Canada, and predicting that delay would intensify the linguistic crises in Quebec.

In reply, Prime Minister Trudeau stated, in part:

"The federal government believes that Canada has, and can further develop, a unique identity ... by firmly establishing the equality of its two official language communities throughout Canada.

"... our position differs sharply from that of the Quebec government, whose proposals tend not only to divide Quebec from other provinces, but to divide the citizens of Quebec.

"I would like to assure you that the federal government fully recognizes and sympathizes with your situation, and that means of ensuring respect for the linguistic equality of all Canadians will continue to be a concern of the highest priority."

In its petition, the QFHSA said it supports and sympathizes with

the legitimate aims and aspirations of the francophone majority in Quebec. But, as was noted in its brief submitted to the Parliamentary Committee of the National Assembly of Quebec in May 1977, Bill 101 has many areas of dubious constitutionality.

To illustrate:

1) Chapter I declares "French is the official language of Quebec" which is *ultra vires* in that it violates and contravenes:

a) The Constitution of Canada, the B.N.A. Act and Sec. 133 thereof;

b) The Official Languages Act of Canada;

c) The Quebec Charter of Human Rights;

d) The Universal Declaration of Human Rights of the United Nations acceded by Canada and ratified by the province of Quebec, and

e) The Accord de Coopération signed between the governments of the provinces of Quebec and New Brunswick on December 19, 1969.

2) Chapter VIII declares in Sec. 72 that French shall be the language of instruction in the elementary and secondary schools, with exceptions. It ignores rights with regard to education enjoyed by a class of persons, and is thereby in conflict with section 1 and 2 of Sec. 93 of the B.N.A. Act. Moreover, by permitting in certain respects the use of the French

language only in agencies of the government, which include denominational schools, Bill 101 infringes on the constitutional rights of denominational schools, which are protected by the B.N.A. Act.

Many other instances of dubious constitutionality are cited in the petition.

Bill 101 seeks to legislate French unilingualism in the province of Quebec in every sphere of life. Since some 1,200,000 persons in the province are non-francophone and, indeed, some 650,000 are unilingually English-speaking, the legislation tramples upon the individual liberties and human rights of residents of the province, both French- and English-speaking, and has caused a grave crisis among the people of Quebec. It is imperative that this crisis be quickly resolved by clarifying the rights of residents under the Constitution of Canada.

The constitutional testing before the courts of the dubious provisions of Bill 101 in the natural course of events would take years. Substantial costs have already been incurred in challenging Bill 22 in the courts, and it would constitute a mockery of constitutional protection and a gross injustice to force the opponents of such repressive and coercive legislation to recommence again the arduous and costly process of legal proceedings. Delay,

QFHSA believes, will greatly exacerbate and intensify the linguistic and political crisis in Quebec. QFHSA therefore requests an immediate disposition by way of reference to the Supreme Court of Canada for a ruling on the validity and constitutionality of Bill 101.

The Supreme Court Act, Sec. 55, provides as follows:

1) *Important questions of law or fact concerning:*

a) *the interpretation of the British North America Act;*

b) *the constitutionality or interpretation of any federal or provincial legislation;*

c) *the appellate jurisdiction as to educational matters, by the British North America Act, 1867, or any other act or law vested in the Governor-in-Council;*

"... may be referred by the Governor-in-Council to the Supreme Court for hearing and consideration; and any question concerning any of the matters aforesaid, so referred by the Governor-in-Council, shall be conclusively deemed to be an important question."

This petition for reference is made necessary because of the failure of the Quebec government to refer Bill 101 to the highest court of the province for a ruling on its constitutionality. It is noteworthy that when New Brunswick introduced its Official Languages Act, 1969, the provincial

cabinet referred questions dealing with validity and effect to the Supreme Court of New Brunswick, with the intention of avoiding costly and protracted court challenges to the legislation. This reference was made even though the New Brunswick legislation extended language rights, whereas the Quebec legislation diminishes and proscribes language rights.

QFHSA is aware of the many important considerations, including political considerations of state, which must be weighed in deciding to refer Bill 101 to the Supreme Court of Canada. But paramount among such considerations should be a concern for the issues of law and justice. In that context when the circumstances are appropriate the power to refer should be fearlessly invoked. The history of Canada would have been different, indeed more glorious, had certain other pieces of provincial legislation, such as the Official Languages Act of Manitoba, 1890, been referred to the Supreme Court of Canada for constitutional scrutiny or disallowance altogether following its adoption. Instead Canada had to wait 86 years for a court to declare the act had been unconstitutional. That weakness of the federal government in the 1890s has left a blot on Canadian history which no government should willingly allow to be repeated.

Questions asked (and answers given to them)

What one man may say is fact ... another may well term a blatant lie!

The Quebec National Assembly on August 26, 1977 adopted Bill 101. Four years later, in October 1981, federal justice minister Jean Chrétien stated in Toronto that the Quebec government had taken away a 100-year-old provincial convention giving anglophones their own schools.

Quebec education minister Camille Laurin termed the statement "blatant lies".

It is difficult for ordinary on-lookers to know who is right, says Calvin Potter, chairman of the Rights Committee, since the bill is a complex piece of legislation.

In an effort to provide readers with an understanding of Bill 101 and the major issues resulting from it, here are a number of questions and answers:

Bill 101 is generally condemned as being a discriminatory piece of legislation. In what respect is the bill discriminatory and can you give some examples?

Chapter 2 of the bill, entitled Fundamental Language Rights, gives every person the right to demand their communications in French from the civil administration, health services, social services, public utility firms, professional corporations and all business firms; it also legislates the right to speak French in assemblies, carry on activities in French, be served in French and receive instruction in French, but no similar or comparable fundamental right is given to non-francophone residents of Quebec (some 1.25 million of them) who speak a language other than French. To the extent that the bill

legislates a privileged status to one class of residents as against another, the bill can be declared to be discriminatory.

In what other ways can the bill be said to be discriminatory?

It would seem to be in direct conflict with the Charter of Human Rights and Freedoms, passed in Quebec in June 1975, which generally seeks to outlaw any and all forms of discrimination because of a person's language, civil status, ethnic or national origin, etc.

But wasn't Section 172 of the original draft Bill 101, which allowed Bill 101 to supersede the rights provided in the Charter of Human Rights, deleted from the final version of Bill 101?

Yes it was. Obviously the PQ government felt that allowing Bill 101 to clearly override the provisions of the Charter of Human Rights and Freedoms was indeed going too far. But notwithstanding the deletion, numerous sections of Bill 101 still remain in direct conflict with the provisions of the Charter of Human Rights and Freedoms. The extent will only be known as enforcement of the bill proceeds and cases emerge.

But doesn't the preamble of Bill 101 (which usually declares the purposes and intent of a law) state that the bill intends to deal "fairly and openly" with the ethnic minorities in Quebec?

Yes it does. It even acknowledges the valuable contribution of the ethnic minorities to the development of Quebec. Unfor-

tunately, the substantive sections of the bill, taken in their entirety, appear to be in complete contradiction to the pious statement in the preamble or, as one observer recently commented, "after the preamble it is downhill all the way".

Both Bill 22 and Bill 101 declared that French was the official language of Quebec, so what, in essence, is the difference between them?

While there are a number of differences in scope and impact between Bill 22 and Bill 101, in essence we can say that whereas Bill 22 legislated bilingualism in the province of Quebec, Bill 101 has legislated French unilingualism in the province.

Have there been any other language acts passed in Canada prior to Bill 101, and if so what were they?

Yes. The parliament of Canada passed the Federal Official Languages Act in 1968-69, which recognizes both the French and English languages as the official languages of Canada for federal purposes. Also, the province of New Brunswick adopted its own Official Languages Act in 1969 which declared both French and English to be the official languages in that province. Since 1974 both languages are in official use in New Brunswick.

Well, in view of the Federal Official Languages Act, doesn't this make English as well as French an official language of Quebec?

Not exactly. The important words in Section 2 of the Federal Official Languages Act extends their official use to "all purposes of the Parliament and the Government of Canada and in all institutions of the Parliament and Government of Canada". Because of this limited applicability, it cannot be correctly said that this law therefore makes both English and French official languages of Canada for all purposes.

In what way do New Brunswick's and Quebec's Official Languages Acts differ?

While the Official Languages Act of New Brunswick had the effect of officially declaring, for the first time, that both French and English were to be the official languages of that province for all purposes, thereby increasing language guarantees, Quebec's Bill 101 has the effect of diminishing or abrogating altogether the use of the English minority language in the province.

There has been much talk about the possible unconstitutionality of Bill 101, in other words that the bill might be *ultra vires* (i.e. outside the legislative competency of the provincial legislature). Is there a serious basis for such belief?

Yes. Although Section 91 of the BNA Act has assigned to the federal government certain exclusive powers of jurisdiction and has in Section 92 assigned certain other exclusive powers to the provinces, there are certain areas which are deemed to be concurrent, in which both levels of government, in given circumstances, can legislate. This is true, for example, in the field of education. This can result in some complex situations and it is quite possible that the provincial legislature has exceeded its jurisdiction in legislating Bill 101.

But doesn't Section 93 of the BNA Act assign the exclusive jurisdiction over the field of education to the province — after all, a number of Quebec cabinet ministers have repeatedly said so.

Yes and no. Although this section does give jurisdiction over education to the provinces, the power conferred is not absolute, but subject to certain limitations, exceptions and restrictions as set out in the four subsections of Section 93. As the Privy Council once declared, "the provinces' right to legislate is not indeed, properly speaking, exclusive".

What spheres of community life and activity are affected by Bill 101?

Practically every aspect of your life. The bill deals with the use of language in six basic fields or spheres of activity which the act divides as follows:

Chapter 3 - Language in the legislature and the courts

Chapter 4 - Language in the civil administration, which includes all government agencies, municipalities, school boards, health services and social services, e.g. hospitals.

Chapter 5 - Language in the semi-public agencies, which include all transportation, communication and public and private utility companies and all professional corporations (e.g. doctors, lawyers, accountants, dentists, librarians, engineers, etc.)

Chapter 6 - Language of labor relations.

Chapter 7 - Language of commerce and business.

Chapter 8 - Language of instruction i.e. schools.

But isn't the PQ government justified in legislating to protect the French language in order to see the quality and influence of the French language in Quebec assured?

Yes, provided the bill limited itself to conveying, creating or extending language rights (even if they referred only to French language rights, although this in itself would still have been considered to be discriminatory legislation). Unfortunately, Bill 101 goes much further than that, since

Summary of action . . . from the EDUCATIONAL aspect

QFHSA and six co-plaintiffs assert the following in relation to the constitutionally guaranteed rights and privileges of a class of persons with respect to freedom of religion and freedom of choice.

QFHSA

1) That QFHSA exists to promote, encourage and assist home and school organization and activity in the schools throughout the province of Quebec which follow the course of study authorized by the Protestant Committee of the Council of Education. Its membership comprises approximately 11,000 English-speaking families.

2) That its purpose, as expressed in its charter, is for QFHSA to achieve and secure for every child "the highest advantage in physical, mental, moral and spiritual education".

3) That to facilitate the above purpose, QFHSA fulfils a public service which, in the words of its charter, is "to assist in forming public opinion favorable to reform and advancement of the education of the child". As a consequence, QFHSA is recognized by the government of Quebec as the lay body of parents serving the needs of Protestant denominational schools in the province.

4) That in seeking to preserve and strengthen their language and other essential human and cultural values, the membership of QFHSA form part of the Cana-

dian Home and School and Parent-Teacher Federation movement, which was founded by Mrs. Alexander Graham Bell at Baddeck, Nova Scotia, on December 18, 1895.

5) That the conduct, administration and management of QFHSA is conducted and carried out in English, which is the language of its lay membership.

6) That insofar as the provisions of Bill 101 constitute a proscription against the use of English as QFHSA's language of communication with the civil administration and the general public, the overall impact of Bill 101 has the effect of preventing QFHSA from fulfilling its objects and purposes authorized under its charter, thereby stifling the freedom of QFHSA and its membership.

7) That insofar as the provisions of Bill 101 interfere with the fundamental freedoms of speech and expression, on the one hand, and insofar as the language of instruction provisions violate the constitutionally guaranteed rights and privileges of a class of persons with respect to denominational schools of which Plaintiffs form a part, on the other, Bill 101 causes Plaintiff separate, distinct and severe prejudice.

SIX CO-PLAINTIFFS

1. That the School Commissioners and authorities of the Protestant School Board of

Greater Montreal are and have been ready to welcome and receive as regular and legally enrolled students in their English language instruction classes the children of the six Plaintiffs, save and except for the compulsory and prohibitory sections of Bill 101.

2. That to the extent that the exclusion of the Plaintiffs' children from English-language instruction is based solely on the criterion of language, pursuant to Section 72 of Bill 101, rather than religion, the said provision is unconstitutional, null and void and *ultra vires*, being of a nature to impair and prejudicially affect Plaintiffs' rights.

3. That the compulsory character of Sections 72, 73, and 79 of Bill 101, which have the effect of making language the sole criterion for being admitted to or excluded from the denominational schools in the province of Quebec, are unconstitutional, null and void and *ultra vires* the Quebec Legislature, being clearly in direct conflict with Art. 93 (1) and (2) of the British North America Act.

4. That Sections 72, 73, and 79 of Bill 101 prejudicially affect the rights or privileges with respect to Protestant denominational schools which the six mentioned Plaintiffs, as members of a class of persons, had by law in the province of Quebec at the date of Confederation.

5. That at the date of Confederation the existing educa-

tional law (Consolidated Statutes of Lower Canada (1861)) provided for the exclusive management and control of Roman Catholic and Protestant denominational schools and school boards by the two major religious groups at that time, the Roman Catholics and Protestants in the cities of Montreal and Quebec.

6. That at Confederation, in the city of Montreal, the schools under the jurisdiction of the Protestant School Board were denominational and as such any rights and privileges which the class of persons had by law with respect to these denominational schools were protected by Section 3 (1) and (2) of the British North America Act.

7. That, at the Union, the denominational and dissentient schools and school boards had the legal right to accept and admit to their schools, as a matter of grace, pupils not of their faith and this right, also constitutionally protected, cannot be abridged or abolished.

8. That included among such rights and privileges which the class of persons had by law with respect to these denominational schools was the exclusive right of the commissioners or trustees of the local school board to determine the language of instruction in their schools.

9. That on the coming into force of the British North America Act, 1867, neither the Council of Public Instruction as then constituted nor the legislature of the province

of Quebec possessed the power to impose the language of instruction on the denominational schools, whether Protestant or Catholic, and it is submitted that this constitutional limitation is entrenched in the law by Section 93 (1) and (2) of the said Act, and cannot be abrogated by Bill 101.

10. That the right or privilege which persons of the Protestant faith had at the date of Confederation with respect to the exclusive management and control of their denominational school system constituted a right of freedom of choice of language of instruction as determined by their local denominational school boards.

11. That this right of freedom of choice of language of instruction is one of the rights or privileges which was intended to be and which was constitutionally debarred from prejudicially affecting this right.

12. That this right of freedom of choice of language of instruction has been exercised and enjoyed by persons of both major denominational schools for over a century and insofar as the provisions of Bill 101 dealing with the language of instruction seek to abolish this right, the said Sections 72, 73, and 79 are unconstitutional, illegal, null and void and without effect.

13. That the constitutionally protected rights or privileges in the province of Quebec at the date of Confederation which existed in respect of the denominational

(see ACTION next page)

since August 1977

it legislates the use of French to the exclusion of any other language. That's why we say the bill is repressive.

Can you give some examples of such repression?

Here are just a few.

If your company or corporation is involved in legal matters, its proceedings and pleadings must be in French unless your opponent agrees otherwise;

If you personally become involved in legal matters you have no right to have the legal proceedings in English unless your opponent agrees (and notwithstanding that neither party may be French-speaking).

Only French shall be used on traffic signs.

Professional corporations and all other bodies in the province shall be designated by their French name alone.

All signs, posters and commercial advertising shall be in French only.

Only the French version of a firm name shall be used in Quebec.

All instruction in school from kindergarten to the end of high school shall be in French subject to certain exceptions.

No school body shall be entitled to introduce instruction in the English language, where it is not already being given, without the express and prior authorization of the Minister of Education.

When people have referred to Bill 101 as being an abusive and punitive law, what exactly do they refer to?

For one thing, the offences and penalties provided for contravening the bill are extremely oppressive. For example, penalties of from \$25 up to \$1,000, in the case of natural persons, and penalties of between \$50 and \$5,000, in the case of companies, organizations, institutions and other "artificial persons", are provided for anyone infringing the bill.

Moreover, in the case of a busi-

ness firm contravening the requirement to obtain a francization certificate, they can be penalized up to \$2,000 for each day it operates without such a certificate.

Furthermore, a person can have his poster, sign, advertisement, billboard, etc., forcibly removed in 8 days after summary judgment at his own expense.

Well, don't the Federal Official Languages Act and the New Brunswick Official Languages Act provide for penalties also?

No such penalties are provided in these other language acts, which provide for more subtle or incentive forms of penalties to bring about conformity with the law.

Are there any other possible abuses contained in the bill?

Yes, the entire section of the bill dealing with "surveillance and inquiries", title III, provides for a network of investigating commissioners and inspectors, a sort of "language police" to make inquiries upon the request of any person or group of persons. A proliferation of inquiries can be easily anticipated, setting up citizen against citizen.

Much outcry and criticism has been heard about Bill 101 infringing on our various fundamental freedoms and individual liberties; is there any substance to such charges?

Yes, definitely. Serious concerns have been raised about the interference which Bill 101 may constitute on the exercise of our individual civil liberties and freedoms, including our freedom of speech, freedom of expression, freedom of the press, freedom of religion, freedom of discussion and freedom of assembly.

How does Bill 101 interfere with any of these freedoms and besides, isn't it true that there is nothing about these freedoms in the BNA Act?

Let's answer the second part of the question first. While the written constitution of Canada, the BNA Act, contains no reference to these freedoms, the Canadian Bill of Rights does. Moreover, Canada also has an "unwritten" constitution which includes the entire body of fundamental democratic principles and laws which we have inherited from the United Kingdom. That's why the preamble of the BNA is so important since it declared in 1867 that Canada is to have "a Constitution similar in principle to that of the United Kingdom".

As regards Bill 101's trampling on our freedoms, it doesn't take too much imagination to see that the outlawing or prohibition of the use of the English language in Bill 101 may have the overall effect of curtailing or overscribing those freedoms in all of the areas and spheres of community life covered by the bill.

Have there been any precedents in Canada for such infringement of individual freedoms and rights by a province and what has been the result?

Yes, in a number of important landmark cases the Supreme Court of Canada has struck down provincial laws which constituted "an unjustifiable interference with the freedom of speech and expression essential under the democratic form of government established in Canada." A number of the provinces, including Quebec, have at one time or another in our history had pieces of their legislation declared unconstitutional by the Supreme Court of Canada when the laws were challenged to the highest court in Canada.

But how can you say that freedom of the press is interfered with, especially when section 61 of Bill 101 specifically exempts the news media from its restrictive provisions?

Although the public generally assumes that freedom of the press

relates only to the public press such as magazines and newspapers, this narrow interpretation is not altogether correct since when we speak of "the press" it is deemed to include all forms of communication, even those of a private or personal nature. In this context it can be easily seen that the prohibition or exclusion of the use of the English language in the province can constitute a very real and ever-present danger to this fundamental freedom.

But, let's be frank, why should the majority of francophones complain about Bill 101 — after all, if it suppresses anyone, it's only the minorities that are affected by the law?

This is one of the unfortunate ironies of the law, namely, that the PQ government has been able to create the impression that only the minorities are affected by this law. Although the majority of the francophone population wrongly perceives that it is only the English minority and other ethnic minority groups that are encroached upon, abused and discriminated against by Bill 101, they have, regrettably, not yet come to the realization that when Bill 101 places constraints upon Quebec's residents, whether it be to outlaw the use of English in commercial signs, business firm names, schools, etc. that the rights, freedoms and individual liberties of the francophones in Quebec are being trampled upon, as well.

How, then, should we approach the whole question of Bill 101, insofar as the francophone majority in Quebec is concerned?

Try to point out to them that the issue involved in Bill 101 is not anglophone vs. francophone nor, as the PQ government has tried to make it appear, a case of the anglophone community "seeking to protect its privileged and dominant position." Rather, it should be clearly demonstrated to them that they lose considerably more

than they gain when they have their rights, fundamental freedoms and civil liberties which they enjoy as Canadians or Quebecers taken away by Bill 101, which is inappropriately titled Charter of the French Language.

Why do you say it is inappropriately called Charter of the French Language?

Because, until the adoption of Bill 101, the world had never before witnessed any great law document, whether it be the Universal Declaration of Human Rights, the Declaration of the Rights of Man and of the Citizen of France, the American Bill of Rights, or the Charter of the Magna Carta of England, which while seeking to convey or grant basic rights, freedoms or liberties, instead curtailed or placed constraints on the rights of its citizens. Bill 101 certainly appears to be a "charter" unlike any other charter in the history of mankind.

There is a Charter of Human Rights in the proposed Canada Constitution 1981. Once it is enacted, will it not abolish the abuses of Bill 101?

The Charter of Human Rights will only impede Bill 101 in the area of "minority language educational rights". And that right would only be available to Canadian citizens whose first language learned was the minority language of the province. That restriction excludes from constitutional protection the rights of parents in Quebec other than those born anglophones to choose freely the language of instruction for their children. Moreover, the Charter of Human Rights provides no protection in the matter of language of business, language of labor relations, language of semi-public agencies and language in the civil administration. In fact, the Charter of Human Rights accommodates most of Bill 101 while masquerading as a constitutional guarantee of rights.

Action...

schools in the city of Montreal, in addition to the right to determine the language of instruction and the right to the exclusive management and control of their schools included any right or privilege with respect to denominational schools which was in law being exercised or enjoyed by the class of persons at the date of Confederation.

14.) That insofar as the provisions of Chapter VIII of Bill 101, entitled *The Language of Instruction*, make language the sole criterion for being admitted to or excluded from the denominational schools and to receive and follow the regular course of study and language of instruction therein provided, the said provisions be declared unconstitutional, *ultra*

vires, null and void and of no effect.

15. Plaintiffs further declare that the foregoing provisions of Chapter VIII of Bill 101 are in direct conflict with the principle laid down in the Superior Council of Education Act of Quebec (1964), which declares in its preamble: *Parents have the right to choose the institutions which, according to their convictions, ensure the greatest respect for the rights of their children.*

16. Moreover, the said provisions of Bill 101 are similarly in conflict with the Universal Declaration of Human Rights, 1948, assented to by Canada on May 19, 1976, and made binding upon the province of Quebec following its ratification at a federal-provincial conference in December 1975.

17. That the said education sections of the bill, insofar as they affect, are aimed against and dis-

... CORPORATE BUSINESS

1) The three corporate Plaintiffs assert an infringement of freedom of communication and freedom of expression insofar as the provisions of Bill 101 and the regulations No. 77-488 adopted in connection thereto cause the Plaintiffs and/or their respective officers, directors and management separate and distinct prejudice in that the said provisions of law proscribe and penalize:

criminate against the Plaintiffs who possess landed immigrant status in Canada and are aliens, are in conflict with Section 91 (25) of the British North America Act and invade the field of naturalization and aliens which is a subject matter under the exclusive jurisdiction of the federal parliament.

i) Section 133 of the British North America Act which declares English is an official language of the province of Quebec as it relates to debate in the legislature of the province, records and journals of the province; the pleading and process issuing from all or any of Quebec's courts; and the enactment of acts by the legislature.

ii) The Official Languages Act, 1968-69, Sec. 2, which declares that for all purposes of parliament and the government of Canada, English is an official language in Canada, and therefore, for and in the province of Quebec.

iii) The Accord de Coopération et d'Échanges en Matière d'éducation, de culture et de communication, entered into on December 19, 1969, between the province of Quebec and the province of New Brunswick, which accord recognizing French and English as official languages in Quebec and New Brunswick was in force and effect and binding upon the province of Quebec at the date of the sanctioning of Bill 101.

iv) Section 92(1) of the British North America Act prohibits and precludes the provincial legislature from amending the Constitution as it affects the office of the Lieutenant-Governor of the province, and, insofar as Bill 101 seeks to legislate in the French language only, it violates the Constitution as regards the office of the Lieutenant-Governor, whose official languages are French and English.

v) Section 93(1) of the British North America Act which constitutionally protects the rights or privileges with respect to denominational schools that any class of persons had at Confederation which included the right of use of English, one of the two official languages, as the group's language of instruction.

vi) All matters covered by Section 91 of the British North America Act (relating to federally regulated companies which carry on activities in the various provinces), irrespective of the province in which they have their head office or are located.

vii) Section 3(b) of the Immigration Act, (1976).

viii) The British North America Act. This Act, written in English, declares that it is "a Constitution similar in principle to that of the United Kingdom". Thus there is the anomaly or absurdity of the official language in which the country's constitution is written ceasing to be an official language of one of its provinces.

3) That although the provincial legislature may regulate particular trades and activities within the province, its right to legislate with regard to language does not include the right to abolish the status of English as one of the two official languages, since no exclusive power with regard to language as a subject matter was assigned to the provincial legislature by the BNA Act.

i) the use of their English-language corporate names;
ii) advertising and promotion, publishing and billing in the English language;
iii) the use of publications, catalogues, brochures and displays in English.

2) That the corporate Plaintiffs suffer serious and irreparable loss and prejudice as the direct result and effect of the following sections of Bill 101 which proscribe the use of the English language as a means of communication or expression by their federally regulated companies and/or in respect of their interprovincial trade and commerce in the various fields of work and activity tabulated. (Art. 14, 16, 17, 21, 22, 29, 34, 41, 53, 57, 58, 59, 60, 65, and 69).

3) The pith and substance of the foregoing tabulated articles as revealed by their unifying principle and common objective consistent throughout, is the abolition and prohibition of the use of the English language as a means of communication or expression.

4) That the said provisions of Bill 101 constitute an unwarranted and unacceptable interference by the Quebec National Assembly with the fundamental freedoms of speech and expression possessed and enjoyed by all Canadian residents including the inhabitants of the province of Quebec.

5) That the fundamental freedom of speech and expression includes not merely the thought or ideas but the means of expressing them, language being not merely the means of communicating or expressing such thoughts and ideas but constituting the essential ingredient for the exercise of such freedom.

6) That Section 205 of Bill 101 subjects all natural and artificial persons of the province of Quebec who contravene or fail to conform to or abide by all of the provisions and regulations of the act, to severe and repressive sanctions, penalties and punishments which, in effect, constitutes legislation in relation to the Criminal Law over which the Parliament of Canada in virtue of Section 91(27) of the British North America Act, has exclusive jurisdiction.

7) That the sections noted above in (2) and (6) are beyond the competence and are *ultra vires* of the legislature of Quebec being outside the scope of the legislative powers conferred upon it by

the British North America Act, and for the following reasons:

i) The said provisions abrogate the elementary freedom of speech and expression which is not a subject matter under provincial legislative jurisdiction and, indeed, transcends it;

ii) The said provisions create new offences, namely, the use of the English language, oral or written, where it is prohibited, and therefore encroaches upon federal jurisdiction in the field of criminal law;

iii) The said provisions are of a nature to affect the public order, safety and morals of residents of Canada as a whole, and therefore constitute an interference with the powers reserved to the federal parliament.

iv) The said provisions encroach upon Section 91(2) of the British North America Act, namely the regulation of Trade and Commerce, which is a subject matter assigned exclusively to the federal parliament.

v) The said provisions are in conflict with the Canadian Bill of Rights, 1960, the spirit of which, if not the letter, is to make citizens equal before the law, whereas Bill 101 makes them unequal before the law;

vi) The said provisions are in conflict with the Universal Declaration of Human Rights, 1948, acceded by Canada on May 19, 1976, following ratification by the province of Quebec in December 1975.

vii) The said provisions are in conflict with the residual powers of the federal government encompassed within Section 91 of the British North America Act to the extent that they relate to federally incorporated companies and federal works, undertakings or businesses.

8) The said provisions are in conflict with the Canadian Citizenship Act, Art. 22.

9) The said provisions, moreover, are illegal, being in conflict with and inconsistent with the provisions of the Charter of Human Rights and Freedoms, 1975, Section 10.

10) That Section 42 of Bill 101 is, in effect, a mandatory and compulsory order of publication in the French language press of all job offers and, as such, constitutes a serious infringement of freedom of the press which is a basic civic liberty which corporate and natural person Plaintiffs enjoy as citizens of Canada, and its impairment is beyond the legislative competency of the Quebec legislature.

Overall point of action

1) All the plaintiffs ask that Chap. III, comprising Sections 7 to 13 inclusive, be declared unconstitutional, *ultra vires*, null and void and of no effect, inasmuch as the said chapter is in flagrant and direct conflict with and contravenes Art. 133 of the British North America Act.

2) That, moreover, Sections 7 to 13 inclusive are in contravention of Sec. 92(1) of the British North America Act in that the provincial legislature may amend its own constitution except with regard to the office of Lieutenant-Governor and the sections are therefore *ultra vires* insofar as they compel the Lieutenant-Governor to exercise his functions in the French language only.

3) That in support of the foregoing the Plaintiffs invoke as their own the reasoning and considerations set forth in the Superior Court judgement rendered by the Superior Court, Montreal (Deschênes, C.J.) in case bearing No. 500 05-020 126-775.

4) That the various impugned sections of Bill 101 are so interconnected and interrelated that taken and read together they express a single legislative purpose which, in its pith and substance, is to lessen, infringe, abrogate,

abolish or extinguish the linguistic rights of the inhabitants of the province of Quebec and Plaintiffs in particular in their use of the English language as a means of communication and of expression and, as such, the statute is *ultra vires*.

5) That Plaintiffs are accordingly entitled by law to pray for a judgment declaring Bill 101, *Charte de la langue française*, as well as all regulations adopted in relation to the said act, namely regulations 77-486, 77-487, and 77-488, unconstitutional, *ultra vires*, null and void and of no effect; and subsidiarily, should Bill 101 not be declared *ultra vires* in its entirety, that the following sections of the statute be declared unconstitutional and *ultra vires* the Provincial Legislature, to wit:

Art. 1, Art. 7 to 13 inclusive, Art. 14, 16, 17, 21, 22, 27, 29, 31, 32, 34, 41, 42, 53, 57, 58, 59, 60, 69, 72, 73, 79, 205, 212, 213 and Chap. VII.

MISES-EN-CAUSE

THE ATTORNEY GENERAL OF CANADA, representing Her Majesty in the right of Canada and THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL.

... PROFESSIONS, TRADES

The eight individual Plaintiffs pursuing various vocations and professions in the province of Quebec assert that the serious infringement of elementary freedom of speech and expression seriously interferes with their basic right of living, working, and carrying on their activities in the professions or vocations in which they are engaged:

Medicine

1) That the effect of the following mandatory and prohibitory provisions of Bill 101, namely: Sec. 32 which compels the professional corporation to communicate with members in French; Sec. 34, which prohibits the professional corporation from being designated in a language other than French; and Sec. 27 which may compel the Plaintiff to draft his clinical records in the French language only, constitute a serious infringement of the Plaintiff's elementary freedom of speech and expression.

2) That in view of the precise medical nature of clinical reports which Plaintiff is required to prepare, maintain and furnish, their preparation in the French language in which the Plaintiff is not thoroughly conversant or precise, or any translation of such records from English to French, will create serious risk of error, however slight, subjecting Plaintiff and/or his patients to potentially dangerous ramifications.

3) The effects of the foregoing enactments have been as follows:

i) To deny and deprive Plaintiff of any communication whatsoever in the English language from his professional associations, to which Plaintiff is legally obliged to pay dues.

ii) To eliminate from the hospital in which he works all forms of communications, notices or printed matter in the English language.

iii) The elimination of all forms of communications, notices and directives sent to him from the civil administration.

These effects have seriously interfered with the Plaintiff's professional status as a medical doctor and undermined his basic right of living, working, and carrying on his medical profession in the province.

Civic Administration

1) That the effect of Sections 14, 16 and 17 of Bill 101 which:

i) prohibit the use of any language other than French to designate the names of the government, government departments and other agencies of the civil administration.

ii) prohibits the use of any language other than French in written communications with other governments or artificial persons.

iii) prohibits the use of any language other than French in written communication between the government, government

departments, and agents of the civil administration;

constitute an undue interference and infringement on Plaintiff's fundamental right of freedom of speech and expression and are therefore unconstitutional, *ultra vires*, null and void.

2) Moreover, the effect of the said prohibitory provisions is to seriously impair Plaintiff's right, as a duly elected official in the civil administration, to communicate freely in the language of his choice, namely, English, in order best to represent his electors and discharge his duties.

3) That the said prohibitory provisions are in any event unconstitutional and null and void to the extent they conflict with the following:

i) the provisions of the Official Languages Act, 1968-69, Section 9, which authorizes the use of either the French or English language in communication with the federal government or its agencies, departments or Crown Corporations.

ii) the provisions of Sec. 91 and 92 of the British North America Act respecting federally regulated companies and works involving activities in various provinces, including banks and navigation companies, interprovincial telegraphs, steamships, railways, Federal Crown Corporations and agencies, and federally incorporated companies.

4) Insofar as said sections purport to apply to federally incorporated and regulated companies, Federal Crown Corporations and agencies, interprovincial public utility firms; to companies engaged in television, radio and interprovincial or international trade and commerce, the said sections are *ultra vires* and void.

Trades, Business

& Professions

The remaining six plaintiffs, all Canadian citizens and permanent residents of Quebec who carry on their trades, businesses or professions primarily in their mother tongue — the English language — assert they have suffered separate, distinct and severe prejudice as a direct result and effect of the provisions of Bill 101, particularly those sections tabulated in sections B(2) and B(6) above, which constitute a severe encroachment upon the use of the English language as a means of communication or expression in the province of Quebec.

1) That English is and has been one of the two official languages of the province of Quebec since October 7, 1763.

2) That insofar as Sec. 1 of Bill 101 abolishes English as one of the two official languages in the province of Quebec, the enactment is illegal, irregular, unconstitutional and *ultra vires* the Quebec legislature to the extent that the said enactment is in conflict with the following:

the following

Superior Council of Education: English Schools represented on commissions

Five of the appointees to the four permanent commissions of the Superior Council of Education come from the province's English school communities. The appointments take effect from September 1981 and run for three years.

Graham Jackson, coordinator of student services for the Eastern Quebec Regional Board, is to sit on the elementary commission. The secondary commission appointments include Steve Kirby, a teacher in the English section of the Montreal Catholic School Commission, and Brenda Harvey, who teaches vocational courses at the PSBGM.

In adult education, Raymond Bolla, director of adult education for Lakeshore Baldwin Cartier, is

an appointee. As for higher education, appointments include that of Dr. Norman Henchey of McGill.

One parent is named to a commission in this year's round of appointments. Hildburg Barkany, chairman of the parents' committee of St-Jérôme, is now a member of the secondary commission.

The Superior Council of Education each year invites groups within the education community to submit nominations for places on its permanent commissions. Each commission has from nine to fifteen members, including the chairman, who is designated by the Superior Council. The commissions meet at least four times a year and their meetings may be held anywhere in the province.

School Performance, Birth Weight and Sleep.

There is a correlation between birth weight, height, sleeping time, and poor school performance.

A study undertaken in France has shown that 26% of children who are behind in school weighed less than 2.5 kilos at birth, and 13% weighed less than 3.5 kilos. In contrast, 12% of children whose birth weight was normal or above normal are ahead in school.

In the case of height, 34% of

backward pupils are below the average, and 5.9% are above the average in height.

There is also a close relationship between family home conditions and child development. A child without his or her own room is likely to be behind in school.

Sleeping time is also significant. Children who sleep eight hours or less are five times more likely to be behind in school than those who sleep nine hours

School Calendar:

Week off in February at some boards

This year at the Montreal Catholic School Board, and at certain other Catholic boards, teachers and students will have the benefit of a week's holiday at the end of

February.

According to the Montreal Catholic School Board, the last week in February is marked by absenteeism among the staff.

Need agreement for new English School

The School Council of the Island of Montreal has asked the Protestant School Board of Greater Montreal and the Verdun Catholic School Board to reopen discussion on the construction and administration of an elementary school on Nuns' Island.

Nuns' Island has experienced rapid growth in the construction of residential accommodation in the last ten years and English school services are needed. Because the English elementary population is split between the Protestant and the Catholic boards and is only sufficient to

warrant the construction of a single English school, plans to provide English elementary schooling have been the victim of jurisdictional dispute.

The Ministry of Education has advised the School Council of the Island of Montreal that it is ready to recommend construction of a single English school for 330 pupils provided that the school boards concerned can come to an agreement as to which shall own and administer it, and as to the terms for the provision of education for the pupils of the other board.

School system communications

THE LENS comes back

This summer the Lakeshore School Board revived its newspaper, the *Lakeshore Educational News (LENS)*, which was established several years ago as a communication medium between the board and its community.

The summer 1981 issue of the *LENS* was devoted to information about budget cuts and the French second language policy adopted by the Lakeshore School

Board in February. The edition was published in both English and French and distributed to all families with children in Lakeshore schools. Just as it was ready for circulation, the postal strike intervened to delay its delivery.

The Lakeshore School Board plans to issue editions of the *LENS* as frequently as funds permit.

Join in IYDP

If you are looking for a way to get involved during the International Year of Disabled Persons, why not try implementing one of these ideas:

- encourage local television stations to provide some captioned programs for hearing-impaired persons;
- promote or create organizations of parents who have children with a disability;

• represent the interests of the disabled at meetings of village boards, school boards, etc.;

• initiate and support laws or ordinances to create a barrier-free environment;

• conduct a community survey to determine how efficiently the community at large is meeting its obligation to disabled children, youth and adults.

"Out of the mouths of . . ."

The kindergarten class of a certain West Island school recently went on a field trip to Granby Zoo. As the class approached the deer enclosure the teacher enquired "Who knows what this

animal is called?" No one knew. "It's what your mother calls your father" hinted the teacher.

"Oh my gosh!" exclaimed one small chap. "I didn't know a louse was that big!"

GIFTED & TALENTED STUDENTS

Summer school for one hundred

The McGill Summer School for Gifted and Talented officially opened its doors to approximately 100 students in the venerable High School of Montreal on July 22, 1981. The students ranged from Grade 2 to Grade 8 and were grouped into five classes. The class hours were from 9 AM to Noon, with a 20 minute interlude, and the children loved every minute of it.

The theme of Architecture was used as a basis for the study course and each class focussed on a particular period in architecture or a particular type of architecture (based on the curriculum outlined in ARCHITECTURE published by Patton Pending, Sausalito, Calif.). To illustrate: the Japanese house was used in one class (approx. Grade 5). Students explored how nature (hot summers, typhoons, earthquakes) influenced the design of the Japanese house and garden. In math, problems were solved based on the size and layout of the house in relation to the size of tatami mats; rotational and bilateral symmetry, graphing and how to form a consensus by the use of a matrix. In philosophy, the search for perfection and beauty in simplicity. In art, the children learned silk-screening, origami and kite making. In literature, they wrote poetry, compositions and did free reading. Over and above this, the children learned about building architectural structures by constructing airports, hospitals and other public buildings to scale and they also did various learning games and puzzles.

Following a similar format, the other classes studied Caves, Greek architecture and the Medieval Castle. There was also a computer unit presented in the class of oldest children.

Within less than a month, an

evening for parents, as well as an open-house and a recital were held. Pupil's progress reports were given to parents and certificates to the children.

Because the Summer School was also a training lab for teachers, each class illustrated a particular teaching method: Bloom's Taxonomy, Renzulli's Triad and Structure of the Intellect (Guilford-Meeker).

The enthusiastic and hard-working master-teachers and teachers in training, animated by the Director, Dr. Sally Patton, created a warm, receptive atmosphere where each child positively bloomed. The children could hardly wait to get to the classroom in the morning. They had challenging problems to solve

and stimulating exchanges to pursue with their teachers and peer group. They were often loathe to leave their work for recess. There was no homework, but the children pursued their ideas at home and endeavoured to think out alternate ways of solving problems that had been presented in class.

It was also a tremendous learning experience for parents. It's expected they would support a continuation of the programme next summer. Should the McGill Summer School for the Gifted and Talented reopen for a second term, all parents of gifted children are urged to give their children the opportunity to attend. It will be an experience of a lifetime for them.

Provide for children to develop

Dr. A. Jacquard, of the Institute National d'Etudes Demographiques in France was one of several keynote speakers at the Fourth World Conference on Gifted and Talented children held at the Queen Elizabeth Hotel in Montreal on August 21st to 25th.

In his address Dr. Jacquard compared the development of a child's intelligence to the structure of a sentence. A child's genetic inheritance is, like the word in a sentence, the basis on which all else is built. But just as words need a grammatical structure before they form a sentence, a child's genetic inheritance must be exposed to an educational milieu before intelligence is formed.

Intelligence, once formed, must take advantage of the third element, society. A collective memory, the experience of those who have gone before, and social

structures such as libraries, museums and schools all play a part in the development of intelligence.

These three elements form a child who is both object of his own intelligence and subject of his own life.

Dr. Jacquard emphasised that the role of society is to furnish the milieu for children to develop, not to develop them. This they must do for themselves using whatever genetical gifts they have inherited and taking full advantage of their educational and social environment.

A child who is over-endowed with intelligence (surdoué, en français) but who becomes a failure in life is a victim not of society but of himself.

Dr. Jacquard's remarks were not universally well-received by the large audience in attendance.

REGISTRATION FOR PRIVATE SCHOOL

SEPTEMBER 1982

West Island College

Registration for Secondary I, II, III, IV and V

Non-denominational and co-educational

The school motto "Praestantiam consecemur"
(in pursuit of excellence) is reflected in:

- challenging and enriched academic programs for students who thrive on challenge and achievement
- small classes with low student-teacher ratios where strengths and weaknesses are quickly identified and properly monitored
- highly qualified and effective instructional staff who are retained and compensated for the excellence of their service
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- a modern and fully equipped learning environment which facilitates academic objectives
- a complete French immersion program which adds a dimension of challenge, of second-language acquisition, cultural enlightenment and overall improvement in academic performance
- a firm and sensible discipline which ensure that inappropriate behavior will not interfere with learning.

If you are interested in quality education
and wish further information, please contact

West Island College

851 Tecumseh Street
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683-4660

Calls for 1982 registration must be received before February 28, 1982

LEADERSHIP DEVELOPMENT:

It's all technique

Frances Ravensbergen,
Community Organizer, YMCA

The participants in this workshop spent the whole afternoon being introduced to some leadership techniques. At the conclusion we had received an overview of a number of ways to work with and in a group. Some practical experience was entered into as Frances had the participants work in small groups and practice the leadership skills she described. A folder of materials and information was given to each participant.

Frances began her workshop by telling us that one-way communication — from the president to the members — is to be avoided as it is often not the most effective way to work. When an issue concerns you, you should poll some people; if you can find ten others who share your concern then you know that you have support to proceed with dealing with the problem. This is the *test of ten*. Using this, a group can be gathered and a problem can be delved into and plans made.

Leaders are found in three components:

- individuals who are self-confident, understanding and responsible,
- groups, where leadership flows from one member to another. The skills of the individual are used to make the group work effectively,
- institutions like the provincial government, QFHSA, local school boards, etc.

Stay flexible

The style of leadership must change according to the type of group being dealt with. A leader must be able to change his style to suit the occasion — this means the leader must know which leadership techniques he is able to use the most effectively in that situation.

For most individuals the growth into leadership is attained slowly. When a person joins Home & School she wants to become involved. How does this person become a leader? She becomes a member of a group and is encouraged to express her ideas and share her experiences. She soon is able to voice the priorities for herself as a member of Home & School and what she expects of Home & School. At this point we were asked to write down our own priorities for Home & School. As a small group of six we shared these and explained them more fully. In a non-threatening way we discovered everyone's interests. This technique can be used to find the common priorities needed for a local.

When a group gets together to share, explain and collate their ideas there must be a time limit. If this is not done then the discussion and exchange soon veer off the topic.

Set goals

Leaders must always have a goal (or task) and a method of achieving it. At first, when a group is newly formed, the task achievement is low but proceeds to high as the group continues, and the process of achieving the goal starts slowly then accelerates and attains a high level. At the first session a leader wants the individuals to get to know each other, share ideas and opinions, etc. Their commitment is high though they may not achieve the goal or task. What is required are some tools for positive group functioning. As an exercise for the members one could hand out a *team observation sheet* (a sample in the folder) to each and ask them to rate the meeting. Such areas as quantity and quality of work, at-

mosphere, communications and participation are included. This analysis will give the group some feedback on its effectiveness. The productivity of the group works in a spiral as the membership changes and the group must start at the getting-acquainted stage once again.

Be aware

As stated earlier, a leader must learn to change to meet different situations; this is one of the goals of *leadership training*. This is accomplished by improving their knowledge, their sensitivity to others, their self-insight, their attitudes and their skills. Becoming a leader is a growing experience; everything cannot be absorbed and put into practice right away.

Practice

Many of the skills that a leader can use can only be learned through practice. One of the skills that was tried out was *force field analysis*, a process of looking at a problem/priority/goal and assessing what is preventing the group from achieving it. The positive and negative reasons (forces promoting and forces restraining) working for and against an objective are listed. An analysis of the negative reasons is made. One of the negative (restraining) forces is chosen for closer analysis. The next step leads to establishing an *action plan* to overcome the negative force. It is interesting to note that both groups at this workshop chose the same objective — ways and means of increasing parent participation and involvement in the Home & School.

The Action Plan was obtained using another skill: *brainstorming*. Any and all ideas were accepted and taken note of. A brainstorm session should not last too long — it takes a lot of concentration!

Summary

In summing up her session, Frances pointed out that calling a meeting is not the only way for action to be taken — telephone chains, newsletters and newspapers are very effective tools to get things changed. Creative thinking is often needed to bring about change — finding solutions in new and different ways.

One tip for leaders given to us was to always pull things together and relate them all to the individual.

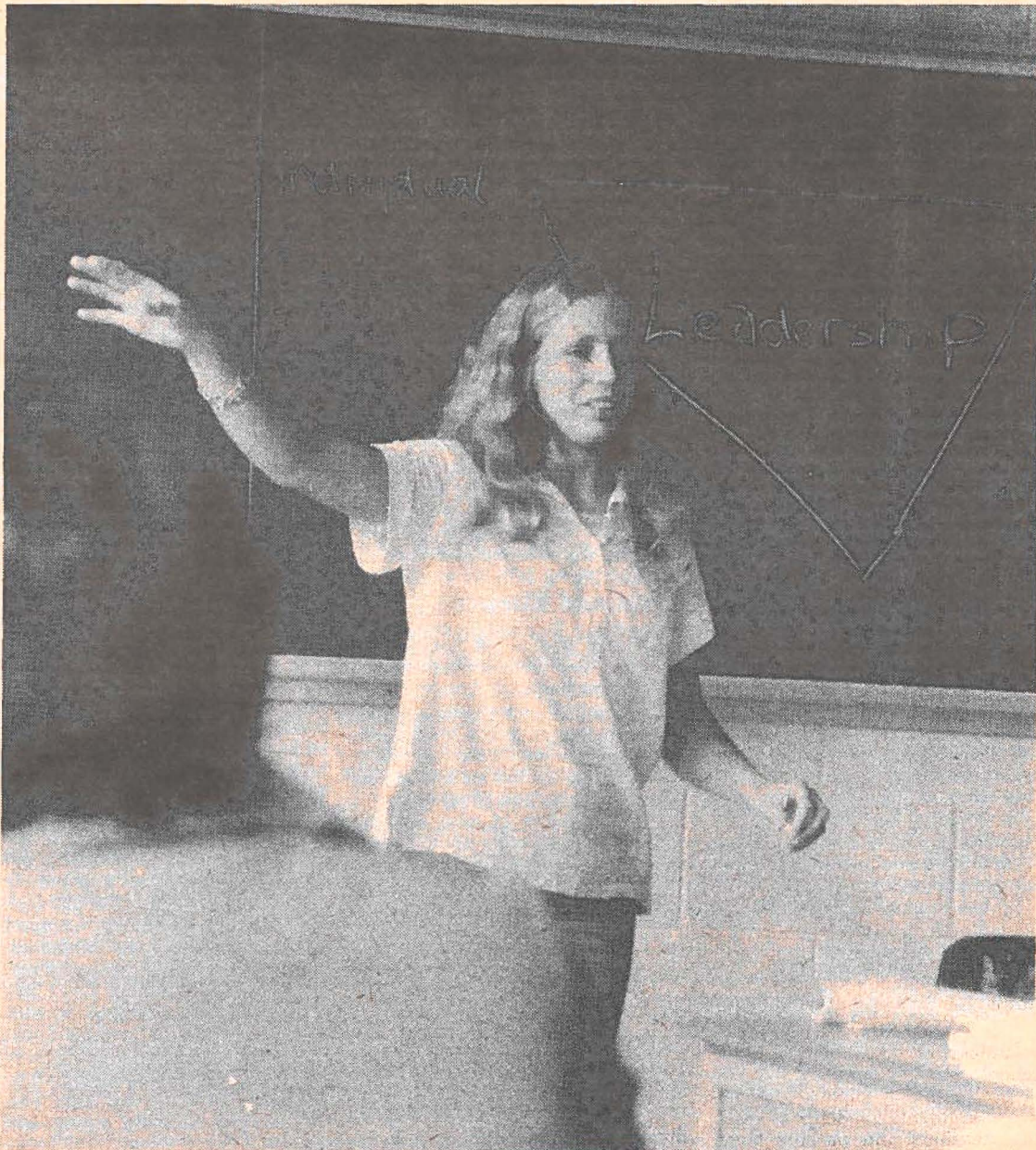
She also pointed out that groups are always changing — people leave, new ones join and so the interaction of the group goes back to the first stage. At some time or other someone else must take responsibility for the group, hence each member should have the opportunity to increase her skills.

This workshop pointed out the tip of the training question. There is a lot that can and should be done to better prepare our members who are interested in being leaders.

In capsule form, Frances emphasized the following points:

- one-way communication is to be avoided
- Use the *test of ten* to determine the interest in an issue
- groups of five work well together
- set time limits
- priority setting is not action planning
- use force field analysis to look at an objective/problem/priority/goal.
- brainstorming is a useful tool
- pull things together so that they relate back to the individual.

Recorder: Ann Walker
Edgewater School



FRANCES RAVENSBERGEN

ELEMENTARY PROGRAMS:

Action and involvement are keys

The workshop "Programs for Elementary Schools" was led by Jim Warrington, the president of Courtland Park Home and School Association.

The first panelist, Heather McBride, co-president of Edgewater Home & School, spoke to us about fund raising and handed around an informative booklet on the subject. When planning a fund-raising event try not to duplicate activities already going on in your community. A discussion was held on various fund-raising programs held in different schools. Some were more successful than others. However, some programs are designed to foster school spirit rather than raise large sums of money. When it came time to spend the funds raised, a lot of Home & School Associations rely on requests submitted by administration and staff in their schools.

Next Sylvia Adams spoke to us on the importance of fitness and nutrition in our children's lives. Mrs. Adams, who is the Chairman of the Fitness and Nutrition Committee of the Canadian Home and School and Parent-Teacher Federation, attended a workshop at the University of Saskatchewan on the subject in May 1981 and gave us a copy of her report. Mrs. Adams told us parents should know the type of physical activities their children participate in at school and the health program that is being offered. The primary causes of death among men and women are often areas where good diet and physical activity can affect the outcome. If children can be encouraged to become doers instead of watchers and understand the values of well-balanced meals they will reap benefits when they are older.

A child that is active and enjoying himself usually performs better academically. There is often not enough time set aside for physical activity at the elementary school level. Mrs. Adams gave us a list of resource contacts on fitness and a brochure concerning a basic physical education kit for classroom teachers.

Our final speaker, Mrs. Janice Thomerson, past Programs Coordinator of Briarwood School, gave us a very good format on how to start extracurricular programs in our schools. First she suggested you should choose a program you can sell — something you believe in. Next get approval

for your program from your principal and then research similar programs if possible. Send out survey forms to your parents on the extracurricular activity you want to introduce and then publicize it to the community. Mrs. Thomerson pointed out the importance of hiring a good teacher and paying that person a top salary. Don't expect to make big profits on your program, but any profit you do make should be put back into it. Have a wrap-up concert or recital at the end of the program and distribute pre-registration forms at the recital.

Recorder: Peggy MacArthur
Northview School

COMMITTEE WORK

Keep lines open for good communication

This workshop, led by Marilyn Ashby and Margo Purvis, was an instructive hour dealing with the organization and animation of committees. It was explained during the course of the session that committees arise in response to either internal or external needs or resources. Examples of these were discussed, such as a safety committee being formed to deal with local safety problems (internal need), or a cultural enrichment committee developing to make use of a local drama or art teacher (internal resource).

By means of a hypothetical situation wherein a community was faced with a concern for the mechanical safety of their school

buses, the group was able to discuss the formation, animation and finding the leader of a committee. It was stressed that once a local committee was formed, it was important to communicate with the school community and maintain liaison with Federation and other Home and School Associations.

One concern of the group was the problem of liaising between committees at the local and Federation levels. The vehicle of resolutions was outlined as a valuable methods of communication.

Recorder: Lynn Keller
Windermere School

PARENTS & TEACHERS:

They work together for the benefit of children

Anne Macwhirter, Chairperson, began the "Parents and Teachers" workshop by sharing a poem with those attending. The poem focused on the idea of, rather than letting somebody else do a job you are asked to do, think, "If somebody else can give time and self, then goodness sake! so can I!"

Mrs. Macwhirter then introduced the panel of Brenda Dawson, Patrick Baker and Norma Heitner, who obviously give much time and self when it comes to parent/teacher relationships.

Brenda Dawson, staff representative, related her experiences with parent volunteers in Christmas Park School over the last twelve years. She pointed out that parents no longer work only in the library but have moved into the classroom and assist teachers with curriculum, be it French, reading, or in the area of learning disabilities. She said parents are eager to observe their child in his school environment and that children have gained a great deal from mothers and fathers coming into the school.

Ms. Dawson makes a survey amongst her fellow teachers as to their needs of parent volunteers. A letter is sent to parents to discover their talents and then Ms. Dawson and the parent volunteer coordinator work together to organize and implement the parent volunteer program within the school.

Pat Baker, principal of Northview Elementary School, feels that teachers and parents have the greatest impact on the child. The principal provides the climate. Mr. Baker believes in three principles:

1) that parents, teachers and the principal share the responsibility for the child's education.

2) the management principle — that the whole is greater than the sum of its parts.

3) that there be a personal responsibility of respect amongst the principal, teachers and parents.

Once the principles are established then Mr. Baker feels one moves on to specifics. He stresses that children learn what they live.

Norma Heitner, volunteer coordinator at Greendale School, began by saying she was not a speaker but a doer. She stressed the importance of the role of the volunteer and listed areas in which he helps the teacher — the classroom, gym, library, and in the area of fund raising (for equipment, etc.)

Mrs. Heitner continued by telling how the parent benefits from volunteering:

- it provides a positive school experience;



- it is a learning experience in school curriculum.
- it introduces the parent to methods of teaching.
- it provides an opportunity to observe the development of your

child from K to Grade 6.

- it allows the parent to build up a rapport with other schoolchildren.
- it allows for better communication with teachers.

Mrs. Macwhirter thanked the panel and led a brief question and answer period.

Recorder: Carole Creswell
Howick Elementary School

PUBLICITY & MEMBERSHIP:

Stay visible — any way you know how!

Fourteen Home & School members met in this workshop and, if any one point became evident, it was that there is no one right way to go about getting membership or handling publicity.

Donalda Walker, membership chairman Valois Park, tells us that she follows several steps. The membership campaign at Valois Park School begins with a letter sent home to parents. Attached to this letter is an envelope (available from Federation) which is a registration form and money envelope in one. These letters/envelopes are left in the teachers'

cubbyholes prior to meet-the-teacher night.

Next step is an invitation from their principal to the meet-the-teacher night, in which he mentions Home & School. On that night, Home & School posters are posted right behind the membership table in the lobby. This table is manned by someone who knows a good many of the parents — in Valois Park's case the Home & School Secretary. Parents can either join in the lobby or in their child's class where volunteer mothers are on duty. These volunteers pick up a previously prepared package from the membership desk when they come in to school on meet-the-teacher night. Their package contains a pen, name tag, membership envelopes, volunteer slips, instructions, list of students in the class (names only — it's easier to get just a list of names and pick up the addresses from the membership envelopes themselves) and, finally, a sign to identify the membership desk in the class. Volunteer mothers received 45% of the members signed that night at Valois Park.

But there's more! Donalda telephones parents who haven't renewed their membership and jogs their memory. Then in their October newsletter she publishes the up-to-date membership figures. Almost 50% of families have joined so far this year at her school; 50% joined last year and 60% two years ago. Donalda has found that many people are afraid to join in case they have to do something. People are short of free time. We have to let them know that whatever support they can give us — their name and membership fee, their time, or both — is up to them, and will be appreciated.

Dawn Barrett, Vice-President, QFHSA and editor of 'Focus on the Locals' NEWS, believes that newsletters are a great way of getting our message across. She brought with her samples of newsletters from Courtland Park, Northview and Lakeshore Heights. Dawn pointed out that some newsletters are put out by Home & School, others by the school principal or secretary. Perhaps the most economical way is to have the school board office do it. This works out more cheaply than using the Gestetner. Pictures can be used — black and white being best, and it's helpful to know

that Polaroid pictures do not come out as well, though they can be used. Northview's *Hibou* picture page is extremely popular.

Our kids and our schools often tell different versions of what is going on in class. It's interesting to include "contributions from both!"

The Lakeshore Heights newsletter started off with a list of upcoming events and their dates, a message from the principal and some 'did you knows'.

Did you know that in some newsletters the teacher advises parents of exactly what is being done in class that month, be it the multiplication tables or an art project?

School Committee and Home & School have their pages. Courtland Park likes to include information on school policy. Northview seeks feedback on what appears in their newsletter.

Beaconsfield Library (and no doubt other libraries as well) have two books on the subject of newsletters: *How to start your own Community Newspaper* by John McKinney and *Editing Your Newspaper* by Mark Beach.

Dawn intrigued the workshop with copies of, and information about, a magazine written entirely by children. This magazine was a Lakeshore Heights Home & School project last year. Let every child see his or her work in print. A noble aim — but it takes cooperation! While only half the teachers cooperated for the first issue, by the third and final magazine all teachers were in support. Three hundred and fifty magazines — one per student and extras for the library — multiplied by three editions. The cost: \$125 per edition. Most of the load was shouldered by two people. Notice was given to teachers, variety was sought, perfection was not! It took six weeks to get together: two weeks' typing, one week for printing. All drawings had to be traced over in black ink. It was an important learning experience and complemented the language arts program. It became the most popular book in the school!

Dawn urged publicity and membership chairmen to send school news to "Focus on the Locals". She cites perfection as: a typed report with school name on the upper left and name and phone number on lower right of the page. However, any news that's of interest to other schools should be included either way. She has, and

will accept, copies of minutes, clippings, annual general reports and scribbled notes. Don't forget pictures! To protect your prints, wrap them in paper first if clipping them to your letter, and label the back of the picture with a stick-on label or write softly with a pencil so as not to damage the other side. Not sure which photo to submit? Send more than one and let Dawn choose! It's a good idea to have duplicates just in case the pictures should get lost in the mail. We don't like to think of this possibility, but it can happen.

Rose Kandalgaonkar, Vice-President QFHSA and a member of the publicity committee, reminds us that "publicity is your image, what the public sees". Are you visible? Do you use bulletins for rush notices? Have you thought of using a Home & School stamp to identify your notices and produce a professional-looking letterhead?

Some hints for posters and notices:

- An 8 x 10-inch notice is a good size for most bulletin boards.
- Use a clear message that can be read in 15 seconds.
- Be specific — identify 'what' and 'when'.
- Letters 2½ inches in size are easily read.
- Stay away from primary color combinations.
- Some good colors? Black on yellow/orange, green, blue or red on white, white on blue, yellow on black.
- A construction-paper thermometer is a highly visible way of indicating your rising membership.

Rose advises members to do what works best in their community. That in mind, let's give the workshop participants the last word. From them to you, some tips:

- More volunteers are needed all the time: be flexible in your expectations.
- Don't forget shift workers. Not everyone can help between 9 and 3, but that doesn't mean they don't care. One school has a volunteer coming in at 7 am to type.
- Thank your volunteers.
- Don't expect everyone to come to all meetings.
- Seek help from students.
- Publicity and membership boil down to one thing: people, the backbone of Home & School.

Recorder: Heather Fawcett
Thornhill School

AQUA K.I.D.S.

KEEN INDIVIDUALS DEVELOPING SKILLS

announcing registration for January 19, 1982

AIMS:

1. to provide children with a situation in which they can socialize with their peers
2. to improve the children's self-esteem
3. to develop basic motor skills
4. to teach swimming in small groups

ACTIVITIES:

Arts and crafts, games, potpourri, drama, swim and gym

AGES:

6-12 years,
12-16 years if sufficient enrolment

DATE:

Tuesday, January 19, 1982,
for 11 weeks

TIME:

6 to 8 pm

PLACE:

NDG YMCA, 4335 Hampton
between Monkland and Somerled
(103 bus stops on Monkland)

FEES:

\$35 to members of the Quebec Association for Children with Learning Disabilities
\$45 to non-members

PROJECT COORDINATOR: Kathy Mhun

If you require further information
or wish to register, call:

Kathy Mhun 731-4304

Olga Kowal 935-1097

FOCUS on the LOCALS

BEACONSFIELD

HELP... We need parents

Last year the Beaconsfield High School Home and School Association had a very active year despite the very low number of parents involved in the Association. Under the very able and dedicated leadership of Sally Waldo the group was able to support the "Outers Club", the Winter Carnival, the Graduation Awards and Prizes, as well as make a generous donation to the library and the Audio Visual Department.

The main fund raiser was a card party held in April in the school cafeteria, when parents and friends of the Association enjoyed an evening of play, delicious refreshments and lots and lots of door prizes. Winning numbers are called out and projected onto the screen by Mike Lyon, Head of the A.V. Dept., with students



assisting members is distributing the various prizes (photo).

The existence of the High School Association is seriously threatened by a lack of support by parents willing to commit themselves with time and effort to keep this important Local operational. Parents — where are you?????

MACDONALD HIGH

Dream Debate hosted

Macdonald High School gymnasium was the site of the Craft Fair held in late October, just in time for Christmas browsing.

Over 30 talented artists and craftsmen, mostly from the West Island area, displayed jewelry, pottery, ceramics, toys, clothes, paintings, Christmas decorations, etc. A bake table, collectables, and a sale of used books and records completed the choice of merchandise.

A light lunch was offered in the coffee shop.

This fair is sponsored annually by the Macdonald High School Home and School Association. The \$2000.00 or so raised by the event help support the association's many student-help activities. The school library, the cheerleaders, and student clubs such as photography, outers, debating and weightlifting all benefit.

And speaking of debating... Macdonald High School held its second debating tournament on October 9th. Fifteen high schools from Montreal area sent teams of four debaters each.

Once again the Parliamentary cross examination style was used. Each debate had five judges, three of whom were parent and community volunteers and two of whom were coaches and teachers. Debates were held simultaneous-

ly for four classroom periods.

The topic for all debates was "Be it Resolved that Sparing the Rod Spoils the Child".

After lunch the Dream Debate between the two highest scoring teams was held in front of the entire student body. Beaconsfield and John Abbott vied for the honour of being the top debating team in the area. Beaconsfield High School was the victor and John Abbott the victim.

WILLINGDON

Parents vote to accept uniforms

Willingdon parents support the introduction of school uniforms. In a recent poll conducted by the Willingdon Home and School Association 169 families were in favour of uniforms while 91 were against and 2 indicated a willingness to accept whatever the majority decided. The final 2 ballots showed a split decision between the mother and the father.

A committee has been set up to study the proposal in further detail.

SEIGNOIRY

Mums model fall fashions

The 1981-82 school year has started quite smoothly at Seignoiry School. The Home and School volunteers are, once again, eager to work hard, hoping the results will be worthwhile.

A Fashion Show, held on Sept. 22nd, was the first successful fund raising event of this school year. As in previous years, teachers and mothers were the "expert" models of the latest fashions. Refreshments, provided by the mothers, completed the pleasant evening. Approximately \$700.00 was realized by this project.

The Library is open and functioning very well. School supplies were delivered to the whole school during the first day of school and are sold now every week.

Once again this year Seignoiry is hoping to continue the very successful Chess Club started last year by Mrs. S. Lawton.

November 28th will be the date of the second fund-raising event for the Home and School. We hope to see you all at the Winter Bazaar.

EARDLEY

Help to buy bus "STOP" arms

A very busy season is already underway at Eardley Elementary. A Harvest/Autumn Festival was held at the school on Friday, September 25th. The children decorated the hallways and classrooms with drawings, paintings and crafts while teachers and parents brought in delicious apple desserts for sampling.

On October 5th there was a Lunch Box and Nutritious Food Display at our Open House, organized by Pat McConnell. And on October 23rd a most successful Fall Dance was held at the South Hull School.

Plans for November include a used clothing sale. April 24th will be our Flea Market (and hopefully your spring clean-up time).

Also a big thank you to parent volunteer Louise Bourgeau who runs our school library for us. Louise has recently purchased 50 new books for the children with funds donated by our Home & School. Other commitments of your Home & School are productions and field trips as well as running a very fine music program. We are also committed to BUS SAFETY and are helping towards the purchase of stop-arms for our busses.

NEW CARLISLE

Double members

New Carlisle Home and School held a membership drive during the summer which resulted in a membership of 91 families, more than twice the number of last year.

The first meeting of this school year was held on September 16th with Mr. W. Larose chairing a large turn-out of parents and teachers. The door prize, which is awarded at each general meeting, was a hanging plant won by Mrs. Olive Gilker.

Mrs. Judy Gallon spoke about the Memorial fund which was set up by the Home and School in memory of the Day Boys. This money goes to pay for student scholarships.

Another project supported by this association is an adopted child from a developing nation. Mrs. Enid Bechervaise read the latest letter received from the child. Children in the school are encouraged to support this project from their own pocket money.

The sum of \$56.00 was raised by selling tickets on a washer and dryer which Mrs. Olive Smollett was delighted to win. The pro-

ceeds will be used to buy supplies for the Home Economics room.

Principal Cyrus Journeau introduced the teachers to all present. Following the meeting coffee and doughnuts were served and parents were appreciative of the opportunity to chat informally with their child's teacher.

AYERS CLIFF

H&S & SC

Three cheers to the School Committee of Ayers Cliff for keeping Home and School alive in their community!

The dozen or so parents on the School Committee are all Home and School members. Mme. LeTourneau, who also happens to be a teacher at the school, is the designated Home and School representative for this year and handles all the Federation correspondence.

This is an excellent example of the ways in which locals adapt our structures to their own needs and problems. It might well be emulated by other schools whose parent population is not large enough to support the formulation of two separate parent groups.

Block Parents help make streets safe

Pictured are Mrs. Denis Fraser and her daughter, Christina. Denise was one of some 1,200 Block Parents who helped to make the city of Dollard des Ormeaux safer for Halloween. The distinctive red sign in her window indicated to all the little witches and goblins that Denise was there to help them in case of trouble. Similarly, most streets in the city have several Block Parent homes. This unique system not only provides children with a haven in an emergency, but also acts as an effective deterrent to troublemakers and thieves. A Block Parent street is a safe street!

Block Parents is established in approximately 200 communities throughout Quebec. Within each community, the children are taught about the system in school. They learn that the Block Parent does not provide food, drink, transportation or toilet facilities. They learn that they go to a Block Parent only in a real emergency; such as when they are lost, being harassed by a bully, being followed by a suspicious stranger, or being menaced by a bad dog. Thus children soon come to the realization that the Block Parent is an adult who really cares about them. How wonderful when they can say proudly, "My parents are Block Parents".



Received two copies of the NEWS?

We haven't made a mistake. But if you were a member last year and have joined Home & School again this year we now have your name on two mailing lists. Last year's list will be discarded after this issue of the NEWS. May we suggest you offer your second copy of the NEWS to a neighbor or new parent in your school so that they can discover, along with you, what is happening in education provincewide.

Thank you

Editorial Board, NEWS

FOCUS on the LOCALS



Heather McBride, Membership Chairman at Edgewater School in Pincourt, presents an honorary membership to Marian Daigle, Executive Vice-President of QFHS.

HAMPSTEAD

School's abuzz with song

With classes well under way, Hampstead School is abuzz with activity. Our children's choir has assembled for a second year and performed at our Remembrance Day assembly. Our guest speaker was Reverend Pipe of Queen Mary Road United Church.

We have our "birthday book" well under way. This is a project to earn money for the Home & School. For a small donation, pupils can have their names displayed during the week of their birthday in a special book in our front hall showcase. Also in our showcase is the annual exhibit of arts and crafts put on by our teachers. There are examples of china painting, watercolors and needlework, all done by our very talented staff. A bright spot in our entrance hall.

Our well-attended "meet-the-teacher" night was held on October 6. A large turnout was addressed by our principal, Mrs. Connie Bradshaw, as well as by our School Committee chairman, Mala Radacanu, and our Home & School president, Judy Kalman. We attracted many new volunteers for our various projects and many members for Home & School.

We are looking forward to a year of much activity, learning and fun, and wish the same to all our friends in other schools.

HOWICK

New craft sale

On Sat., Nov. 21, the Howick Elementary School Committee will sponsor a Craft Sale. This Sale will feature handmade crafts made and sold by professional craftspeople from all over the province. Wherever possible these craftspeople will be demonstrating their craft.

This Sale will afford you a perfect opportunity to buy unique and reasonably priced Christmas gifts.

Parents will be contributing home baked goods for a Home Baking Table. Light refreshments will be on sale.

All proceeds will go towards supporting school activities and field trips in the upcoming school year.

Reserve November 21. Take a ride in the country to Howick Craft Sale. We hope to make it an annual event.

EDGEWATER



Honey of a sale

During July and August, Edgewater School Library was open two afternoons a week with storytelling being a special feature in August.

The membership totalled 138 with an active group of 100. Total book circulation was 943 with only 1 lost, 1 damaged and 1 not returned.

A total of \$53.18 was 'earned' via membership fees and overdue fines. It is hoped that some new material for the library will be purchased with this money.

The success of this summer program was due to a core of volunteer mothers who staffed the library. It was a beneficial experience for these volunteer mothers and it nurtured an in-



terest in books and reading for the children.

"BEE A HONEY" was the slogan used for Edgewater's week long sale of honey.

Over \$500.00 profit was realized from the sale of this nutritional product. Monies will be used to assist various activities within Edgewater School.

LAKESHORE SCHOOLS

Logo signs meet needs

Bill 101 requires schools, even English language schools, to have French version of their name displayed in a more prominent position than their English version. This is not only costly to implement but may result in a rather inelegant appearance.

The Lakeshore School Board has decided to replace the lettering with a logo. The street number



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will be retained on the buildings together with the logo and a sign giving the simple name of the school, but no longer including the titles Elementary School or Ecole Primaire.

In the words of Dr. Joel Hartt, Chairman of the Lakeshore School Board: "As with most logos, it more or less adequately signifies the nature of the institution, but should, over time, come to be associated with the board. In heraldry blue symbolizes fidelity and steadfastness; green symbolizes freedom, beauty, joy, health and hope; white is a symbol of wisdom, cleanliness and innocence. These are all virtues that I'm sure you will agree are cherished by our community."

The logo, with its distinctive green globe outlined in white on a dark blue background, may now be seen on all the buildings on the Lakeshore School Board.

It was designed by architect Morris Greenbaum in collaboration with the Maintenance Department of the LSB at a cost of less than \$330.00.

Dawn Barrett

THORNDALE

Shooting for 528 members

Thorndale Home and School hopes that all our students, staff, and their families have enjoyed a safe and happy summer, and welcomes you back for another school year. We extend a warm welcome to all our new students and staff members. Though the setting is a new one for you, we hope you'll soon feel very much at home.

Thorndale Home & School undertook as its main project this past year, the funding of an activity playground on our school property. We hope that the construction of this playground will be finished shortly.

This year, as in past, Home & School will be running the school store and library. We will again be setting up a network of classmothers, sponsoring the Drama Group, Stamp Club and the Tute en Français lunch-time programme. We anticipate another successful Book Fair - proceeds going to our library, and we're looking forward to seeing you at our Chinese Cooking Evening.

We are in the school and can keep our finger on its pulse!

Last Fall, Thorndale Home & School ran a Halloween Safety Week with colouring contest and instruction in the use of reflective tape on costumes. The week was topped off by a 'make-up'

assembly which demonstrated that you don't need a mask to appear either spooky or beautiful! Our members have also been busy doing Canada Fitness testing, helping teachers, baking and Kool-Aid making! In general: doing all those things that make for a better, more enjoyable school for all our children.

This year, more than ever, we need you! We have 528 students in Thorndale this Fall. To the 210 Home and School members from last year - we say "Welcome Back". To our new families and those previously uncommitted to Home and School - there are at least 528 reasons to join. If you need more, we'd be glad to fill you in on the importance of our Association to you and your child.

MEMBERSHIP

Follow
Thorndale's
lead . . . AIM
FOR
100%

FOR SALE

The former Briarwood Home & School Association has for sale, at a good price, a public address system purchased just before closure last June.

It includes
AM/FM tuner
Amplifier, 70V output
Four microphones
Twelve speakers
(enclosed, mounted and wired—
ready for installation)
Headphone
plus wire, adapters, etc.

This system can be added to. Will play diffused music with talk-over announcements.

Call Judy Marnoch:

694-2723

COURTLAND PARK

Grade 4 to 6 ceramics course

Courtland Park Home and School Association has begun a busy new year.

On Sept. 17th a tea for class mothers was held. This event gives an opportunity for these indispensable gals to meet members of the Home and School executive as well as the teachers for whom they will serve as class liaison. This year we were also privileged to meet our new principal, Mrs. Petronko.

The children brought their parents to "Meet the Teacher" and see their classrooms on Sept. 21st.

This fall saw the inauguration of two extra-curricular activities.

A six week ceramics course is being offered to children in grades 4 to 6, and a ten week art course to children of the primary grades. Hopefully in the future music will also be offered.

And if this is not enough to keep everyone hopping, the kids will soon be able to enjoy hopscotch in the school yard. Volunteer parents have been busy painting champ squares, hopscotch, and other games on the pavement.

The Country Fair held on Oct. 4th featured homebaking, crafts, antiques, a flea market and refreshments. This is the major fund raising event of the year at Courtland Park.

DRAWING CONTEST!

How kids see themselves

(or should do!)

For the second consecutive year the Quebec Safety League in co-operation with BP Canada will launch a safety drawing contest in Quebec's 2,517 elementary schools.

The organization committee of the "Make Student Safety a Priority" campaign will ask each student to originate a safety drawing on one or a combination of the following themes: the student as a pedestrian, a bicyclist, a moped user and/or as a passenger in the metro, a school bus, a city bus or a car.

The following cash prizes will be awarded, courtesy of BP Canada: 1st prize: \$250; 2nd prize:

\$100; 3rd, 4th, 5th, 6th and 7th prizes: \$50 each. The teacher of the student who wins first prize will receive \$100.

Representatives from the 16 organizations of the student safety campaign (1981-82) will form the jury.

Closing date for the competition has been set at December 15, 1981. The names of the winners will be announced December 23, 1981.

All elementary school students are invited to participate in the contest which will bring them to take a serious look at the ways and means of ensuring their own protection on their travel to and from school.

FAMILY LAW

More than a simple name change

Quebec's Civil Code, based on the Civil Code of France dating back to 1804, is in the process of being brought up to date. The first reforms undertaken concern "family law".

Behind these reforms are two principles which reflect the social change which has taken place in recent years. The principles are *the equality of men and women in relation to one another and before the law and the freedom of individuals to organize their family relations.*

A NAME FOR LIFE

Under the new Civil Code, a woman who marries retains her surname and given name in the exercise of her civil rights, for example on her income tax form.

She may use her husband's name socially if she wishes. A woman who married before the coming into force of this provision may retain her husband's name or revert to her maiden name. In the latter case, the woman should contact those agencies with which she is concerned to effect the name change.

MATRIMONIAL REGIME

The matrimonial regime is the contract made between man and wife as to ownership and administration of property acquired during or before marriage. It also determines how such property is to be divided in case of separation, divorce or death.

The Civil Code provides for two types of regime. One is *partner-*

ship of acquests and the other is *separation as to property*. However, a couple may choose the regime of community of property or any other type of notarial contract established by notarial deed.

If there is no marriage contract to agree on the choice of a matrimonial regime, the couple will be subject to the legal regime of partnership of acquests as from the day of their marriage.

It is possible to change the marriage contract either before or during marriage, provided this is done by notarial deed.

PARTNERSHIP OF ACQUESTS

Under this regime, property is divided into two kinds: private property and acquests. Wages, income from investments or other sources, as well as property acquired with these monies, are considered to be *acquests*. Each spouse is free to administer his property, but may not make a gift of a major portion of his *acquests* without the consent of the other.

SEPARATION AS TO PROPERTY

The spouse may dispose of his or her own property without the consent of the other, and has no say in the administration of the property of the other. On divorce each retains whatever is in his or her name and is not obliged to share it with the other.

An important reservation in this regime is the provisions regarding family residence.

FAMILY RESIDENCE

A spouse owning the family residence and household furniture must have the consent of the other before disposing of it. The family residence refers to the dwelling usually occupied by the family, be it house or apartment.

A declaration of family residence must be made, to ensure this protection under the Code, by either or both of the spouses, if one of the spouses is the owner; or the landlord must be notified, if they are tenants.

A district registry office will file the declaration on payment of \$8, or a declaration can be made before a notary or lawyer. The Régie du logement offices will provide forms for the notice to the landlord.

CHILDREN'S SURNAMES

The Civil Code now permits the father and mother to choose jointly the surnames of their children. The surname may be that of the father, of the mother or a name composed of both and limited to two parts.

Minors born before April 2, 1981 can change their surnames in accordance with these provisions, provided the change takes place before April 2, 1983. The change will cost \$50 and is made on application to the Minister of Justice.

FAMILY DEBTS

Both spouses are now share responsibility for family debts, irrespective of matrimonial regime, when those debts are incurred in the interest of the family, and provided that the other spouse has not previously informed the supplier of goods or services in writing of unwillingness to accept this liability.

For further information regarding the new Civil Code, contact the following offices on the Ministry of Justice: Montreal: Palais de justice, 1 rue Notre-Dame est, bureau 3.133, Montreal, Que. H2Y 1B6. Quebec City: 1200 route de l'Église, 9e étage, Sainte-Foy, Que. G1L 4M1.

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