



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 17, NO. 4

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

September 1981

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

Return postage guaranteed
Return to publisher

More changes in the offing *Confessional Boards and Schools*

Changes in Quebec society over the past twenty years have called into question the 'confessional' structure of Quebec elementary and secondary schooling. In 1966 the Royal Commission of Enquiry on Education in the Province of Quebec (Parent Commission) had noted challenge to the

System of Roman Catholic and Protestant schools with the rise of pluralism. Its report recommended a 'unified' system managing both French and English schools designated for Roman Catholics, for Protestants and for those supporting neither of these confessions, but the recommendation was not

acted upon.

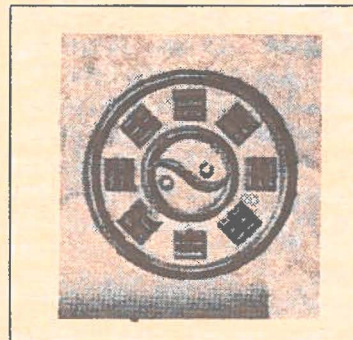
The case of Notre-Dame-des-Neiges school in Montreal, a French school hitherto Roman Catholic, but which applied for recognition as a non-confessional school, illustrated last year the limitations of the confessional system in recognizing the expressed wishes of

powers and the same privileges and subject to the same obligations as the "commissioners" of the majority school board.

In Quebec and Montreal, where there were high concentrations of Protestants, all public schools were specified as both "confessional" and "common" by law. They were required to admit all children from all parts of the city, regardless of religion.

Outside of Quebec and Montreal, 'dissentient' schools — most of them Protestant — where 'confessional' by law and could refuse to admit children of another religious faith. The schools of the majority, though common by law, became confessional *in fact* where a population was Roman Catholic entirely, or Protestant, where a dissentient school had come into existence.

At entry into Confederation, the Protestants sought to preserve the autonomy and identity of the school system they had built up. The French



Roman Catholic clergy were concerned to save for the Church its educational function. Together such groups intensified the confessional aspects of the school system and were in large measure responsible for the provisions of the school system and were in large measure responsible for the provisions of the British North America Act which were intended to protect the established rights of religious minorities in both Upper and Lower Canada.

I'M ADOPTED

Cathleen Ponk, Grade 8 John Rennie High School

*They told me lies to still the pain
They told me lies so I would not ask again
But the truth soon enlightened me.
I knew it was so, it was plain to see
I still look upon those untruths
And ask myself, why did they have to lie?
To protect, to coat the wrong-doing?
To try and lift the weight on their shoulders?
That still got heavy with every lie.
I lay on my bed to reflect
I lay on my bed and learned to respect the
deception.
The questions still flooding back
Even if I dammed them up
Who am I? Who are my parents?*

*They told me lies to still the pain
They told me lies so I would not ask again
I no longer have an identity.
I'm just a person, but with dignity
I often ask myself
Do I look like my mother... my father?
No, I guess I look like me
Now I don't know where to begin
Maybe because I'm nearing the end
The unsaid curses I'd like now to say
To the people that gave me up
Now they'll pay!
I guess.*

*They told me lies to still the pain
They told me lies so I would not ask again
I shall turn my back on life and face the
black sea
I walk towards the turquoise ocean my last
night
I look and see my teared expression
I look deeper and see myself
The hand, I feel it around me like a fortress
Sensations of the water around my waist
This is no rash decision, just a way to escape
Water all around, nearing my head
The roaring of the seagulls, the crying in my
mind.
Water over my head—wait, I hear voices
I'm pulled out of the captain's den
They told me lies because they love me!*

Reprinted from the John Agnew Memorial issue of "Fledglings", Lakeshore School Board, 1981.



parents that their child's school become non-confessional.

Recently the government of Quebec has made it known in various ways that it intends to resolve the problems being experienced in the school system as a result of its confessionalism. As a result it is expected that draft legislation will propose the setting up of a third network of schools, alongside those recognized as Roman Catholic and as Protestant, which, for want of a better word, may be called 'neutral'.

WHY DO WE HAVE CONFESSONAL SCHOOLS?

Education in Quebec was first of all the work of the Roman Catholic Church under the French régime. Following the Conquest, attempts were made to establish a centralized school system under the State. Subse-



quently, in 1841 local administrative bodies came to be established, using the model of "school boards" and local real estate taxes for funding, along with government grants.

The 1841 Act established common schools intended for all the children of a given district. But it also created the privilege of 'dissent', so that in any school district a group professing a religion different from that of the majority had the right to have a school administered by "trustees," with the same

Q.F.H.S.A. FALL CONFERENCE 1981

featuring

LEADERSHIP - INFORMATION - PARTICIPATION

Saturday, September 26, 1981
8:30 a.m. - 4:15 p.m.
Lindsay Place High School
111 Broadview Avenue
Pointe Claire, Quebec

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

A special feature will be a Plenary Session—"Facing the Issues—an up-date". We encourage Home and Schoolers to invite teachers, school committee members, administrators, school board members to attend the conference and to share these concerns about present and possible future changes in the school system.

Full program details appear on p. 5 of this issue.

Registration forms will be mailed shortly to all local Home & School associations. If your school does not have a Home & School please reserve directly by calling Quebec Federation of Home and School Associations at (514) 933-3664. Registration fee for conference: \$3.00 (includes lunch).

Editorial comment

No value in "Neutral schools"

Because they do not appreciate the full implications of the move, most people could be excused for being sympathetic to reports that the provincial government will recognize so-called "neutral" schools. According to supporters of the idea, the picture is black and white. We either restrict ourselves to the two confessional systems which now exist and are called Roman Catholic and Protestant, or we add "neutral" schools which have no religious affiliations.

Two things need to be made to be made clear. Firstly, that under the British

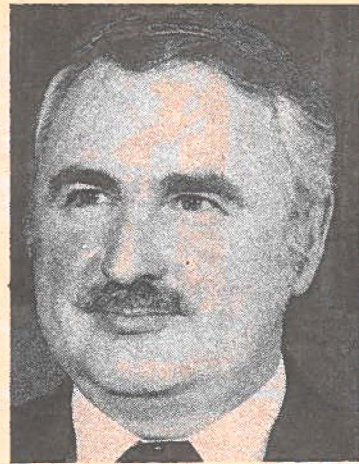
North America Act, the right to confessional schools as they are in this province has been to date the only safeguard for an autonomous English language educational system, the Protestant system. Secondly, that a "neutral" system might well turn out to deliver schooling which, because it has no roots in religious culture and practice, may ill-serve young people because it will be incapable of representing commitment to a set of unequivocal moral values in which right is right and wrong is wrong. School systems in other parts of

North America which are "neutral" by law have been strongly criticized for the relativism of their moral teaching.

Confessionality is not the bogeyman that government seems to represent. It provides today, as in the past, a vital ingredient in the maintenance of the English language and culture of Quebec. Broadly applied, it can avoid the challenge to religious freedom and provide a justification for universal values and recognition of the spiritual nature of mankind.

A.M.

Ernest Spiller
Associate Deputy
Minister of Education



Our place

As schools prepare to reopen for the 1981-82 session, it is appropriate to recall the origin and development of Quebec's Protestant schools. This is important because the far-reaching changes of the past fifteen years are likely to continue in the forthcoming school year; in fact, very radical changes appear imminent.

Catholic and Protestant schools came into being because French-speaking Roman Catholics resisted successfully attempts to introduce a single state school system; they regarded this integration as a threat to their religion, language and culture.

Protestant schools were built, financed, equipped, staffed and run by citizens affiliated with one of the many different Protestant churches. In so doing they exercised their right to dissent. Although French-

Continued on page 4, see: "... values count"

Peter Wilby
Reprinted from The Sunday
Times. April 26, 1981

Higher score for the new teaching

THE progressive primary school teacher, who lets children chatter, allows them choice of activities, never smacks them and rarely gives spelling tests, is due for an apology.

She has spent five years standing disgraced in the classroom corner, after a major research project blamed her trendy, do-as-you-please methods for low standards in reading and maths. Now Neville Bennett, who carried out the research, says that it wasn't her fault after all and that her methods are just as good as the old-fashioned ones. It was, apparently, a case of mistaken identity.

In his book *Teaching Styles and Pupil Progress*, published in 1976, Bennett, now professor of educational research at Lancaster University, denounced progressive teaching methods. He concluded, after studying primary classrooms in the North-West, that children taught by informal methods were held back in the basic subjects. Those taught formally, in the traditional fashion, did much better. Teachers who mixed formal and informal methods also got good results, though not as good as the formal.

But, in the June issue of the *British Journal of Educational*

Psychology, Bennett will announce that he has re-examined his data and changed the results:—

READING. Bennett now says: "Informal teachers get the highest mean scores, mixed the lowest, and formal is in the middle."

In 1976, he said: "Pupils of formal and mixed teachers progress more than those of informal teachers, the difference be-

"Formal style has the highest mean, mixed the lowest, and informal was in the middle."

In 1976, formal pupils were also top, but mixed was in the middle and informal lowest.

Bennett says that he did not get his sums wrong the first time; it is just that new sums have been invented. The original research was based on a 28-point profile of each teacher's classroom style. Were

Bennett has discovered that they are really sloppy, careless individuals. They do not make children learn their tables. They do not give homework

favour a formal approach. But, he adds, the differences are rarely significant.

"It's just a matter of a few points on a reading test," he said last week. "It really isn't worth turning things upside-down for that."

But Bennett is unrepentant about the anti-progressive furore he caused five years ago. "Your research is only as good as the technology you've got," he says, "and I used the best available at the time. We have better statistical techniques now."

He doubts whether people took much notice of him in the first place. A year after his book was published, a survey found that one in three primary teachers had never heard of its results and that fewer than one in 10 had read it.

"Teachers are fairly sensible people," says Bennett. "They don't lurch one way or the other." In that, teachers may be inclined to add, they are unlike researchers.

Here's how different teachers rate

Informal teachers preferred integration of subject matter. Allowed pupil choice of work, may allow pupils choice of seating, gave few tests, did little grading, gave little or no homework.

Mixed teachers preferred class teaching, with some using integrated approach to subject matter, some subject-orientated. Individual work, or group work also used, some testing and homework.

Formal teachers stressed separate subject teaching by way of class teaching and individual work. Pupil choice of work minimal, little latitude to pupil in choice of seating; movement and talk are curbed.

ing equivalent to some three to five months' difference in performance."

MATHS. Bennett now says: "The formal and informal styles are close and substantially above the mixed style."

In 1976, he said: "Formal pupils are superior to both mixed and informal pupils."

ENGLISH. Bennett now says:

children expected to keep quiet? Were they smacked? Were they taught in small groups or as a whole class? Since few teachers were consistently formal or informal over all 28 points, the problem was to define when formal teaching became mixed teaching and when mixed became informal.

What Bennett has done now is to re-assign teachers between the three categories, using new statistical techniques, developed by colleagues at Lancaster. (If you want to know, they are called "latent class models" and "unbalanced variance component models.") Thus many of those getting bad results turn out not to have been informal teachers after all.

The villains, all along, apparently, were the mixed teachers. In 1976, they seemed sensible and balanced; now,

regularly nor do they test arithmetic and spelling weekly. They are more likely than other teachers to have serious discipline problems.

This may sound like a description of informal teaching and that, no doubt, was how the mistake occurred in the first place. But these teachers also made pupils stay in the same seats for most of the day, rarely took them out of school and relied heavily on textbooks—that is why they are put in the mixed category. And, in Bennett's new analysis, it is they, not the informal teachers, who consistently get the worst results.

So has the "back to basics" movement of the last five years been a mistake? In the same issue of the psychology journal, John Gray, education lecturer at Sheffield University, says that most British studies of primary teaching methods still



Quebec Home & School NEWS

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

EDITORIAL BOARD: Layout: Gordon Perry; Advertising: Sandra Keightley; Focus on the Locals, Articles, Rewrite, Policy: Alex Morris, Joan Mansfield, Gillian Hayes, Syd Dutton, Fay Richardson; Editor: Dorothy Chant.

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OTHER PEOPLES OPINIONS

SUPPORT YOUR CHILDREN

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Hearing from you...

Educate young about bus safety

Madam,

I was driving along Lakeshore Road towards Baie d'Urfe recently when I noticed that an MUC bus was stopped up ahead, letting on and off passengers. Whereas in the normal course of events I would have driven past without a second thought, this time I had a premonition that a kid was going to step out from behind the bus right in my path. I often have premonitions, and I always take heed of them, so I automatically slowed down and had my foot poised over the brake.

This was just as well because when I was actually alongside of the bus, a 14- or 15-year-old boy came right out into the road from behind the bus, looking neither right nor left. I slammed my foot down and came to a shrieking halt — literally inches away from him. I can honestly say that, had I not had my foot already on the brake, there was no way I could have stopped in time.

The boy came over to my window and when I told him he had no business coming out from behind a bus like that, and how lucky he was to still be alive, to my complete astonishment he began saying that it was my

fault because I should have come to a stop and not gone past a bus that was letting on and off passengers. I tried to explain that the stopping rule applied only to school buses, but he was completely deaf to what I said and kept on yelling that it was my fault.

I drove around the block and hoped to be able to waylay the boy and persuade him to talk it over with his parents. He refused to believe me but I felt certain he would believe his parents. Unfortunately, he was nowhere in sight.

I gathered my three children (aged 14, 12 and 11) and I asked them if they thought that the same rule applied to MUC buses as applied to school buses. I was aghast to find that they did!

I spoke to the principals of Macdonald High, Dorset and Oakridge Elementary Schools and advised them what had happened, and how I felt they should warn kids not to treat an MUC bus as they would a school bus. My suggestion was readily received. However, that was only three schools in the area, and there must be many other children out there under this same misapprehension.

Joanna Woodhouse
Baie d'Urfe



OWEN BUCKINGHAM

PRESIDENT'S MESSAGE

The start of another school year is now upon us. By all signs it looks like it is going to be a busy and active year for Home and School. The Régime Pédagogique has now been passed as law. What does this mean next year and the years following concerning curriculum at the Elementary and Secondary level? Quebec Federation through this, our newspaper, and through workshops at the local levels, where requested, will do its utmost to keep you, the parents, informed.

Another issue that has come to the forefront at the Ministry level is the Confessionality aspect of schools. The question being discussed and asked is, "Should our school system in Quebec still remain as a confessional one, Protestant and Roman Catholic, or should it be changed and how?". Quebec Federation's stand is that confessionality of schools has not

been a major problem for the Protestant sector and until there are some guarantees for our English education in the Constitution we favour the protection that is given us in the B.N.A. Act.

These are only two issues that are of importance to you as parents. There are many others. The only way to be informed is to become active in your school. Make Home & School a strong force in your school community. Ask questions of your principal and school board representative. Ask questions of Quebec Federation. Remember that Quebec Federation of Home and School Associations is the only independent voice of English parents that has the right to ask questions and present briefs directly to the Ministry of Education.

Join your Home and School, make it active, and a better education will be the result for your children.

Subsidy not as stated by MEQ

Dear Ms. Chant,

I write with respect to the story on page 1 of Volume 17, no. 3, which deals with the savage increases in the fees which will be charged foreign students from non-francophone countries attending Quebec universities in 1981.

These fees are very much larger than the fees which have as yet been charged in any other Canadian province. The figure of 60% used by the Ministry refers to the average for the province. The new fees represent nearly 70% of the cost of educating a student at Bishop's,

and of the order of 90% Concordia's cost.

The Ministry has already realized its "saving" of \$5,700,000 by subtracting it from the grants. When the decrease in the level of registration of foreign students becomes evident, we have had no firm commitment from the Ministry that we will receive any compensation.

Yours truly,

C.I.H. Nicholl
Principal, Bishop's University,
Lennoxville, Quebec

INTERNATIONAL BACCALAUREATE

Private schools may offer

Six or more private English schools have been asked to indicate their interest in the possibility of including the International Baccalaureate Program in their course of study. The schools are Lower Canada Collège, Miss Edgar's and Miss Cramp's, St. George's School, Selwyn House, The Study and Trafalgar School.

The International Baccalaureate is an internationally recognized secondary program over six years which leads to university entrance. The program includes three languages: English, French and a third.

Access to the program would be possible for children whose parents are temporarily resident in Quebec and not landed immigrants.

The Quebec government agreed last March to modify the Charter of the French Language (Bill 101) to permit such students to enrol in the International Baccalaureate program. The top management of interna-

tional head offices in Montreal had requested the move in order to attract or retain head offices in Montreal.

It is reported that integration of the international program in French private schools had been rejected because several of such schools already offer a baccalaureate program on the European model.

When the English private schools have made their interest in the new program known to the educational authorities, it is planned to carry out a survey to discover the number of children of parents temporarily resident in Quebec. It is expected that any extra costs beyond those of the regular programs in the private schools will be covered by the parents. Employees involved in assignments outside their home countries in the service of international companies regularly receive special education allowances for school-age children.

Budget facts from MEQ

June 11/81... The education budget will increase by 13.7% in 1981-82, compared to the 80/81 budget. Without imposed cuts, the education account would have grown by 18%, whereas the collective wealth is currently increasing at a rate of 11%. Education makes up about 30% of the provincial budget, a proportion which represents the level of expenditure incurred during the expansion of the various levels of schooling over the past fifteen years. This expansion is now stabilizing or even reversing.

The Ministry of Education has announced that it nevertheless intends to proceed with changes to the education system within the narrow manoeuvring room permitted by budgetary rules and collective agreements, although the rate of change will be slowed down.

June 12/81... The principal recommendations of the Auditor-General's final report on school board financing call for closer control on the student population statistics and better recording of the teacher qualifications which are the basis for grants. Changes to bring about better budget projections and better control of school board expenditures were also called for.

As a result the Ministry of Education has brought in measures to bring to light duplicate registrations of pupils and to check school board pupil population reports.

A special operation will verify the educational qualifications of teachers to ensure that they are correct. The role of the school board's outside auditor has also been amended to make for better controls.

The Ministry sees the newly introduced 'closed' budget system as favouring better projections of school board finance needs, since it permits faster

checks on financial situations.

June 6/81... Private schools will be affected by budget cuts, but since they represent a variety of different financial situations budget cuts will affect them in different ways.

An increase of 2.4% in operational costs for 1981-82 will be allotted overall to private schools, though within this increase some institutions will receive an increase of as much as 5% (kindergarten) and others will receive less. Particularly hard hit will be vocational colleges which, according to the Ministry, have in recent years

received substantial subsidies compared with the general academic sector.

Schools specializing in the education of children with learning difficulties will be the least affected by budgetary restrictions.

Private schools are the subject of draft legislation which will permit them to increase their fees, but will also change the method of financing of private education for 60% or 80% of the costs, to a method under which the value of the installations provided will be totally funded according to a very detailed evaluation.

Montreal budget up 8.8%

The budgets for the eight school boards in the Island of Montreal and their School Council will amount to some \$905 million for operating expenses in 1981-82. This sum represents an increase of \$73.4 million over the previous year.

The operating budget of the boards and the Island Council breaks down as follows:

As for revenues, approx-

\$641.2 million - personnel salaries
\$ 91.7 million - debt service
\$ 46.7 million - employee fringe benefits
\$ 55.3 million - purchase of supplies and materials
\$ 46.7 million - fees and contracts
\$ 23.3 million - other expenses (absorption of deficits, etc.)

imately \$827.1 million comes from government grants, \$36 million from miscellaneous revenues (rental of buildings, receipts from school cafeterias,

etc.) and \$39.5 million from the school tax.

The tax rate on property in the area of the School Council of the Island of Montreal has been set at 14.8¢ per hundred dollars of property evaluation, an increase of one percent over 1980-81. The income from this source will represent 5.45% of the School Council's total

budget, compared with 5.4% in 1980-81.

The budgets for the eight Montreal boards and the School Council compare as follows:

	1980-81	1981-82
C.E.C.M.(M.S.C.C.)	\$385,598,473	\$414,069,535
C.E.P.G.M.(P.S.B.G.M.)	114,855,213	123,416,961
Jérôme-Le Royer	66,938,244	75,840,912
Baldwin-Cartier	49,551,655	57,135,734
Sault-Saint-Louis	38,793,094	46,079,259
Lakeshore	35,226,218	39,144,570
Sainte-Croix	27,798,586	31,143,780
Verdun	20,002,128	22,162,919
Conseil scolaire	2,625,868	1,474,808

The thorny problem of confessionality

ATTEMPTS TO RE-ORGANIZE SCHOOLING

The Parent Commission's recommendation, that school boards be "unified" and that schools other than Roman Catholic or Protestant be recognized in the province's school network, was not adopted by the government of the 60's. Instead there was a move to make the existing system more efficient by reducing the number of boards and through the establishment of regional school boards responsible for secondary education, and in some cases elementary education, and formed by a group of contiguous local or sector school boards.

In Montreal the Council for the Reorganization of Schooling the Island of Montreal had

the mission to recommend on the reorganization of schooling in its area. It reviewed the idea of unified boards dispensing both Roman Catholic and Protestant education, in French and in English, and rejected it.

In its final report (Page Report 1968) the majority of the Council recommended that there be two kinds of school board, one French and one English, responsible for elementary and secondary schooling in one or the other language.

Protestants on the Council for School Reorganization (among them Doreen Richter of Quebec Federation of Home and School Associations) did not disagree with language boards but dissented because of the absence of adequate guarantees for the rights of English Protestants and English Catholics.

An English Catholic member objected because of the likelihood of such an English system being run by English Protestants.

At the establishment of the School Council of the Island of Montreal in 1972, school boards on the Island were regrouped into eight school boards, two Protestant and six Catholic, and the historical confessional school board structure.

Unified or 'multiconfessional' school boards exist at present in Quebec, in New Quebec and on the North Shore of the Gulf of the St. Lawrence. They are funded by direct grants from the government and are administered by government appointees. On the North Shore (Du Littoral Board) the individual schools are almost exclusively distinct as to religion and language. The remoteness of the area served requires special arrangements for a sparse population.

of moral education which excludes religious subjects.

Protestant schools offer only one course of moral and religious education which includes teaching about religion and excludes the teaching of religious doctrine. Parents may also request exemption for their children from this program.



Educators will point out that there is more to confessionality in schools than the formal course of study of religious questions. Teachers of other subjects may be expected to reinforce the religion or philosophy of the school in discussion of literary, scientific or philosophic topics. Religious celebrations may be part of school life.

THE POLITICS OF CONFESSIONALITY

Through the right to dissent and to set up Protestant school boards, members of the English-speaking community have been able to influence and direct a significant network of schools throughout Quebec. This network and other institutions (universities, hospitals) have made it difficult to ignore the presence in Quebec of an English-speaking community, in the context of a society and time which demands a Quebec which is French in the way in which Ontario is English.

The Charter of the French Language (Bill 101) requires that access to English schools be based on a parent's attendance at an English elementary school in Quebec. This requirement, since its implementation in 1977, has reduced the traditional percentage of children attending English schools. To serve their Protestant, non-Catholic populations, school boards which once had few or no French schools have proceeded to develop a network of French Protestant schools. The clientele of these schools is primarily non-French-speaking children, for whom French schooling is to be, in the plans of the language legislators, the means of integrating them into the French culture and institutions of Quebec. The administrators of these networks of schools may well be English-speaking educators, instead of educational leaders from the French community.

In such circumstances as these, it is understandable that the government of Quebec feels a need to respond to calls from editorialists in the French press for a school system which will be French and non-Catholic, non-Protestant, and more welcoming to New Quebecers by reason of the elimination of the problem of confessionality and exemptions from religious teaching.

IMPLICATIONS FOR EXISTING SCHOOL BOARDS

In a time of decreasing enrolments and reduced finances, the possible flight of a proportion of present and

future clientele of confessional schools to schools called 'Neutral' is not regarded with enthusiasm by school boards faced with already difficult decisions on the management of school closures and the maintenance of services.

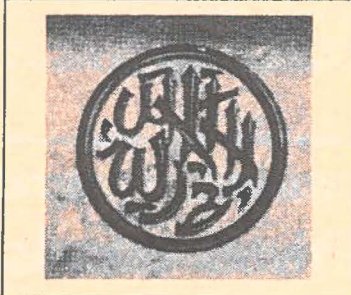
With resources and pupils diverted to a third kind of school system, the outlook for already hard-pressed Protestant and Catholic school systems must become even more grim. Catholic boards, particularly in Montreal, are caught between vociferous parent groups calling, on the one hand for schools more firmly rooted in Roman Catholicism, and on the other hand for freedom of conscience and recognition of the pluralistic nature of modern-day French schools. Protestant boards are aware of the predilection of their communities to dissent from almost any labelling which has a religious connotation; their communities have had great difficulty in coming to terms with Quebec's emphasis on collective, rather than individual, rights.

LANGUAGE BOARDS, THEN?

As noted, earlier, reorganization of Montreal Island school boards into French and English was the recommendation of a small majority of community representatives in 1968. Certainly, the change from two confessional systems into two language systems avoids the spectra of a third, 'neutral', system of schools.

In 1968, there was no talk of change to the rights guaranteed with regard to schooling established by the British North America Act in 1867. In 1981, guarantees for minority language education have been drafted in the Canada Constitution Act and its Charter of Rights proposed by the Canadian government.

Should the Canadian Charter of Rights and its minority language education provision come into effect, there would,



seem to be an important element missing if there is not confirmed, the right of minority language communities to manage their own school systems. New Brunswick has recently put this right into law and into effect.

Whether confessional schools would survive in such a structure of English and French language systems would then be a question of what historical rights survived in a new Canadian constitution and the political will of the language community represented.

Editorial comment

... values count

Continued from page two...

Protestant schools developed later, the Protestant schools were principally for the children of parents who were English-speaking and products of the British-American culture.

Because the Catholic schools were closed to non-Catholics, Protestant schools were expected to open their doors to them. Thus evolved the present pluralist population in Protestant schools which still serve the Protestant students but, on an equal basis, serve also students of all creeds, religions, of all ethnic and national origins. At the time of the construction of the comprehensive high schools permitting a specialization in technical-vocational subjects, English-Catholics and English-Protestants concluded agreements whereby Catholic students could also attend Protestant schools. They still do.

It is important to note that this evolution of the Protestant school to include in the student body and on the teaching staff Protestants and non-Protestants has not meant and need not mean the loss of the school's Protestant identity.

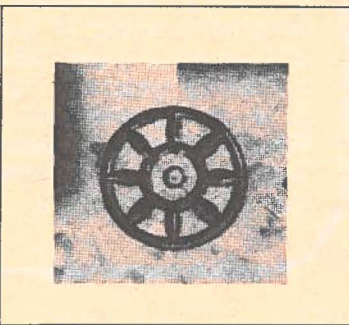
The school is Protestant if it is transmitting Protestant values among which are freedom of thought, liberty of conscience, opposition to discrimination of any kind, the spirit of unhampered intellectual enquiry, the pursuit of academic excellence and the inherent respect for work.

It will be recalled that universal education was espoused by Protestants after the Reformation to enable everyone to read the Bible for himself. There has always been a consensus among Quebec Protestants that children should acquire a knowledge of the Bible in school. Bible study is, therefore, part of the revised course in moral and religious education prepared by the Ministry. But it is fundamental to stress that no religious belief is taught or imposed upon children in Protestant schools; the interpretation of the Biblical passages studied and the fostering of a belief in God is left to the family and to the church.

M.R.E. courses (moral and religious education) also include the study of world religions as well as human growth and development. Sex education is still included in the latter. The chief aim of such teaching is to enable young people to make sound moral judgements for themselves.

The Protestant school has served the individual, the family and the community and not the Church, the State or the Collectivity.

Let all of us who are associated with those who presently attend or who have attended Protestant schools do our best to respect these high principles and to work together, regardless of past differences, in the interest of the school we believe will best serve our young of present and future generations.



ROMAN CATHOLIC, PROTESTANT - AND OTHER

Those who are baptized into the Roman Catholic Church and subsequently become practising Catholics know who they are, although that may not mean they support the IDEA of Roman Catholic schools. Jurisprudence has defined Protestants as Christians who do not accept the authority of the Pope. Such Protestants may or may not be in favour of Protestant schools.

There are obviously other faiths present in Quebec society, some of long standing and with substantial communities such as the Jewish faiths. The practice of educating Jewish children in Protestant schools started in Montreal, where most Jews in the 19th century settled, and is carried on by agreement with the Jewish community. The Privy Council in 1928 had held that the provincial legislature had the right to bring into being Jewish schools, but no action was taken on the matter.

In 1966, the Parent Commission on Education in Quebec reported that when parents ask that their children be educated in institutions associated with no religious faith, the public school system can no longer remain exclusively confessional. 'Freedom of conscience' includes the freedom to belong to no church or to believe in no religious teaching, to refuse to be labelled Roman Catholic or Protestant.

MORAL AND RELIGIOUS EDUCATION

The Catholic Committee of the Superior Council of Education in Quebec recognizes the right of parents to ask for their child's exemption from the (Catholic) religious teaching offered in schools administered by Roman Catholic school boards. Such children must be offered an alternative program

IT'S YOUR TAX MONEY
VOICE YOUR OPINION
JOIN HOME & SCHOOL

Can't read well, check your brain

The Children's Broadcast Institute is a non-profit charitable organization whose aim is to improve the quantity and quality of children's TV programming, and to heighten the awareness of the public to the importance of better TV watching for our children.

In a recent brief to the CRTC the Children's Broadcast Institute set out its fundamental beliefs about the special media requirements of the Canadian child in a television environment which is primarily adult and American in content and character. This brief stated in part:

• Special television programming for children is essential because children make assumptions about the world that are qualitatively as well as quantitatively different from those of adults. To communicate with children effectively it is appropriate to use forms and types of presentations different from those used to communicate with adults.

• Canadian children, like

other Canadians, are entitled to the full benefit of the Canadian broadcasting system, including a choice of programs. Programming for children should be a diverse mixture of entertainment, information, and education, and should reflect the cultural, linguistic and regional variations among Canadian children.

The brief recommends that

Children's television

children's programming should be planned as an integrated whole rather than a series of unrelated programs, and that programs should be initiated from a variety of regional production centers in order to more accurately reflect the social and cultural patterns of the country.

Dyslexia is the failure to learn to read at the normal rate by a person who is of normal in-

telligence and receives an adequate educational exposure.

Recent research conducted by the Learning Disorders Unit at Massachusetts General Hospital indicates that the problem may be related to an unusual brain shape.

Normally a section of the human brain on the top and back of the skull (known as the parietal and occipital lobes) is

larger on the left side than the right side. This area is involved in reading and writing skills, math skills, and vision. In 25 percent of the population reversed asymmetry occurs, that is, the right side is larger than the left. These brain structures are revealed by computed tomographic scans, or CT scans, which are X-ray images of thin cross-sections of the head.

Of a total of 53 dyslectic

RESOURCES AVAILABLE FROM CBI

A Report on the Festival of Children's Programming. Montreal 1977, 48 pp. Available in English or French at no charge.

Children's Television Programming: Some prior considerations and research designs for Canadian broadcasts. Edited by Janet Solberg, Research Branch, CRTC, 1977, 98 pp. Available in English or French—\$5.00.

Children and Television: A digest of events saluting International Year of the Child. Edited by André H. Caron, 1980, 79 pp. Available in English or French at no charge.

"Is Your Child a TV Junkie? A practical guide to TV viewing" by David and Janis Nostbakken, reprinted from *Front Row Centre* Winter 1978, 2 pages. Available at no charge.

children involved in the Massachusetts study CT scans revealed that 42 percent had reversed asymmetry of the parietal and occipital lobes. This is a statistically significant difference, and according to Dr. Peter Rosenberger, director of the research team, indicates that a specific lack of talent for various skills may be

inherited.

In a new study to be conducted by this research team the doctors will be studying the brain structures of people with a family history of learning disorders to determine whether an individual's inborn talents and weaknesses may be determined by the shape of the brain.

LEADERSHIP CONFERENCE PROGRAM

SATURDAY 26 SEPTEMBER 1981

9:00 - 10:30 PLENARY SESSION - "Facing the Issues"

An update on current issues in education where *parental involvement* may be vital.

Confessionality: What do we mean by 'confessional' schools? What is the difference between Catholic, Protestant, Neutral? What are the implications of any change in this direction?

MRE - Sex Education: Recent new MEQ programs presently in use in some Quebec schools have been criticized by some parental groups. What's it all about?

Régime Pédagogique: This topic was highlighted at our recent AGM. What should we at the local school level be aware of as the new regime is introduced into our schools?

Under the chairmanship of Owen Buckingham, President, QFHSA, these topics and others will be addressed by speakers qualified to give up-to-date information and answer questions from participants.

10:30 - 11:00 An opportunity to view a special publications display, a possible fund-raising display and enjoy some refreshments.

11:00 - 12:30 HOME AND SCHOOL — "What's it all About?"

Leader: **Marion Daigle**, Executive Vice-President, QFHSA.

This workshop involving the whole group will examine the structures of the Home and School Association, the School Committees, the importance of Membership, the Membership Fee, Parental Involvement - local level, provincial level, our relationship with other external organizations, etc.

By having a background of information about Home & School itself, members can therefore become more effective leaders in their own local Home & School communities. A question and answer period will provide an opportunity for everyone to be better informed.

12:30 - 13:30 LUNCHEON

13:30 - 14:45 WORKSHOPS - PART 1

1) **Leadership Development** - to be continued in Part II
Leader: **Gavin Turley**, YMCA

Will provide an opportunity for participants to explore their skills and abilities at working more effectively with others. Emphasis will be given to the application of leadership through Home & School Associations.

2) **Membership and Publicity**

Leader: **Fay Richardson**, M'ship Development Chairman, QFHSA

To assist Home & School membership campaigns in local schools. Members of the panel will highlight constructive ideas to improve membership, hints on producing an effective school newsletter, publicizing your school's activities in 'Focus on the Locals' section of the our NEWS and publicity at the local level.

3) **Programs - Elementary school level**

Leader: **Ann Trzcienski**, Courtland Park Home & School

Will concentrate on setting up effective after-school and/or lunch hour programs, fund-raising ideas, educational programs for parents—all with a view to broadening the horizons of both parents and children in your school community. A special feature will include ideas for Fitness & Nutrition programs

-an outgrowth of a special workshop held at the 1981 AGM of the Canadian Home and School and Parent-Teacher Federation.

4) Consultation and Liaison

Leader: **Owen Buckingham**, President, QFHSA

What is meant by 'consultation'? What role does the Home & School play in the consultation process? What is the role of the school principal? The school commissioner? How can your local Home & School become more involved in educational matters affecting student education?

14:50 - 16:00 WORKSHOPS - PART II

1) **Leadership Development** - (cont. from Part I)

2) **Committee Work at the Local Level**

Leaders: **Marilyn Ashby**, Chairman, Safety/Transportation Committee, QFHSA

Margo Purvis, Chairman, Resolutions Committee, QFHSA

(Former presidents of Windermere and Christmas Park Home & Schools respectively)

Ideas for and tips on setting up various committees for a more effective organization - Programs, Liaison with School Committee, Safety, Hospitality, Library, Fund-raising, Curriculum, Volunteers. Also included will be suggestions on how to channel your Committee ideas to the provincial level of QFHSA - Resolutions, Safety/Transportation, French Language, MRE, Educational TV, etc.

3) **Programs - High School Level**

Leader: **Wilma Irvin**, Asst. Newsletter Co-ordinator, John Rennie High School.

Constructive ideas on planning successful programs for parents and teenagers - Career Days, Curriculum, Topical Issues - e.g. Drug and Alcohol Abuse, Rape, Babysitting Courses for Young Teens, Community Projects, Volunteers, Fund-raising, Youth Protection Act, MRE, etc. Panelists will include Home & Schoolers who have provided these programs in their own schools - they have succeeded - come and share your ideas while gaining new ones for your local.

4) **Communications**

Leader: **Alex Morris**, Past President, QFHSA

Through role playing techniques participants will gain insight into what communication is, how we communicate and to whom. While potential executive members will learn how to foster communication with their local, members-at-large will benefit from learning how to participate actively in a group situation. Something for everyone in this workshop.

5) **Parents and Teachers**

Leader: **Anne Macwhirter**, Vice-President, QFHSA

Positive and constructive means of achieving good rapport between parents and teachers will be discussed. How do parents and teachers work together at your school? What role does the principal play in ensuring co-operation? How effective is the staff representative? How important are parent volunteers in your school? A teacher representative, school principal and parent involved in school activities will animate the discussion.

REGISTER EARLY. Forms available through the President of your local Home & School association or call directly to QFHSA office (514) 933-3664. Registration Fee: \$3.00 (includes lunch)

START THE YEAR RIGHT ...

A new school year begins. Hundreds of children will be going to school for the first time. In school they will be exposed to infectious diseases. Check your child's immunization record and bring it up to date—NOW!

School health professionals are alarmed by the numbers of young children in elementary school who have not been immunized against dangerous infectious diseases. In many States, such immunization is compulsory. Here in Quebec it is up to parents to take the responsibility for seeing that

**have
your
child
shot !**

their children receive the protection provided by immunization.

SMOKELESS TOBACCO

How safe?

It's safer! I won't have to worry about lung cancer, and all that stuff, if I just use smokeless tobacco.

This claim is being made to induce teenagers to start chewing or dipping. And now the teens are taking up the refrain, seemingly secure in the thought that they've found something that won't be so dangerous to health.

But how secure is all this refuge? Maybe not so impregnable.

Dipping snuff, or smokeless tobacco—a habit growing in popularity around the country—may quadruple the risk of getting mouth cancer, a U.S. National Cancer Institute study has warned.

The researchers also found that the risk of cancers of the

**DISEASE
KILLS!**

gum and cheek—the tissues that come into direct contact with the finely ground tobacco—may rise as much as 50-fold among chronic users.

SMOKING HABITS OF CANADIANS

The latest Canadian smoking and health statistics are now available. Ask for *Smoking Habits of Canadians 1965-1979*, Technical Reports Series No. 9. The reports can be obtained free-of-charge from the Information Resources Unit, Health Promotion Directorate, Health & Welfare, Canada, Ottawa K1A 1B4 (613-996-1545).

USE THE MEDICAL RECORD BOOK

The Quebec Ministry of Social Affairs provides for each newborn a blue 'Carnet de santé' or medical record book. In it are reminders for all the different immunizations recommended and the age at which they should be administered. The vaccines are available free of charge at every health clinic in every municipality. The local town hall will be able to provide information as to where the clinics are held and when. Family doctors will also give the necessary shots for the cost of the vaccine used.

WHY IMMUNIZATION?

Forty years ago smallpox was a scourge and vaccination against it was in full swing. The success of immunization has been such that now the risk of contracting smallpox is less than the danger of the vaccination process. Consequently it is only in regions like India, Bangladesh and Africa that smallpox is still a threat and mass immunization has ceased except for those areas.

Polio is a better-known disease in North America among parents, who remember the scares of polio epidemics when they were children and the welcome accorded development of polio vaccine. Nowadays, even single cases of polio seem rare and epidemics are a thing of the past. But this may not long be the case if families and communities forget that polio has still not been completely controlled. The danger may return if immunization programs are ignored. And the immunization program will only be dropped when international medicine establishes that the risk of contracting polio has



become less than the risk inherent in any vaccine.

GERMAN MEASLES AND GIRLS

Before German measles (rubella) vaccine was licensed in the U.S. in 1969, there were epidemics every six to nine years. These epidemics were followed by the birth of many thousands of infants with serious birth defects—blindness, deafness heart disease and brain damage. Their mothers had contracted German measles during pregnancy.

Since 1969, German measles immunization has been carried out on children over 12 months of age. Medical authorities say that it is particularly important that the vaccine be given to

girls approaching puberty who were not immunized as infants or through contracting German measles.

RED MEASLES

Major epidemics of red measles used to occur in the U.S. before a vaccine was available. The number of reported cases dropped by 90% after introduction of the vaccine. Post-measles encephalitis has correspondingly decreased and no major outbreaks have occurred.

However, periodic outbreaks have been reported in various groups of children and adolescents during the past three or more years. Those who were never immunized totalled, in 1975, some 35% of the children 1 to 4 years of age.

SEPTEMBER 21/26

Bus safety week ...

The following recommendations are offered as part of the awareness campaign "Make School Bus Safety A Priority" co-sponsored by 15 organizations anxious to improve the situation in Quebec. They are meant to enlighten the adult public on the attitudes and habits of children. They are presented by the Quebec Safety League to help motorists and parents protect youngsters in traffic:

1. Youngsters, especially preschoolers, expect pedestrian walks to be safe at all times, no matter the conditions.
2. Children under 10 have a tendency to look only in one direction before crossing a street or road.
3. Children have a hard time

judging distance and speed of vehicles relative to their own movements.

4. The most common failing among children is that of darting out on to a busy roadway without warning.

If it is deemed imperative that children be taught the rules of pedestrian safety, it is equally important for motorists to realize that a child's ability to behave in a safe manner in traffic varies with his or her age, says the League. Children can and should be taught the rudiments of traffic safety. However, the responsibility to exercise due care and caution in the presence of children is incumbent upon the motorists until such time as children are old enough to understand and practice safety.

... make it last all year

The Quebec Federation of Home and School Associations (QFHSA), a parents group—in cooperation with other participating organizations representing school bus drivers, operators, school officials, teachers, law enforcement agencies, and the Quebec Safety League—wishes to highlight its continuing safety campaign for school busing during Canada's Third National School Bus Safety Week. The themes we wish to stress and imprint on peoples' minds are *The Requirements of the Law and the Responsibilities of Parents* in the matter of school busing.

This first week after the end of the summer holidays, school buses are back on the road. Another school year has begun. Children have to relearn the ABC's of safety—to Always Be Careful. Parents, who have the fundamental responsibility for the welfare of their children, must ensure their children learn the rules of safety and practice them in the context of the school setting. Parents, also, as an example to their own children, have a responsibility particularly at this time to practice safe driving at the wheel of a car and to observe the law.

In every province the law requires motorists to stop for school buses taking on or discharging passengers. But many motorists apparently do not know the law or do not care. In

either event, to create a greater Awareness of the law and make the environment safer for the most precious possession of parents—their children—QFHSA is continuing its 'Bumper Sticker' campaign to proclaim our message of school bus safety—Stop/Arret! These are available from Quebec Federation Office.

Further safety factors to be considered as school begins once again are recommended as follows:

Bus Safety

Volunteer School Bus Monitors are strongly recommended for the first few weeks of school with emphasis on teaching all, especially new pupils, to board and disembark safely plus behave appropriately on the bus.

Pedestrian Safety Safe Route to School!

If a child is just starting school or if he or she is new in the district, parents should discover with the child the safest route and insist that it be followed every day.

In certain regions, particularly in large urban centers, alternate safe routes are traced in special pamphlets aimed at parents, especially in areas where access routes present certain hazards.

Whether or not such information is available from the school board, parents should check out alternate routes to determine which side of the street or road is safest, which intersections are busiest, which side-streets are open to traffic, level crossings and those intersections protected by crossing guards.

ENROLL NOW **accredited driver education courses**

CONDUCTED BY **MONTREAL CITY MOTOR LEAGUE**

1123 St. Catherine W.
YMCA Pointe Claire
also at your high school

844-7303
CALL FOR FREE BROCHURE

For TEENAGERS and ADULTS
(16 years and over—all ages)

The 9th Annual Quebec Reading Conference sponsored by Reading-Québec-Lecture and the McGill Reading Centre, will be held at the Sheraton-Mount Royal Hotel November 5th and 6th. Registration is \$30. per day, \$50. for two days. A banquet will be held Thursday evening at a cost of \$15. Guest speaker will be Neil Postman.

For further information, please contact:

The McGill Reading Centre
3700 McTavish St., Montreal, Quebec H3A 1Y2
Telephone: (514) 392-8888, 392-8879

Here's how you can influence government action

An important function for Home and School is to persuade elected representatives to act promptly in any course of action which would improve the education and welfare of children and youth.

Working as a unit, the Home and School can often bring about positive changes in the educational system, in the health and welfare departments of government, in social services which affect young people, and in improved safety for our youth.

Following is a checklist to be considered should the need for action arise. (This action may be in response to proposed legislation, outdated or annoying educational policies, the need for improved services, or new programs introduced into the curriculum.)

Who has jurisdiction over decision-making?

A Is it a federal law or legislation you wish to have changed? (Family allowances, hazardous product labelling, safety regulations in manufacture of school buses, etc.)

B Does it concern provincial legislation or control? (Schools Act, provincial departments of education, health or social services, etc.)

C Is the matter a municipal one where you may wish to contact your city, town or village council?

D Do you have a concern that must receive consideration by your local school board? (Class sizes, bus transportation for students, report card system.)

E There may be occasion to meet with your principal and discuss such matters as school reports, disciplinary measures, curriculum, etc.

Now that you have carefully considered which decision-making authority you wish to approach... form a committee of at least three members to

A review the problem;
B research all areas which will provide you with facts to support your point of view;
C contact your provincial federation, section, district council or area representative, who may be able to offer

helpful suggestions;

D prepare your material in written form and have it approved by your association, or the association executive if the membership has given them authority.

NOTE: It is very important to research policies, by-laws, regulations and any other factual material which pertains to your concern.

If you don't know where to obtain information, contact one of the above under C. (Or information may be obtained from the proper government department, the Queen's Printer, or a public library.)

Federal and provincial levels:

To obtain action at these levels, you may submit resolutions to Quebec Federation or to your section. These resolutions are then presented on your behalf to the appropriate provincial departments for consideration and action.

Resolutions which are national in scope are presented by Quebec Federation to the Canadian Home and School and Parent-Teacher Federation at its annual meeting. The National Federation then petitions the proper government departments, members of the House of Commons, etc., to obtain required action.

Resolutions submitted by Home and School Associations in Quebec have led to many important improvements for our youth over the years.

(For information regarding the submission of resolutions, contact the Federation Office.)

Municipal, school board or school:

Should the concern of your Home and School Association be of a local nature, you must decide to whom any request for action should be directed—i.e., municipality, school board or

local school. (If you are in doubt, contact the executive secretary of the Federation, the district council, area representative, or anyone on the Board of Directors at the section or federation level for their guidance.)

Once the target for action has been established, proceed to outline your facts in a positive and logical fashion.

You may wish to seek the support of your local council in some cases.

• Always be sure of your facts.
• Anticipate questions and be prepared to give answers and constructive suggestions.

• Be concise.
• Be pleasant and polite, but firm.

As an individual:

Direct communication with your local elected representative cannot be emphasized enough.

A personal appeal and a direct explanation often work wonders, but make sure that what you are requesting lies within their jurisdiction. (Member of Parliament, member of the National Assembly, member of municipal council, member of board of school trustees.)

These are your spokesmen in government. Help keep them informed and, at the same time, request information whenever needed.

New legislation is often of interest to Home and Schoolers. Tell your representative you wish to be kept informed of any changes affecting your home and lifestyle.

By showing a concern, by providing reliable information, and by voicing sincere support or objection, you will soon have a valuable ally.

YOU can influence government decisions!

Be informed and become involved.

You owe it to yourself
(and your children)

QFHSA CONSULTATION

Federation's often the only voice

- 1) Ministry of Education, Quebec.** Educational concerns expressed by QFHSA are channeled to MEQ through the Associate Deputy Minister of Education.
- 2) Superior Council of Education.** The advisory body to the provincial government. QFHSA is often asked to make representations and is called on to hear briefs or presentations by the Council.
- 3) Protestant Committee of Superior Council.** Represents the concerns of parents in the Protestant sector in education. It is particularly concerned with matters of a "confessional" nature.

QFHSA is asked to share parental concerns with this body.

- 4) Quebec Association of Protestant School Boards.** QFHSA is the only parental group which regularly attends meetings of the Board of Directors.
- 5) Protestant Education Service.** Responsible for the formation of moral and religious education programs for Protestant schools. The only parental involvement—QFHSA.
- 6) Quebec Safety League.** QFHSA is the only anglophone group represented in the League. Our STOP/ARRET bumper sticker bus safety campaign

has been a valuable contribution. The chairman of our safety/transportation committee and the President regularly attend meetings of the League.

- 7) PAPT/PACT Curriculum Council.** QFHSA provides the only parental input to this council. Its mandate is to study and monitor curricula for the English language school system.
- 8) Primary and Secondary Language Arts Committees.** The MEQ committees are responsible for devising language arts programs for English schools. QFHSA has provided valuable parental involvement to both committees.

Home & School's involved in many ways

LIAISON

Provincial Association of Protestant Teachers/
Provincial Association of Catholic Teachers (PAPT/PACT)
Curriculum Council

- Celia Davids (*Régime Pédagogique*)
- June Ellingsen (alternate)

Provincial Association of Protestant Teachers (PAPT)
Parent/Teacher Liaison

- Marion Daigle
- Al Locke

Primary Language Arts Committee

- Nina Stein

Secondary Language Arts Committee

- Kathie Matchett
- Marg Bozel (alternate)

Quebec Association of Protestant School Boards (QAPSB)

- Barbara Milne-Smith
- Calvin Potter and Marion Daigle (alternates)

Protestant School Board of Greater Montreal (PSBGM)

- Joyce Payan
- Val Carpenter and Celia Davids (alternates)

Central Parents Committee (PSBGM)

- Gisela Amarica

Lakeshore School Board (LSB)

- Dawn Barrett

Central Parents Committee (LSB)

- Margo Purvis

Fédération des comités de parents de l'île de Montréal

- Owen Buckingham

Association des parents catholiques du Québec

- Peggy McArthur

REPRESENTATION TO OTHER ORGANIZATIONS

Canadian Home and School and Parent-Teacher Federation (CHSPTF)

Quebec Association of Children with Learning Disabilities (QACLD)

Ethnic and Religion Educators of Quebec (EREQ)

Quebec Association for Crippled Children - tag day

Quebec Association for Emotional Development in Children

Quebec ad hoc committee Multiculturalism - Rose

Kandalgaonkar, Gisela Amarica

Quebec Association for Gifted Children - Rose

Kandalgaonkar

DIRECT REPRESENTATION TO NATIONAL BODIES CHSPTF

National Council of Boy Scouts of Canada - Allan Locke

United Nations in Canada Association - Marilyn Ashby

Metric Commission - Doreen Richter

International Union of Family Organizations - Owen

Buckingham

CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION maintains a liaison with the following national organizations.-

Canada Safety Council

Canadian Association for Young Children

Canadian Chamber of Commerce, Education Centre

Canadian Citizenship Federation

Canadian Commission for UNESCO

Canadian Council for Exceptional Children

Canadian Council on Smoking and Health

Canadian Education Association

Canadian Red Cross Youth

Canadian School Trustees' Association

Canadian Teachers' Federation

Canadian UNICEF Committee

Children's Broadcast Institute

International Development Education Centre of Ontario

International Union of Family Organizations, Paris, France

International Union of Family Organizations - Canadian

Committee

Metric Commission

National Council of Boy Scouts Canada

National Voluntary Organizations

Vanier Institute of the Family

United Nations in Canada Association

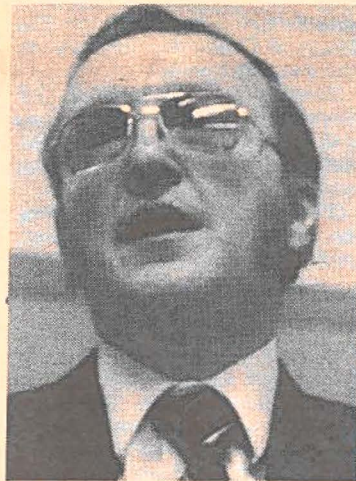


Shirt sleeve sessions are the order of the day (or night) for Board Meetings. The same is true of the monthly Executive sessions which keep things humming along at Federation level.

Home and School Active



Celia Davids, Bilingualism Grants Chairman, speaks to a resolution from the floor at the 1980 AGM.



Garth Bulmer, Chairman, Protestant Committee of the Superior Council and Lucien Rossaert, Vice-chairman Superior Council, both addressed mid-term President's Meeting this year. Day long meetings includes many workshops.

Ernest R. Spiller, Associate Deputy Minister of Education is a good friend of H&S and a regular visitor and speaker.



Dodie Chant, editor of the NEWS, was this years recipient of the Buzzell Award for outstanding work for Federation and its activities on behalf of children. With her are John Parker, Hon. Pres. QFHSA and Gretchen Code, Pres. Macdonald High.

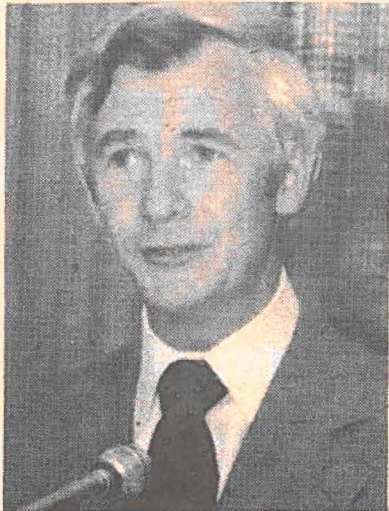


Where Home & School began, Baddeck, Nova Scotia, in 1895. Seen are more recent presidents and other representatives of provincial Home & School Associations.



Jon Percy, Hudson Home & School was obviously delighted to win 'draw' prize at this years AGM. This is second year in a row for him.

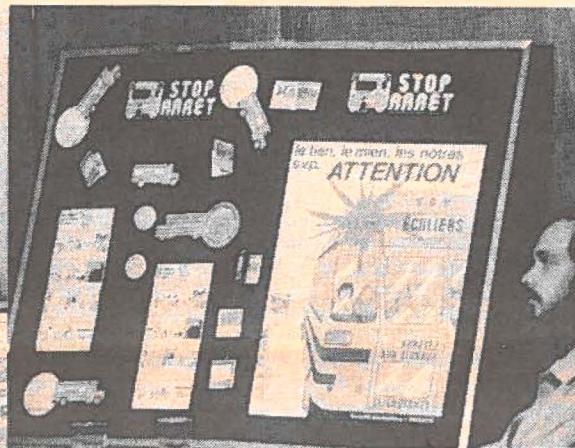
nd School ivities...



David Johnston, Principal, McGill University was keynote speaker at 1981 Annual Meeting of Quebec Federation.



"What Canada Means to Me" contest winners at the 1979 QFHSA Annual Meeting.



Quebec Safety League launched it's Fall Safety Campaign with a Press Conference last year. Federation President Cal Potter was one of speakers. Notice Quebec Federation's STOP/ARRET sticker in the promotional material. They are still available from Federation office.



Lorne Hayes, Gaspésian Regional School Board, presents award to Dianne Legresley, for long time service to New Carlisle Home & School.



Quebec Federation takes to the road for Membership Development meetings as well as Mini-Conferences around the province. This was one of the workshop sessions at a Quebec City Conference.

It also takes to the road in a literal sense as well. This group went to St. Andrews, N.B. to the Premiers Conference to state its views—it's also been to Ottawa on similar ventures.



Quebec Federation of Home & School Associations
4795 St. Catherine Street West
Montreal, P.Q. H3Z 1S8

Enclosed is \$4.00 for a year's membership in QFHSA.

Name
Address
City
School attended by Child(ren)
Postal Code

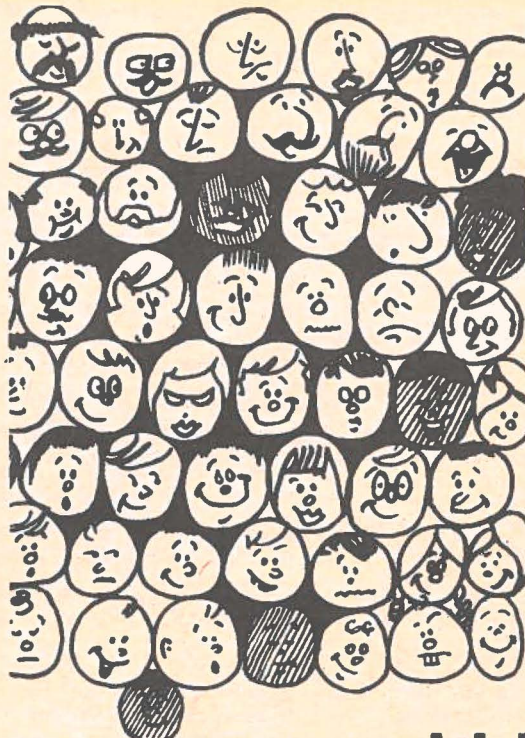
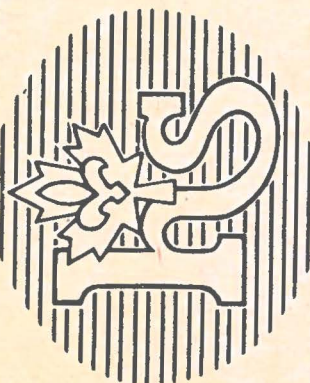
\$4.00 Makes You a Winner

Everyone who joins Home and School wins. Become aware and involved in what's going on in Quebec education.

If you are not a member of a local Home & School Association, but would like to support Federation, send \$4.00 (it includes a subscription to the NEWS) to:

JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION

"Invite a friend to join H & S"



MEMBERSHIP SECTION

IT'S ABOUT US

... I joined and found time to help

I joined Valois Park Home and School when our first child entered Kindergarten. That year I only paid my fees. When I was offered a position on the Executive the following year, my first concern was "time". Our youngest child was two, and because I am basically a "home person" I didn't want to become too involved. The position of Membership Chairman was presented as a rather hectic one during September-October, but one that could be challenging and interesting. Apart from the monthly meetings, most of the work could be done at home, at my own pace, and at my own convenience (the organizing, the lists, the membership cards, and the telephone calls). With this in mind I accepted the position and attended my first Home and School Executive meeting

in June 1979.

One of my sources of instant help and cooperation, apart from the school staff and parents, is the Quebec Federation. Because of my location on the West Island, they are only a phone call away. The Federation has been most generous to me with their materials, their ideas, their enthusiasm, and their time. One of the "mild" complaints we hear when collecting membership is the \$4.00 paid to Federation, thought by some parents to be too much. Perhaps we don't realize the importance of this provincial organization, a very independent body of very interested parents and teachers recognized and respected throughout the province by the government, the school boards, and the teachers. The Federation com-

municates frequently with parents and teachers at the local levels through its newspaper (Quebec Home and School News) and its workshops and conferences. It is our voice speaking out to the provincial government for better education for our children. And so, a larger membership means a stronger position at the provincial level. dawning of increased home and school involvement. Cut-backs in government grants are forcing school boards to make drastic cuts in their spending. Perhaps, we as parents, through the volunteer programs and fund-raising activities in our schools, can help inject some of that badly needed time and money to keep our community schools "alive and well". The very first fund-

raiser in most schools is the membership drive. Although the amount made by a local association may seem insignificant (Valois Park's 174 members meant \$174.00), this money is used for the local's operational expenses and can lead the way to more elaborate activities.

Some parents have more restrictions on their time than others. They could, perhaps become the more "passive" supporters by renewing their memberships or joining for the first time their local Home and School Associations. In this way everyone becomes involved in the most important aspect of our children's lives, their education.

Donalda Walker
Membership Chairman,
Valois Park

WHY A HOME AND SCHOOL ASSOCIATION IS IMPORTANT

You count

- Be a member of a group of parents in your school devoted to the education and well-being of the children in your community.
- Your membership at the local level automatically gives you membership in Quebec Federation of Home and School Associations, an independent voice in education in Quebec.
- Your provincial membership links you with the Canadian Home and School and Parent-Teacher Federation which aims for informed parents and teachers in the field of education and child development. You become a partner in the largest volunteer organization in Canada.

QFHSA can help you:

- In promoting SAFETY in your school and in all schools throughout Quebec. QFHSA works very closely with the Quebec Safety League in promoting safety for both pedestrian and bussed children. Our STOP/ARRET bumper sticker campaign is highly successful.
- Through a STUDENT ACCIDENT INSURANCE PLAN initiated by QFHSA's Insurance Committee and widely distributed through our Quebec schools.
- The NEWS—our newspaper which enjoys a reputation as a well informed vehicle for disseminating information on educational matters. FOCUS ON THE LOCALS features local association activities.

A.G.M.

The Annual General Meeting of Quebec Federation of Home and School Associations where RESOLUTIONS formulated by our locals form the basis of our policies as a provincial body. The AGM presents workshops, hears experts in the field of education and presents AWARDS to deserving individuals.

PROVINCIAL COMMITTEES

QFHSA is the only parental organization with members on the Primary Language Arts Committee, Secondary Language Arts Committee, the Protestant Education Services Committee, the PACT/PAPT Curriculum Council. Decisions by these bodies ultimately have an effect on the quality of education in our local schools.

FEDERALLY

QFHSA Membership Development Committee receives a grant to assist Off-Island English language communities retain their identity by offering leadership workshops.

The Canada Constitution Committee of QFHSA submitted a brief on your behalf before the Joint House/Senate Committee re minority language rights in education.

QFHSA has been pressing the federal government in the matter of ACCOUNTABILITY for the use of federal grants for minority education.

WHY JOIN HOME & SCHOOL?

Quebec Federation of Home & School Associations has been a vital part of the Quebec educational scene since 1944. Hopefully the above remarks have convinced you that it is still fulfilling a need.

CONSULTATION

Do you count?

If you are not consulted, you don't count. The big people are in the mainstream. They are consulted.

But every stream has its eddies, its whirlpools, its deep water and its backwaters. Even the big chaps are sometimes left out. And because consultation now matters a great deal, being left out is a scandal if you're big and hurtful if you are small.

Some people think that consulting about a proposal is the same exercise as disseminating an innovation, but disseminating ideas in the world of research and development has attracted a huge literature.

A handful of articles apart, consultation is deserted. A great deal is written about sensitivity, appraisal, modification, re-editing and changing the shape of the original. But somehow that doesn't sound like consultation. There, the aim is to publish a change of policy or a new regulation with the firm intention of having it adopted with as little messing about as possible. Those who initiated this kind of change want to keep the final form as near as possible to their own original.

Kinds of consultation

Some methods of consultation are neat and tidy. Green Paper precedes White Paper. A White Paper leads to a Bill. The less tidy ways of consulting people lack this shapeliness and are suspected of being half-secret or of trying to circumvent criticism. And semi-secret consultation does not give the impression that someone is trying positively to stimulate a debate.

Some proposals are too small or too unorganised to be worthy of the large treatment of Green Papers and White Papers. That is one explanation when someone is overlooked. Or sometimes potential consultees are forgotten because they are too insignificant. Or they are deliberately left out because they will be nuisances. To take this last approach seems very old-fashioned. The age of ignorant consultation ought to be long past.

More forgivable is the excuse that sometimes it is not clear who the people are who have an interest in being consulted. If you are overlooked, does it matter? Do the grumbles about lack of consultation stem from a sense of self-importance? Do all the faults lie solely in the eye of the beholder?

Fear of being left out takes two forms. We hate to say that we don't know enough. We hate to admit that we cannot judge whether the matter is sufficiently important to want to put our penn'orth in. This kind of diffidence is dangerous if other people regard it as apathy. Alternatively, we can ask too many questions about things to which we cannot contribute much. To poke your finger in the wrong pie means running the risk of being called a fussy spot.

Rules for consultation

Hints must be picked up carefully and with patience. They have to be understood as fully as possible—and weighed.

The second rule is to share one's knowledge—however slight—and to be ready to ques-

tion and discuss its significance. This is the stage where diffidence is unhelpful.

The third rule is to formulate one's response in a well-informed way. The six prerequisites are

- knowing the history of the proposal;
- having a knowledge of both traditional and new viewpoints about it;
- being clear about surroundings pressures and prejudices;
- remembering any interests which may so far have been forgotten;
- examining the cost;
- predicting middle term and long term implications.

Find & catch the issue

No one is going to make rules for himself or follow anyone else's code unless it is important to him to know enough and to be a useful person to consult. The essence of the exercise is to find and to catch the issue in which your own view matters. If the habit of "finding and catching" is an important one to you, making the time for it will be easier. And it will be easier to exercise discipline. Certainly, to improve one's own shrewdness in gathering and weighing information is a better answer than asking for a constant improvement and extension of opportunities to be formally consulted.

Shrewdness requires one or two other attitudes, too. If you do not welcome the prospect of the particular proposal you might hope that the reform will fail or run out of steam. Lack of consultation might subconsciously be welcomed. Alternatively, you can welcome reform. The relief of its introduction will lead you to help the initiator, tell him where to seek advice, help him map out patches of rough water which

need sensitive steersmanship.

Watering Down

What is sometimes called a redundancy of policy systems means that an issue might go through so many sieves that only a very thin trickle will emerge at the end. With all the impurities extracted and with all the reservations already built in, the stream of decision will be narrowed. And when this happens—in, for instance, the introduction of cash limiting—too many of us might, of course, have irons in the fire.

In contrast, too few people may care. If a new proposal is closely comparable to something which came along earlier you might rely on responses which you have already made. Why, then, should one worry unduly?

What is important?

Whether we should worry—and if so how much—is the big question. To answer it

we have to be certain that we know half-a-dozen other things. For instance, when we are worried about consultation, do we know which element has prime significance for the initiator? Is he simply responding to forces within the system? Is he being influenced by irresistible institutions? Is he simply rationalizing his planning? Are the proposals part of the inert drift of incrementalism? Does the new proposal represent a balancing act between interest groups? Or is the proposal simply put forward on the assumption that somewhere, someone from among the élite knows what is best for us?

We cannot be equally worried about every change. We have to know what matters. Perhaps we should worry more, panic less and grumble only very rarely.

Taken from an article by Joslyn Owen, Chief Education Officer for Devon, United Kingdom in the Times Educational Supplement, April 17, 1981.

SMOKING . . .

will be thing of past

Last March 25, at a press conference held in Montreal, the Quebec Council on Smoking and Health launched the Quebec Association of Non-Smokers (L'Association québécoise des non-fumeurs).

Four physicians and a professor of epidemiology at Laval University in Quebec demonstrated the hazards of smoking not only on smokers but also on non-smokers and on the fetus.

The Quebec Association of Non-Smokers wants to utilize these findings to organize all non-smokers to work towards a smoke-free environment. "We realize the lack of support of

governments in this area and the great pressure that the tobacco companies are exerting on them," a spokesperson said.

The Quebec Association of Non-Smokers wants to coordinate the efforts of all those who are fighting for better health for the people. It is necessary to interest all non-smokers in the Quebec Association of Non-Smokers to initiate a dialogue, and it is also necessary to assist those who want to quit smoking. "Everyone knows that this movement is destined towards an irreversible future and that in a few years the cigarette will be a thing of the past."

Become part of the action
JOIN HOME & SCHOOL

NEW BRUNSWICK AGM

32 Resolutions and much debate at conference

This year it was my good fortune to be asked to represent QFHSA at the 44th Annual General Meeting of the New Brunswick Federation of Home and School Associations, from June 5-7, in Shippegan, a small town on the northeastern part of the province, in the heart of the Acadian area of New Brunswick. This year the French sector of NBFHSA hosted the AGM with Mrs. Jeannine Finn, President of the Federation, in the chair. Other invited guests in attendance were Mrs. Kirsti Jarvis, President of CHSPTF, (Canadian Home and School and Parent-Teacher Federation) Mrs. Hilda Douglas, President of the Nova Scotia provincial federation and Mr. Lawren Morrell, President of the Prince Edward Island Federation.

On Friday evening I attended the Board of Directors meeting which got underway at 9 pm! Topics included: the proposed budget for the AGM, they too were hoping that requests for grants, and continued growth in membership would offset increased costs; following up a request that the New Brunswick Department of Education budget be examined; future meetings on their Constitution; purchase of new Charters in line with Supplementary Let-

ters Patent (should they be printed bilingually or unilingually).

On Saturday morning the French sector held their Annual Meeting, the English sector AGM had taken place a week earlier.

At 10:30 a.m. the Official Opening of NBFHSA took place at the University Centre, an extension of the University of Moncton. As New Brunswick is officially bilingual the Federation meeting was conducted in both French and English, using translation facilities made available through a grant from the Sect'y of State. The same bilingualism grant has made it possible for other translation services and this was highlighted in the presentation of Resolutions where each language group had a complete translation of all 32 resolutions plus 2 emergency ones! Those resolutions sent in by French Home & Schools were presented in French and vice versa. Lively debate and discussion took place in both languages. Because resolutions form the basis of the policy of Federation it was refreshing to see so much enthusiasm expressed on a wide variety of concerns: school bus safety, class sizes, school textbooks, public kindergartens (still not

part of the public school system in new Brunswick); facilities for hot meals at lunch time; increased library budgets; library services in general; IYDP; corporal punishment; curriculum; supply teachers; vandalism; food concessions in schools; loans and bursaries; drug and alcohol abuse. As teachers were on strike during this period an emergency resolution was introduced requesting that all parties return to the negotiation table in an attempt to arrive at a solution.

A Theme Workshop on the International Year of Disabled Persons was held in the afternoon when Miss Elizabeth Owens and Mr. Pierre Dumas of the New Brunswick Department of Education outlined for the combined group the Special Education services available at this time. The Educational Services Division has both French and English divisions started in 1975. Services are also available for students to attend special schools in other parts of the Atlantic provinces and, for francophone students, in Quebec. New Brunswick is very interested in "Mainstreaming" wherever possible. Tutoring services at home and in hospitals are available as well.

During the question and answer period in the English

section of the workshop Miss Owens made a special plea for all of us to nourish the talents of the handicapped child. Teaching skills must be improved to meet their needs and to discover their strengths. Community agencies must become more involved—CNIB, Council for Exceptional Children, CACLD, Canadian Association for Mentally Retarded, etc. She asked the NBFHSA to enter into a vigorous campaign to launch the services required for this segment of the population. Miss Owens is very committed to the cause of the disabled child and was an inspiration to us all.

On Saturday evening we were invited to a reception courtesy of the town of Shippegan followed by a banquet courtesy of the provincial Department of Fisheries, lobster, scallops, shrimp! Presentations were made to Mrs. Shirley Dobson, Executive Sect'y of NBFHSA who was celebrating her 25th year as a member of Home and School in that province, and to Mr. Gerard Dubé, outgoing Federation Treasurer, who was given a Life Membership. We were entertained by a splendid choir, Chorale La France of Tracadie. Mrs. Kirsti Jarvis, President of CHSPTF, brought greetings and installed the new

officers of the Federation.

On Sunday morning the AGM reconvened to tie up the loose ends and at noon it was all over for another year.

This was a special treat for me to be able to represent QFHSA for the first time outside our province, especially as New Brunswick is my native province. I was especially impressed with the relaxed way in which Mme. Finn was able to conduct the Federation AGM in both languages. The members of the Shippegan Home and School Association handled a registration of approximately 130 persons and their truly Acadian hospitality was in evidence everywhere. The French speaking population of the province are very involved in the work of Home and School and in education in general.

My personal thanks to Mme. Finn, President, and to Mrs. Shirley Dobson, Executive Secretary, who welcomed me on arrival in Chatham, New Brunswick, and along with a host of other Home and Schoolers made the AGM a memorable one for me.

Marion Daigle
Executive Vice-President

Teaching Human Sexuality

Separate fact from myth

The recognition that the school must provide some formal opportunity to teachers and students to separate myth from fact on the subject of human sexuality dates some years back from the present day. The social institution of the school is significant as a place where young people learn to get along with their peers and are conscious of their sexual identity.

New reasons for education in human sexuality at school are many. Sex is now discussed more openly than formerly in print and on radio and television. The consequences of sexual conduct are less frightening to young people because of medical advances in the control of conception and sexually transmitted diseases. Community censure has also lost much of its power to control irresponsible behaviour. There seems a readiness to permit nonmarital sexual activity by women as well as men. Young people are no longer closely supervised by adults; they see sexual behaviour as *their* choice, without connotation with sin or virtue.

Past Experience in Teaching Human Sexuality

Educators, both parents and teachers, are expressing dissatisfaction with human sexuality teaching which is based on the purveying of information and on "relativism," the idea that one course of conduct is as inherently good as another.

Information alone has not served young people well. Statistics from Anaheim, California, and from London, Ontario, show that, in spite of information programs spanning years of schooling, the incidence of teenage pregnancy and venereal disease continues to rise. The kind of information and the amount has been

powerless to instill in the young people served by the school system the responsible attitudes which was the aim.

Relativistic teaching has done nothing to support the social institutions, such as the family, and responsible social beha-

Attached is a document which I hope will be accepted as my report on attendance at this workshop on the teaching of human sexuality. It is a summary in my words of the significant points which are to be made on the subject at this stage, taking into consideration certain concerns expressed by communities in Quebec and elsewhere. Dr. William Lawlor of McGill provided inspiration for those present to lift sex education teaching out of the range of the

viour which demonstrates care for the other person.

The question then seems to be: given that the school has to be actively responsive to the needs of young people, particularly adolescents, for education about human relationships, how can it do this without conflict with a wide spectrum of moral and religious viewpoints?

Aims of Human Sexuality Education

Our relationships with others are more important and significant to our happiness as individuals than all the ideas and dogmas that society can provide. Human sexuality is an expression of the ability to care for another person. To care for another is to "choose, prize, cherish and act on behalf of" that person. The least form of caring for another is the biological or genital expression.

An aim for education in human sexuality must be to mitigate the promotion by the media and the peer group of sexuality as a commodity available on terms which resemble blackmail. Dr. Sol Gordon describes sexual activity as be-

utilitarian and to address the human values aspect of learning about relationships.

The first sections of the new Protestant MRE Program are ready for implementation at the Primary I and II and Secondary I and II levels this fall. A two week in-service training is being held at Bishop's in August for MRE teachers on the subject of this curriculum.

Joan Mansfield



ing either "energizing" or "dissipating." Sexual expression which does not reflect the value of the self and of the other is "dissipating"—and meaningless. Masters and Johnson have also arrived at this conclusion.

Research has shown that the values and attitudes of the parents have a long-term influence on the values and attitudes of the child. But research also shows that for adolescents, parents stand in third place of influence after the peer groups and the electronic media. This would seem to indicate that the topic of sexuality and sexual conduct needs to be dealt with where peers are grouped together and adult leadership can be exerted.

Problems of human sexuality teaching

The language appropriate to the aims, the subject matter and the age group is a problem which has to be resolved through negotiation between teacher and students, say the experts. Slang or colloquialisms can be demeaning or power-laden, and clinically correct language can inhibit teacher student exchange.

Since it is the role of every educator to give students new and more complete language, there can be no resort to a language style which is inappropriate for education. The teacher should make use of humour when necessary to navigate difficult moments.

Teachers are to expect difficult moments. They cannot feel obliged to be at ease with all topics or willing to share with their students their

thoughts on all aspects of human sexuality. By the same token, it is to be accepted that students should not feel constrained to express themselves publicly on the topics being discussed. Both parties have the right to their own privacy.

Teachers should also feel no constraint to show "they know everything." On the other hand, they *should* feel at ease with their own sexuality and be aware of their role in developing healthy, moral attitudes which will benefit society and individuals alike.

The Home and the School and human sexuality

If ever a school curriculum required the support of the school's community, it must be that in human sexuality. Parents influence attitudes in their children long before they start school, and they continue to play a vital role in the development of a healthy sexuality in their child.

Each community is likely to

have its own priorities and view of the problems which their children face and which the school can help moderate. Open communication with parents, and among parents, on the subject of a program in human sexuality is essential.

Perhaps what parents who voice opposition to education in human sexuality at the school are trying to express is their feeling that, being a utilitarian structure, the school is ill-equipped to reflect the high value which they place on human relationships. They may fear, most of all, a renewal of the quasi-clinical exercise that they perceive to have been the practice in the past.

Such opposition is a challenge to the school to overcome its timidity in the face of the difficulty of learning to live as caring, sexual beings in a society where a shallow, commercial view of sex is promoted by the popular culture of the day and many parents are themselves confused by changing roles and life-styles.

NYDP STUDY

How would you cope?

To promote the theme of the International Year of Disabled Persons, i.e. full participation and equality for the disabled; through consideration of our reactions as able-bodied people, towards the disabled. It is hoped that this self-exploration will facilitate discarding of negative emotions and reactions, and will encourage and develop more positive emotions and reactions.

Target Group

The International Year of Disabled Persons is directed to all citizens of society, to encourage self-examination of our attitudes toward the disabled, and an awareness of disabled people as individuals. This program might be directed at any teenage or adult group, available to meet for the required amount of time—for example, church groups, Home and School groups, and students. This program might also be adapted for elementary school students.

Time Requirement

Four one-half hour sessions, or preferable two sessions of one hour long would be suitable. The program could also possibly be offered as a single session of two hours, with a break after one hour.

As a class presentation, the homework disability has been pre-assigned and will be discussed. A segment of the film "Walk Awhile in my Shoes" (National Film Board) or "I Am Not What You See" (Man Alive program) will be shown first, followed by an open discussion of both the film and homework assignment. (A more suitable film for children would be "I'll Find a Way" (from the National Film Board).

My goals: 1) To facilitate group-centred discussion toward the goals of awareness of individual feelings and responses toward disabled persons; 2) To encourage the awareness of positive aspects of disabilities as well as the limitations imposed, i.e. what is possible for a disabled individual as well as what is not possible.

Homework Assignment:

Handicap - (various; assigned not chosen)

To consider for one week how this would affect one's life.

A. Six ways life would change; things one couldn't do.

B. Six things one enjoys that one could do.

Marilyn Ashby
Student, Teaching Strategies
Concordia University

School Safety Patrols

The Canadian Automobile Association has released a slide/cassette training program for School Safety Patrol members, demonstrating correct procedures under Canadian conditions. It is designed to assist police officers, teacher-supervisors and other adults. A second program is geared to ADULT School Crossing Guards. This program covers such items as use of the STOP sign, judging traffic, and co-operating with other road users.

For information, contact the CAA at 150 Gloucester St., Ottawa, Ont. K2P 0A6.

SEDC CONFERENCE

Special day for parents & children

PERSPECTIVES '81, a Conference on Child Health and Development will be held Nov. 13 and 14 at the Sheraton Mount-Royal Hotel in Montreal.

The two-day bilingual meeting is sponsored by the Society for Emotional Development in Children (SEDC), a non-profit organization founded by parents, providing information on child care and development.

The afternoon of Friday, Nov. 13, is open to parents and interested members of the public. A day-care centre will allow parents to bring their children while attending the conference. The session from 1:30 - 4:30 p.m. will feature the following speakers:

William G. Crook, M.D. of Jackson, Tenn., pediatrician, on food allergies and behaviour; Paul Dagenais-Pérusse, M.D., pediatrician at St. Jeanne D'Arc Hospital on childhood nutrition; and Didier Calvet of the Ecole St. Sylvain, Laval on psycho-motor development in children.

Fee for the session is \$15 and includes a concert to be given by Les Petits Violons at 5 p.m.

Saturday sessions are geared to professionals in the fields of

medicine, nursing, psychiatry, education, counselling, social work, nutrition, and child care.

Speakers, in addition to Doctors Crook and Dagenais-Pérusse, will include Sheila Cantor, M.D. from Winnipeg, Man., known for her research on the biological aspects of infantile schizophrenia; David Horrobin, M.D., Ph.D., neurophysiologist, will discuss recent studies on the biological aspects of hyperactivity; Dr. Albert Royer, former director of Pediatrics at St. Justine Hospital, will share his experience as a pediatrician in Tunisia for 15 years and Michel LeMay, M.D. also of Justine's, on parent-child bonding during early infancy.

Sessions will begin 9 a.m. and conclude with small discussion groups led by each of the speakers from 5 to 6 p.m.

The registration fee is \$65 and entitles participants to attend both days of the conference.

Deadline for registration is Oct. 23. Information and registration forms are available at the Society for Emotional Development in Children, 1181 rue de la Montagne, (514) 861-1527.

FOCUS on the LOCALS

... Goodbye to Lakeside Heights



MACDONALD HIGH

Debating Society takes provincial trophy

Macdonald High School Debating Society closed out its year with the championship debate. At stake was the Home and School Debating Trophy, going to the best in-school debaters of the year.

Twelve teams (24 debaters) entered the double knock-out round in February. Debates were held every Wednesday at lunch hour. Practise debates and nonsense rounds were staged from September through January. Every debater had a chance to debate at least four

times, the winners debated nine or ten times.

The society also took part in seven interscholastic events; four senior tournaments, two junior tournaments and a Model Parliament. All these were Quebec Student Debating Association events, and in many cases the debaters won top team prizes.

The highlights of the year include: winning the provincial championship, the McGill Trophy, and having Anthony Germain declared a member of

the Quebec team for the nationals. This is the fifth time in the last six years that Mac has placed a debator on the provincial team.

The Society's closing debate was on the topic that the influences of good outweigh the influences of evil in the world today. The style was Parliamentary cross-x, combining the formality of Parliament with the courtroom cross-examination style. It was an exciting debate, presented in front of the entire student body.

PRINCESS ELIZABETH

Ruth Steves honored at annual graduation ceremonies at Magog

MAGOG (CC) - Graduating from elementary level at Magog's Princess Elizabeth School has a colorful flair one might associate with completion of secondary or college. An established tradition here, the last day for students at P.E.E.S. is conducted on a ceremonial and social basis, with fanfare. Boys and girls leaving Magog's elementary can look forward to the tribute afforded others who have passed through this learning centre since 1949.

Guest speaker at the '81 graduation was former principal at the P.E.E.S., Mr. B. Hodge, now a house principal at Alexander Galt Regional High School. Thirty-four of the graduating scholars this year will be attending Mr. Hodge's Lennoxville school in September.

Mrs. Ruth Steves of Lennoxville, a veteran educator who taught at Magog for thirteen years, now entering retirement was guest of honor. In role of honored hostess, Mrs. Steves poured tea for the June 22nd graduation reception.

Joyce Buzzell, President of the Home and School Association, presented prizes, including an attractive book won by her group from the Quebec Association of H. & S. The book, to be placed in the Magog School library, was a prize for



Ruth Steves

Joyce Buzzell

the last term membership campaign conducted by Mrs. Scottina Dustin.

Other guests were Mrs. Jean Warnholtz, Magog district school board member, who addressed the grads and their guests and Harvey Catchpaw, newly elected chairman of the Magog School Committee.

Class teachers for the graduating group were Miss Elaine Laraway, George Onicz and Dean Ross. They, with other members of the P.E.E.S. staff, played an important role in the June 22nd graduation, hosting

parents, relatives and friends.

Commenting on the past school year, Principal Thomas Bean said it was most productive. He believes his school has maintained the high level in scholastic accomplishment called for by his board and demanded by most parents concerned with performance in P.E.E.S. Mr. Bean said the annual graduation ceremony and concluding reception was typical of the esprit de corps one can associate with this school and the community support provided for local education.

The problem of fitting over four hundred youngsters plus teachers and staff into one photo had professional photographer Mr. Tommy Thompson literally climbing the walls! His solution was to shoot from the roof of the school while his subjects huddled happily in the yard.

The resulting photo, which had been commissioned by Lakeside Heights Home and School Association, is a photo of the school. Not the physical structure, but the true school, that is to say, the people whose presence have given to Lakeside Heights that unique character which we have lost so reluctantly with the closure of our school.

An 8x10 copy of the photo was presented to each child and staff member on the final day of school. We hope it will be for all a lasting memento of some of the best years of their lives.

AYLMER

Pub Night raises big money

Residents of Aylmer will surely be looking forward to another Pub Night this fall and we hope that Aylmer Home and School will not disappoint them. This highly successful party has become an eagerly anticipated community event. Last year's Pub Night, held in November, made a profit of over \$1,000.

Another successful financial project was our Bicycle Raffle which realized a profit of over \$400. The teachers helped with the finances and prizes were given to the classes with the most ticket sales. A lucky grade six student was the winner of the bicycle.

An on-going concern of Aylmer Home and School is bus safety. Last year we distributed Bus Safety Stickers provided by Quebec Federation to the school population. We also sent a letter to our school board asking that they consider installing Stop Arm Devices on our buses. As a result we are having two of these Stop Arms installed on buses belonging to the Greater Hull Board.

GARDENVIEW

\$2000 walk

A Walk-a-thon, sponsored by Gardenview Home and School, was held during the week of May 25-29. It was carried out during regular gym periods by gym teacher Tim Dougherty and all the children participated. The students raised \$2,000. to be used for subsidizing field trips, buying gym equipment, etc.



GREENDALE

Drama with flying act

Drama plays an eminent role in the language arts program at Greendale School in Pierrefonds. Children, teachers and parents of the school unite each spring to produce a play to surpass all others.

Last spring's production, "Once Upon a Rainbow," was written and directed by Miss Cheryl Neill, a grade six teacher at Greendale. This musical, which contains 15 original songs, is a fantasy about a boy who is bullied by other children. He wishes himself into a mythical kingdom peopled by fairy-tale characters including a princess, a witch, a ghou, a two-headed troll, elves and "spybirds." The cast of 35 grade five and six students was supplemented by a choir of 50 grade three children. Another 20 students were responsible for all the technical work such

as props and lighting.

An intricate set which included an 18-foot-high mountain, a witches' lair and an enchanted forest all connected by concealed stairs was built by parents and friends in the gymnasium. A pulley system designed by one parent was connected to the ceiling, allowing one character to fly across the set. Altogether \$1500. worth of costumes and props were designed and made for the play.

The amount of time and effort expended by the whole school community has resulted in a very professional production. The play was filmed by Channel 9 (Cable) TV and the young performers were thrilled to view themselves on TV. You may be lucky enough to see it; the play will be re-broadcast as a Children's Special during holidays such as Hallowe'en, Christmas and Easter.

FOCUS on the LOCALS

SEIGNIORY

The sun will come out tomorrow . . .



The sun did shine on Seigniory School when teachers and a cast of over 100 children staged an outdoor performance of the musical "Annie" as their

annual year end production. The students delighted the audience with their excellent singing and dance routines.

Upcoming event will be a

Fashion Show on September 22nd, 1981, presented by Seigniory Home & School Association. Tickets available at the school in September.

HAMPSTEAD

Fried-chicken and soft-ball

In June we hosted our second annual school picnic. With a large turn-out of parents and students, the odour of peanut butter and Kentucky fried chicken wafted over the school yard, where we had set up lunch room tables. Munchkins, coffee and lemonade were offered at reasonable prices; the proceeds from their sale will be applied to the many projects our Home and School sponsors.

In order to rid ourselves of that "too full feeling" a soft ball game was organized by Mike Gallagher, our Grade IV teacher. After two hours of enjoyment everyone wandered home, leaving us with the feeling that we'd fulfilled our motto: "Help us to help you."

MAGOG

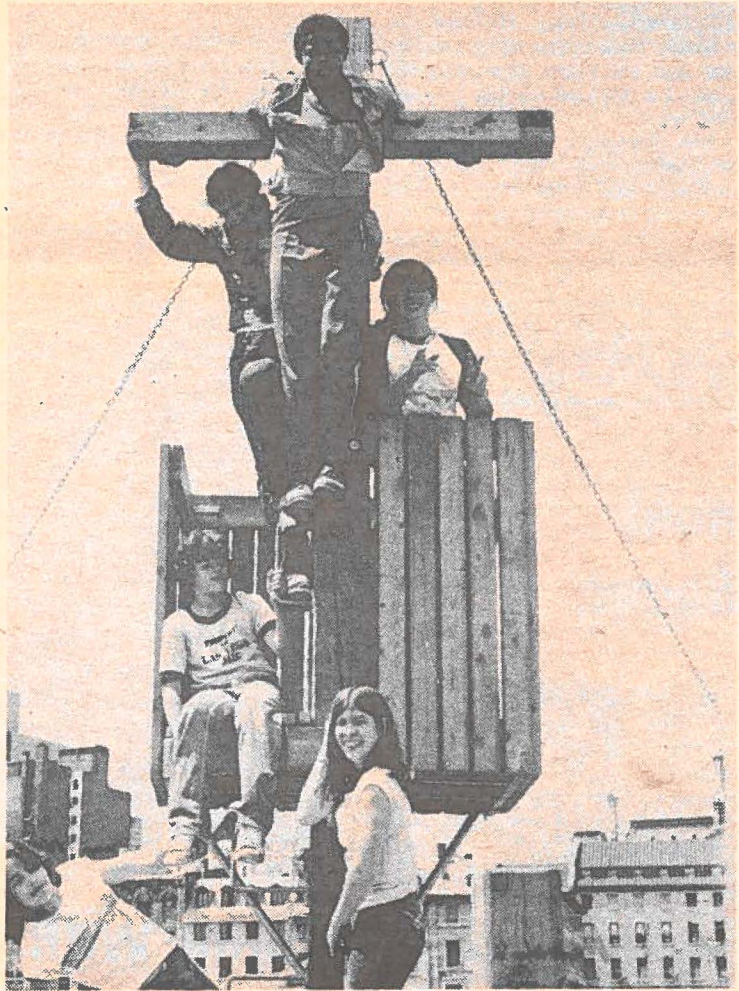
Warm feelings

At Princess Elizabeth Elementary School in Magog a room is set aside where children's used clothing, shoes, boots, etc. are accumulated. Mrs. Brenda Dezan, a Home and School member who also acts as noon time supervisor, outfits any needy children she sees at school improperly dressed. This program is particularly in effect during the winter months.

No cold children at Princess Elizabeth Elementary School this winter!

LASALLE

Super summer program



The Citizens Advisory Council of the Lasalle Branch of Ville Marie Social Services were awarded a grant under the Summer Canada Student Employment Program to provide a unique, innovative, career oriented summer program for Lasalle Youth aged 13 to 17 years. A program was carefully planned to illustrate

that, through leisure activities, Youth can discover its own potential, share its successes, and help each other realise goals that seem unattainable. Activities included indoor and outdoor Recreation, Water Sports, Outdoor Education, Job Search Skills, Arts and Crafts, Photography, Closed Circuit T.V., Modern Dance, plus much more.

COMMENTS FROM THE KIDS INVOLVED:

- "It's something to do. It's totally boring where I live—no kids, no nothing."
- "I liked the opportunity to meet everyone whom I have met, especially considering the fact that I have met people whom I enjoy being with."
- "The counsellors are very nice and very understanding and they are very helpful when I had a problem."
- "It gives me something to do. It gives me more experience in finding a job."
- "It keeps me off the street—so I don't get in trouble."
- "The counsellors treat me nice. It's about time somebody does."

NORTHVIEW

Poetry comes alive

On June 2nd, over sixty people attended a Poetry Party in the Library of Northview School in Pointe Claire. Many of the poems written during the year by the students in Room 5 were presented via tape and slides. "150 Poems by Five" was the title chosen by the class for the booklet which was given to each family.

Northview Home and School Association lends its support to the excellent language arts program of the school by its publication of the Northview Viewer. This magazine, which contains puzzles, poems and stories contributed by the children, is edited and published several times a year by two Home and School volunteers.

SUMMERLEA

Students take historic tour

May: two delegates from our school attended the Annual General Meeting of Quebec Federation of Home & School Associations, with Mrs. Marilyn Skutnik being one of the lucky winners of a book for our library.

Also in May, the Tap Dancing Concert was a great success with an excellent attendance.

June: Some students attended Ormstown Fair and the Chateaugay Museum with the

help of volunteer mothers and Home & School funds. City bus tickets were purchased by the Home & School to transport children to the Lachine Canal for a historic tour and rally. A picnic lunch was enjoyed and everyone had fun while learning about their local area at the same time. Home & School mothers were along to help. The Grade 6 students enjoyed an afternoon of fun at Dixie pool, with H&S mothers helping out and supplying refreshments.

WESTMINSTER

Sign up now for ballet

Westminster Home & School Association wound up a successful school year with a very successful chocolate bar sale which brought in about \$4,500 in profit. There were many prizes for the winning salespersons including two bicycles, silver dollars, a pizza party, etc. A special donut party was held

for one of the kindergarten classes that did exceptionally well.

Their ballet classes will be continuing again this year on Tuesday and outsiders are welcomed. 1981-82 will be a show year which means that the children will put on a special presentation in the spring for the parents.

COURTLAND PARK

Self help is essential now

Everywhere we hear the cry of budget cuts and unfortunately our schools are no exception. We at Courtlund Park are now faced with the realization that if we want programs for our children, such as music, art or arts and crafts, we are going to have to organize and finance them ourselves. Our Home and

School Association/School Committee are working over the summer months to design some extra-curricular activities. A committee has been formed to organize these programs so that in the fall they will be ready for the children to enjoy after school and at lunch time.

This is your NEWS share your ideas

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

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

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

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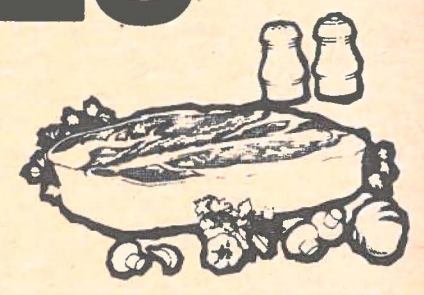
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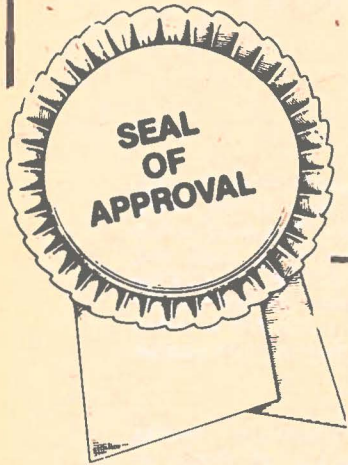
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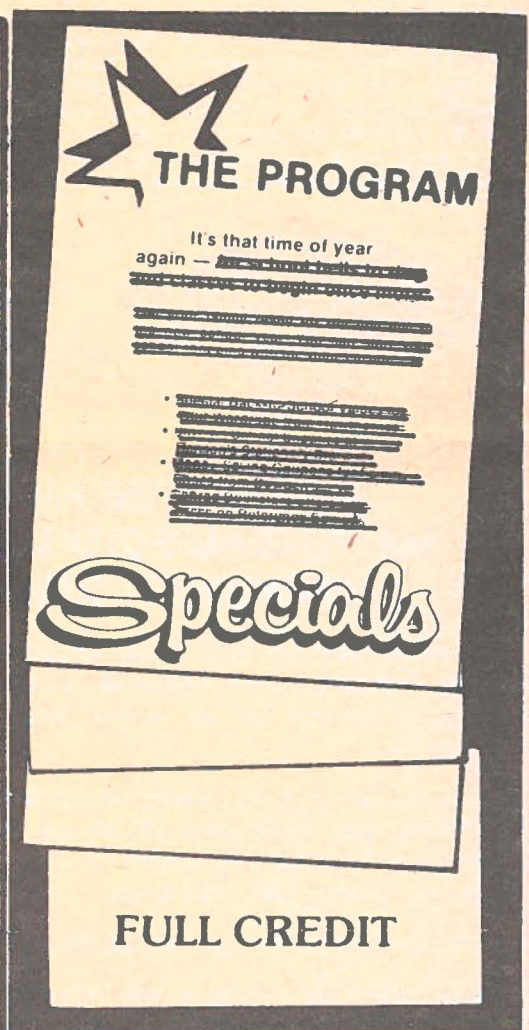


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You can run a spice sale any time but don't wait. Be the first in your area to run this popular fund-raiser. Remember, the really good fund-raising ideas go **FAST!** This idea has got to be the best in a long, long time. It won't wait very long. Call collect to start your sale for your guaranteed sales area. Don't wait! Call **NOW!**

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All subjects covered at ethics seminar

Report on the Ethics and Religion Educators of Quebec Workshop on "Human Sexuality", coordinated by Geoffrey Tenneson, Chairman, and Margaret Capes, Consultant P.S.B.G.M.

This second annual workshop held at Bishops University, Lennoxville, from Wednesday June 24th to Friday June 26th, 1981, was attended by sixty educators from all parts of Quebec and included elementary and high school teachers, university professors, board consultants, at least two school commissioners and members of Home and School, Joan Kepron (Lindsay Place High School), Gretchen Code (Macdonald High School) and Joan Mansfield (Commissioner, Lakeshore School Board); all greatly concerned with the teaching of values and with relating sex education to the emotional and social aspects of their students' lives.

Registration took place Wednesday evening so that acquaintanceships could be renewed (from last year's meeting) and newcomers to Bishops could become familiar with their surroundings by taking a long stroll around the

campus to find the Nicholls Building and the Outside Inn!

The programme proper started promptly at 8:45 a.m. Thursday with a workshop entitled "Developing Communication Skills" by Phyllis King, high school teacher. Main points arising from this session dealt with the four levels of language used by all families when dealing with descriptions of physical and sexual bodily functions, i.e. — baby talk, euphemisms, medical/scientific terms and street talk or "slang"; also the barrier between ages inhibiting communication between parents/children, teachers/students; and different cultures, different values stressed.

The second morning session "Looking at Positive Approaches to Teaching Sexuality" was held by Maxime Bloom, family life educator at Concordia University. Misconceptions or myths still needing to be corrected were mentioned, children know more than we did at their age (learned in the same place, the peer group!). Everybody's doing it! Fewer illegitimate children and fewer teenage pregnancies! Biological "plumbing" does not

interest the secondary level student who would much rather learn about dating manners, ways to show liking for another and ways not appreciated. Adolescents must learn sexual identity and develop a system of values, a conscience and awareness of scale of ethics with regard to their social group.

The afternoon workshop, mainly a free group discussion with David Nadler (Lakeshore School Board consultant) and Lee Henderson, a community nurse at Rosemount High, on relationships, sensuality and sexually transmitted diseases, zeroing in on the qualities needed by an M.R.E. teacher, such as sensitivity towards student needs, good sense of humour, a good knowledge of material, a positive attitude and sound judgement, a need to be aware of community values and to be able to offer support services to parents who should be the first educator of the child.

Thursday evening an informal get together and showing of films in the Outside Inn. "Am I Normal" and "Being Male" showed adolescent boys saying what they think about male image, myths, roles, etc. Both recommended as realistic, with sincerity and humour.

Friday morning Constable Pat Patterson of the Montreal Police Youth Squad came to speak informally (on "Crimes against Youth") and to answer all queries on Bill 24 (the Youth Act) and how it works in practice. He was able to clarify the procedures and answered teachers' questions as to the limits of their responsibility to their students.

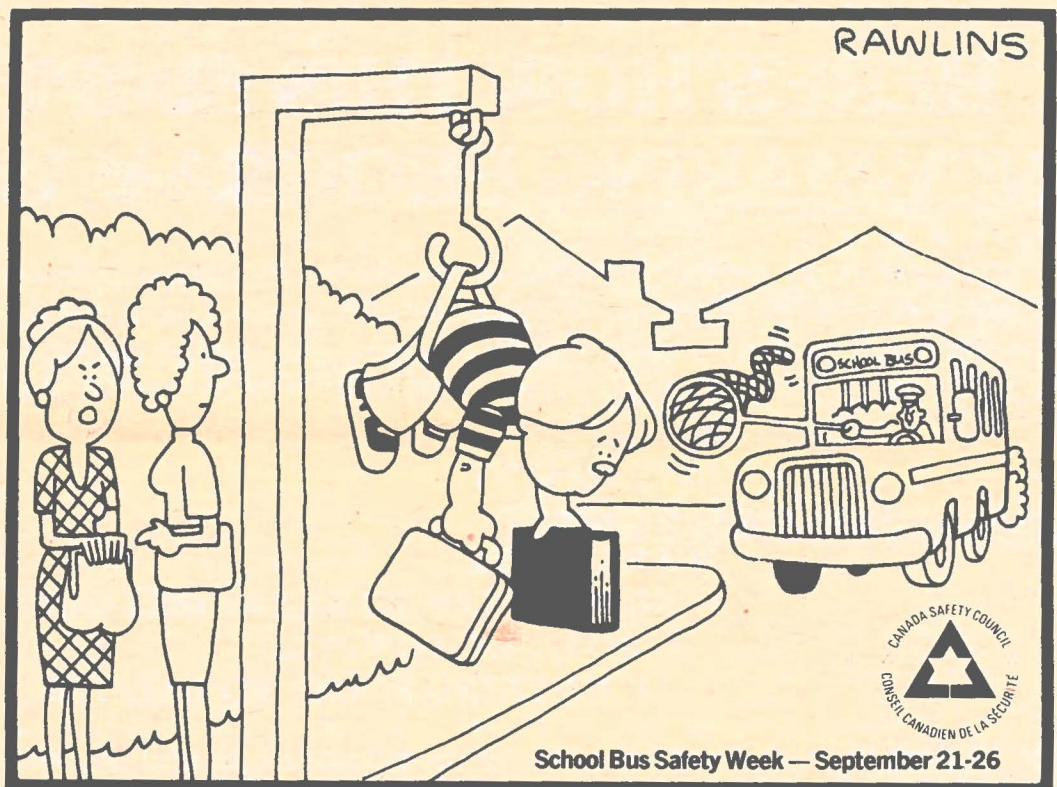
The afternoon "wind up" plenary session speaker was Dr. Bill Lawlor from the Department of Education, McGill University, and he stressed priorities while talking about "Values in Sexuality: Adding a Values Component to your Teaching and Dealing

with Values Conflict". He said that personal relationships from birth constitute a human person rather than ideals, philosophies, etc., and that caring is the chief function of human being, a fundamental human value.

Some books suggested for summer reading were: Elements of a Relationship, Saul Gordon; Early Sexual Education, Dr. Mary Calderone; The Clowns of God, M. West; The Bleeding Heart; Marilyn French; Pleasure Bomb, Masters and Johnson and The Book of Micah.

A very enjoyable, interesting and informative two days spent with a diverse group which helped spark lively discussion. My thanks to Quebec Federation of Home and School Associates for sponsoring my attendance.

June R. Ellingsen
Chairman (Curriculum)
M.R.E. Committee



I know they're on a tight schedule, but don't you think that's going a bit too far?

HOW SAFE IS SAFE

It depends who you are

"Put oven or stove-top controls at the back," say some. Then, according to the theory, children cannot reach them and turn the dials, perhaps with resulting burns.

Makes sense, doesn't it? It makes sense unless one happens to be trying to reach the controls from a wheel chair, when it would then be necessary to reach through saucepans of boiling liquids or frying pans of splattering fat—if indeed the controls could be reached at all. "Put controls at the front, where they can be reached safely from a wheelchair," say others.

"If windows in apartment buildings were equipped with much stronger screens, children would not fall from windows," say some. Others point out that if mesh screens were that strong, firemen might not be able to get in should there be a fire emergency.

These were some of the conflicts raised at a symposium on "The influence of environment and design on child safety", part of the 1st National Conference on Childhood Accidents and Prevention, held in Ottawa

in April. They came in response to questions fired at Robert Hewett P.Eng. and Richard D. Dillon P.Eng.

Dillon, Deputy Minister of Housing in the Province of Ontario, made reference to some of the most common injuries suffered in the home environment: **Burns:** often caused by careless smoking. Education and guidance can alleviate burns, but seldom regulation or design changes. In the case of furnishings, there could be room for design improvement.

Cuts & abrasions: seldom if ever related to design inside the home, but most often caused by glass, nails, etc., and good housekeeping is probably the best defence.


Falls: often take place in playgrounds or play areas, and design is improving. In apartments, balconies are a source, and the ministry tries to locate families with young children on the lower floors. Window design may be crucial, but so is parent concern. Screens should withstand up to 75 pounds pressure, but they are expen-

sive and aesthetically unsuitable, so, says Dillon, there is a trade-off. Balconies could be eliminated from high rise buildings, but there would be an outcry based on the quality of life since a balcony is often the only private outdoor amenity available.

Poisoning: generally results from the intake of drugs or household products. Parental care and vigilance around toxic products and their storage is essential. Some safety catches are available.

As the Canada Safety Council has pointed out on many occasions, the causes of accidental deaths are often very different to the causes of injury. Much has already been done, for example, to reduce the number of fatalities from poison in the home. Poison control centres operate effectively, and there have been many education programs over the years.

But in the long haul, there is no substitute for care on the part of parents, along with adequate supervision.



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