



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 21
NUMBER 5

MONTREAL
2535 Cavendish Blvd., Suite 212 H4B 2Y5

DECEMBER
1984

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

Return postage guaranteed
Return to publisher

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A Wonderful Investment — our kids

December is here again. Membership chairmen are undoubtedly well into their membership campaigns, maybe the most important campaigns of our existence as a provincial parent organization. How I wish it was easy to reach those parents and citizens who are not already members! How do we make that contact?

SOLUTION

This December issue of the NEWS arrives at many members' doors in duplicate. Please share your extra copy with a family or individual who is not presently a member of a local Home & School Association or who is not an individual supporting member of Quebec Federation of Home and School Associations (QFHSA). Please share this tangible expression of how this provincial organization fulfills its mandate: to keep all members informed of current educational and welfare matters that affect our children and youth.

Annually, five or six issues of the NEWS demonstrate the scope of our parental input in this province, the scope that a truly independent voice can maintain.

How many school committees, central and regional parents' committees, or other provincial parent organizations inform their individual members on such a routine, predictable basis, every year? How many parent organizations actually hold high calibre annual Leadership Conferences and Annual Meetings to which all their individual members are invited and welcomed? How many of these parent organizations have matured over forty-plus-one years? How many are not limited in their individual or associate memberships? Anyone in accord with the objectives of Quebec Federation of Home and School Associations can become a member.

AIMS OF THE ASSOCIATION

- to provide facilities for the bringing together of the members of Home and School Associations for discussion of matters of general interest and to stimulate cooperative effort
- to assist in informing public opinion favorable to reform and advancement of the education of the child
- to develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education
- to raise the standard of home and national life
- to maintain a non-partisan, non-commercial, non-racial and non-sectarian organization.

Individually, our members simply care that quality education is available for our children, today, and for the coming generations. It is that quality of commitment that makes Quebec Federation of Home and School Associations so strong and so special.

What other parent organization has a central pool of resources that can be made available, immediately, to any of its members? How many of these organizations create their own materials because members decide that certain subjects deserve special attention from a parental perspective? What other parent organization has a national arm through which it can express concerns of a national nature? (Each member of QFHSA automatically becomes a member of the Canadian Home and School and Parent-Teacher Federation.) How many parent organizations have evolved solid constitutions, by-laws, standing rules and books of procedure that are scrupulously followed?

I have come to be aware of all these QFHSA strengths over the years. I never cease to be amazed at the work that is accomplished — all of it by volunteers. These volunteers grow with the organization because their membership is not limited by other factors: e.g. that they must be a parent of a child in the elementary or secondary school system. One of our dearest and most productive members is now in his seventies! He has been our "national resource" for years and years. His involvement has helped countless neophyte parents become the wiser. In other organizations his commitment, expertise and global vision would have been lost and we parents would have been the poorer. This organization is only as strong as its individual parts and its focus is always the child.

Our strength does rely on the number of members that share these objectives.

We care about the education and welfare of all children and in Quebec we particularly address the needs of children and youth in the English educational system. The Quebec government says it is going to cut our grant from last year's \$18,000 to \$5,000 this year and to zero dollars thereafter. Why is that? We are all facing a moment of decision, as a consequence of this move by our provincial government. We actually receive an extremely small grant compared with those given to others. Ideally, a strong membership could self-finance this organization as was the situation prior to 1972. No other organization could possibly be spending its budget in a more thoughtful way.

For all these reasons we hope that many new members will join with us and that all our current members will renew their memberships for 1984/85. Make it a gift for your children and all children — a wonderful investment.

Sylvia Adams
MEMBERSHIP CHAIRMAN

Editorial . . .

Discrimination by any name

Are there any readers of Home & School News who have refused to buy grapes grown in Chile because of that nation's record of violating human rights? Or any who will not purchase wines from South Africa because of their opposition to the policy of apartheid? Or who have passed up a Lada car because it is made in the U.S.S.R.? In other words is there anyone who willingly allow their money to support a policy of discrimination in any form, in any nation, given the choice? Not likely, yet that is exactly what is happening in this province.

Every year the department of education subsidizes students from francophone countries around the world to the tune of over \$4000. per student. By the terms of agreements signed with francophone coun-

tries of developing nations such as Tanzania, Nigeria, Zaire, etc., and other nations — France, Belgium, Algeria, — the government of Quebec provides funds for students of those nations to study in Quebec at greatly reduced fees. Tuition, which costs other foreign students approximately \$5800. per year, costs francophone foreign students only about \$1000., thanks to the generosity of the provincial government.

This means that the government fosters discrimination by paying certain students to study in Quebec, at the expense of others. Taxpayer money, which should be used for equal educational opportunity for all, is being channeled to a select group.

If you don't like discrimination in Chile, South Africa, or the U.S.S.R., why is it acceptable in Quebec. A.M.

Federal/Provincial Minority Language Funding Agreements

Provinces sign Protocol

The ministers of education in all provinces and territories have individually signed agreements with the federal government for minority-language education and second-language instruction. These agreements are further to the multilateral "Protocol" agreement for minority education and second-language instruction signed December 20, 1983, by Secretary of State Serge Joyal, on behalf of the Government of Canada, and Terence Donahoe, Chairman of the Council of Ministers of Education, Canada, on behalf of all the provinces.

The term of each of the agreements is three years, from 1983-84 to 1985-86. Over this period Quebec will receive some \$250 million for English language programs and services and Ontario will receive over \$137 million for its French-language programs and services. British Columbia will receive some \$18 million and Newfoundland will get about \$6.2 million.

New Brunswick will receive over \$58 million, Nova Scotia over \$11 million, PEI about \$2.9 million, NWT \$400,000, Saskatchewan some \$6.6 million and Manitoba about \$17 million, Alberta some \$16.5 million and Yukon over \$572,000.

Federal assistance is provided under four broad categories: infrastructure support, that is, support for ongoing activities like grants to schools for their French-language programs; program expansion and the development and implementation of new ones; teacher training and development; and student support, primarily in the form of bursaries for post-secondary students.

Approximately \$600 million will be spent by the federal government during the three years of the Protocol.

Reprinted from the Canadian Education Association "Newsletter" Oct. '84.

Ten Commandments for Parents

All children need love and security. But equally important, they need parents who have the courage to say what is right and wrong

By Tom Crabtree

One morning a doctor friend of mine got up from the breakfast table and threw a large pan of lukewarm porridge at her children. She was, she later explained, "beyond any tether." For years afterward, if one of the children misbehaved at breakfast, the others would whisper: "Cool it. Remember the porridge."

My first reaction on hearing this story was one of relief: My friend is a marvelous mother, but even she is human, capable of losing her temper in the face of extreme frustration. Though I do not recommend throwing porridge at them, I do think children need clear and consistent discipline. Unfortunately, too many parents shy away from laying down rules of behavior in their own homes; they are afraid to say no to their children.

No human group, including the family, can live happily without rules. The importance of them was brought home to me when my three children, aged 11, 13 and 15, went to stay with friends. On arrival, they were told "Do what you like, when you like."

They did exactly that. They ate when they felt like it, roamed the streets in the evening and watched late-night television. Nobody washed the dishes, tidied up or did any other jobs. But, surprisingly, they were glad to get back home. They all looked tired out. "After a while I didn't enjoy the arrangement," said the eldest. "It was all so chaotic."

Children like some semblance of order. They will put up with strict discipline, providing it is just and consistent. The parent who is lax

one minute and strict the next confuses them and makes them feel that the world is a shifting, unsafe place. No one can be consistent day in, day out: We all have our moods. But we can try to stick to the basic rules we have laid down.

The way we talk to children when we want them to do something is vital. Researchers have found that children misbehave when parents send ambiguous messages. Often parents say to a child: "Why don't you sit up?" or "Don't you think it's time you went to bed?" Surely it's better to say: "Please sit up" or "In twenty minutes you will go to bed."

As a psychologist, I know how difficult it is to persuade some parents to say no occasionally or to establish a few rules and abide by them. Such parents think that standing their ground will lead to loss of their children's love. This is not so. Parents must say no to children on issues which the parents consider crucial. Parental firmness usually enhances the child's respect for the parent.

The highest form of discipline is, of course, self-discipline, and its basis is learning to regard the feelings of others. That regard, in the first instance, is acquired by meeting adults whom we can trust and respect because of their high standards of behavior and because they are not afraid to tell others when they think what they are doing is wrong. Children need love and security, a feeling of belonging, a sense of self-respect, some responsibility and a measure of discipline from adults which lead to self-discipline and respect for others. My Ten Commandments for parents are simple:

Tom Crabtree is an educational psychologist who now devotes himself to writing. Reprinted from Reader's Digest.

1. *Try to believe that children want to be good.* Much of their happiness is dependent upon parental approval: Underneath their mischief and resistance is a wish to cooperate and be accepted.

2. *Keep your cool, if you can.* I heard a mother in a supermarket say to her four-year-old: "Do that again, and I'll break every bone in your body." The child could merely have been told, before the last straw: "Stop it." Similarly, some parents overdo punishment. One child I know forfeited two years' pocket money for a misdemeanor. By the time the two-year period was up, he had forgotten what he had done in the first place. Punishment, to be effective, has to be swift and just, rather than delayed and inappropriate.

3. *Show your children affection.* If you love them, make it obvious by giving them a hug and a kiss from time to time. Reward and praise them when they are good — don't just punish them when they are naughty.

4. *When you've said no, stick to it.*

5. *Set up rules of behavior in the home.* Make sure the children know and obey them, and understand why they were introduced.

6. *Take a positive line.* Say "Put your clothes away," rather than "Don't leave that stuff all over the place."

7. *Mean what you say.* Don't threaten children with "If you do that the bogeyman will get you" or "If you're bad, Mommy won't love you any more." If you don't mean it, don't say it.

8. *Don't use Father as a threat.* "You wait until your daddy comes home" only means that Mother has no rules. (Mother's rules, by mutual agreement, should be the same as Dad's and should be insisted upon whether Father is there or not.)

9. *Give early warnings.* No child who is busy playing wants to come inside or go to bed. Warn children a good ten minutes beforehand that soon they must stop what they are doing because it's dinnertime or bedtime.

10. *Find an outside group where children can play.* It may be a neighborhood club or, for older children, cubs, brownies, scouts, girl guides or the local youth club.

OTHER PEOPLES OPINIONS

Nothing is worse (for you and for them) than having children under your feet all the time. One outside activity will save a thousand words of carping criticism.

A mistake that parents often make is to wait on children hand and foot. Even quite young children can do jobs about the house: Sharing family chores gives them a sense of contributing to the group, responsibility and a feeling of belonging. For example, each of my children has one day per week when he or she is responsible for preparing breakfast and the evening meal. When I suggested that the youngest child might be exempted from these chores, she protested. She wanted to be included. Her meals are simple but, I assure you, edible.

I think we underestimate children. They want to be good, to be trusted. We can give them the chance. It is the spoiled child who is unbearable in later years, not the child who has been given some responsibility in the home, and certainly not the child who has had a generous measure of love with a healthy dash of discipline.

About that porridge, I should explain that my doctor friend's four teenagers have now grown up into the most delightful young people, all close pals with Mom. We may lose our temper from time to time, we may get angry. We're human. Discipline, though, is more permanent. It is based on having rules and sticking to them and not "chickening out" of being an adult and a parent.

What Canadians Think of Education

Main Findings of the 1984 CEA-Gallup Poll

1. **Schools are important to success:** 78.8% say schools are extremely important; 18.3% fairly important. Only 3% said they are not too or not at all important or had no opinion.
2. **Schools serve the public's need:** 75.5% said they have a great deal or a fair amount of confidence in schools' serving the public's need. The public put schools ahead of all the institutions they were asked to rank.
3. **About half (48.2%) rate their local schools A or B.** Only 3.3% gave schools a Fail.
4. **Although 43.8% think schools have improved overall since their day another 36.3% think they have worsened.** Curriculum and parents' involvement were the most frequently mentioned individual aspects seen as improved. Standards and teachers' interest in students were most often cited as aspects that had worsened.
5. **Drugs smoking and alcohol was the most mentioned (by 17.5%) major problem the public thinks the schools have.** Lack of discipline came second (mentioned by 16.5%).
6. **Those who had a child in school within the past three years repeatedly express more positive opinions towards schools than do others:** 60.6% of those with children in school gave schools an A or B. Only 41.5% of those without children in school did so.
7. **Almost half (47.6%) feel the public has too little say in how schools are run.**
8. **Two-thirds have a great deal or fair amount of confidence in their local school board.**
9. **Canadians are evenly divided as to whether they would or would not be willing to pay more taxes for education.**



Quebec Home & School NEWS

Published by the Quebec Federation of Home and School Associations, 2535 Cavendish Blvd., Suite 212, Montréal H4B 2Y5, telephone (514) 481-5619.

EDITORIAL BOARD: Layout: Gordon Perry; Advertising: Sandra Keightley; Focus on the Locals: Barbara Peden; Articles, Rewrite, Policy: Jon Percy, Lise Martin; Editorials: Alex Morris, Carol Ohlin; Safety Scene: Donald Smith; Editor: Dorothy Chant.

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1985 — International Youth Year

Astrida Reader of Paris, Ontario, opened the workshop on International Youth Year by pointing out that such a year could not exist (nor could Home & School organizations) unless there were children. As a trustee of her county Board of Education, she is aware of what is necessary for parents to have their eyes opened about caring for young people. With the breakdown in many families it is even more essential that communication take place among parents, teachers and the community in general on the issues which concern the future of youth.

"The United Nations has declared 1985 to be the International Youth Year," Sylvia Rankin pointed out as a followup to Ms. Reader. Home & School organizations right across Canada will be urged to take part in this project, which will be aimed principally at the age group from 13 to 24.

The themes to be focussed on: the integration of youth concerns and interests with those of other groups in society; the understanding and appreciation of the contribution young people can and do

make to society. The Government of Canada has established an International Youth Year Secretariat within the Secretary of State's Department. This office will act as a national clearing-house, to provide information and materials on IYY-related projects and activities, and will administer a program of financial assistance to non-profit, voluntary organizations and groups for special projects.

The three themes will be: PARTICIPATION (young people making decisions affecting their lives); DEVELOPMENT (a process linking individual growth to social, economic and political change); PEACE (the building of mutual respect and understanding among people).

Marion Daigle also spoke to the workshop and provided the participants with lists of offices and organizations which can be contacted for information and means to enable Home & School organizations and young people to take part in celebrating this year.

Pat Lewis, Chm.
Social Affairs/Support Services



The United Nations has designated 1985 as International Youth Year. Focussing on the themes "Participation, Development, Peace," youth activities of participating countries and organizations promote:

- the integration of youth concerns and interests with those of other groups in society
- an understanding and appreciation of the contribution young people can and do make to society.

A YEAR FOR YOUTH IN CANADA

Activities marking International Youth Year in Canada are involving the efforts of young people across the country, working within existing or newly created youth groups, along with the support of the private sector and all levels of government. To co-ordinate Canada's observance of the year, the Government of Canada has established an International Youth Year Secretariat within the Department of the Secretary of State. In addition to its co-ordinating role, the Secretariat is responsible for a number of activities, including:

- acting as a national clearing-house, to provide information and materials on IYY-related projects and activities
- administering a program of financial assistance to non-profit, voluntary organizations and groups for special projects young people are developing to mark IYY.

An advisory committee representing the many inter-

ests and backgrounds of young people from across the country is advising the Minister of State (Youth) on youth concerns and other matters relating to International Youth Year in Canada.

THREE THEMES:

PARTICIPATION

DEVELOPMENT

PEACE

The three guiding themes reflect the wide-ranging interests of young people around the world and shape the initiatives of groups active at the local and national levels:

- Participation is young people making decisions affecting their lives
- Development is a process linking individual growth to social, economic and political change
- Peace is the building of mutual respect and understanding among people — an essential step toward participation and development.

IYY

OPPORTUNITY

AND CHALLENGE

International Youth Year offers a special and practical opportunity for all of us, irrespective of age, to consider how our institutions can better respond to the needs and aspirations of young people. It's an opportunity for youth to speak out and others to listen and respond. It's also a unique challenge for all of us to think of new approaches to old problems and to take some innovative steps toward resolving issues affecting the lives of young Canadians.

International Youth Year is a special year-long opportunity to assess, celebrate and build for the future. It's a chance for young people to shape the world.



PRESIDENT'S MESSAGE

MARION DAIGLE
President

Home and School is a network of informed parents who, through voluntary membership, make a commitment to actively support the education and general well-being of children — locally, provincially and nationally. This network connects the local Home & School Association to a provincial organization which then becomes part of the Canadian Home & School and Parent-Teacher Federation. No outside agency or government body has been responsible for its formation, its structures, or the setting of its goals. Parents have chosen to do all this independently.

1985 will mark 90 years of continuous growth for the Home & School movement in Canada. In 1895 a group of concerned parents in Baddeck, Nova Scotia, formed the first local Home & School and from here parent groups in schools across Canada developed similar objectives, aims and goals concerning children and youth. The Canadian Home and School and Parent Teacher Federation was formally inaugurated in 1927.

Among those members who led the way were many educators who saw the participation of parents within the school system as a positive thing. Because Home & School exists within a community, membership was not confined to those parents with children currently in a school system. Continuity, experience, expertise and a willingness to volunteer time made it clear that membership should be open to anyone seriously interested in the objectives of Home & School.

The key is independence. By remaining outside the framework of government bureaucracy, informed parental involve-

ment can stimulate knowledgeable and effective criticism, can provoke action on issues affecting parents and their children, and can effect positive changes. In the final analysis, Home & School can promote the best interests of young people — whether it is within the educational framework or the many social agencies which deal with family life.

The recent Quebec Federation of Home & School Association's Fall Leadership Conference was an overall success. It was an opportunity for Home & Schoolers province-wide to meet together to discuss mutual concerns, to share ideas, to learn and improve leadership skills, to know that Q.F.H.S.A. is there to serve the locals. Quebec Federation of Home and School Associations has an incredible storehouse of resources of every description, a central office for co-ordination and distribution of information, a tremendous group of parents who volunteer their time and their talents in directing a focus on children and youth. They do it believing KIDS ARE WORTH IT. This was more than evident at this conference. A special thank you to Helen Koepe, conference chairman, and her committee for organizing this special event in our annual Home & School calendar.

In November I will be representing Quebec Federation of Home & School Associations at the mid-term meeting of the Parent-Teacher Federation to be held in Halifax. The agenda is bound to be a busy one and I look forward to sharing the highlights in the next issue of the NEWS.

My best wishes for a Happy Hanukkah and a joyous Christmas season.

QFHSA response to Bill 3

To the Chairman and members of the National Assembly Standing Committee on Education

Quebec Federation of Home and School Associations (QFHSA) is an independent volunteer parent organization which has existed as a provincial body for the past 40 years. During that time, one of the major objectives of the organization has been to assist in forming public opinion favorable to reform and advancement of the education of the child. Therefore, QFHSA, through its task force on school reorganization, has formulated a response to the recently proposed legislation, Bill 3 — An Act Respecting Public Elementary and Secondary Education.

Quebec Federation of Home and School Associations is clear on its position regarding changes in educational structures. Resolution 83/13 *Confessional School Boards* was passed by delegates to the 39th Annual General Meeting, May 6, 1983.

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Association take the stand that any changes in our present education structures must in no way affect the present status of Confessional School Boards until there are Canadian constitutional guarantees for elected English language school board systems with administrative and pedagogical English language support systems.

Consequently, we recommend that the legal validity of Bill 3 be established before its passage into law. We ask that Bill 3 be referred to the Quebec Court of Appeal for an opinion on the constitutionality of those sections relating to confessional and dissentient schools. If that is not done before Bill 3 becomes law, there could be a long period of disruption that will injure the whole educational system of Quebec.

Quebec Federation of Home and School Associations has always supported reforms in the educational system that are aimed at improving the educational, economic or social welfare of the child. We will continue to support all sincere efforts at real educational reform: reform whose chief goals are the enhancement of the quality of education and the rationalization of educational services.

We urge the Standing Committee on Education and the National Assembly to protect the tradition of tolerance in this province and to restore tranquility and a sense of unity and common purpose in Education.

Marion Daigle, President

Child Abuse & Neglect

The Canadian Home and School and Parent Teacher Federation (C.H.S.P.T.F.) and Quebec Federation of Home and School Associations (Q.F.H.S.A.) presented their community education efforts to delegates to the 5th International Congress on the Prevention of Child Abuse and Neglect, Montreal, September 1984.

by Marilyn Ashby, Past Chairman QFHSA Social Affairs/Support Services.

The C.H.S.P.T.F. provides a resource kit on Child Abuse and Neglect, in both French and English, which has two goals:

- (a) educate the community about the problem and the changes in legislation which require all citizens to report.
- (b) animate services to families at risk of Child Abuse, or Neglect.

The Quebec experience defined a need to integrate volunteer efforts with health and social services within the community. Throughout 1983/84 Home and School volunteers met with community health professionals and providers of pertinent volunteer services. The result was an addendum to the Resource Kit which describes how volunteers can:

- (a) research resources efficiently
- (b) utilize the social service and health care team within the community.
- (c) assure effective speakers at community meetings
- (d) explain volunteer capabilities to professionals and the community.
- (e) understand the philosophy and constraints of treatment for families where child abuse and neglect occur.

This Addendum is now available, in both languages, from Quebec Federation's office. Any group in possession of a kit is recommended to order the addendum.

Both C.H.S.P.T.F. and Q.F.H.S.A. were accepted to present their projects at the *International Congress on the Prevention of Child Abuse and Neglect*, held in Montreal, September 16-19.

Eleanor Davies of Prince Edward Island, Child Abuse Chairman, C.H.S.P.T.F. described the community education kit in a poster session on the first day of the Congress. This session was well attended by the delegates. Through our exposure at the Congress to a vast display of audiovisual materials on the topic of Child Abuse and Neglect, we concluded that the C.H.S.P.T.F.'s Kit was unique in its focus on education of the total community as opposed to professionals, victims or perpetrators.

Happily, we were able to have a booth in the audiovisual display area where we could exhibit the Kit to all the delegates. We are grateful to a sympathetic Home and School businessman and several "locals" including Windermere, Westpark, Northview,



Christmas Park, and Beacon Hill for the funding for this booth. Delegates to the Congress responded very positively to the Kit; several were purchased, orders taken for English copies and 700 brochures were distributed, which described both the C.H.S.P.T.F.'s *Resource Kit* plus the *Quebec Addendum*, as well as costs and sources for ordering both.

On Wednesday, September 19th at 2:00 p.m. I had the privilege of presenting the Quebec project in a workshop entitled *Creative Use of Volunteers*. Happily, Maureen Hayes, of Westpark Home and School and my co-worker, had been invited to chair this session and Debbie MacLeod, her dedicated assistant at Westpark, was also able to be present. This was the day during which Home and School provided volunteer hostesses to the Congress. We are grateful to Home and Schoolers from St. Leonard to Hudson for their enthusiastic response to our call for help. Maureen and I were responsible for finding 30 hostesses a day to meet the anticipated needs of running 30 workshops simultaneously and answering the questions of 2,000 confused delegates! The willingness of our Home and Schoolers will be long remembered and is much appreciated.

The Quebec Addendum was then presented to a broad range of delegates including those from Africa, Indonesia, Australia and the United Kingdom. French copies of the hand-out were requested, which indicates Quebec, Belgium and/or France were also present. This was very gratifying because some of the workshops had drawn a largely North American audience. Being an advanced workshop on the use of volunteers, it was interesting to see the range of countries considering or already involved in supplementing professional service by using volunteers. This, in fact, was the way in which most volunteer efforts were animated — by recruitment and training of volunteers by professionals. Quebec's project was *unique* in that professionals were consulting to facilitate efforts initiated by volunteers attempting to provide the information and methods that would help volunteers achieve their goals more readily, (in this case a higher level of knowledge, concern and activity within the community). This was done largely by providing a clear description of the Health Care Structure of Quebec and charting for volunteers, the capabilities of various professionals is serving children and families at risk of child abuse

or neglect. We are grateful for consultation and assistance, to personnel of Ville Marie Social Service, Lakeshore Department of Community Health, Pierrefonds Local Community Service Centre, West Island Volunteer Bureau, West Island Women's Shelter as well as volunteers from Westpark and St. Bernard's Schools.

Due to Cabinet shuffles and run-out budgets, a grant request to the *Minister of Social Affairs of Quebec* was confirmed only shortly before presentation at the Congress. We are grateful to the Minister for his support of our project. This indicates the high level of concern within the Ministry about the problem of Child Abuse and Neglect and we urge Home and School locals to consider running the program in their communities. Maureen Hayes would be pleased to consult with groups interested in the program and can be reached through H&S office (514) 481-5619.

Thursday, September 20, following the International Congress, was a *Canadian Consultation Day* organized by the National Clearinghouse on Family Violence to respond to the astonishing results of the recently completed Federal Government report *Sexual Offences Against Children in Canada*.

This independent nation-wide study was carried out with the purpose of identifying the incidence and prevalence of child sexual abuse in Canada and of considering the laws to protect children from such abuse. The report contains overwhelming evidence of the high rate of sexual offences in Canada: one out of two females and one out of two males are at one time in their lives victims of

unwanted sexual acts, and approximately 80% of these occur before age 18.

The recommendations call for some 15 changes to the Criminal Code, the creation of an Office of the Commissioner to implement the recommendations, a national campaign to increase public awareness, and more substantial research in this area.

Some 400 persons from across the country, representing all disciplines worked in small groups to examine the implications of the report on the social, legal, health and education systems.

The Canadian Council on Children and Youth, a national voluntary organization with a mandate to bring Canadians together to solve problems facing children, organized a three day cross-examination of the report and regrettably concludes that the methodology used was accurate and therefore the findings are substantiated. The concern, now, is how to mobilize efforts to intervene on behalf of mistreated children. Their strongest recommendation was to have the new government establish an Office of the Commissioner to address the issue and they were mandated by the 400 delegates at the National Consultation Day to pursue this effort. However, should this "approach from the top" not be successful, or even if it is successful, it may well be the responsibility of each community to address its own needs and provide appropriate services. As the theme of the 5th International Congress emphasized — *Prevention is a Community Responsibility*.

Everybody's Responsibility

Listed below are the contacts and addresses for the various documents available regarding the Report of the Committee on Sexual Offences Against Children and Youths.

1. The Report of the Committee on Sexual Offences Against Children and Youths

2 volumes, 1300 pages, \$25.00
Available from: Canadian Government Publishing Centre
Supply and Services Canada
Hull, Québec
K1A 0S9

2. Summary Report of the Committee on Sexual Offences Against Children and Youths

1 volume, \$3.95, prepared by Health and Welfare Canada
Available from: Canadian Government Publishing Centre
Supply and Services Canada
Hull, Québec
K1A 0Sp

The above documents will also be available from local government bookstores in the near future.

3. Getting on the Agenda: Informed Response to the Report of the Committee on Sexual Offences Against Children and Youths

40 pages, \$7.50
Available from: Canadian Council on Children and Youth
323 Chapel Street
Ottawa, Ontario
K1N 7Z2

4. Synopsis of Recommendations Drawn From the Report of the Committee on Sexual Offences Against Children (as contained in #3)

14 pages, \$2.50
Available from: Canadian Council on Children and Youth
323 Chapel Street
Ottawa, Ontario
K1N 7Z2

All documents are available in English or French. Please specify your preference when ordering.

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Quebec Federation of Home & School Associations FUND RAISING

For only \$5.45 you will receive an 8"x10" portrait of your family in time for Christmas.

Portraits will be taken at 2535 Cavendish Blvd., Suite 212, on December 3 to 7, from 4:30 pm to 9:30 pm.

To make an appointment please phone
PHOTO PORTRAIT
at 487-7105 or 631-8400.

LSB

Krause named Director General

Peter J.H. Krause has been named Director General of the Lakeshore School Board, the Protestant school system which serves the West Island, Ile Perrot and Vaudreuil-Soulanges regions.

He succeeds Dr. Robert E. Lavery, who on August 31 resigned as chief executive officer of Québec's second-largest Protestant school board in order to accept the post of Director General with Dawson College, a Montréal CEGEP.

Since June 27, 1975, he has held the position of Director of Personnel Services with the Lakeshore Board, having joined the local

school system from the South Shore Protestant Regional School Board where he held a similar post from 1973 to 1975.

Mr. Krause attended elementary school in France, then came to Québec and graduated from Lake of Two Mountains High School. He took his teacher training at Macdonald College, Ste. Anne de Bellevue and is also a graduate of Sir George Williams University (now Concordia) of Montréal. He holds a certificate of Personnel-Industrial Relations (1973) and an M.A. (Educational Administration) degree from McGill University (1979).

Heritage '85

THE PAST. In the early 1880's, as the Canadian Pacific Railway pushed through the Rocky Mountains on its way to linking eastern Canada with the Pacific, two young railway labourers discovered a hot spring housed in a cave at the foot of what is now called Sulphur Mountain in Banff National Park. As a controversy raged over the spring ownership and development, the Dominion government intervened and reserved an area of 10 square miles including the hot springs. With this action, the government launched a conservation movement that has grown into the Canadian national park system as we know it today.² From the original ten square mile site of 100 years ago, the national park system has evolved into one of the largest in the world. National Parks and National Historic Sites now preserve our heritage in every province and territory, from the Atlantic to the Pacific and from the shore of Baffin Island to Canada's southernmost point at Point Pelee.

The development of Canada's national parks and historic sites is only one part of the Canadian conservation movement. Over the last century thousands of Canadians, individually or through organizations, have significantly contributed to increasing awareness of our natural and historic heritage. The growth of naturalist groups, Historical societies, wildlife organizations, municipal and provincial parks, museums, archives, conservation areas and historic sites provide testament to this growth.

THE PRESENT. 1985 marks the centennial of the national parks system. With the declaration of 1985 as Heritage Year in Canada, and in conjunction with the International Year of Youth, the stage has been set for increased involvement of students in heritage awareness programs. The use of heritage places for out-of-classroom visits and activities to supplement units in history, geography, science and social studies is not a new phenomenon.

The value of outdoor education as an extension of the learning experience is well recognized by teachers, administrators, trustees, parents and students. Articles such as "Fieldwork and Planning Exercise in Local Heritage Preser-

vation", "Curriculum Comes to Life at the Provincial Museum", and "Beyond Collecting Information: Oral History as Social Education", are excellent examples of the application of natural and historic heritage education programs. 1985 is the perfect opportunity to make a particular effort to encourage students to be more aware of our natural and historic heritage and its significance to the entire population.

THE CHALLENGE TO PARTICIPATE

*I hear, and I forget,
I see, and I remember,
I do, and I understand.*

The national park system and national historic sites capture much of our country's history and geography. A visit to a national park can bring to life an idea or a concept that in the classroom would remain two dimensional. From understanding the difference between wild animals and pets, to understanding a complex concept such as ecological carrying capacity, a visit to a national park can supplement almost any social studies or geography unit from primary to secondary levels. Similarly, a visit to a national historic park can bring alive the people and events that shaped our country; it can encourage a student to become an historian rather than a passive receiver of information.

"We live among miracles but tend to accept them without wonder or delight; (our heritage) can help us recapture a sense of magic and of awe at the complexity and beauty of the natural world and at the genius and skill of men. We live our lives increasingly at second hand, divorced too often from reality, thinking and feeling through words and pictures rather than in real situations; (our heritage) can help us to understand the importance of evidence and to comprehend things through what our senses tell us about them."¹

Heritage, however, is not only found in the national parks and sites. While these places preserve areas and events of national significance, there is a wealth of heritage within your own community. Museums, cemeteries, archives, historic sites, parks and conservation areas are a few of the resources that are within your local area. Most importantly, human resources — collectors, experts, and older members of your community can help inspire student involvement in heritage as junior volunteers or through professional career choices.

During 1985 there are a number of ways that students can be encouraged to become more 'heritage aware' beyond organized class visits to heritage sites. The following exemplify the types of Heritage '85 educational events that your school and/or class or youth group may participate in:

- Record the oral history of your community on audio or video tape by interviewing senior citizens and local historians. Include readings of historic accounts and diaries. Produce a finished edition for use for your community's library in recognition of Heritage Year.
- Make a time capsule by collecting items of local relevance that will give future generations an indication of what your community looked like in 1985. Ask if your capsule can be buried in a building that may be under construction.
- Organize a Heritage Trivia Pur-suits Contests for your school. Questions should focus on local natural and historic heritage. Contact a local heritage organization for assistance in developing questions.
- Develop an environmentally sensitive area inventory and

map for your local area. Criteria and advice about what constitutes an environmentally sensitive area are available from your local conservation authority or the nearest office of the provincial body responsible for heritage resources.

- Host a heritage careers day. Invite local speakers to talk about potential heritage-related careers including conservationists, museum curators, park superintendents, interpreters, foresters, environmentalists.
- Sponsor an ecology or conservation category of your community's science fair.

Further suggested activities may be found in a booklet entitled *100 Ways to Celebrate 100 Years: Heritage Conservation in Your Community*, freely available this fall.⁶ If you live near a national park, a national historic park or a heritage canal you may also get involved in the numerous 1985 events. Contact your nearest site for further information.

During the fall of 1984 teachers' federations, trustee associations, home and school associations and school boards will be invited to become more involved in Heritage '85 through specific activities and programs. Exposing students to the ongoing importance of our natural and historic heritage, and the need for its preservation is both a fitting tribute to the conservation efforts of the last century and a necessity. It's these students who will determine the future of Canada's heritage.

Are you getting your vegetables?

Canada's Food Guide suggests vegetables are an essential part of a nutritious diet. One delicious V-8 equals one full serving of vegetables!



NOTES

1. UNESCO, *The Organization of Museums*. (Paris: Unesco Press, 1978), p. 92. Quote taken from *Education in Museums*, Chapter VI, by Molly Harrison.
2. For information on the development of national parks refer to your closest regional Office, Park Canada, Department of the Environment.
3. D. Des Rivieres, "Fieldwork and Planning Exercise in Local Heritage Preservation". (*Monograph Vol. 34 Issue 1*, 1984), pp. 4-6.
4. M.A. McInall, "Curriculum Comes to Life at the Provincial Museum". (*The Alberta Teacher's Association*, March 1983), pp. 7-8.
5. R.F. Allen & J.R. Meyer, "Beyond Collecting Information: Oral History as Social Education" (*History and Social Science Teacher*, Winter 1980), pp. 101-107.
6. For a copy of *100 Ways to Celebrate 100 Years* please write: Heritage '85/ N.P.C.C.C., 285 Adelaide St. E., Toronto, Ontario M5A 1N1.

* The National Parks Centennial Citizens' Committee (N.P.C.C.C.) was appointed by the Minister of Environment Canada to extend the centennial of the creation of the first national park to a general celebration of "100 Years of Heritage Conservation" in all Canadian communities in 1985.

Science Council of Canada

Report calls for renewal of science education

A recently released report on science education in Canadian schools concludes that many children are not receiving an adequate science education. The report entitled "Science for every student: educating Canadians for tomorrow's world" is the result of a four-year study carried out by the Science Council of Canada. The Council is a federally funded crown corporation created in 1966 as a source of independent advice on science and technology policy.

It is becoming increasingly obvious that students of today are facing a world that is becoming more and more complex as a result of rapid scientific and technological advances. Are these students being prepared to face the challenges arising from this technological revolution? How well is Canada's educational system equipped to meet the need for scientific literacy for all? Do students receive enough science education? Is it appropriate to individual needs? Are some groups — girls for instance — neglected? What science should students be taught and how should it be taught to them? What indeed are the aims of science education?

It was to find answers to questions of this nature that the Council began its study of science education in Canada's elementary and secondary schools. The study involved an extensive research program as well as discussions with teachers, administrators, students, parents, and representatives from universities, industry and labour. The research program included the examination of science curriculum guidelines in each province and territory, an analysis of 30 commonly used textbooks, a survey of teacher opinion and eight case studies of science teaching in schools in various parts of the country.

The study, which has produced one of the most comprehensive data bases ever compiled in the field of Canadian education, had two main thrusts: to investigate the past and present place of science education in Canadian schools and to develop recommendations for its future directions.

The Council report concluded that there is presently a major discrepancy between what science education is supposed to achieve and what it actually achieves. Science is rarely taught adequately in elementary schools in Canada. Above average students and those who are enthusiastic about science complain that there is little challenge in their schools. In addition, very little is being taught about the important interactions among science, technology and society. Many girls do not see scientific or technological careers as being relevant to them. Teachers consistently complain about the lack or ineffectiveness of inservice programs for their own development. There are few openings for young people entering the teaching force, and older teachers have little incentive to innovate or strive for excellence.

The Council report identified four basic aims for science education programs: develop citizens able to participate fully in the political and social choices facing a technological society; train those

with a special interest in science and technology fields for further study; provide an appropriate preparation for the modern work world; and stimulate intellectual and moral growth to help students develop into rational autonomous individuals.

To ensure that these aims are more effectively met the Council recommended a number of initiatives involving every level of the educational system. To ensure that all children be given the opportunity to become scientifically literate action should be taken to guarantee science education in every elementary school. As well measures should be taken to make sure that girls are given the opportunity and encouraged to participate fully in science and technology education. Students with a high ability or special interest in science and technology should have program provisions made to encourage and challenge them.

Science programs are also in need of substantial redirection. The view of science and technology presented to students should include historical, social and philosophical dimensions. More emphasis needs to be placed on the relationships between science, technology and society. There is a need for placing science education in a Canadian context. Every Canadian student should know some of the history of science and technology in Canada, particularly some of the more important landmarks in our scientific heritage.

The Council also recommended that the amount of time spent on

science in elementary schools be increased to 45 minutes a day. Ministries of education are urged to develop technology courses for secondary schools. A Canadian foundation for science and technology education should be established to help develop new curriculum materials. High schools of science and technology should be set up in some areas. Teachers' skills should be upgraded by means of special summer institutes. To further encourage teachers, a program of awards for excellence in science education should be offered by the Royal Society of Canada.

The Council hopes that its report will serve as a catalyst for change in Canadian science education. As part of the follow up to the report the Council held a meeting on October 10th in Montreal in order to discuss the applicability and priority of the report's recommendations to the provincial science education programs. Representatives of government, industry, labour, the media and education were in attendance as well as two representatives of the Quebec Federation of Home and School Associations. The day long deliberations considered in depth the many areas touched upon in the report.

The Council is to be commended for its timely and thorough investigation of this important issue. It is hoped that education ministries, school boards and educators will make every effort to implement the recommendations with the least possible delay. Copies of the report (Report no. 36 of the Science Council of Canada) are available for \$5.25 in certain bookstores or by mail from Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec K1A 0S9.

Jon Perry
Hudson School

LEADERSHIP DEVELOPMENT

Part II of a two-part workshop

A "handout" was distributed by Mr. Scott Haldane, the workshop leader, which defined leadership and provided a test to determine leadership quality.

The workshop attendees were asked for their definitions of leadership — not all of which were acceptable to the moderator. His main points were that:

(1) leadership included not only the leader but the group which follows.

(2) there are many kinds of leaders from autocratic to laissez-faire.

(3) the kind of leader a person is varies with the situation in which he is placed, i.e. where the focus is.

(4) some leaders concentrate on the task and others on the personal relationships.

We were then asked to fill in a questionnaire and to use a tridimensional leader effectiveness model to score ourselves and to determine our personal leadership style. Some of the final results were interpreted for us by Mr. Haldane. He cautioned us that the questionnaire and the results were primarily an industrial model and to keep in mind one role, that of parent, or teacher, or boss, for

example, for when we re-tryed the questionnaire later at home.

During the question period he was asked:

(1) how one got followers? i.e. how do you recruit members for your organization?

(2) how do you persuade people to do the required tasks?

The listeners themselves exchanged hints as to how these things could be accomplished.

We were then asked to evaluate the lecture indicating what was the most valuable part, the least valuable, and what three changes we would make as a result of the session.

Marguerite Dunlop
LaSalle High School



a wonderful experience Growing up . . .

Feminine hygiene is the subject of a revitalized educational program by Johnson & Johnson Inc. For over 20 years, the company has provided young Canadians with learning material on the subject of menstruation and has made available to educators teaching aids needed to inform adolescents about the important topic of puberty.

The results of a recent qualitative study with Educators and Public Health professionals with regard to existing educational material on feminine hygiene led to the development of a new booklet entitled "GROWING UP... A WONDERFUL EXPERIENCE". This brochure has been designed to inform adolescents on every aspect of menstruation, to respond to their many questions and most importantly to encourage factual understanding of puberty. The contents of this booklet were prepared with the assistance of a publishing firm specialized in school textbooks and were reviewed by a woman gynaecologist who directs a pediatric and adolescent gynaecology clinic.

This same study emphasized the need for new, more visual and

elaborate teaching material that would encourage the active participation of the students.

Starting with the current school year, Johnson & Johnson is offering Education and Public Health professionals a new Feminine Hygiene Educational Program consisting of:

- the booklet "GROWING UP... A WONDERFUL EXPERIENCE";
- 2 acetates for overhead projection showing the reproductive organs and the menstrual process;
- 5 Activity Masters which can be reproduced for classroom activities and a large poster size anatomical chart.

This material is available free. A 16mm color film "NATURALLY... A GIRL" and a Sample Pack of the different feminine hygiene products made by the company are also available at a minimal cost.

This material may be ordered by writing to: Consumer Services, JOHNSON & JOHNSON Inc., 2155 Pie IX Boulevard, Montréal, Québec, H1V 2E4, or by calling (514) 252-5539.

... shows there are gaps too!

The Science Council of Canada convened a meeting October 10 in Montreal of members of the Quebec Government, Chairmen of Education Departments of various universities, university rectors, leaders of teachers, school administrators, technical colleges, CEGEPs, parent organizations and industry to discuss science education in Quebec. The discussion centered around the Science Council's report No. 36 entitled "Science for Every Student, Educating Canadians for Tomorrow's World."

The Council believes that science should be taught to all to encourage full participation in a technological society as informed citizens.

As the result of a four year, Canada-wide study, the Science Council found that there is a serious gap between what science education is supposed to achieve and what it actually achieves.

In his introductory remarks, J-P Souque, a project officer with the Science Council of Canada, reviewed the results of the study. Those present agreed with the conclusions and recommendations of the report but there was much diversity of opinion as to what action should be taken to ameliorate the situation. The conversation was very unstructured and poorly directed. However, the more significant points to emerge were as follows.

ELEMENTARY LEVEL

The Quebec government is recommending that in the primary cycle of the elementary school, each student shall have 60 mins of science instruction/week and in the second cycle, 95 min/week. The Science Council recommends 45 mins/day for all levels.

In the elementary school at present science is rarely taught at

all. This seems to be due to the fact that the majority of teachers at this level are older people who are afraid of teaching science because of an extremely inadequate science background.

CONCLUSIONS

There appears to be a great and urgent need for adequate planning and therefore training (or re-training) of elementary school teachers, the development of new imaginative materials and syllabuses.

SECONDARY SCHOOLS

In the secondary school there will be compulsory science courses to secondary 5 (grade 11) for all students. At the grade 10 and 11 levels there will be two parallel science courses, one for all students and the other for those who want a more advanced course. While this is a commendable improvement for most students it is less than satisfactory for the science enthusiast because the total time allocated to science courses will be about half that currently offered. With a welcome greater emphasis on practical laboratory work, even less material will be covered and it

is certain that science students will be less well prepared for present CEGEP courses. Thus it is feared that students will have to spend an average of 6 semesters instead of the current average of 5 semesters to prepare themselves for entry to university.

CONCLUSIONS

The Quebec Government is implementing compulsory science courses for all students at all levels to prepare them to function fully in our technological society. However we must also prepare leaders of the scientific community so we must challenge those students with ability in science. They are a valuable resource which must not be wasted.

Teachers need to be adequately prepared to teach these new courses with their different approaches.

FINAL REMARKS

The Science Council report emphasizes the teaching of science and technology to all students is following a world-wide trend. However, it sees teacher preparation as the greatest obstacle in bringing in new curricula.

Lydia Austin
Macdonald High School



Dorothy Chant Hannah
Sales Representative
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FOCUS on MEMBERSHIP

These are last year's membership figures.
What will they be for 1984-85???

(1984/85 membership as of November 15, 1984)

	1983/84	1984/85
ALLANCROFT	185	144
AYER'S CLIFT	19	—
AYLMER	13	36
BAIE COMEAU	18*	—
BEACON HILL	171	147
CARLYLE	72	—
CEDAR PARK	114	118
CHRISTMAS PARK	202	—
COURTLAND PARK	125	68
CHELSEA	21	23
DORSET	113	124
DUNRAE GDNS	147	102
EARDLEY	80	83
ECOLE PRIMAIRE BEACONSFIELD	93	114
ECOLE PRIMAIRE PTE. CLAIRE	149	—
EDGEWATER	229	—
EDINBURGH	120	105
ELIZ. BALLANTYNE	137	144
GARDENVIEW	182	108
GREENDALE	134	—
HAMPSTEAD	78	89
HOPETOWN-SHIGAWAKE- PORT DANIEL	26	22
H. PURCELL	75	57
HOWICK	20	6
HUDSON	240	—
HULL	42	39
JOHN RENNIE HIGH	92	—
JOHN XXIII/DORVAL HIGH	39	—
KEITH	74	84
LACHINE HIGH	151	59
LASALLE HIGH	23	2
LINDSAY PLACE HIGH	141	107
MACDONALD HIGH	132	156
MAGOG (PRINCESS ELIZABETH)	48	—
MAL. CAMPBELL HIGH	56	15
MARY GARDNER	17	—
MEADOWBROOK	153	120
MOUNTROSE	84	—
MT ROYAL HIGH	138	—
NEW CARLISLE HIGH	84	38
NEW RICHMOND HIGH	36	23
NORTHMOUNT HIGH	17	—
NORTHVIEW	154	97
ROYAL WEST ACADEMY	133	132
SEIGNIORY	170	143
S. HULL	82	82
SPRING GARDENS	65	81
SUNNYDALE	153	121
THETFORD (Andrew S. Johnson Mem School)	45	—
THORNDALE	123	61
VALOIS PARK	158	144
WAGAR HIGH	214	—
WESTMINSTER	153	232
WESTPARK	192	—
WILLINGDON	121	69
WINDERMERE	183	179
WILLIAM LATTER	18	—

This column will appear in every News issue with the 1983-84 memberships appearing in light type.

Our goal for 1984-85 is to increase all of these memberships, plus adding new associations to our list.

We apologize to the Baie Comeau Home & School Association for incorrectly showing their 1983/84 membership, in the Sept. issue as 0.

Across Canada

Home and Schoolers raise \$1.85M

Last spring, Canadian Home and School and Parent-Teacher Federation (CHSPTF) asked the assistance of the provincial federations in circulating a questionnaire to local associations across Canada. The purpose was to calculate the amount of the financial contribution made in one year (1982-83) to the schools and communities of Canada.

We have the pleasure of sending you a summary of the returns received in the National Office of CHSPTF.

Province	Total Replies	Average \$ Raised 82-83	Average \$ Spent 82-83
B.C.	5	1 379	1 070
Alta	6	2 500	2 608
Sask.	13	1 330	789
Man.	13	1 835	1 554
Que.	8	5 023	4 339
N.B.	27	1 666	1 400
N.S.	2	2 172	1 369
P.E.I.	9	1 352	1 781
Nfld.	3	1 781	1 064
CANADA (excl. Ont.)	88	2 012	1 672

Based on these averages, it is estimated that in 1982-83 the affiliated associations of the Canadian Home and School and Parent-Teacher Federation raised approximately \$1,825,000 of which some \$1,500,000 was disbursed for school and community projects within the same year.

Many thanks for your cooperation!

Joan Mansfield
Public Relations, CHSPTF

Provincial Scope of QFHSA:

Quebec Federation of Home and School Associations is involved with:

- Ministry of Education Quebec.** Education concerns expressed by QFHSA are channeled to MEQ through the Associate Deputy Minister 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.
- 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.
- Quebec Association of Protestant School Boards.** QFHSA is the ONLY PARENTAL group which regularly attends meetings of the Board of Directors.
- Protestant Education Service Committee.** Responsible for the formation of moral and religious education programs for Protestant schools. The ONLY parental involvement — QFHSA.
- 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 regularly attends meetings of the League.
- 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.
- 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.

THINK OR WORRY?

You can think about your problems or you can worry about them and there is a vast difference between the two. Worry is thinking that has turned toxic. It is jarring music that goes round and round and never comes to either climax or conclusion. Thinking works its way through problems to conclusions and decisions; worry leaves you in a state of tensely suspended animation. When you worry, you go over the same ground endlessly and come out the same place you started. Thinking makes progress from one place to another; worry remains static. The problem of life is to change worry into thinking and anxiety into creative action.

...from Newfoundland and Labrador Federation of Home and School and Parent-Teacher Associations



So they say . . .

March 25, 1816 — Education. In a building near the Theatre, in this City, are schools opened for the different sexes, where the Boys (sic) are taught Reading, Writing and Arithmetic and the girls (sic) taught reading writing and needle-work. The terms of admission have been One Dollar per Quarter, but in consequence of the extraordinary price of wood and other necessities of life, we shall be obliged to ask Two Dollars for the ensuing Quarter. From This was Montreal, excerpts of The Herald.

APPLICATION — QFHSA

Supporting (Family) Membership \$ 7.00
 Affiliate (Group) Membership \$25.00 Ex. School Board,
 School Committee, Parents Committee

Name: _____

Address: _____

Postal Code: _____

(Please do not forget to include post office box number or apartment number if applicable)

Your membership card will be forwarded to you, immediately, upon receipt of your application by:

QFHSA
 2535 CAVENDISH BLVD. #212
 MONTREAL, QUEBEC H4B 2Y5
 PHONE: (514) 481-5619

Plenary Session

Home
&
School:
Why
Belong?

At the plenary session of the 1984 Quebec Federation of Home and School Associations' Fall Leadership Conference, President Marion Daigle enthusiastically reinforced Home and School's raison d'être in her address entitled, "Home and School: Why Belong?"

Delegates from all over the province and the island of Montreal gathered to share the ideas and concerns of the largest volunteer organization in Canada. Marion helped everyone widen that sharing experience by giving a history of Home and School activities in Canada and Quebec, as well as an over-view of the work Home and School does. Forty years ago parents joined together in Quebec to work for the benefit of children. Parents of today are still working towards the same goals.

Although the objectives of Home and School sound almost like clichés, they are the reasons why parents are so involved in the Home and School organization. For example: "To promote the welfare of children and youth;" "To promote the care and protection of children and youth;" "To give parents an understanding of the school and its work and to assist in interpreting the school in all its aspects to the public." These things need repeating, even to the most die-hard Home and Schooler. This organization is parents working for parents and what they believe in on behalf of their children and their children's schools.

The Quebec Federation of Home and School Associations (QFHSA) has been, and still is a very active and concerned organization, maintaining standing committees on health, nutrition, safety, education, curriculum. It maintains liaison with the Ministry of Education, Quebec Safety League, Protestant Education Services, and many educational bodies.

The Quebec Federation also speaks for parents through submission of briefs on such matters as Bill 40, Conditions of Teachers, to name just two recent ones. (All this on just a \$7.00 family membership, you say?)

As Marion Daigle spoke of this network of parents and the things they do, — the resolutions, the objectives met, the recognition gained, the volunteers, — surrounded by the published material, the resources to the wealth of information displayed there in the room, one realized how this was just scratching the surface. The QFHSA is much more than the sum of its parts, much more than an aggregation of schools and parents. It is many many volunteers working at the grassroots level, out of sight, but with the accumulated strength to raise a strong voice to express in concrete ways the ideals and goals shared by all parents.

The President summed it all up with an amusing tribute to volunteers and the heart-felt exclamation:

**KIDS ARE
WORTH IT!**

Mary Jane de Koos
Valois Park School

Fall Leadership Conference

This Is What You Said!

Plenary Session

Good information. Useful to hear the scope of Home & School activities at provincial and federal levels. As a newcomer to Home & School and first time at the Fall Conference, I found a lot of the discussion over my head in respect to terms and names used, but found it a very informative session. As a new president and in the Home & School only three years this session was terrific! Background and history was interesting. I like the enthusiasm with which Marion Daigle does her job. Her concern for children and their education is an inspiration.

Integrating Volunteer Efforts

Good speaker and well prepared — very worthwhile. Very informative and lots of material. Clarified the problem (child abuse). I learned a lot and now have the means to obtain more information.

How to Run Successful Programs

Very helpful — gave me a lot of good ideas. It also stressed evaluation and feedback from members of the school and its community. A lot of good handouts. Excellent coverage, well prepared presentations and time allowed for group discussions.

Fitness & Nutrition**(audiovisual presentation)**

Excellent moderator, knows her stuff, great handouts. A terrific job by Sylvia Adams. A subject affecting our daily life. We never hear enough about how to treat our kids. Moral support. The a.v. tape is a real winner.

U.N. International Year of Youth (1985)

Excellent. Wish more time could have been allotted to question period. Explanation of various groups that fund and participate in international exchanges. How do we address the needs of youth? I learned useful addresses, exchange programs and resources.

Home & School: Cooperation

Obvious that the panelists were well prepared and "warm" to their topic. Good questions which were answered well. Should give people a good opportunity to see various cooperative aspects of Home & School. Good setup offering both high school and elementary school perspective.

How to Run a Meeting

Terrific job Marion for such short notice (the president, Marion Daigle, pinch-hitted on no notice for the slated speaker). Well presented and very adequately covered. Suggestions were interesting and informative. I got good ideas for our Home & School and School Committee meetings. Would have liked the discussion of group dynamics and psychology of a meeting.

Leadership Development — Part I — Strategic Planning

Excellent. Good introduction to leadership theory. Very, very good. Unfortunately couldn't stay for Part II. Should be done again. A lot of information to digest. Excellent.

Leadership Development — Part II — Leadership Styles

Extremely knowledgeable workshop leader. Excellent — stimulating follow-up to Part I. Very good — interesting presentation. I learned how to evaluate myself as a leader and perhaps how to correct certain points. Should be given in the spring when new leaders are being elected.

Membership and Membership Development

Good basic workshop. The most important thing is to get parents to become members. Interesting. Informative — very glad I was able to attend.

Newletters and Publicity

Excellent presentation with Mrs. Harrison from CJAD. Sorry that we ran out of time for questions. It would be great to have the opportunity to take in every workshop. Interesting.

Communicating

Well explained and information was more than helpful. Extremely well done. Special note of thanks for the role playing strategy. More time needed. Very good, but not long enough.

Street-proofing your Child

All three ladies presented a very informative package. Room for lots of follow-up. New, exciting ideas. Very good in the aspects covered.

Babysitting Program

The Quebec Safety League's baby sitting program was presented. Good exchange of ideas between panelist and participants. Great handouts. Very informative.

Fund Raising

Helpful — a lot of good ideas were discussed. Got some ideas that had not occurred to me. A lot of information about planning and how to follow through. I attended this workshop last year and found this year's even more stimulating.

Babysitters need training

The workshop entitled "Does your School have a Babysitting Program" was led by Bella Lafontaine, Director of Programs for the Quebec Safety League. Mrs. Lafontaine informed us that the

INVOLVED PARENTS

Help children learn

One of the concerns mentioned was the drop in the number of parents becoming involved with Home and School.

Discussion took place and ideas about the membership kit being re-vamped, what to say to parents to get them interested, how can schools help to promote interest were suggested.

Studies show that educational objectives of children are better met if parents actively participate in the school life.

Methods of making people aware of Home and School such as letters to the editor of various newspapers, call phone-in radio/

league was founded in 1923 and concerns itself with all subjects regarding safety and prevention across the province. A big element in their safety program for elementary schools is Elmer the

talk shows and having Home and School executives come to the schools to push the importance of Home and School.

Home and School is a vital organization and every effort must be made to increase our numbers.

Because of the cut in the grant from the Government it is essential that Home and School try to become more financially independent.

It is important that we all work together to obtain strong parental support for our organization.

Judy Cloutte
Keith School

Safety Elephant. The program teaches school bus safety, playing safely in parks and fire prevention. The Quebec Safety League also offers a very good bicycle safety program for children from kindergarten through to Grade 7.

Children who babysit these days are getting younger so the League feels it is important to reach them early. The present babysitting kit has been augmented by a video presentation designed for thirteen 1/2 hour periods. After the group views the video the session goes into a question and answer period. Schools, of course, can adapt the program to fit their needs. They can modify it by using in-school and community resource people. A parent committee of volunteers is often the first step in setting up such a program.

Mrs. Lafontaine gave us a summary of some of the topics covered by the video presentation which by the way costs approximately \$650.00. Children who babysit are expected to know the emergency numbers. The course gives practi-

cal lessons in baby care and often a local mother will bring in her baby to demonstrate diapering, feeding, bathing, etc. Safety measures are stressed.

Fire prevention, artificial respiration and burn treatment take up another session. Following this the children learn about accident prevention and first aid. Behavioral traits of children are looked at and the prospective sitter learns how to deal with difficult behavior problems and also how to play with and amuse a small child.

The remaining sessions deal with the physical health of a child. For instance, recognizing that a child is feverish and what course of action to take. Nutrition and balanced diet are taken into account. What do you feed the youngster in your care. The last get together is a wrap up with a review of what has been learned and finally a questionnaire to be filled in by the children.

After Mrs. Lafontaine's presentation there was discussion and an exchange of information concerning existing babysitting programs in some of our schools.

Peggy MacArthur
Area Rep., Lakeshore I

How to run successful programs

This workshop was led by Jon Percy and Rod Elkin and again proved to be so popular that the number of chairs and desks in the room provided was insufficient. The workshop was repeated from 1983 because of this popularity.

The workshop leaders stressed the importance of always keeping in mind the interests of both the school and the community when choosing a program and of trying to assist in the developments of local interests.

After a topic is chosen it is necessary to establish program objectives. Keeping your objectives clearly in mind makes the job of identifying resources, whether they are human, audiovisual or whatever, and obtaining them, much easier.

Maintaining up-to-date records for future reference will make the job that much easier the next time around. Evaluation of the effectiveness of the activities or the program also help when planning events in the future.

Planners should use the method, or combination of methods, which will best serve the program chosen. Be flexible and willing to adapt! Remember also to use the type of publicity best suited to the program.

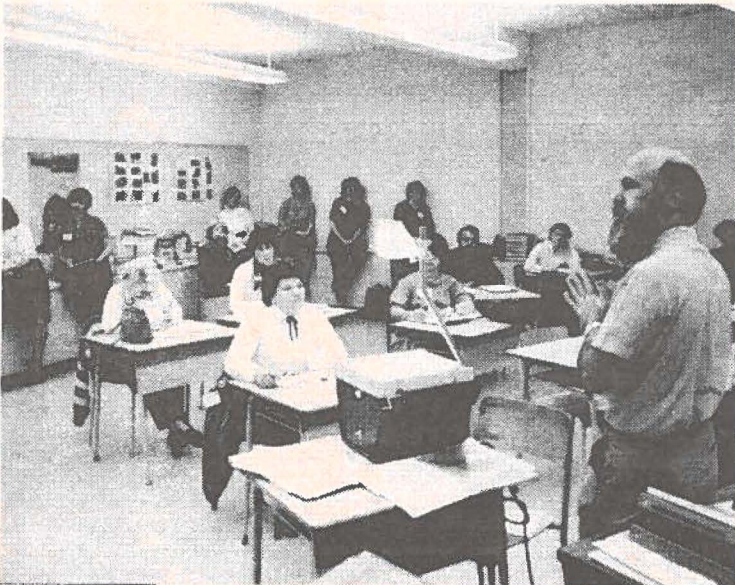
The exchange of ideas, and the many handouts which should make reviewing easier, were appreciated by the participants. It was obvious that the excellent coverage of the subject, given with

such enthusiasm, made a lasting impression. The offer to send additional information later was appreciated as well.

Some suggested programs follow.

- Health and nutrition
- Drugs & alcohol: non-medical use of drugs. Films available from National Film Board; National Health & Welfare have films & booklets if requested. Program on drug prevention.
- Human Sexuality program for Parents & Students.
- Dance: Winter or Spring to bring community together on a social level.
- Keep fit classes.
- Baby-Sitting classes.
- Communications workshops with High School inviting feeder schools.
- Book Fairs.
- Skate Exchange.
- Family Life Education, with speakers & discussion.
- Career Nights.
- Programs involving students are most popular:
 - e.g. Carnival nights.
 - concerts
 - Fun Fairs
 - Science Fairs
- CEGEP Night.
- Sale of School Supplies.
- Safe Bicycling courses.
- Current political issues involving education.

Grace Czerkawski
Keith School



Jon Percy, QFHSA Vice-President, and Rod Elkin, Executive Asst., PAPT, repeat their very popular workshop on "How to" run programs.

Set newsletter tasks and plan publicity

Ms. Marilyn Harrison, Director, Community Club Affiliates, CJAD, gave an extremely entertaining and interesting lecture regarding publicity on the radio for non-profit organizations. CJAD allots space for these organizations and for other community happenings, i.e. lost dogs! Ms. Harrison asked us to please keep all notices to specifics of event and be sure to include *all* vital information of the person reporting such event — allow 10 days for coverage.

Ms. Rose Kandalgaonkar, Vice-President, QFHSA commented on the correct method regarding newsletters — the most direct contact with the parents pertaining to events going on in the school, etc. Committees should be set up from Home and School or other parent organizations and designate specific jobs, i.e. editing, typing etc. — specify the deadline date for

reports and stick to same. Discussion on feedback from parents at the High School level was very low. Did parents receive the newsletter? — the ideal situation would be to mail out the newsletter — unfortunately at some considerable cost.

Ms. Sandra Keightley, Executive V.P., QFHSA, with very little time to spare, mentioned her Publicity Kit which will be available to all home and schools by the end of November 1984 and can be obtained from the head office on request. Ms. Keightley covered publicity through posters — bright colors to stand out — telephone committees on a one to one basis etc. and a reminder to all local Home and Schools to remember the 'Focus on Locals' in the Home and School newspaper — send in your news.

Sue Ramer
Lindsay Place H & S

How to run a meeting

This workshop, which was to have been conducted by Toastmasters International, was very ably handled by the QFHSA president, Marion Daigle, who stepped in at the last moment. Working from the Leadership Handbook, Mrs. Daigle explained the importance of having an agenda for each meeting so that all at the meeting will know what must be covered during the course of the meeting. This also helps to prevent digressions. Motions are also an important part of a meeting and these are covered in the handbook. What to do if

someone suggests an amendment to the motion? If you always follow Robert's Rules of Order meetings will run smoothly without hurting anyone's feelings.

At Home & School/School Committee meetings place the principal's and teacher rep's report near the top of the agenda — thus recognizing their important contribution to your meeting. The most important matters you wish to discuss should come first at a meeting while everyone is fresh and attentive.

Always make newcomers feel

welcome at your meetings. Try not to use initials/acronyms or first names which they may not understand. Briefly outline a topic under discussion so that they will know the "background" of the discussion. They will not feel lost and may be able to offer a valuable contribution.

Remember a good chairman CONDUCTS a meeting — they do not CONTROL it. They are there to keep things on track and moving forward. Always keep in mind that you are *working together* for the students in your school.

Communications Workshop

"Communication is the largest single fact determining what kinds of relationships we make with others and what happens to us in the world around us." With this remark, Alex Morris, a past president of QFHSA, began a workshop on communications at the Fall Leadership Conference. He showed himself to be an excellent role model for good communications by giving a lucid, constructive and at times humorous presentation on communications on an interpersonal level.

He went on to say, "communication is the gauge by which two people measure each other and their own self worth. It covers the whole range of ways — verbal and non-verbal — in which people pass information back and forth. It includes the information received and the way in which that information is used. It covers how people make meaning of life. It sets one up to examine where one is in relation to others."

We all bring various elements

into communication. Each element may give positive reinforcement to a message, shade a message to a varying degree or totally negate the intended message. Body language plays an important role. It can indicate a listening attitude or inattention, convey confidence and concern or just the opposite. Our values, our expectations of life can filter through as a positive or negative force. Sensory perceptions play a role:

Visual: do you maintain regular eye contact?

Auditory: does your tone of voice convey impatience, anger, sympathy?

Olfactory: is your sense of smell offended?

Tactile: do you emphasize a message through touch or are you uncomfortable with physical contact?

An ability with words is one element that may be gained through books on effective speaking. Another essential element in communication is the brain with

its varying capacity to absorb information, to concentrate and listen effectively, to think and interpret.

A communications model demonstrated some of the pitfalls into which a message might fall. Is the sender adopting the appropriate role? One would not approach another adult as one would a daughter or son. A parent or authoritarian role is only appropriate on occasion. Is the medium of the message suitable? Does the message reach the intended receiver? Is there an appropriate response and feedback?

Other elements which affect communication were demonstrated during the role playing. During the role playing a meeting was staged to demonstrate the effects of a hidden agenda or hidden committees, a threat to status, ambivalence and divided interests and loyalties.

Marilyn Percy
Hudson School

Home & School: Cooperation

The four panelists, Carol Ohlin, Fred Argue, Gisela Amarica and Ralph Ross, each gave their perception of the roles of the principal and parent necessary to ensure an environment for cooperation.

Ralph Ross, principal of Malcolm Campbell High School, talked of the need to open the high school to parents. Students are reluctant to take home notices and since students in high school are, to some degree, adults-in-training, they cannot be coerced by methods used in the elementary school to ensure delivery. Parents of high school students are not only cut off but also are reluctant to get involved. However there are many ways to increase parent participation.

- when parents visit the school they should be given immediate attention.
- the chairman of the School Committee should be invited to sit on the Students Council.
- there should be an open invitation to ALL teachers to attend Home & School and School Committee meetings.
- parents might be invited to come to the school and personally pick up their child's report card.
- parent volunteers should be encouraged and welcomed in the library and other aspects of school life.
- the climate of the school must be such that parents and teachers feel comfortable with each other.

Mr. Ross emphasized that the school principal was the key to home and school cooperation. He said that a principal could build or destroy a school in five years and shared with the group nine recurrent behaviours of a good principal as identified by research: (Caroline Persell and Peter Cookson, Jr. "The Effective Principal in Action" in *The Effective Principal: A Research Summary*, NASSP,

- 1982.)
- demonstrating a commitment to academic goals.
- creating a climate of high expectations.
- functioning as an instructional leader.
- being a forceful and dynamic leader.
- consulting effectively with others.
- creating order and discipline.
- marshalling resources.
- using time well.
- evaluating results.

Fred Argue, principal of Northview School, showed how the school population is comprised of three basic pressure groups each with its own back up or support system. The teachers, supported by the School Council; the students, supported by the Students' Council; and the parents, supported by the Home & School Association and the School Committee. The principal also has the function of providing support.

Mr. Argue talked of the balance within the school, emphasizing that the rights of one group involve obligations on the part of others, i.e. the students' right to be taught; an obligation of someone to teach; the parents' right to know; the school's obligation to tell. Conflict arises when the rights and obligations are not matched. Part of the parents' role is to help the school fulfill its obligations.

Gisela Amarica, president of Malcolm Campbell High Home & School Association, emphasized that it is important for parents to remember that they are involved in the school for the good of the students. Parent groups must maintain a good contact with the school principal and the teachers. She said that Mr. Ross, as a new principal, had written personally to each member of the Home & School Association and of the School Committee stating that he

wanted to work together with them for the best for the students.

Mrs. Amarica also touched on some of the problems of a school with a large ethnic population. She stated that students from different backgrounds have different needs and that peer pressure was a greater problem among ethnic groups. She stressed the need for parents to give a sense of self-worth to their children.

Carol Ohlin, past president of Northview Home & School Association, reminded the group that the Home & School Association exists to serve the school and that its presence needs to be encouraged by everyone. She said that parents are able to contribute in many ways, but should be aware that their involvement often means more work for the principal and the staff. The responsibilities of parents are: providing a home atmosphere that is supportive of the school, participation in school life and providing responsible input. At the same time parents have the right to be informed, the right to be consulted and the right to express opinions.

Mrs. Ohlin gave some suggestions for maintaining good relations with the principal and the teachers: establish an atmosphere of friendship and trust, schedule meetings when the principal and teachers can attend, distribute the agenda in advance, place principal's and teacher's reports early in the agenda, explain the importance of Home & School membership for staff as well as parents, remember that the Home & School is not a complaint bureau. She also emphasized that projects involving the school should be discussed with the principal and the staff should be kept fully informed. Finally, and most important, don't forget the pleases and thank yous.

Ann Cumyn
Dorset School

Integrating volunteer efforts with health agencies and community resources

Workshop conducted by Maureen Haynes and Debbie McLeod of Westpark School.

Volunteer groups who wish to create an awareness of the incidence of Child Abuse should introduce the topic under the heading of "Making the Community a Safer Place to Live". On deciding to initiate a program, the first job is to check out your community's resources, i.e. Dept. of Public Health (D.S.C.); school social worker; school administrator(s); local Community Health Centre (C.L.S.C.). Resource booklets must be verified to see whether the service does in fact still exist.

CHOOSING A SPEAKER FOR A MEETING ON CHILD ABUSE

It is important to articulate exactly what is expected of them (the speaker) and their time allotment. Any films to be used must be pre-viewed and a rule of thumb could be "if it makes one feel uncomfortable" then don't use that particular film. Inquire as to whether an honorarium is expect-

ed. If any travelling costs are involved definitely pay for them. Choose professionals to speak — parents are more comfortable talking on this topic with a "pro".

THE FACTS

After outlining the law regarding the compulsory reporting of all cases of child abuse, Mrs. Haynes revealed some startling facts and gave the delegates some food for thought.

- (1) One in two persons are sexually abused.
- (2) Emergency placements for abused children are at a premium so that children are further abused.
- (3) A child tells *nine* adults before one listens.
- (4) Remember the child does not have a vocabulary that enables them to tell.
- (5) Abusers, when apprehended, receive no treatment. Their punishment, if any, is jail. Two years in jail only makes the abuser more adept at abusing.
- (6) There is no compulsory treatment for abusers.

- (7) Venereal Disease (V.D.) in a 3 or 4 year old child does not come from a toilet seat.

CONTRIBUTING FACTORS

Parents' background — stress — isolation — marital and personal problems — physical and mental illness — unreasonable expectations — financial problems. Parents are often unaware of the special needs of a small child.

RESOURCES

Hospitals have developed a network to track down repeated cases of child abuse.

Women's shelters have information on how to get help.

Always report any strange or unusual treatment of children, or odd behavior in children. Let someone else (a professional) make the final decision.

Awareness is the best tool to prevent child abuse. To report a suspected case of abuse, call your Director of Youth Protection. The telephone number is listed under Centre de Services Sociaux, or call (toll-free) 1-800-361-8854.

CHILD ABUSE AND NEGLECT KIT (in French and English)

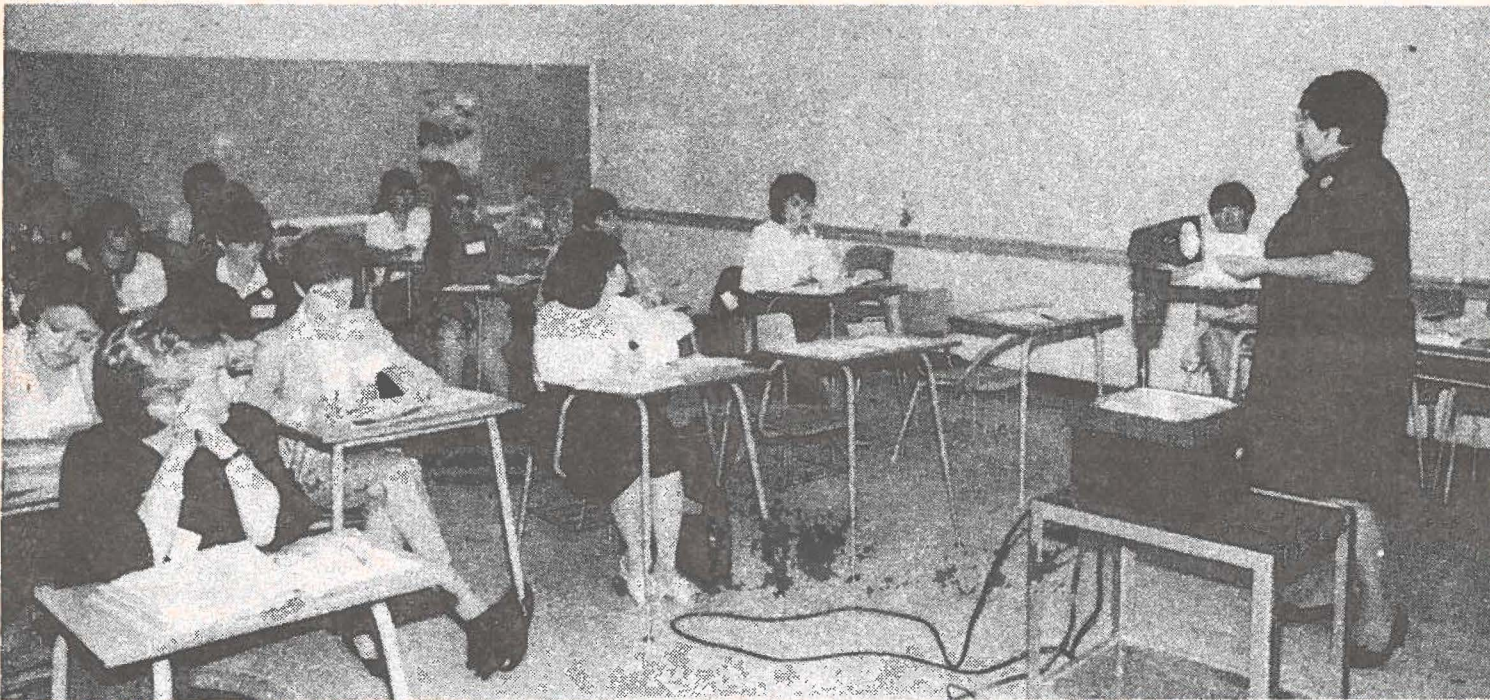
The kit is carefully laid out with a format covering six (6) meetings of interested parents.

- (1) Introduction
- (2) Community Action and resources
- (3) Physical Abuse
- (4) Sexual Abuse
- (5) Physical Neglect
- (6) Emotional Abuse

In the event that your group cannot obtain a speaker for a particular evening, there is a carefully structured program that can be easily followed. Maureen Haynes, the chairman of the QFHSA Child Abuse and Neglect Committee, will be glad to come and speak, or to lend you any help she can. Mrs. Haynes can be reached through the Home & School office (514) 481-5619.

Aldis Lee
past Vice-President, QFHSA

See page 4 for more information on this topic.



Maureen Haynes, chairman of the QFHSA Child Abuse Committee, speaks to concerned parents.

Fundraising needs well defined plans

The workshop was led by Fran Lowry and Helen Green of Lindsay Place High School Home & School Association. Both leaders have many years of experience fund raising at the high school and elementary school levels. They stressed the importance of following a predetermined sequence of events when organizing a fund raising activity and of starting early in the year. The group's priorities have to be determined first and how much time and/or effort is to be spent on fund raising. Next it should be decided why the group is raising funds, primarily for profit or for secondary reasons? The primary reason for the event could be of a social or educational nature. Having an objective for the money raised usually inspires participation as do positive feelings about the project within the

group.

The next big step is to find a coordinator who is ambitious and who believes totally in the idea. The coordinator's job is to find enough enthusiastic volunteers to be able to divide up the work required. The event itself should fit the community, both in its appeal to the clientele aimed for, and in the ability of the clientele to pay. Care should be taken that what you are selling is seasonal, that there is not too much competition from other sellers, that there is a demand for the item or the service and that it is possible to deliver on time.

Publicity should be planned as well, remembering that a publicity chairman can be invaluable by taking responsibility for that aspect of the event. Use can be made of many different ways to

publicize; such as (local) newspapers, radio, posters on poles and in stores, reminders to area organizations, school telephone chains and newsletters.

The workshop was well attended and the ideas presented led to stimulating discussion. Representatives from several other schools shared their successful ideas with the people attending. Heather Sherman, the School Supply Chairman of Sunnysdale School, provided a two-page outline of how their school store works, which will enable anyone undertaking this type of event to cut down on their planning stage. Another excellent handout was the directions for running an apple sale, providing detailed step by step procedure.

Katherine Koepp, Dawson CEGEP.

FUND RAISING Sequence of Events of Organization

1. What are your priorities?
Is the mandate of your Local to raise funds? Something else?
How much of your year/meetings should be spent on this subject?
2. Why are you doing this fund raising?
— specifically for \$ — profit important;
— as a social event — profit secondary;
— as a social/information/\$ event — profit probable;
— have you an objective for the \$ — this usually *inspires* participation;
3. Do you (as a group) have a *positive feeling* about this project?
Positive ideas are contagious.
4. Volunteers — do you have a *coordinator*?
— do you have enough *enthusiastic volunteers* to divide up the work?
5. Who are your clientele?
— students/parents/community at large?
— what is the financial buying power of your clientele?
— This varies considerably — do not out-price them.
— Have your clientele shown previous interest in your product?
— Yes! — good. Maybe! —
6. Timing — is what you are selling seasonal?
— are you sufficiently ahead of hockey, soccer, Xmas, Easter?
— is it in demand (don't sell skis in the Spring — you don't want to put them away, but neither does anyone else!)
— is it a new idea?
— is it a catchy frivolous fun idea?
— are others selling it in your neighbourhood? Can you afford to compete with other sellers?
— weather conditions — snow — can you postpone?
7. Publicity — are you willing to spend some \$ to make some \$?
— paper and publicity cost \$
— do you have a *publicity chairman*
— send to newspapers — *radio stations* — *deliver fliers* (homes, store windows)
— tack up on telephone poles (remember to remove fliers)
— local stores
— other organizations — churches, other H & S, Regional Council, etc.
— School telephone chain
— School newsletter
8. Other ideas.

GET INVOLVED BE INFORMED
JOIN YOUR
HOME & SCHOOL ASSOCIATION

Children's television: not all wasteland

By Barbara Peden

On cloudy days, or days when their energy level is low, your kids may want to plop down in front of the television set when they come home from school.

Do they watch re-runs of Happy Days and Gilligan's Island while you grind your teeth in frustration? If you knew how much of our tax money, and some of the country's best creative brains, are devoted to home-grown children's programming, you might switch that dial.

There are dozens of programs on all channels, specifically for children. Some French immersion teachers are using popular French-language programs in the classroom, but on the whole these daytime programs (including the "educational" ones) are rarely seen unless your child is home with a cold.

After school, the CBC schedules five different shows at 4:30 p.m., one for each day of the week. "The Edison Twins", for example, is a mystery featuring talented young actors. "What's New?" is a news magazine for young people which has been running for many years.

Guy Comeau, a Radio-Canada

producer, recently attended a big annual children's television festival in Munich. He said 51 countries were represented, with the largest delegations from the United Kingdom, the Scandinavian countries, the United States, Australia and New Zealand.

One of the Canadian entries which did very well was "Going Great," which is on CBC on Wednesdays at 4:30 p.m.

Mr. Comeau said that the most

successful programs at the festival had two main characteristics: 1) they put children on the screen, and 2) they were made on location (not in a studio but outdoors or in "real" surroundings).

The Children's Broadcast Institute publishes a good newsletter and recommends books on the subject of children and television. You can write them at 234 Eglinton Avenue East, Suite 405, Toronto, Ontario M41 1K5.

Television Series on Parenting

A new program on the CBC network at lunchtime is exploring the subject of being a parent.

Education, nutrition, physical fitness, computers, toys and even pets are some of the topics discussed in interviews and filmed

features on "Parenting" seen at 12:30 p.m. Channel 6 in Montreal from Monday to Friday.

Host of the series is Joyce Davidson, who was Canada's best-known television interviewer in the 60s. She is now a grandmother.

November is *The Month* for Children's Books

By Barbara Peden

"The Storymakers" is the theme of the eighth annual Children's Book Festival, which is being held from November 17 to 24 this year.

The Canada-wide book festival, which is aimed at promoting good reading and Canadian books among young people, is sponsored by the non-profit Children's Book Centre, of Toronto.

The Festival organizers send a Canadian children's author on a tour of each province, to read from his or her works, to be interviewed by local media, and especially, to meet young readers, usually at libraries.

Claire Mackay is the author assigned to visit Quebec this year. She is the author of *Minibike Racer*, *Minibike Rescue*, *Minibike*

Hero, *Exit Barney McGee*, and *One Proud Summer* (which was set in mid-19th century Quebec). Her latest book is *The Minerva Program*, which features computers.

Even if your local library isn't featuring a visit by Ms. Mackay, it is probably mounting an exhibit of new books, or promoting a reading contest among children.

New books are flooding into the bookstores at this time of year. Children's books may seem expensive, but they have never been better. Some of the art work is so good that you could put it on your walls. The binding must be sturdy, and so must the paper.

Children's books are made to last because they become precious to children who love them. Isn't that worth paying for?

Educational TV

Belgium

Buys

Octo-puce

Octo-puce the correspondence course produced jointly by the ministry of education of Quebec and T.V. Ontario will be broadcast on Belgian television this fall. The series dealing with microcomputers and their programming has been very popular in Quebec among more than 270,000 viewers.

The agreement signed recently covers the sale of cassettes and of the correspondence course and its twelve television programs as well as arrangements for the production and distribution of Octo-puce 2.

Academic achievement

The Ad Hoc Committee in charge of the dossier on scholastic achievement has submitted a report to the Conseil des commissaires on measures to improve academic achievement, the impact of specific school populations on academic results and the evaluation of instruction.

Following are some of the seven proposed measures to improve academic achievement:

- setting up of remedial programs by those schools who registered a higher failure rate in one or more subjects;
- adoption of an academic achievement improvement program by those schools whose success rate is average and even above average;
- systematic evaluation of instruction of one or two subjects throughout the schools of the C.E.C.M.;
- establishment of closer consultations between secondary schools and their elementary feeder schools;
- professional development of grade 5 and 6 and secondary one and two teachers in matters of evaluation;
- recognition of the competence and the success of some teachers, principals, etc.

SOFT DRINKS. THE HARD FACTS.

It's a fact that soft drinks are a part of the lifestyle of students. They should know what's in them. And so should you.

To give you and your students the opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an educational film called, "Soft Drinks ... The Facts."

This film does not suggest that soft drinks are a substitute for proper nutrition, it simply illustrates what your students should know about soft drinks: what they're made of, how they're produced, their history, their diet implications and other important facts ... and, remind them that this refreshing taste treat - like any good thing - should be taken in moderation within the context of a well-balanced diet.

Our booklet, "The Facts About Soft Drinks" is still available, as are a new poster and brochure on the proper care and handling of glass bottles.

The booklet, poster and brochure are free for the asking. If you are interested, just drop us a line.

For enquiries into the film, please contact:

L.M. Media Marketing Services Ltd.
115 Torbay Road, Unit 9,
Markham, Ontario L3R 2M9
(416) 475-3750

2168 Willingdon Avenue,
Burnaby, B.C. V5C 5Z9
(604) 294-6231

Société de commercialisation

L.M. Ltée
9575, Côte de Liesse,
Dorval, Québec H9P 1A3
(514) 631-9010

Canadian Soft Drink
Association,
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

△ SAFETY SCENE △ SAFETY SCENE △

Safety: Street-proofing Your Child

BETTY LOU MANKER: SAFETY PATROLS AT WINDERMERE

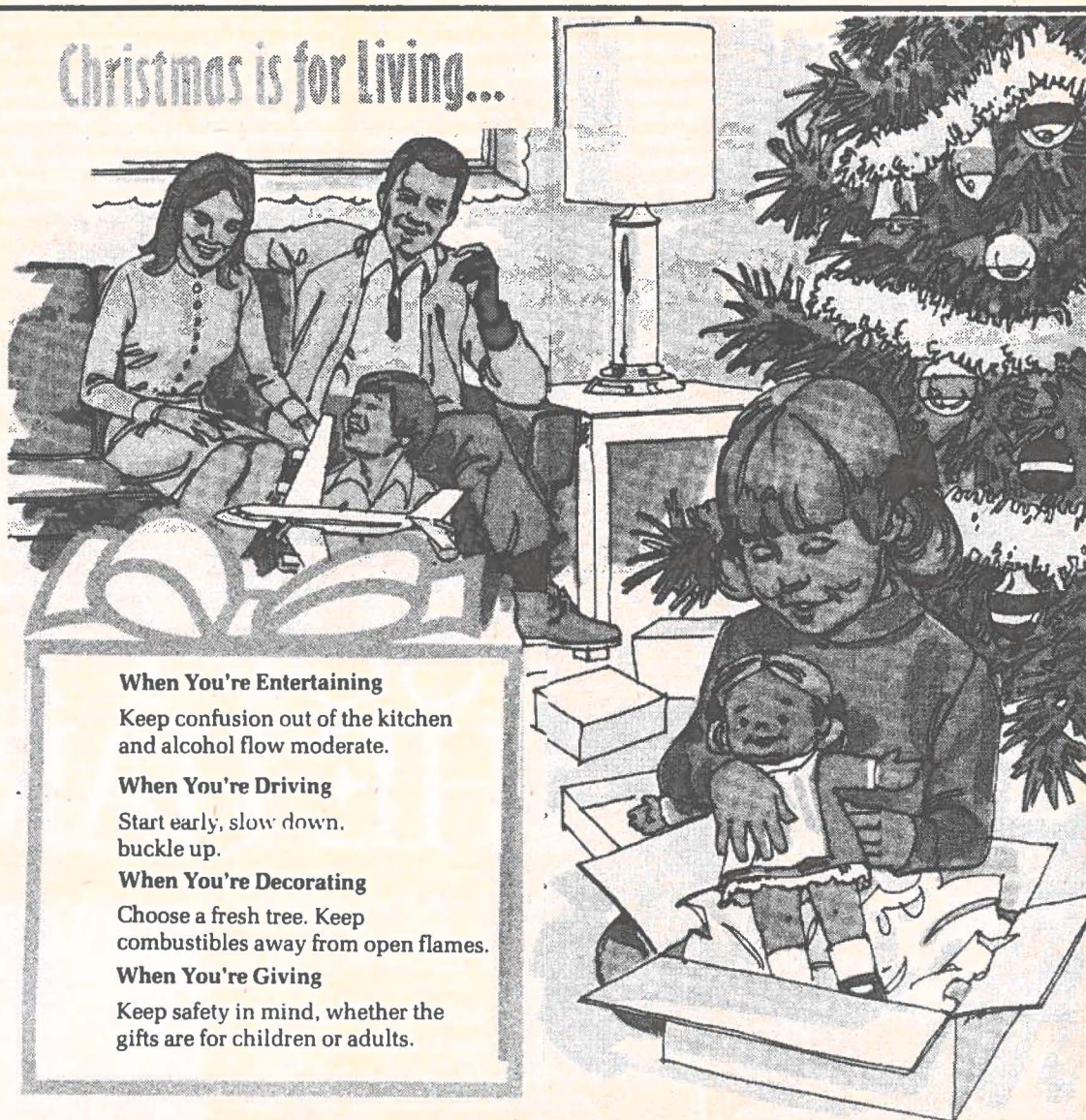
- programme has been in operation for 12 years.
- patrollers are grade 5 & 6 students, 25 in total.
- their purpose is to guide, not enforce.
- they wear orange belts to distinguish themselves and special navy blue shirts.
- each student is given a letter, telling them of the duties of a patroller. They apply for the position and parents' approval is required. A meeting is held and verbal instructions are given.
- they work in three teams — one week on duty and two off duty. Each team works in pairs and they choose their posts.
- children mostly obey the patrollers. Those who do not are reported to the principal.
- reasons for volunteering:
The children seem to enjoy looking after the little ones in their community. They develop a high sense of responsibility.
- rewards for patrollers:
Patrollers are invited annually to a Safety Patrollers' Jamboree in Ottawa. (Bus is paid for by the Home and School.) They march past a reviewing stand at Parliament Hill. The patrollers attend a church parade at St. Mary's where they are presented with a plaque. A halloween and Easter party are given for them.

JUDY KUSEL - BLOCK PARENTS ASSOC.

- How are little children going to tell good strangers from bad?
By the block parent signs in our windows. These signs tell a child that the person who has this sign is a good stranger and the house is a safe home to go to.
- How does our system work?
If you are 18 years or older, you apply to be a block parent. All applications are screened by police. After approval has been received, a block parent sign is issued. Ideally, there should be two block parents on each street.
- How are the police involved
The police do two things: 1. screen applications and 2. they help educate the children about safety and part of their safety programme is the block parent programme.
- How do schools help?
Run off notices for parents
Teachers teach children about block parents.
Often provide a liaison person between block parent committee and safety committee (if there is one).
- What does a parent do?
They should teach children about the presence of block parents and locate the signs in their area.
The History of Block Parents is in the November issue of *Canadian Living*.
- How does one start a new Block Parent programme?
Booklet is available called "Block Parents in Quebec" and is supplied by Judy Kusel. The book will supply all details necessary to initiate a new programme.
900 communities have Block Parent programmes. West Island has 15 cities involved with over 4,000 block parents.
- Other safety programmes:
Outreach - Women's action group which promotes street proofing, P.O. Box 1271, Station B. Oshawa, Ont. L1J 5Z1
Fan Out Alert: Block parents organized into a telephone alert system in Edmonton.
Hot Dots - New Hampshire state government gives out little round circles that are put on backs of jackets, school bags, bicycles, etc. and the number of incidents of children being killed by cars has decreased 75% since programme was initiated.
Stranger Danger - operates in Oregon and Buffalo. Police hand out frisbies that say Stranger Danger on them, constantly reminding the children of the dangers around them.
- **LOTTIE VOGT — HAVING YOUR CHILD FINGERPRINTED.**
- Done by police or volunteers on a special form.
- form remains with the parents and is used only if a child disappears.
- done only upon approval of the parents.
- 1000 children are now fingerprinted in the West Island.
- forms are available through Lottie at the Rendez-vous Drop-in Centre in Dollard. Tel 683-6454.

Judy Hurlburt
Christmas Park

Christmas is for Living...



When You're Entertaining

Keep confusion out of the kitchen and alcohol flow moderate.

When You're Driving

Start early, slow down, buckle up.

When You're Decorating

Choose a fresh tree. Keep combustibles away from open flames.

When You're Giving

Keep safety in mind, whether the gifts are for children or adults.

Falls and fires lead the list of living room accidents

We know from the statistics that home is not the safest place to be; there are hazards lurking behind each door.

We are familiar with the grinding, mashing and cutting hazards in the kitchen; the dangers of water, electricity and medications in the bathroom; and the fires, falls, poisonings and suffocations that can happen in the bedroom, especially to the very young and the elderly. But can there be accidents in the living room or den area, where most people are in a leisurely and relaxed mood? Unfortunately, YES! According to QUEBEC SAFETY LEAGUE, fall and fire hazards cause most of the home accidents in this area of the house.

FALLS: People fall from something, over something or on a slippery floor.

LAMPS: A lamp with an enclosed, small metal shade will block heat from escaping, which is why the manufacturer often attaches a label warning against the use of more than a 60-watt bulb.

Whatever your personal preference in lamp design, be sure it has a broad, heavy base so it won't tip easily.

TELEVISION SETS: Ventilation openings in the television set should not be placed close to a wall or piece of furniture, or covered with cloth or paper. This can cause the heat inside the cabinet to build up and cause a fire. Don't install a television set in a built-in bookshelf unless the appliance has sufficient clearance on all sides to allow proper ventilation.

SMOKING: Ashtrays deserve more attention than most people give them. Not only should they be placed where they cannot be knocked over, they should be of a design that prevents their contents from falling out.

PARTIES: The living room, family room or den is usually the setting for parties and special gatherings. The party may be over but two great hazards can remain: the threat of fire; and the danger of children swallowing a deadly poison — alcohol.

Before going to bed after a party, clean up EVERYTHING!

FIREPLACES: More and more people are using their home fireplaces to conserve energy, save money and create a warm atmosphere on cold winter nights. Make certain the fireplace was constructed to be used for the material you are planning to use and not

just intended for decoration.

POTENTIAL HAZARDS: The ceiling fan is back. Most fan blades turn about one foot below the ceiling; the use of a fan in a room where the ceiling is less than eight feet high needs to be carefully considered. For safety, the revolving fan blades should be at least seven feet above the floor. Glass doors and panels are fashionable and attractive. . . People usually walk into them because they do not see the glass. Never assume that a glass door is open. To make it more visible, place decals or pressure tape on it at two levels: the adult's eye level and the child's eye level.

THERE IS AN ALTERNATIVE



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For an informal visit and tour of the school please call:

(514) 488-9191

School bus stopping . . . OBEY IT

Do you know what a median strip is in reference to the school bus stopping law?

The Highway Traffic Québec Highway Safety Code states: "Motorists meeting a stopped school bus with flashing red lights must stop unless they are on a highway divided by a 'median strip'."

That's the portion of a highway which separates traffic travelling in the opposite direction (as shown in the diagram below). It's a physical barrier or unpaved strip of ground, such as the grass median on controlled access highways.

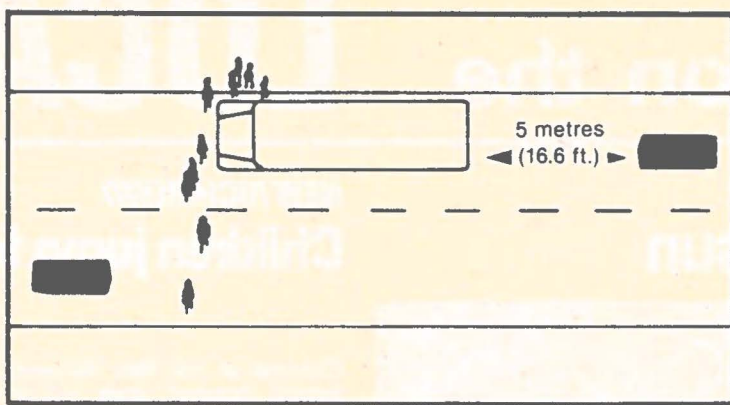
A painted line or corrugated concrete rumble strip is NOT considered to be a median strip and is classified as an undivided highway.

Drivers encountering a school bus with flashing red lights going the opposite direction on a highway don't have to stop. But those going in the same direction as the school bus must always stop.

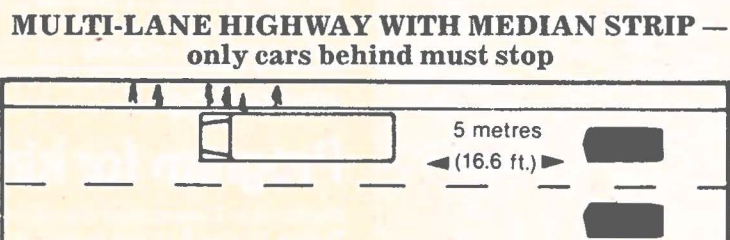
And, motorists overtaking or approaching a stopped school bus with flashing lights on any undivided highway must always stop.

In both cases, drivers overtaking the bus must stop at more than 5 metres (16.6 feet) before reaching it. And they can't proceed until the bus moves, or the lights have ceased to flash.

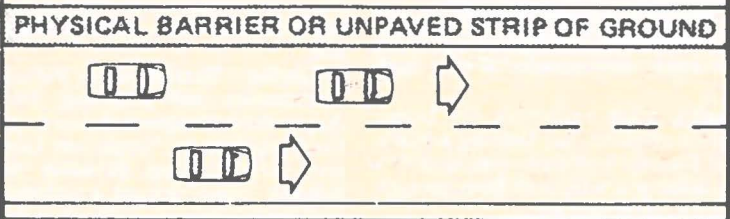
Quebec Safety League urges every one to become knowledgeable about the rules of the road because traffic safety is everyone's responsibility.



TWO-LANE HIGHWAY OR STREET — cars in both directions must stop



MULTI-LANE HIGHWAY WITH MEDIAN STRIP — only cars behind must stop



PHYSICAL BARRIER OR UNPAVED STRIP OF GROUND

In Ontario Changes assure French instruction

Changes to Ontario's Education Act will give every Franco-Ontarian child the right to receive instruction in French.

A special five-member panel of judges from the Ontario Court of Appeal had ruled that parts of the Education Act are unconstitutional. By requiring at least 25 children for a French-language elementary school and 20 children for a secondary school and by giving boards of education discretionary power to provide minority-language education, the Education Act conflicts, the panel rules, with

the Charter of Rights and Freedoms. The Charter guarantees the right to primary and secondary school instruction in a minority-language wherever the number of children is sufficient.

The judges ruled that it would be difficult to justify any arbitrary limit used across the province; numbers may vary depending on the region and type of instruction provided.

The proposed legislation to provide French-language instruction to all French-speaking students who want it will be debated in the

Ontario legislature this fall. An estimated 1,000 students will be affected by the change. About 96,000 students are already in French language schools.

The Ontario government also intends to create, within certain boards of education, panels of trustees elected by Franco-Ontarian electors who will have defined powers governing schools and classes where French is the language of instruction. Questions on this matter, however, are still before the Courts.

Lakeshore School Board

Council of Commissioners meetings

PRELIMINARY ENROLMENT REPORT

Acting Director General Jim Heywood reported that as of Sept. 20, 1984 a preliminary enrolment report indicated that there were 11,480 students attending classes, an increase of 182 over the total officially registered as of Sept. 30, 1983.

AWARD FOR MERIT

The Council approved the creation of the Robert E. Lavery Award for Merit, in honour of the former Director General of the Board who resigned as of August 31 in order to assume the post of Director General of Dawson CEGEP. This award, in the amount of \$500, will be made each June to a secondary V student following a competition in the field of English Language Arts.

IMMERSION ENTRY

Upon the recommendation of its Education Committee, the Council voted to maintain its policy regarding a second entry point into the French immersion program at secondary I. In 1979 the Council had eliminated a specific second entry point at that grade level due to declining numbers and the difficulty caused by the operation of small classes within the

high school context. As well, procedures were adopted to allow entry, at each grade level, into the French immersion program.

AGE OF ADMISSION

The Council voted to send to the Ministry of Education the names of four children for whom admission to Kindergarten is sought despite the fact that none will be five (5) years of age as of Sept. 30, 1984. These children, who meet stringent requirements including attestation that their families have been transferred to Québec for no more than two years, may be admitted to school early if the Ministry approves the application.

CANADA CLAUSE

In light of the judgment handed down by the Supreme Court of Canada regarding the school eligibility portions of the Canadian Charter of Rights and Freedoms, Section 23, Council directed its administration to:

- normalize the registration of all children who have been enrolled by virtue of the Charter since its passage; and
- take appropriate steps to recuperate from senior levels of government those funds required to offset costs incurred by the Lakeshore Board since

the enactment of the Charter in educating children according to its admission requirements.

APPRECIATION EXPRESSED

The Council of Commissioners, as well as organizations attending the meeting such as the Parents' Committee, Lakeshore Teachers Association and Québec Federation of Home & Schools, expressed appreciation to Director General **Dr. Robert E. Lavery**, whose resignation in order to assume similar duties with Dawson College would become effective August 31.

PERSONNEL

Approval was given for a series of resolutions related to the Board's personnel:

Leave of Absence was granted to teacher **Charlene Graham** for 1984-85 in order that she may assume duties as President of the Lakeshore Teachers Association;

Teacher **Ruth Toohey** was granted permission to engage in a loan of service to the Ministry of Education for 1984-85 in order to participate for the second year in the development of language arts programs;

William Stockwell was appointed Secretary General of the Lakeshore School Board, effective August 27, 1984.

Minister of Education's \$40 million claim

The Montreal Island School Council has decided to appeal the judgment rendered by Judge François Chevalier in the case that has come to be known as the \$40 million claim.

Among the budgetary regulations of the Ministry of Education for 1983-84, an article entitled "the negative non-recurrent adjustment" (article 2.9.3.3) allowed the Minister to recuperate approximately \$40 million in grants to the school boards, forcing them to contribute "to the financing of special measures to relocate or reduce personnel, as well as any other measure concerning personnel and the improvement of working conditions."

The article stipulates that the amount of this contribution takes into account the financial situation of the school boards and is established according to their surplus for the 1981-82 fiscal year. For the school boards of the Island this claim amounts to almost \$4 million.

It was following the application of this measure that the Fédération des commissions scolaires catholiques du Québec (Federation of Catholic School Boards of Quebec), seconded by the Conseil scolaire de l'île de Montréal (Montreal Island School Council), had asked Quebec Superior Court to strike this article from the 1983-84 bud-

etary regulations. The argument of the school boards and the Conseil was based on five points:

- the budgetary regulations are more than simple directives; they are really by-laws and are subject to the jurisdiction of Superior Court;
- regulation 2.9.3.3 is "ultra vires" or goes beyond the powers of the Minister of Education;
- the negative non-recurrent adjustment is an unreasonable and arbitrary demand upon the school boards;
- this measure has a retroactive effect which renders it illegal;
- it is an infringement on the autonomy of the school boards which is contrary to the law.

The Conseil added that regulation 2.9.3.3 also infringed upon its powers set out in the law to plan the resources of the Island of Montréal since it supposedly imposes a division of the accumulated surpluses among the school boards.

The Judge rejected the arguments of the school boards, except for the one dealing with the infringement on school board autonomy. He reminded the parties involved that this problem was presently before the Supreme Court of Canada where the constitutionality of certain clauses of the law on municipal taxation is in question.

MCSC News

Micro-computer purchase

The Montreal Catholic School Commission has decided to purchase 148 Comterm P.C. micro-computers for a total amount of \$391,820. These computers will be installed in French-language secondary schools and will be used for teaching the "Introduction to Computer Science" program.

In a statement prior to this decision, the Chairman, Mr. Michel Pallascio, recalled that the first choice of the C.E.C.M. was the Macintosh computer which has evident pedagogical advantages. However, as a result of the M.E.Q.'s refusal to accept the Macintosh micro-computers as eligible for subsidies, the Commission had no other alternative but to purchase computers approved by the M.E.Q.

Last June, the Commission purchased 120 Macintosh micro-computers with the help of the Ministry.

Other decisions by the MCSC:

TUITION FEES FOR ADULT STUDENTS

The government's social and professional integration program for young people offers free access to secondary studies to adults under 30. On the other hand, adults over 30 who take part-time academic education courses may have to pay up to \$120 in tuition fees.

As a result of this somewhat incoherent situation, the Commission has decided to reduce to \$15 per term the tuition fees for all the adults enrolled in vocational training and popular education programs.

SERVICES FOR GIFTED STUDENTS

The Conseil pédagogique has been asked to set up, as a priority, services for gifted and talented students, to speed up research projects in this area.

Magnetic visual teaching aid

A visual teaching aid suitable for use at the earlier stages of learning any first or second language has been developed by a British company. It is said to be the first to provide an effective method of building up pictures by placing overlays in several layers on a backboard.

The Magnetic Way comprises a magnetic faced white board of standard size 610 mm x 865 mm (larger sizes can be supplied) and pictures printed on tough virtually indestructible PVC with a ferrous coating on the back so that they adhere to the board. Ordinary paper can also be held in place on the board by any flat piece of ferrous metal such as a washer or paper clips.

Kits available include country and seaside scenes, with animals and changing seasons, and an interior scene which can become a workshop, office or railway station. A street scene covers traffic, shopping and buildings such as garage, hotel, cinema, hospital and school, as well as people of different nationalities. People in

action kit demonstrate common verbs. Larger scale pictures illustrate various emotions.

Word plates are also provided so that teacher or pupils can label objects in the picture. Some kits contain sheets of metallised paper so that local details can be added to pictures; a pack of eight such sheets, 300 mm x 420 mm, is an optional extra. Words or sentences can be written on the board with wipe-off pens. Blank kits can be supplied, complete with pocketed storage folder, metallised sheets and labels so that individualised kits can be created.

Analysis of the kits has shown that together they provide a vocabulary base of some 2,000 words. The company reports that the system has proved to be an attractive and flexible teaching aid in both remedial and non-remedial work and of particular value in language and second language teaching. This system has been adopted in Nova Scotia.

Address inquiries to: Elton Communications, RR #1, Locust Hill, Ontario, L0H 1J0

FOCUS on the LOCALS

Solar energy hot topic

Pupils vie for a place in the sun

By Liz Metcalfe

Students of Beechwood Elementary School in Pierrefonds eschewed the traditional "steamies" last Friday to learn how to cook hot dogs with solar energy.

Grade 6 student Janice Warry said they "didn't taste as good as barbecued hot dogs" but the experiment was important because the youngsters learned how to harness the sun's power.

"The idea is you cook with the sun," she said. "Your only cost is a (cardboard) box and aluminum foil — it's cheaper than barbecuing."

Approximately 60 students from Grades 4, 5 and 6 built "solar cookers" to perform an experiment that Beechwood teacher Ted Melburg said was sparked by an interest in studying alternative forms of energy.

Melburg said harnessing the sun's rays is easier at the Equator, but even in the northern hemisphere the sun exerts approximately 150 watts of radiation per square metre — which if collected is more than sufficient to cook a hot dog, or even a steak, depending on the size of the collector.

"The concept is to use a focal plane of energy to cook, which can be done with a movable, crib-like collector," Melburg said.

Using cardboard boxes lined with aluminum foil for a movable collector, each student constructed a solar appliance, complete with a



Student Janice Warry, checks temperature during demonstration of solar appliances.

coat-hanger spit which could be rotated.

"The sun reflects off the foil and by moving the collector you can bring it to a focal point," Warry explained. "The coat hanger has a handle so you can turn it."

She said it takes some patience to use a solar oven — on a semi-cloudy day like last Friday it took up to 10 minutes to cook one hot dog.

"But you could use them even in winter, as long as it wasn't snowing and there was enough sun. It would just take a lot longer."

Grade 5 student Melanie Shinkoda said the problem with

using solar collectors for large-scale projects like heating a home in Canada's climate was that "in winter you wouldn't have enough sun to cook or heat."

"But it's interesting to learn about it (solar energy)," she said. "I didn't know sun energy was energy you could use — and it's free."

Each student roasted two hot dogs and declared the experiment a success — but Warry said she already knew it would work.

"I tried it last weekend and cooked five hot dogs," she confessed.

VALOIS

And that's no applesauce!

Valois Elementary's annual fall apple sale was as successful as ever this year, making a profit of about \$600.

The Pointe Claire local also made \$106.55 at a Skate and Snowsuit Sale held Sept. 28, which was described as "a vast improvement

over last year."

Hard-working Valois fund-raisers are now revving up for the big Santa's Christmas Fair, which will be held Nov. 24. Craft bees are being scheduled every week for parents to prepare goods for sale in a friendly atmosphere.

CJAD

Community Club Awards

CJAD has launched the Community Club Awards program for non-profit Community organizations and representatives from your Federation of Home & Schools were present at the Explanatory Coffee Parties held at the end of October at the Mount Royal Hotel.

CCA is a dignified way for your Home & School to earn money for its treasury. It's neither a contest nor a game of chance. Your group doesn't win anything, it 'earns' cash awards. Nearly 100,000 clubs with a membership exceeding 5 million, annually, earned money in excess of 12 million dollars from participation in CCA Campaigns throughout the world.

With CCA you are not expected to make any special purchases. You are only expected to do your normal buying and when you buy from a participating CCA merchant either a product or service, you save the proofs of purchase because it will become important to your club in earning a substantial portion of \$20,000.00 in Cash Awards being made available by CJAD.

If you desire further information about Community Club Awards please feel free to contact CJAD's Director Marilyn Harrison by telephone at 989-3859.

**JOIN
HOME &
SCHOOL
TODAY**
with a friend

NEW CARLISLE Sing out for school

The first meeting of the school year for this Gaspé school featured a door prize and entertainment by the school choir. The choir weren't the only ones singing, however; they taught Home and School members the school song.

Anne MacWhirter was installed as this year's president.

The local served refreshments to participants in the Sept. 23 Terry Fox Marathon of Hope, and will hold their annual bazaar and supper on Nov. 24.

The school community is full of activity, as minutes for the first meeting show.

A teacher is supervising board games activity at lunch; the children are helping to support an adopted child; music and theatre tickets are being promoted among the students; and a local radio station has been encouraging Home and School members to come up with ideas for more English-language programming.

Ann Hall

NEW RICHMOND

Children jump for joy

— and exercise

Children at the New Richmond School jumped rope all one Wednesday afternoon recently.

They were taking part in the "Jump Rope for Heart" program sponsored by the Quebec Heart Foundation, which funds research and education into cardio-vascular disease.

Skipping, like running and oth-

er vigorous exercise, is very good for the cardio-vascular system, and not just for middle-aged people who want to prolong their lives. Children need some vigorous activity every day, if possible.

As the students of New Richmond put it, exercise not only "adds years to your life, it adds life to your years."

NORTHVIEW

Program for kindergarten parents

Northview Elementary School in Pointe Claire has inaugurated a three evening course called A Parent's Introduction to Kindergarten.

Teachers Martine Blue, Pamela Normandin and principal Fred Argue have designed this orientation program to "establish trust and collaboration between the teacher, other school employees and organizations, and the kindergarten parents."

Three areas of the educational environment provided the themes for the evening programs: the school and the kindergarten class, the educational community which supports the school, and the home and parenting skills which motivate the child.

Following registration in the spring, parents and children received invitations to visit the school, the kindergarten classroom, and to meet the teacher. When classes began in August, parents attended the first evening session which developed an overall picture of pupil life in the kindergarten class and the important part that adults play in the plan.

The variety of communication methods between home and school were explained, and the curriculum based on monthly themes was demonstrated, with parents invited to contribute further ideas. Parents also browsed in the kindergarten classroom, viewed the learning materials, and had an opportunity to try the new kindergarten computer and software.

During the year, parent volunteers are encouraged to help in the classroom, especially with the Micro-computer and SLOGO program.

The second evening program explored the relationship between the rights and responsibilities of the key participants in the educational process: pupils, teachers and parents. Brief presentations by representatives of the various groups explained the roles of the administration (principal), the Lakeshore School Board, the school council (teachers), the school board commissioner, the school committee, the parents' committee, teachers' union (LTA) and the Home & School.

Parenting skills was the subject of the third and final evening. A workshop situation on the theories of misbehavior and some possible solutions was presented by in-school resource specialist Pamela Normandin. Other themes in a follow-up parenting course were explained to interested parents.

A parents' evaluation was conducted at the conclusion of the third session. It is hoped that two immediate benefits have occurred: that parents and children sense that school is a warm and caring atmosphere, and that parents realize that education involves the home in co-operation with the school.

For further information, please contact Northview principal Fred Argue, at 697-1420.
Carol Ohlin

BONAVENTURE

Award winner recalled

A past recipient of the Federation's Gordon Paterson Award for outstanding service to education, Lorne Hayes, has been named principal of Bonaventure Polyvalent High School in the Gaspé.

For many years a distinguished officer of the Regional School Board of the Gaspé, Mr. Hayes will be drawing on his experience as principal of New Carlisle High from 1957 to 1968.

Mr. Hayes, a lifelong Gaspé resident and active in the community, admitted to a local newspaper reporter that he was somewhat taken aback when he was asked to be a principal again. He has been director of instructional services, director of adult education, director of evaluation and assistant director general for the board.

He becomes the sixth principal in the high school's 11-year history.

CEDAR PARK

Three days at camp

Our school year has started off with lots of enthusiasm. In September our local contributed funds to help out with a trip to Camp Kinkora in the Laurentians. Grades 2, 3 and 4 accompanied by the principal, teachers and volunteer parents, spent three lively days enjoying beautiful scenery, nature studies and group activities.

Our apple sale was held again this October. Also in October, we began a babysitting course for Grade 6 boys and girls.

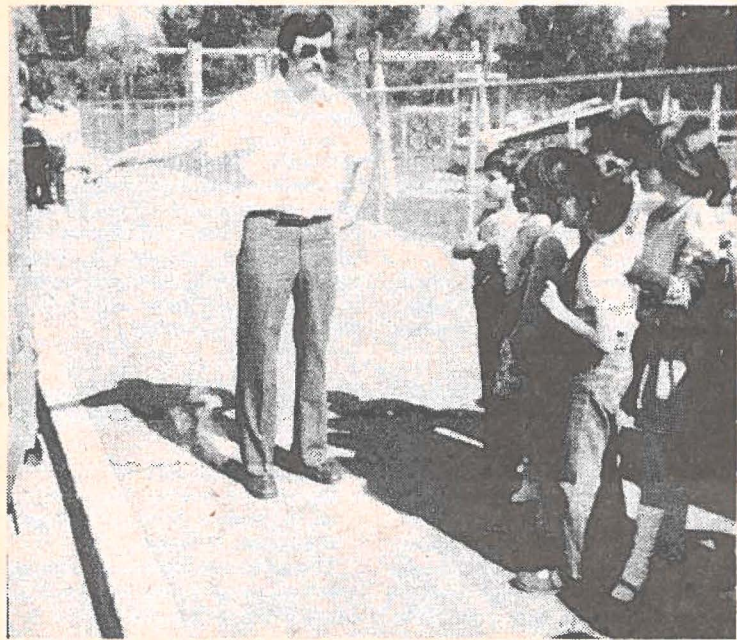
Presently, we are busy preparing for our school bazaar, which will be held on December 1. Everyone is welcome! Our school is at 17 Cedar, Pointe Claire.

L. Burke

FOCUS on the LOCALS

EDGEWATER

Evacuation drill was smooth



Conrad Levac, technician L.S.B. Transportation Division instructs Grade II & III's on what to look for as they prepare to board the bus.

Chris Baumgart and Jamie Cote assist Cindy Szczur out the emergency door under watchful eye of Mr. Levac.



Received two copies of the NEWS?

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

Thank you.

Editorial board, NEWS

COURTLAND PARK

Carousel '84 tribute to founder

Courtland Park's major fund-raiser, Carousel '84, has raised about \$2,500 for the Dorval school.

Held on a sunny Saturday in October, the day-long event featured professional artisans, a well-stocked bake table, a flea market, a roomful of new paperback books, refreshments, and, for the first time, fresh-picked apples and pumpkins sold from a marquee tent in the schoolyard.

A beautiful poster in the form of a crown was designed by parent Richard Price, to be colored, cut out and worn to the fair. Prizes were given for the best-decorated crown in each grade.

Last-minute excitement was generated by a series of raffles for prizes donated by parents, including a hand-knitted sweater and hat, a gingerbread house, hockey tickets, books and records. Winner of the Smarties Guessing Game was Tanya Baumgartner, Grade 6, who guessed the exact number of

Smarties in the big brandy snifter — 1,077.

The founder of Carousel, formerly known as the Country Fair, was Mona Macnab, who was our much-loved principal until 1981. Not only our own parents, staff and students, but the entire Montreal educational community, were shocked by her death this summer.

The local will install a plaque in her memory in the school, and award a prize for excellence in French immersion to a member of each graduating class. In addition, 10 percent of the profits of every Carousel will be used to buy tangible cultural supplies for the school, such as books and classical records.

The local is also pleased to welcome a new after-school program. Nearly 30 children who would otherwise be alone for several hours after school are enjoying games and doing supervised homework in a special classroom decorated to

SHARE YOUR IDEAS
Send or call
Focus on the Locals

look like a home-away-from-home.

A professional director runs the program, which is administered by volunteers. Parents pay \$3 a day per child for the service, and it is already a great success.

Volunteers also run a lunchtime program to accommodate a small group of children who are not eligible for the regular lunchtime program because they live too close to the school to be bussed.

Barbara Peden

LACHINE HIGH

101 students graduate

Last year's graduating class got together one last time, for pictures, reminiscences and the all-important receiving of their school-leaving diplomas.

The 101 students who finished their studies at Lachine High last spring graduated officially on Friday, Oct. 19. The school's concert band entertained, and Home and School volunteers provided refreshments.

Many students also received awards and scholarships for outstanding achievement. Top students Shreyasse Amin, Alexandra Lewis and David Shmelnitsky won a total of 15 awards; all had averages of about 93 percent.

The local is planning a book fair on Nov. 6 and 7. English teachers will take their classes to the book fair during school hours, and parents will have a chance to browse and buy during parent-teacher interviews.

Barbara Peden

HOPETOWN

Funds for extras

A combined garage sale, bake sale and tea was held Sept. 22 at Hometown Elementary School in the Gaspé. The event was sponsored by school staff to raise money for extra services to students.

Nun's Island Elementary School

To avoid delaying the acquisition of land and the construction of Nun's Island Elementary School, the Conseil decided to delegate to its Executive Committee the power to authorize the Protestant School Board of Greater Montréal and the Commission des écoles catholiques de Verdun (Verdun Catholic School Commission) to acquire the site and conclude the construction contract for this school.

IN MEMORIAM

MONA MACNAB 1924-1984

Mona Macnab, who was principal of Courtland Park from 1970 to 1981 died on July 31 of cancer. She was an extraordinary person by any yardstick, a dedicated teacher, an inspiring leader, and a memorable, vital personality.

She was raised in Montreal West, and spent time in the Navy and doing secretarial work before earning a master of arts and becoming a teacher. She taught at John Grant High School in Lachine and was principal of Oglivay Elementary School before coming to Courtland Park.

Two Courtland Park teachers, both retired since 1980, remember her with love.

"From the first day, her first concern was for the children," says Marian Graham, who taught Grade 4. "Even during the most difficult times, such as strikes, she kept harmony among the staff. She worked incredible hours, and tackled everything with zest. And of course, she had a fantastic sense of humor."

Edna Burke, who taught Grade 6, recalls that "you never saw her walk through the school or in the schoolyard without kids hanging onto her. She could see something good in even the worst-behaved child. I taught for 37 years, under three principals before Mona, and she was the first principal I met who really loved children."

Mona Macnab was a tall, rangy woman who strode through the halls in pants suits — except on Easter and Halloween, when she dressed as a bunny or a witch on a broomstick, and visited all the classrooms. Often breezily informal, she loved jokes, and the office often rang with hoots of laughter.

As Mrs. Graham remembers, "She was a whiz with a yo-yo. She loved golf, she swam, she skied. And she could beat any Grade 6 boy at baseball."

She also loved music, and started the practice of bussing students from Courtland Park to Place des Arts to listen to

classical music concerts. The well-rounded child was her goal, and she fought to keep specialists in the school because she knew how important extra skills were to a child who found academic work difficult.

Field trips were so important to Mona Macnab that she came up with ambitious fund-raising schemes when school board subsidies began to dwindle. The Courtland Park County Fair has been a major source of school funds ever since, thanks to her tireless organizing and her active participation through her own store of antiques.

She was an early and enthusiastic supporter of the primary French immersion program, and introduced it to Courtland Park, convincing sometimes nervous parents that it would be an exciting, rewarding experience for their children.

After she took early retirement in 1981 she kept up her links with the school through parents, former students and special friends. She sold her antique business and threw herself into a new career, training school secretaries in the use of computers.

Mona spent her last weeks at the Montreal Institute for the Blind, because good friends there could provide her with loving care. Her many visitors can testify that she lived every day of her life, as she said, to the fullest, and faced her painful illness with characteristic courage and even humor.

"She was a very outspoken person," says Mrs. Graham, "and sometimes a parent might disagree with her, but if they could just listen to her, they would learn something. She was ahead of her time as an educator."

"And she was such a loyal friend. She was the finest person I ever worked with. She made teaching such a joy." Reprinted from the Courtland Park "School Scoop", September.



SAFETY SCENE



SAFETY SCENE



"Latchkey" children on the rise

It is estimated that approximately six hundred thousand Canadian children (145,000 in Quebec) age 6-13 return home from school to empty houses.

These are the "latchkey" children so named because they carry their own keys to let themselves in while their parents are at work.

Two of the biggest problems these children face are loneliness and fear.

If a child is a "latchkey" child,

Quebec Safety League offers the following tips.

SAFETY

Make sure your home is a burglar-proof as possible.

Remove fire hazards and install smoke detectors.

Introduce your child to a neighbor who can be called if difficulties arise.

Post and familiarize children

with emergency telephone numbers.

Teach them to identify an emergency. Stress that safety comes first and that you will not be angry even if the emergency was caused by their mistake.

Teach emergency procedures, such as to leave the house immediately if the smoke detector goes off.

Show children the main water valve and how to turn it off. Tell

them not to enter the house if the door is ajar or if things do not look right.

Inform the teacher that your child will be alone. Teachers can reinforce safety information, keep an eye on the child and provide information about after-school activities.

Teach children not to display house keys or let a stranger at the door or on the phone know they are alone.

SECURITY

Call home daily. Either assign a specific time or perhaps have a second line or "call waiting" installed to prevent anxiety over busy signals.

Remember that on a dark, dreary day, an extra call can help.

Encourage your child to discuss

feelings about being alone.

Acknowledge responsible behavior.

Return home at a regular time if possible, but if you are going to be late, call and explain.

Consider a pet for companionship and security.

FREE TIME

Discuss and help plan after-school routine.

Provide at home projects and materials for them.

Arrange some after-school activities such as clubs, sports, volunteer work or a day each week when the child goes to the library. If you need help with transportation, make arrangements. Trade weekend driving, sitting or pay for the gas. Plan times when your child can visit friends.

12 ways to STREETPROOF your children

HELPFUL RULES TO KEEP YOUNG PEOPLE SAFE

- Ten percent of Canadian families will be confronted by sexual abuse.
- One out of every three females will be sexually molested before age eighteen.
- One out of every ten boys will be sexually molested before age eighteen.
- More than 85% of abusers are known to the victim.



Most parents want to educate their children about sexual abuse, but they don't know how. These guidelines will help parents to teach their children how to keep safe. Remember, you can't tell a child too much; knowledge doesn't stimulate inappropriate behavior — ignorance does. Parents who talk openly with their children will be "askable" parents, and children will feel free to bring their worries and concerns to them in the future.

- 1** An unattended child is a child at risk. Arrange with your child an alternative place to wait if you are delayed, especially in the darker winter evenings. Suggest a well-lit store or inside an arena or school.
- 2** Always, where possible, have children walk in pairs or groups.
- 3** Children should always travel the same way home.
- 4** Use a secret family code. Children should never go with anyone, not even a close family friend, unless they are able to give the child the code. Once the code has been used, it should be changed.
- 5** Don't allow your child to go to a public washroom unattended.
- 6** Check your babysitter's credentials thoroughly. In your absence, they are guardians of a priceless treasure.
- 7** Tell your child it is not rude to ignore an adult who is asking directions on the street. Another adult could be asked for more accurate directions.
- 8** Tackle the subject of sexual abuse prevention with the same honest, matter-of-fact manner you would attach to road safety. Remember, the only time a child will ask you about sexual abuse is after it has happened. Open the subject and your child will remember that you are askable.
- 9** Introduce your child to the "Hot and Cold" game. Describe a situation which is "cool" — "imagine that you are walking home from a friend's house..." then make it "tepid" — "you hear footsteps and think someone is following you..." Request the child to make the situation "cool" again and suggest that it would be appropriate to cross the street. Suggest that the child cross back again, and explain that if the footsteps cross

the street for a second time, then the situation is "hot". Ask for ways to "cool" down the situation. You might help with ideas such as going into a lighted store, going into a neighbor's house, looking quickly for a Block Parent, or, because it is a "hot" situation, they might yell "fire", which will bring a quicker response than "help".

10 Discuss with your child the difference between fact and fancy, fact and fiction so that they may understand the nature of taking an oath. This may be necessary for a court appearance.

11 If you suspect that abuse has taken place:

- DO encourage the child to talk about it.
- DO establish in the child's mind that he/she is not to blame.
- DO NOT correct the child's story; listen to the original words, even those which are babyish or family words.
- DO NOT suggest or modify what the child is trying to say. Your ideas might confuse the truth.
- DO NOT show horror or anger; however, if caught by surprise and unable to control your emotions, be clear that your anger is meant for the offender, not the child.

12 When you are aware of an incident of sexual abuse, call the police or the child welfare authorities immediately. Ensure that a social worker, a police officer and someone supportive to the child is present when the evidence is given.

This leaflet is a co-production of
 Vis-à-vis National Clearinghouse on Family Violence
 Health and Welfare Canada K1A 1B5
 Citizens Concerned with Crime Against Children
 Box 1715, Station "C" Kitchener, Ontario
 or Box 1737, Station "A" London, Ontario N6A 5H9

Please feel free to photocopy or reprint this information.

Some scary facts about drinking

- Beer drinkers are just as likely to be involved in accidents as wine or liquor drinkers;
- Chances of meeting a drunk driver on the road are twice as great between 1 a.m. and 3 a.m. as between 10 p.m. and midnight;
- Fifty percent of pedestrian accident victims have been drinking;
- Nothing tempers the effect of alcohol except time: not eating, not drinking coffee nor exercising;
- 7 out of 10 adults in Canada drink alcoholic beverages.

Almost all drive;
 • Drunk driving is the number one killer of Canadians between the ages of 16 and 24;
 The problem of drunken driving won't go away unless we do something about it ALL OF US...

More on SAFETY

pages 10 & 12

HAVE A SAFE HOLIDAY

A few years ago I was fascinated by the fact that the sophisticated contraptions that were sent into space had to rely on a perfect re-entry into the earth's atmosphere. A few degrees, one way or another, in the angle of re-entry spelled the difference between returning to earth and bouncing off the earth atmosphere and into space, never to return. Mind-boggling!

The anatomy of an accident shows that this same precision makes the difference between being safe and being an accident casualty. A split-second decision, a kilometer or two per hour, a fraction of a centimeter, the list goes on... So do accidents... Only you can help make the difference. If you need statistics to help you, read on:

45,000 killed, 1,200,000 injured... a major disaster!

From 1959 to 1983, more than 45,000 Quebecers were killed in traffic accidents... 1,200,000 were injured!

All in all, traffic accidents are the primary cause of accidental and/or violent death and the third overall cause of death after cardiovascular disease and cancer.

Traffic accidents are also the primary cause of "absenteeism" at work among the 20- to 60-year-olds. Since its creation in March 1978, the Régie de l'assurance automobile du Québec has paid out to victims of traffic accidents more than two billion dollars in indemnity.

That is something to think about.

Give yourself a Christmas gift. Think Safety, Act Safety, Be Safety!

Merry Christmas! Happy Hanukkah!

Don Smith