



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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## Computers & Hi-tech:

# The future is with us now

**Question  
is:  
Are  
we  
with  
it!**

On Friday and Saturday, May 6, and 7, Home and School members were given an opportunity to step out of their day to day routine to take a glimpse at the future. This was no fantasy science fiction escape but a practical survey of our education today and our children's needs for tomorrow.

The Annual General Meeting was a series of informal workshops on education given by experts who have had hands on experience with the issues in education we all face: the régime pédagogique, computers in schools, technology and technological education etc. The workshops were well attended and informative. During questions, and in discussions after the workshops, participants could share their concerns and experiences with others.

It was Gordon Thompson's speech Friday evening which tied all the underlying ideas together and made us face the challenge of the future. During his talk and in the discussion afterwards he kept throwing out new ideas, captivating his audience with his humour, his excitement and his vision. Of the computer: "What other technology has changed with a ratio of 1000 to one?" A superb communicator, Mr. Thompson emphasized why, with computers changing so rapidly we must never lose sight of the human side of technology and why technology must be humanized. A shared visual space via a phone-computer link is successful whereas a visi-phone is not. A satellite telephone connection with its one second delay in response renders the conversation cold. With his cry of "Forget the second car, forget the vacation, buy a computer!" Mr. Thompson ended his address.

The AGM as a whole was a friendly, informative introduction to the people and policies of the Quebec Federation of Home and School Associations, and an event to look forward to next year.

Mary Jane de Koois, Valois Park

### CEGEP's

## Girls lead in rising enrolment

The great increase in enrolment at CEGEP's in the past year can largely be attributed to the growing number of girls pursuing post-secondary studies. Between 1980 and 1981 the number of boys increased by only 1,540 while the number of girls soared by 3,760. Girls accounted for fully 70% of the growth of the student population of the college network.

This was the surprising finding of a recent study by the Ministry of Education entitled "Analysis of the Characteristics of the College Population".

The study was undertaken to try and explain the discrepancy between the 1981 prediction of a decrease in the number of students and the actual increase of 5,300 students.

The growth of the college

students population was not restricted to the larger cities. All regions, both urban and rural experienced appreciable increases, as much as 12% in some areas. Out of 46 colleges, 38 reported an increased student population.

The three principal reasons for the growth in enrolment are an increased in the proportion of secondary students going on to college, young people returning to their studies and an increase in the duration of studies. The increase in the proportion of secondary students continuing into college (44% last year) accounts for the largest part of the growth.

The deterioration in the economic situation in Quebec during the last two years has resulted in a marked decrease in the number of jobs, particularly those

suitable to young people between the ages of 15 and 24. It is not surprising, therefore, that young people who would under normal circumstances be channelled into the job market have preferred to continue their studies rather than face the prospect of unemployment.

### School Reform

## Only 5.7% feel reorganization urgent

The School Council of the Island of Montreal, the Quebec Federation of Catholic School Boards and the Quebec Association of Protestant School Boards released Friday, March 18, 1983, the findings of a public opinion poll carried out by SORECOM, which show:

- A majority of Quebec satisfied with existing education structures, with the method of electing school board members and the right of school boards to continue to levy school taxes. At the same time, they consider that the quality of the Quebec school system has deteriorated over the past 10 or 15 years and would like to see reforms and greater parent involvement — not so much at the structural level, but where content of education is concerned.
- Only 5.7% of Quebecers consider the reorganization of the education system an urgent priority, compared with 63.7% who noted the overall economic situation.

The survey was carried out by telephone between November 17 and December 12, 1982, involving 2,584 adults aged 18 years and

over across Quebec. Complete interviews were effected in 1,8094 cases. The sampling was adjusted

to reflect regional population distribution, gender and mother tongue.

### Bill 111 suspends 'Rights'

## McGill Senate calls for 'reconsideration'

McGill's Senate added its voice to the chorus of protests over passage of Bill 111 in the National Assembly.

A motion by Professors Donald Burgess and Storrs McCall — approved unanimously — called on the provincial government and Premier Lévesque to "reconsider their stand, and to restore the charters of rights to their position of legal primacy."

They noted that the Quebec government has "chosen to suspend the Canadian and Quebec Charters of Rights" in the legislation passed to deal with school and CEGEP teachers in their current contractual dispute. Clause

28 states that "This Act applies notwithstanding the (Quebec) Charter of human rights and freedoms... and it shall operate notwithstanding the provisions of sections 2 and 7 to 15 of the (Canadian) Constitution Act 1982". Suspended is the presumption of innocence until proven guilty.

According to the proposers of the motion, the Quebec government "seems to be saying that it intends to apply the penalties and sanctions scheduled in Bill 111 without regard to the human rights of those on whom these sanctions fall, and without according them the fundamental right of due process of law."

### STUDENT ACCIDENT INSURANCE

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The Insurance Committee  
Que. Fed. Home & School

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# Editorial comment

## NEED FOR DECISIONS

# Wheels grind very slow . . .

The Quebec Federation of Home and School Associations (Federation) has been trying for five years to have heard its views on rights and freedoms in education. In its attempts to appear before a parliamentary committee of the House of Commons and the Senate of Canada, and a judge of the Superior Court of Quebec, to date Federation has failed in each instance to receive a hearing. Denied a public hearing regarding a freedom many think is already protected constitutionally, the Board of Directors reviewed the record of Federation's experience with the federal government, since that government is the guarantor of minority educational rights in Quebec under Article 93 of the B.N.A. Act.

On June 22, 1977, the Board of Directors of the Federation unanimously passed a motion rejecting the federal government's assertion in its statement on official languages policy *A National Understanding* that special circumstances exist in Quebec which justify the suspension of parents' fundamental right to choose either official language for the instruction of their children.

What concerned Federation was a statement made by the Secretary of State in the House on June 21, 1977, recognizing the right of the Quebec government to abrogate the rights of minorities should circumstance warrant it, provided that such action would only be necessary in the "short-run" and not in the "longer-run". When asked to define "short-run" the Secretary of State was quoted as answering "a period of 20-30 years".

In conveying the Federation's motion to the Secretary of State, the President protested that the federal government appeared to be acting in collusion with the government of Quebec in thus denying parents their basic rights. On July 14, 1977, he also sent a letter to Premier Lévesque protesting that Federation had requested but had not been granted a hearing before the Quebec Parliamentary Committee on Bill 1 (later Bill 101).

The President of Federation received a letter dated August 26, 1977, from Prime Minister Pierre Trudeau commending the Federation on its Bill 101 brief and containing the following statement:

*"The federal government believes that Canada has, and can further develop a unique identity among such nations [international community], by firmly*

*establishing the equality of its two official language communities throughout Canada . . .*

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

### Membership requests action

WHEREAS Quebec Federation of Home and School Associations accepted Prime Minister Trudeau's advice that the federal government preferred affected parties first to contest the constitutional validity of Quebec's Bill 101 before the provincial courts, and

WHEREAS five years after initiation of proceedings at the Superior Court, District of Montreal, the date for a hearing has not been announced, and

WHEREAS the normal delays in the Superior Court of Quebec in the District of Montreal make it unlikely the case will be heard until 1985, and

WHEREAS "justice delayed is justice denied",

BE IT THEREFORE RESOLVED that the Executive deliver to the Prime Minister of Canada a petition to the Governor General in Council for immediate referral of Quebec's Bill 101 to the Supreme Court of Canada.

On October 6, 1977, Prime Minister Pierre Trudeau replied in a public statement that the federal government preferred that constitutional validity be tested before the provincial courts first and the issues determined by them in the normal way.

On November 8, 1977, the President of Federation received a letter from the Secretary of State in which he was assured that "the federal government neither agrees with nor supports the proposition that the restriction of individual linguistic freedom is justified in any province". On March 10, 1978, a federal government press release acknowledged that constitutional language guarantees with regard to education "have never been determined by the highest courts with respect to Quebec". It went on to state that "the federal government considers it important to obtain legal definitions of the extent to which the Constitution protects official language minorities".

With all the foregoing facts in mind, on December 7, 1978, Federation and seventeen

co-plaintiffs filed a writ of declaration in the Superior Court of Quebec with regard to thirty-one articles of Quebec's Law 101 which they contend are beyond the legislative jurisdiction of the province and they asked the court to declare them ultra vires.

Following receipt of \$15,000 on February 15, 1979, from the Secretary of State to assist in the preparation and presentation of legal arguments based on sections 93 and 133 of the B.N.A. Act, Federation applied on December 11, 1979, for its case to be inscribed for a hearing — a request which to date (April 1, 1983) has not been acceded to.

In January 1981, Federation submitted to the Joint Parliamentary Committee of the Senate and the House of Commons on the proposed revisions of the Canadian Constitution, and requested to be heard by the Committee, but was not so invited.

A further disappointment was occasioned in the Constitutional Accord of November 5, 1981, when Article 23 of the proposed Act excluded naturalized Canadians whose mother tongue was neither English nor French from rights which all Canadians have enjoyed in law in Quebec since the School Act of 1846 and which had been guaranteed by Section 93 of the B.N.A. Act. This exclusion was expanded by Notice of Motion on November 18, 1981, to include, in Quebec only, those naturalized Canadians whose mother tongue is English.

In December 1982, the Bâtonnier of the Quebec Bar stated in a brief to the provincial Minister of Justice that the average delay in obtaining a hearing before the Superior Court in Montreal is 74 months, or more than six years. This would mean that Federation's case would not be heard until 1985. A previous request by Federation to the Chief Justice of the Superior Court of Quebec in the District of Montreal in 1981 for an early hearing was rejected.

It is of interest to note that some of the plaintiffs who joined with Federation in 1978 to contest the validity of Bill 101 will have seen their children finish high school, some without certificates. Other of our co-plaintiffs have had to move out of the province to find the freedom of unhindered choice for their child.

Since first launching its challenge to Bill 101 in 1977, Federation has been frustrated by the delays and evasions it has encountered both provincially and federally despite the Prime Minister's assurance that "respect for the linguistic equality of all Canadians will continue to be a concern of the highest priority".

Hence the latest "Emergency Resolution" passed at the Federation's AGM.



### Quebec Home & School NEWS

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### IT TAKES TIME!

It's about eleven times as easy to start something as it is to stop something observes Robert Townsend in his book, *Up the Organization*. For example, Townsend cites the case of the British, who created a civil service job in 1803 calling for a man to stand on the Cliffs of Dover with a spyglass. He was instructed to ring a bell if he saw Napoleon coming. The job was finally abolished in 1945.

*Support your Children,  
and those who  
support them . . .*

A FRIEND

## Hearing from you...

### Many, many thanks

On behalf of the delegation from Northview School, I would like to extend our thanks and appreciation for a marvelous A.G.M. All of us greatly enjoyed the opportunity to meet our colleagues from other schools, and to exchange ideas with them.

The plenary session and workshops of both days were well-presented by the guest speakers and provided a valuable source of information. Mr. Gordon Thompson's address was a delightfully lively introduction to some heavy concepts, and we are all the richer for the experience of sharing his insights.

Congratulations to Mr. Lucien Rossaert, the worthy recipient of the Gordon Paterson Award, for the recognition of his outstanding service to education. And to the wonderful Barbara Milne-Smith, an expression of our admiration and gratitude for the gigantic task of guiding the many resolutions and policy statements through to completion. She has certainly earned the honour of the Leslie Buzzell Award!

To Mr. Owen Buckingham, thanks for bringing such good humour and dedication to a career of education. How lucky we are that Marion Daigle will continue this tradition of excellence and commitment! Best wishes to the Executive Committee and the Board of Directors in their work with this unique, caring, and fantastic group of parents, educators, and concerned citizens known as Quebec Federation of Home and School Associations.

Bravo!

Appreciatively,  
Carol Ohlin  
Northview School

### Impressed!

I finally made it to the Home & School AGM and let me say that I was very impressed. It's good to know that such a capable hard working group of people are at work on such relevant topics. We need this support for English education outside the direct influence of the government.

Next year I would like to encourage more of my parents. In fact, I offered to send a bus load in if they are interested.

We have some excellent facilities in this area should you be interested in holding a conference off the island.

Yours truly,

T. Bean, Principal  
Princess Elizabeth Elem. Sch.  
Magog

### Gave us food for thought!

We (Ellie Bailey and I) would like to say how much we enjoyed the AGM and conference and how informative the workshops and speakers were. It gave us some real food for thought and I gave a detailed report last night to our School Committee concerning all we saw and did.

It was good to come into the city and see how things are going there (re the schools). We can really appreciate now all the time and effort that goes into the H&S cause.

I would also like to thank everyone who made us feel at home and comfortable, especially June Smith at the residence who bent over backwards to accommodate us "country folk", in spite of the problems encountered there.

Thanks again.

Cathy Hortop  
Ayer's Cliff Elementary School

### Again next year

I recently enjoyed the AGM and I will try and attend again next year. Hopefully I'll be able to persuade one or two others to attend from this area too.

Please will you thank June Smith for looking after me in the Loyola residence.

Yours sincerely,

Joanne Coleman  
Thetford Mines

### Official Languages

Dear Mrs. Chant-Hannah,

On behalf of Mr. Yalden, I thank you for your letter of March 23, 1983 and the enclosed issue of *Quebec Home and School News* which contained the summary of our *Annual Report 1981*.

We appreciate receiving a copy of Mr. Asherman's summary and are pleased to see that you published it in your association's newsletter. We hope it was of interest to your readers and we thank you and Mr. Asherman for your time and effort in informing your membership of official language matters.

It is our pleasure to enclose, as requested, a copy of our *Annual Report 1982* as well as a copy of the news release and summary which we thought might also be of interest to you.

David Phillips  
Executive Assistant  
Office of the Commissioner  
of Official Languages



## PRESIDENT'S MESSAGE

MARION DAIGLE  
President

The strength of Quebec Federation of Home and School Associations is its membership — a membership which is active both at the local and provincial level. The key to maintaining its independence and increasing its strength comes from the 'grassroots' family membership at the local Home & School. Without the sustaining support of families from the Gaspé coast to the Outouais, there would be no Quebec Federation to co-ordinate the ideas, concerns and activities shared by the locals. Furthermore, this family membership is vital as it links us to The Canadian Home and School and Parent-Teacher Federation, the largest voluntary organization in Canada. Together, our vested interest is the child.

At the moment family memberships in QFHSA number 6,000, a far cry from the 27,000 families listed in 1962! A number of factors have contributed to the decline — declining school enrolments, school closings, restrictions to English schooling through Bill 101, English schools converted to French schools and, unfortunately, the increased number of families moving out of the province.

In spite of the above, the local membership chairman and his/her committee have worked long and hard to ensure that membership in Home & School is carried on. These determined individuals are to be commended for their efforts. As QFHSA approaches its 40th year of service as a parent volunteer organization, I hope each of you will support the membership committee in your school.

I am also pleased to report that Sylvia Adams has agreed to be our provincial membership chairman for 1983-84. Sylvia was Membership Chairman a few years back so she brings experience and enthusiasm to the task ahead. In the coming year QFHSA plan to expand and increase our membership throughout the province. Along with attracting new local associations in schools, we hope to encourage a

large number of supporting members, i.e. citizens who have an interest in children and education, but who may not be connected to a school. As well, a number of other educational organizations may join as affiliate members of QFHSA. We look forward to your help and continuing support in Home & School.

The 1983 Canadian Home & School and Parent-Teacher Federation (CHSPTF) Annual Meeting and Conference will take place in Ottawa from June 6-12. The provincial associations have chosen to highlight the federal capital area. Among the many activities will be a two-day conference on Smoking and Health co-sponsored by Health and Welfare Canada. Quebec Federation is in charge of general arrangements, under the capable chairmanship of Barbara Milne-Smith, and a full program of business meetings and social events has been planned. Because of the proximity of Ottawa, several of the members of our Board of Directors will be attending to meet and share Home and School concerns with delegates from across the country. As well, the conference committee is indebted to the Aylmer/Hull Home and Schoolers for their assistance with general arrangements. Watch for reports in the next issue of the NEWS.

Please take note of our new address (p. 15) as of July 1, 1983. Sorry we are unable to provide a phone number as yet. A move is always a lot of work and this is no exception. However, those involved are looking forward to the new premises and we are always open for business to Home and Schoolers and friends.

Before closing I want to say it is a privilege for me to serve you as President of Quebec Federation of Home and School Associations for the next two years. I hope I will have the opportunity to meet many of you personally. To me that is one of the real benefits of the job.

My very best wishes for a pleasant and relaxing summer holiday.

### Address to Montreal Chamber of Commerce

## "Just who does he think he's fooling?"

"This year, the School Council of the Island of Montreal is celebrating its Tenth Anniversary. Created as a result of a still-recent school-system reorganization — ten years isn't long in the life of an institution — the Council was quickly called on to play a key role, not only in the education field, but also, as I propose to illustrate, in the overall socio-economic life of Montreal. May I, therefore, begin by offering my most sincere thanks to La Chambre de Commerce for this opportunity to explain the operation of Montreal's school system at a time when the Powers-That-Be in Quebec City are once again planning to revamp our institutional structures.

"We must remember that, when

the education map was revised in the 1970s, the Island's 34 school boards were reconstituted as six Catholic and two Protestant Boards. At the same time, the School Council of the Island of Montreal was established to coordinate development on the Island and ensure equitable distribution of financial resources between its school boards. Our organization, therefore, is responsible for one of Canada's largest school systems, comprising 477 out of Quebec's 3,000 schools, with 220,000 of the province's total of 982,000 students.

"Today, we are justifiably proud of the results in both the financial and facilities areas — as well as in the carrying out of our task in the overall education context. I

propose, therefore, to outline these ten years of achievement, which, though less spectacular than strikes in our schools, represent an equally important factor in the life of our entire community...

"... On March 25, the Minister told us: I am backing down — I give up on the school-corporation. But, in the same breath, he assures his supporters with a wink that his proposed legislation will ensure that the schools will actually enjoy all the powers of the school-corporation. Just who does he think he's fooling?"

"Again, the Minister declares: I am backing down — the principal of universal suffrage will be maintained. But, in contradiction to majority demands, this univer-

By Jacques Mongeau  
Chairman, School Council of the  
Island of Montreal

sal suffrage is not to apply at the school board level. Instead, universal suffrage is to be applied to the election of school council members, with each council designating its representative to the service cooperatives the school boards will have become.

"Still more recently, we learned from a leak in the newspaper *Le Soleil* that only parents with children at school would automatically be on the electoral rolls. Non-parents, therefore, would have to request the right to vote! And this, according to the

## OTHER PEOPLES' OPINIONS

Minsiter, still constitutes universal suffrage. Just who does he think he's kidding?

"How would members of this Chambre de Commerce feel — including the many who are employers — about giving up their right to vote in the education field because they don't happen to have children in the system now? Or simply because they have not made full use of their voting rights in the past?"

"In this area, for several years we have been urging various elec-

see IMPOSITION page 6

## Official Languages

## Federal funding in Education

It will be recalled that based on recommendations by the Royal Commission on Bilingualism and Biculturalism, the Federal Government concluded two long-term agreements with the provinces to provide funds to assist them with the supplementary costs of making available minority official language education and second official language instructions. The agreements lasted from 1970 to 1974 and from 1974 to March 1979.

## Negotiations

Although negotiations for conclusion of a new long-term agreement started before expiry of the previous one, there were a number of reasons for the delay in

reaching such agreement, one of them being the lack of accountability by the provinces for funds received, in the past. In order to ensure continuity in programs, federal assistance has been maintained under interim agreements since expiry of the second long-term agreement in 1979. After lengthy negotiations, a PROTOCOL agreed upon between the Secretary of State and the Council of Ministers of Education, Canada, at a meeting in Victoria B.C., last January, has been approved by the Federal Government in late March and is about to be signed.

To revert briefly to past agreements, federal contributions

for formula programs were based on student enrolments and the annual average cost per student in each province, viz. 9% for minority official language education and 1.5% for administrative annual cost of such education, elementary and secondary level; 10.85% for this type of education at the post-secondary level; 5% for second official language instruction.

## Non-formula programs

There were eight non-formula programs, of which two i.e. Summer Language Bursaries and Official Language Monitors were interprovincial and administered by the Council of Ministers of Education, Canada. The other six were Special cost-shared projects; Teacher Bursaries; Fellowships; Travel Bursaries; Language Training Centers; Minority Language Teacher Training Institutions. It ought to be mentioned again that French instruction to Anglophone students in Quebec and English instruction to Francophone students outside Quebec were NOT covered by the agreements.

According to the Secretary of State, the Federal Government has provided close to 1.8 billion dollars to the provinces under all past agreements since 1970. The bulk of this assistance has gone to those provinces with the largest concentrations of the minority language population. 57% of the contributions went to Quebec, 23% to Ontario and 7.5% to New Brunswick. In Quebec, English is the minority and the second official language.

## New protocol

The new protocol is for a three-year period commencing in 1983/84. \$190 million would be made available by the Federal Government for the first year, representing a 15 million dollar increase over 1982/83. The total budget would be increased by 5% in each of the two subsequent years.

The protocol constitutes a general framework within which a BILATERAL agreement will be negotiated between the Federal Government and EACH province. Principles and objectives are unchanged from past agreements viz. offering education in their own language to members of the minority official language group in each province as well as the opportunity for all Canadians to learn the second official language, and funding by the Federal Government of additional costs resulting from these offerings. There are to be four broad program categories on which the

By William Asherman,  
Life Member and Chairman  
Bilingualism Committee, Canadian  
Federation of Home &  
Schools.

bilateral agreements will be based: Infrastructure; Program Expansion and Development; Teacher Training and Development; Student Support.

The two interprovincial programs mentioned above, i.e. Summer Language Bursaries and Official Language Monitors will be financed by the Federal Government as heretofore.

## Options

There will be two options to the provinces for the support of the above four program categories.

Provinces choosing the *Basic Program Option* receive a "basic contribution" per student for infrastructure support, for which they are to provide to the Canadian Government each year information demonstrating their additional costs; and a "complementary contribution" for specific projects and activities to be negotiated between the two orders of governments.

The "basic contribution" will use a *national average per student amount*, resulting in some redistribution of funds in favour of provinces with the greatest need for development in the area of language education.

For provinces choosing the *Negotiation Option*, the financial arrangements to be based on the demonstration of their additional costs, will be agreed upon bilaterally by the Federal and the Provincial government.

If one would want to determine the distribution of funds between the former formula and non-formula programs, one would have to wait for the conclusion of the bilateral agreements, accor-

ding to the Director of the Language Programmes Branch. As a very rough indicator, if all ten provinces were to choose the *Basic Program Option* in 1983/84, the "basic contributions" which are similar to the former formula programs, would be in the range of 150 million dollars with the balance of approximately 40 million for "complementary contributions" and the two interprovincial programs.

## Accountability

As to *Accountability*, the protocol specifies that each provincial government undertakes to provide information annually to the Federal Government to show that its payments are related to the additional costs of maintaining and developing minority — and second official language programs, in order that the Federal Government may provide satisfactory assurance to this effect to Parliament and the Canadian taxpayers.

## Public Information

The provinces undertake to recognize the financial participation of the Federal Government in their publicity and their correspondence with education institutions.

The text of the Protocol and of each of the bilateral agreements shall be made available to the public.

While the Bilingualism Committee of Canadian Home and School and Parent-Teacher Federation will do everything possible to keep the membership informed, it will be up to Quebec Federation, like all other provincial federations, to find out what bilateral agreement its Provincial government concludes with the Federal Government and whether stipulations of the protocol, particularly regarding accountability, are being fulfilled.

## Ministry of Education:

## Information for Parents

The Ministry of Education has prepared a booklet containing information pertaining to pre-school and elementary education. The guide book is intended for parents and explains the objectives of pre-school and primary school education, the educational services and their principal components, particularly the curricula. It should facilitate participation in their children's school education as well as in the dialogue with the persons responsible for their children's schooling. According to the Ministry, it was apparent from the discussions prior to the preparation of the Green Paper that there was a need to involve parents more fully

ly in the educational process.

At a press conference to mark the launching of the new publication, the Minister of Education suggested that "the release of this booklet is an important event in the history of education of Quebec. For the first time there is a document, addressed firstly to parents and then to teachers, administrators and other school personnel, containing a wealth of information which will permit all parties to better fulfill their responsibilities. For the first time in a document of this nature the wishes and aspirations of parents to continue to participate in the education of their children, even in school, are taken into account."



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QFHSA wishes to thank the FBI Company for providing free orange juice and the new St. Hilaire apple juice at its AGM in May.

This was arranged to encourage Home and Schoolers to drink healthy beverages, as suggested in the nutrition kit produced by Canadian Home and School and Parent Teacher Federation.

**Computers in the School:****Ministry of Education looks ahead**

The Ministry of Education recently revealed its long term plans for the introduction of computers in the Quebec school system. The program foresees the acquisition of about 32,000 micro-computers and 10,000 related accessories during the next five years. Starting next year a budget of \$15.5 million will be devoted to this program. In the near future the Ministry plans to outline the

equipment specifications for use at primary, secondary and college levels of education.

The program announced by the Minister of Education touches upon the computer courses themselves, research on their effectiveness, the training of teachers and upon the development and purchase of equipment.

Each student during his six years of primary school will be

able to work with computers. Five thousand students will be involved during 1983-84 and 12,500 in 1984-85. By the end of the five year plan between 65,000 and 80,000 students will have access to a computer each year.

At the secondary level, all students in secondary IV and V will eventually have access to optional introductory courses in information science and by the end of the program nearly 60,000 of them will have benefited from computer assisted teaching.

At the college level, the program will, starting in 1987-88, involve almost 100,000 students each year, almost the entire CEGEP student population.

The Ministry claims that its objectives in this area compare favourably with developments in Ontario (5,000 units presently) or New Brunswick (600 units, of which 100 are for francophone schools).

To facilitate the training of primary and secondary teachers, several types of courses will be offered to more than 10,000 teachers within five years. At the college level 6,000 teachers will have participated in courses during the same period.

Research groups will be encouraged to study the educational impacts of the new technologies at all levels of the education system. Already, within the university system, three universities in the Montreal area are involved in the creating of an information science research centre.

**A BIT OF RATIONAL**

by Elias Leouissis

QFHSA Conference Speech  
will appear in Sept H&S NEWS

**Computers in education****Burroughs opens centre**

The Minister of Education recently participated in the official opening of the program research and development centre of Burroughs Company in Saint-Léonard.

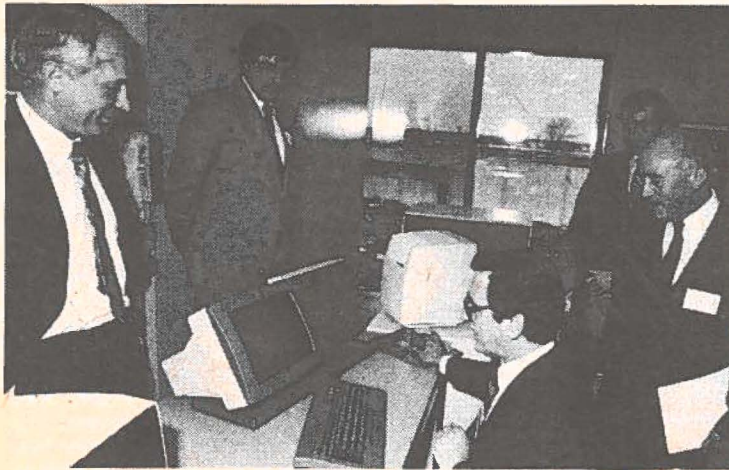
The centre, which required an investment of \$1.25 million will result in the creation of more than 50 jobs.

This investment is one of the economic returns promised by Burroughs following the signing

of a contract for the sale of mini-computers to Quebec school boards.

The minister noted that these economic spin-offs are the result of a pooling of purchasing power by the school boards and CEGEPs.

This not only results in their interests being better served, but also boosts the development of the information processing industry in Quebec.



Present at the opening of Burroughs' new Software R & D Centre in Montreal are from left to right: Thomas I. Csathy, President of Burroughs Canada; Brian Edwards, Director of Quebec operations, Burroughs Canada; (seated) Quebec Education Minister Camille Laurin, and Jean L. Frenais, Vice President and General Manager of Ampac, an International Division of Burroughs.

**Computer aids****Training for handicapped**

As part of its policy concerning the implementation of computers in the schools, the Council of Commissioners of the Montreal Catholic School Board has accepted a research project for an amount of \$2,000 to introduce computers for handicapped

students. The cost of this research program is covered by the special budget of the School Council of the Island of Montreal which is set aside for research and pedagogical development programs.

**Computers in the Schools:****How Does Quebec Compare?**

The Ministry of Education in Quebec claims that the province's efforts to introduce computers into the classroom compare favorably with developments in other provinces and other countries. To support its claim it recently released the following comparative statistics:

**QUEBEC** 1982-83: 1,700 units (not including those used for management purposes).  
1983-84: About 4,000 units will be available in primary and secondary schools.

**ONTARIO** There are presently 4 to 5 thousand computers in use, about one for each school. The program is growing and its success depends in large part on the development of the "bionic beaver" which has not yet been installed in schools.

**NEW BRUNSWICK** The province has just devoted one million dollars to the purpose of purchasing micro-computers for schools. This involves approximately 600 units, of which 100 will be in francophone schools.

**ALBERTA** The province had installed 100 micro-computers in 1982 and plan to obtain 10,000 units by 1985.

**FRANCE** The country began placing computers in schools four years ago and by June 1983 will have more than 6,000 units in place at all levels of the school system.

**UNITED STATES** At last count (1981-82) there were about 55,000 micro-computers in the schools. Today the number of units is probably between 60,000 and 80,000. Twenty-five percent of students are presently involved in programs and the objective is to increase this level of participation to 50% by 1985.

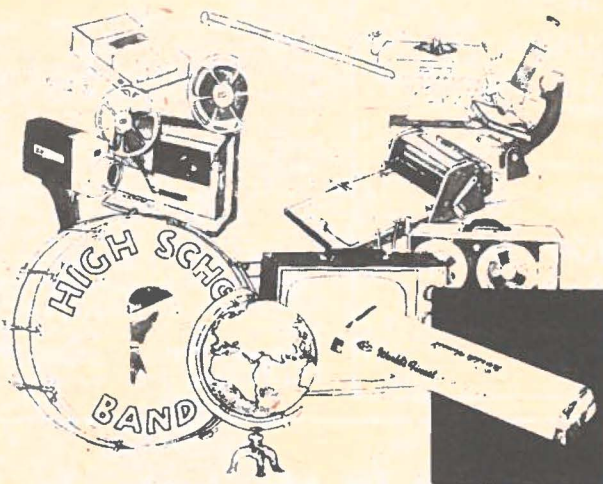
**BERL DEWAR  
DJ with a difference!**

Quebec Federation of Home & School Associations would like to thank the disc jockey at Federation's Social Gala Evening, March 18th, 1983, for providing such excellent music. The disc jockey is Berl Dewar, a brother to Rod Dewar, formerly at CJAD. Berl was in broadcasting for twenty-five years as D.J. and Program Director. He left radio after a ten year stay in Sherbrooke and joined the *Montreal Gazette* as a District Manager, in 1976.

Berl Dewar has been operating music systems for fifteen years. He records his music in a very interesting way. He uses Sony equipment for quality and clarity and records on tape by laser beam with the compact disc from Sony to give his customers the very best in music, quality, clarity and programming. The secret is in the programming that comes after 25 years in broadcasting.

Berl goes all out for his customers: for instance at a wedding, Berl rents the bridal party a cadillac for the day for \$50.00, a colour video camera and VCR for three days for \$75.00 and the music for \$199.00.

For any event you have coming up you can reach Berl Dewar at 694-1494 in Pointe Claire. Thanks again, Berl.

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# "Imposition of new type of society"

continued from page 3

toral reforms designed to encourage wider participation in school elections. We are convinced that there would be much greater interest if elections were held in the fall, rather than at the end of the school year as they are now... when every one is more interested in upcoming vacations than in election issues. School elections could be held in conjunction with municipal elections, which would both increase interest and effect savings. Finally, consideration should be given to a method of refunding a portion of school election candidate expenses, similar to that practised at other levels.

"Candidates can hardly be expected to invest a fortune in their campaign for election to an education office which is not particularly well-remunerated. And, though the Education Minister has not agreed to this request, he ought certainly to lend it a sympathetic ear... since such a system is envisaged under his restructuring plan.

"Thus, instead of overturning all our existing structure for nothing, would we not be better advised to concentrate our combined efforts — government, schoolboards and employers — to launch an emergency program to help our graduates find access to the labor-market... the real tragedy facing us in Quebec today? We remain convinced that our priority problems today lie rather in the area of relationships between education content and the working world, than in the realm of school structures.

"As far as we in the School Council are concerned, we would be only too pleased to step up efforts in this area, which have been

under way for several years with various representatives of the job-market, resulting a couple of years ago in establishment of a permanent job-training secretariat designed to promote development of industry/school committees in each occupational area.

"The government's plan, therefore, would upset the carefully-built balance between the Education Department, the school boards and the schools. And the dismantling of local authority will clearly benefit only the Education Department whose regional operations are already growing out of all proportion.

"In effect, the Laurin plan amounts to imposition of a type of new society which clearly does not enjoy the support of a majority of the people. More than ever, Montrealers must hope that Quebec City will stop trying to decide what's best for them.

"Undoubtedly, members of La Chambre de Commerce would be as interested as we would in learning just how much such school restructuring will cost. Unfortunately, the White Paper confines its eloquence in this area to speaking of the allegedly "excessive financial and social costs" of the schoolboards, offering no figures whatsoever in this whole area. Here, the logic enshrined in its literacy efforts bears an uncanny resemblance to that apparently employed with such success in so many of our government enterprises.

"As far as the Treasury Board is concerned, the cost of such restructuring would run to a minimum of 33 million dollars.

"Since Montreal Island school elections are scheduled for next June 13, I would like to say a further word on this subject. I personally cannot help having serious doubts about the intent of a Minister who, just a few weeks before school elections, tables proposed legislation which nullifies the role of the school board member.

school board's role today in the fiscal field. In 1979, the Government transferred almost the entire property tax to the municipalities. So the school tax, on which the boards depend to carry out their specific responsibilities, is now restricted to 25 cents per 100 dollars of assessment, or 6% of the Government subsidy — whichever is the lesser. At the same time, in the area of employee negotiations, we have had to abandon our prerogative to the government, which controls

late. The whole issue has made them stand up and fight. As demonstrated at our recent meeting of the Federation of School Boards, we now feel that we will emerge from the school restructuring struggle with new-found strength, ready to return to a position we should never have vacated in the first place.

"The School Council of the Island of Montreal want no part of a "plan for a new society." We already have a society. There may certainly be room for improvement. But not for beginning all over again every ten years... simply to satisfy the insatiable appetite of the sorcerer's apprentices for galloping reorganization.

"There is certainly room for improvement. When he was Education Minister, Jacques-Yvan Morin undertook a long and detailed dialogue with the education milieu, resulting in a Green Paper whose practical application, aimed at improving life in our schools, is only now beginning to be apparent. Our schools are just on the threshold of implementing Bill 71, designed to establish consensus and pave the way for a coherent education project.

"When, at the outset of the decade of the '60s, Quebec placed education at the top of its priorities list, it took a giant step forward. Not only is education the very heart of our community, it is also the prime factor in its economic progress. For my part, when I witness some people's use of education as a pawn in their technocratic chess games, I feel I am seeing a giant step backwards compared with 1960. If we were to simply lie down under the threat which today hovers over education in Quebec, we would be unworthy of the responsibilities we have undertaken to assume on behalf of the whole community.

## Ecole primaire Beaconsfield asks for 'full consultation'

WHEREAS the parent community of E.P.B. has been informed by the School Committee of E.P.B. of the availability at E.P.B. of copies of the White Paper on school reform in Quebec "The Quebec School, a Responsible Force in the Community" and "L'Ecole Québécoise, communautaire et responsable",

WHEREAS the parent community of E.P.B. has been offered further information about the White Paper by the School Committee and have during the current year and the past year been advised of information meetings about the provisions and implications of the White paper and the earlier leaked documents concerning the school reform plans of the Minister of Education,

WHEREAS the parents of E.P.B. have been asked via questionnaire from the School Committee if they are in favour of or against implementation of the Ministry of Education's reform plan as proposed by the Minister in the White Paper, and have responded with an overwhelming percentage of replies against the plan and in favour of efforts to stop its implementation.

THEREFORE BE IT RESOLVED that the School Committee of E.P.B. reject the Ministry of Education plans to reform the Quebec school system as described in the White Paper and that the executive of the School Committee formally so advise the Lakeshore School Board, the L.S.B. Parents Committee, the M.N.A.'s for the ridings served by our school, the F.C.P.P.Q., the F.C.P.I.M., the Q.F.H.S.A. and the M.E.Q. and request the Prime Minister of Quebec to withdraw this White Paper and review the Government's policy on school reform in full public consultation.

"Education Minister Laurin could not have done better if he had deliberately intended to sabotage the June school elections.

"There is always a positive side to every coin. One effect of the plan has been to arouse a new awareness in local authorities of their over-long passiveness. For the past 20 years, the school boards have been progressively stripped of their important functions. Take, for example, the

94% of our revenues.

"It should be pointed out, that, under the provisions of the White Paper, the local school tax would disappear completely, to be replaced entirely by a municipal contribution — thus removing the last vestiges of autonomy from the school boards.

"But in the long run, perhaps the restructuring plan will actually turn out to be the salvation of the school boards. Just a little longer and it might have been too

## Wide gap between theory & practise

"Too many of our teachers have not been liberated from 19th century ideas which simply do not square with what we know today about good writing instruction", says Donald Stewert of the National Council of Teachers of English, Illinois. Mr. Stewert was chairing the Conference on College Composition and Communication and expressed his concern about the tremendous gap between the thinking of leading theorists and that of classroom teachers. "Writing teachers often leap straight into questions of

style and mechanics", he commented, "this approach forces students into trying to use language that isn't their real language, and into writing assignments that have no real bearing on what they do in their lives.

"If on the other hand, you teach students how to discover and then work with subjects that interest them, get them to put their thoughts down on paper, and react to what they say," Stewert observes, "a wonderful thing happens."

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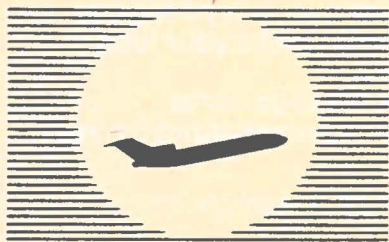
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## Public Sector Jobs Decline

Statistics Canada revealed in its April 5th bulletin that job opportunities in Education and Public sector declined considerably in 1970's for all the graduates.

The study shows that graduates moved away from fields of study such as the humanities, education, and social and biological sciences which have traditionally led to employment in the public sector. Instead, students moved towards fields of study likely to place them in private sector jobs particularly engineering, business/commerce, mathematics, computer science, economics and law. The number of graduates in these fields rose by 39% between 1976 and 1981, while those in the public sector oriented fields of study fell by 9%.

## Declining enrolment

### School sale

The School Council of the Island of Montreal authorized the sale of the following three schools recently:

- Napoléon-Courtemanche School, belonging to the Jérôme-Le Royer School Board, in City of Montreal East, for the sum of \$300 000.

- St-Eusèbe School, belonging to the MCSC, in the City of Montreal, for the sum of \$123 057.

- Dujarié School, belonging to the MCSC, in the City of Montreal, for the sum of \$249 000.

It should be noted that these sales are all in line with the Council's policy on the utilization and disposal of real estate and that the net profit from these sales will eventually be shared out according to the provisions of this policy.



# 39th AGM reports

## Awards were well voted!



### PLENARY SESSION

## Well! It's Back to Basics for a Broad General Education

Pat Jared, Consultant in Student Life and Tech/Voc Education for the Lakeshore School Board introduced the topic by saying that computers and related technologies are going to change our lives and our world for all time.

Mrs. Jared wondered what future jobs would be like and if our educational system will be able to meet future needs. Mrs. Jared then introduced the four main speakers.

Dr. Robert Lavery, Director-General of the Lakeshore School Board and himself father of six children directed his attention to Dr. Laurin's Educational plan. He felt one did not sense earth-shaking changes as a result of the Plan. Much of the Parent Committee report, that is back to basics and accountability, remains in the text of the Plan.

The Plan evolved, according to Dr. Lavery, because the public was unhappy with the education system. This was and is reflected in the increased enrollment in private schools. The public saw a 40-50% drop-out rate in French high schools and a 5% rate in English schools. Parents wanted equality of opportunity for all, a back to basic education, no fancy options, special attention to children with learning disabilities to be mainstreamed, and a text book for each child in each subject. All this is to be achieved by a system of objectives. All children must achieve certain pre-set objectives before they progress to the next set of objectives. This will be documented by regular reporting to parents and spot testing by the school board and the ministry. The objectives will be re-evaluated over four years until every school in Quebec can meet them.

The president of Northern Telecom has said that to prepare for the future we need to give our children a broad general education.

Now come the YES, BUTS!  
According to Dr. Lavery,

- A text book for every child in the Lakeshore School Board means a \$300,000 outlay for books and materials; that is \$25.00 per child per year. The existing texts must be modified or adapted to meet the Educational Plans demands.

- Teachers must be re-educated for the Plan. However, the Ministry will not pay for the teachers to be away to prepare for the Plan, that is, they will not cover the cost of substitution.

- Course inflexibility — a high drop-out rate is expected if all technical vocational courses are held off until Grade 12 or level six, especially on the French side.

Dr. John Gradwell, Professor of Vocational Education, McGill University, instructs vocational teachers to teach.

In the Education Plan no mention is made of the teaching of vocational subjects or new technologies. Parents were opposed to the large polyvalent school as places of education. The government issued a new document which, according to Dr. Gradwell, did not clarify this situation.

In looking at Technological Education, Dr. Gradwell felt that teachers must de-mystify the technologies. However, the ministry has not formulated these courses yet which are to begin at level 3, 4, and 5. At level three there will be a general introductory course which Dr. Gradwell envisages as a problem-solving course. He feels that courses must be developed that apply broadly, that is a generics skills course with skills common to many trades; e.g. home maintenance, car repairs, etc. Also, the students must study the role of the computer in the future.

Looking at present vocational courses, short vocational is considered on the anglophone side a dumping ground for non-achievers according to Dr. Gradwell. Long vocational, secondary 4,5 and sometimes 6, is used for career-type programs;

secretarial, hair dressing, auto mechanics, etc.

The new Plan states that all vocational programs shall begin at level 6 or Grade 12. It is obviously going to be difficult to get students to remain in high school while their peers go on the CEGEP or university.

Dr. Gradwell showed us a 1980 study of occupations listed according to opportunity for the future. Here are some examples —

1. **Least opportunity:** helpers, printing trades, building trade, waiters, etc., clothing & textiles (mostly employ women)
2. **Below average opportunity:** automobile production, food service, secretaries, estheticians, furniture manufacturers, key punch operators.
3. **Average opportunity:** draftsman, mechanics, forestry worker, conservationist.
4. **Good opportunity for specialists:** telecommunication, equipment installer, nurses aide, motorized equipment repairs, dental assistants.

Dr. Gradwell concluded by commenting that predicting the future while sitting in the past is a very difficult thing.

Mr. Charles Joyner, Dean of Engineering Technologies, Dawson College, Selby Campus Co-ordinator. Mr. Joyner saw children's education as a journey where educators, parents and counsellors guide the children through the system. Although the pocket calculator has replaced the slide rule and the digital electronic print-out has replaced the linear scale, our children still have to have basic general skills to use these new tools, i.e. mathematics, science and literacy. They must be able to read the manual that accompanies the tools. Although this new technology will not cause a decline in the unemployment rate, skills and the education field will still mean employment.

Mr. Joyner sees the New Plan as the road map for our children's journey.

- Kindergarten to Grade six

gives the foundation of basic skills and interpersonal skills.

- Grades seven to eleven, with few options to choose from, the students will receive a uniform Diploma.

- Secondary six or seven will be given vocational training while other students will go to CEGEP then University.

Statistics for 1977 remain consistent even now for the anglophone side:

- 40,700 students finished Grade 11.

- 49.5% did not go on in school.
- 50% (20,585) went to CEGEP and of those

- 73% enrolled in pre-university programs and
- 26% enrolled in career programs.

Mr. Joyner felt that a CEGEP education whether general or in the technologies, keeps a student's options open. In general, the potential for salary increases with the number of years of scholarship.

What are students applying for:

- nursing — stable pattern since 1977

- mechanical engineering technology — stable

- electronics technology — Dawson admits 80-100, demand fluctuates

- social service — declining because of current government policies.

- business administration — still high interest

- data processing — 80 places
- 1979 — 200 applications
- 1982 — 800 applications
- 1983 — 400 applications

Declining interest reflects a decreasing need for specialists in this field.

New needs — Mr. Joyner echoed Dr. Gradwell, saying the future is robotics and children will have to become problem solvers. There will be a need in the mechanical and electronics field. Also in the human and social sciences.

In conclusion Mr. Joyner felt a student should not commit to a specialty too soon, but get a broad general education.

Margaret Fydell, Consultant in Data Processing, had some interesting words for educators, parents and students. She asked the question: is the current school system really preparing the student for the world out there, i.e. technological change and its effects. Her answer was no.

What skills does the world of work need from our students?

- read precisely
- think precisely
- speak fluently
- write clearly
- understand the ideas of others
- express their own ideas and discuss in common ideas with others
- be able to think originally

She says that the market is flooded with graduates with narrow specific skills, for example computer programmers. She stressed also keeping options open and pursuing a broad general education. She felt that children must learn to use the computer as a tool to learn the basic skills of communication and problem solving. According to Fydell, there are no limits to the function and performance of the computer, and children must learn to master and manipulate this tool. Teachers must also be trained to teach children the use of computers.

Mrs. Fydell talked about the wide-spread use of small micro-computers. Where the computer once filled a large room, now the desk top micro-computer does the same job. As the cost has come down, the micro-computer packages are easy to use and the manual is readable. Because of its accessibility, the home and all walks of life are affected by computers.

How does this new trend affect women? Mrs. Fydell feels that women are afraid of the new technologies and the machines and they must change their attitude or they will be left behind.

With the massive infiltration of computers, women must educate themselves and overcome their fears.

# 4 PLENARY WORKSHOPS

## Joy Hayes 2ry Education lacking for CEGEP needs

Plenary panelist Charles Joyner was unable to remain for the follow up workshop session. He was ably represented by Joy Hayes who is the Director of Liaison in the Admissions Office at Dawson CEGEP. She tackled a wide range of questions concerned with the facilities, programs and career options available in technological education at the CEGEP level.

In her opening remarks she stated that CEGEPs are trying hard to adapt in order to cope with students produced by the Régime Pédagogique. As an example she cited the science upgrading program at Dawson to help students catch up in areas in which they are weak or have a minimal background. Much more dialogue is needed between the CEGEP's and the high schools to ensure that the programs mesh effectively. In addition, enrichment programs are being introduced to compensate for the fact that all students will not be at the same level of education when they enter.

She suggested that many of the earlier CEGEP problems are diminishing. In the past she said many high school graduates continued in high school programs in Ontario in order to circumvent the CEGEP system. They then returned to Quebec to attend university. This is not happening much now presumably because parents are becoming more satisfied with the CEGEP system. In addition, she said, CEGEP enrolment has risen in the past few years. Many of the new students are recent graduates from general university programs who are returning to CEGEP for specialized career training (e.g. data processing, etc.)

In response to questions about the CEGEP curriculum, Ms. Hayes pointed out that all students must take 4 English and 4 Humanities courses in addition

to 12 concentration courses. Some of the courses are specifically intended to force students into courses outside their particular field of specialization. These complementary courses often prove so interesting to students that they are stimulated to switch their major field.

Some participants questioned the speaker about the preparatory science program that adds one year to a CEGEP program. This program was originally designed to accommodate mature students, people who had been away from the education scene for a number of years and who were in need of refresher courses in a number of subject areas. However, many high school students who lack a complete profile in science want to upgrade their skills in certain areas before entering the regular CEGEP program.

The topic of job prospects for CEGEP graduates stimulated a great deal of discussion. Many graduates find employment as a result of summer jobs or contacts in the field by the student or staff members. Dawson also has a placement officer from Canada Manpower on campus full time. Her job is to try and sell students to industry.

Industry now seeks students with a good general background with specific skills. In many areas CEGEP graduates edge out university graduates because they are well trained and are cheaper to employ.

Many of the participants in the workshop clearly had children in the CEGEP system or just about to enter the system. The speaker did an effective job of responding to their concerns and clarifying the many uncertainties that exist about this very important component of our education system.

Jon Percy  
Hudson Elementary/High School

## Dr. Robert Lavery Concerned with standards

Dr. Lavery began his workshop with some general comments on the concerns of the Lakeshore School Board regarding the régime pédagogique.

These concerns were:

- the evaluation of pupils, and the emphasis on minimum standards;
- the reporting system to parents: the amount of time devoted to reporting and the necessity of such extensive reporting for all children;
- the funding of pupil services;
- the new format for vocational education;
- the exam procedures and the diplomas of secondary study.

During the discussion period, many questions were posed by the participants, such as:

- 1) What system does the government propose to control the implementation of the plan?
- 2) Could we end up with a surplus of children qualifying for higher education?

- 3) If individual schools are left to themselves, could we have a system of minimal standards and minimal teaching?
- 4) How long will it take to make the plan operational?
- 5) Will the text books used by English students be translated from French texts?
- 6) Will there be Special Education teachers?
- 7) Will the 60% passing mark merely be a reflection of the present mark with 10% added?

Some of the general comments expressed by the workshop participants were that:

- we should be concerned by the minimum standards of the back to basics;
- the Ministry is basing the plan on stats, not humans;
- perhaps we'll see a sharp rise in private schools, or alternate schools.

Diana Jackson  
Edgewater School



## Margaret Fydell Canada lacks computer expertise

Contrary to popular opinion, the computer is not a machine such as a typewriter, which one studies and conquers. It is a tool to be used in all disciplines, even the arts, as a complement to a general and/or specific body of knowledge. Unlike a typewriter, a computer requires a continuous learning approach since the function of a computer can be constantly changed. Its effective use is not dependent on an extensive math background.

Mrs. Fydell was emphatic that the skills needed for computer usage are literacy, being able to read intelligently, think precisely, speak clearly, and write effectively, coupled with good communication skills such as listening efficiently.

It was her opinion that the graduates of today are not demonstrating the communication skills necessary to derive maximum benefit from the technological future. Suggestions were made considering the causes of this lack and included lack of continuity of expectation within the education system regarding written and spoken communication, coupled with a lack of communication in the family setting due to busy

schedules and the reliance on television to entertain. Demanding study schedules for students may also contribute to poor communication skills due to lack of

socializing.

Generally it was felt that there is insufficient expertise available in Canada in the area of computers and education.

## Dr. John Gradwell Make students think

Informal question and answer format was used. Dr. Gradwell's topic concerned Technological Education. The intention of this type of program is to teach and to improve students' problem-solving abilities and also to have these students learn how to think for themselves.

The government's plan is to return to a very basic approach in education at the secondary level. There will be a lot of low level courses offered instead of specialty courses of increasing complexity. The fear in this is that the level of teaching will be reduced to the lowest common denominator in the class instead of allowing them to progress at their own levels.

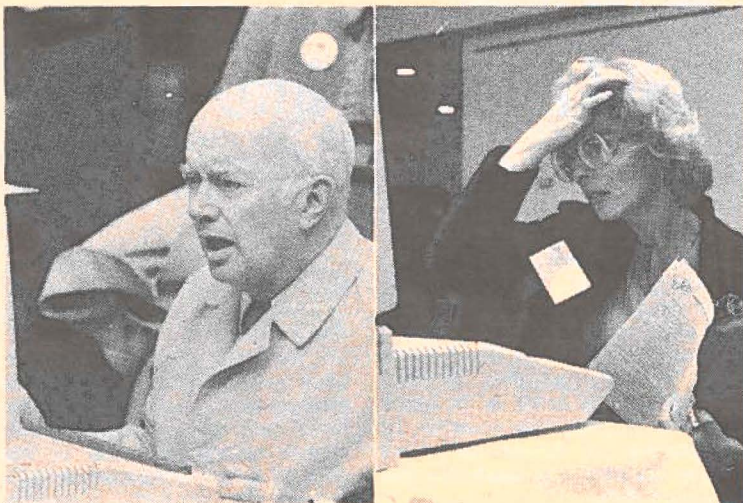
Due to lack of funds there are not enough experts in each school

so that it will be necessary to shop around different schools for the type of education a parent would like for his/her child.

If a person with an excellent background in a specific field finds himself interested in writing a Basic Text for a particular course they must first contact the Ministry of Education to get their list of general requirements and rules. After going through this extensive list and before becoming an author of a basic text, one begins to realize that the government has imposed such tight controls that they have a very neat way of controlling the thoughts of the youngsters coming through these programs.

Carla Levine  
Sunnydale Home & School





## 8 AGM WORKSHOPS

The session **Computers in the classroom—boon or bane** will be featured in the September issue of the NEWS



### THE CURRICULUM

## What changes are likely to occur to the Régime Pedagogique? . . . None

Officially, there are no changes to the Régime. Unofficially, it has been a busy year of discussions and "negotiations" between the MEQ and the Committee of Anglophone Curriculum Responsible (CACR). It is expected that the CACR will meet the Minister within the next two weeks in an attempt to persuade him to "buy" some of their proposals that have not been accepted by the civil servants.

As it stands, the regulations as they were printed in March 1981, and the PAPT Summary (BD-RE-0282-107) still accurately describe what is legally in effect. Copies of the PAPT summary are available from Rod Elkin or Mary Murray at PAPT, (514) 683-9330.

### Likely Changes in the Anglophone Sector

1. The Elementary Regulation, Section 23, Part 2, will reduce to once a year, the need to provide parents with a summary of curricula and evaluation and scheduling criteria.

2. Total pupil hours per week at the elementary level will rise in accordance with the DECREE (Section 43). No other changes in the subjects or time allotments is likely.

3. At the secondary level, the deadline for the obligatory implementation of new courses, will be extended to 1988, perhaps 1989, and serious implementation of Year I of the maquette will begin in 1984. (Sections 27, 29, 31, 33 and 35).

4. The 60% pass mark will be implemented progressively grade by grade, in concert with the maquette, (Section 47) starting in 1982-83.

5. In the "Instructions" for 1983-84, which are unsigned, the requirement that Economics becomes compulsory for 1984 will be waived for Anglophone schools for one year.

### Remaining Problems:

A. The MEQ has accepted many

of the arguments of the CACR, but the core of the problem at the Secondary level is the regulation governing the certification of secondary studies (Section 43). It is seriously worried about the possible effects of changing the regulation to allow Anglophones official leeway. It is rumoured that many Francophone school boards would like to have the same leeway even though they are in a better position when it comes to the availability of programmes and guides for new courses. The MEQ favours leaving the certification requirements in effect and solving the problems of Anglophones through "arrangements" made by "Instructions". The CACR, of course, favours a logical sequence linking the new extensions for implementing programmes with the certification requirements. I think it is reasonable to assume (given what we have experienced so far), that the MEQ will hold firm on the certification regulations, maintaining them as they now stand.

B. The debate about the "virage technologique" and use of computers in the school continues to rage at the MEQ. The distribution of required courses, options and allotted times chosen by the MEQ is, as we all know too well, too rigid to allow for the easy inclusion of these subjects, and yet they seem to be aware that if these subjects are not officially included, the Ministry will only be paying lip-service to them. The MEQ is talking about ways to integrate technology in the existing maquette, but there is serious doubt that this can be effective. On the other hand, the Ministry seems prepared to go to any length so as not to have to change the subjects listed in the maquette.

**Rod Elkin**  
Executive Assistant  
Provincial Association of  
Protestant Teachers

## Community involvement: a worthwhile investment of effort

In these times of dwindling resources Betty Russell's offer of help from the West Island Volunteer Bureau (WIVB) was welcome news. More than that her model of how these dedicated 500 plus volunteers work to lift some of the burden from those faced with difficulties was inspiring.

Services of particular interest to Home and School include the Julia Kraft Recreation Program for the Handicapped, Transportation, the YMCA Youth Program, Parents Anonymous, and various other volunteer and self-help programs.

Betty observed that most adults including parents of children, regard schools as off-limits. She believes that ways should be found to better integrate the schools into the community. This would benefit the community by providing it with a valuable resource, and the school by enabling it to make better use of the resources in the community.

She gave an inspiring example of how in Baie d'Urfé some Grade 4 and 5 children, with the help of teachers, parents and volunteers from W.I.V.B., made a slide show of the features of the surrounding community. We certainly look forward to the continuation and expansion of projects such as this one.

Anne Atkins and Marg Ford, of the John Rennie High School Community Office, told us of the vital functions these drop-in centres perform at their School, and at Lindsay Place, Beaconsfield and Macdonald High. Operating

since 1977 the Co-ordinators and their volunteers work to make the school environment more positive, to bring the school and community closer together, to provide a channel for communication between students, parents and teachers, to help with career orientation and to carry out the many other supportive activities.

The need for more volunteers was stressed as was the rewarding experience to be gained by involving oneself in the activities of the school.

A lively discussion followed the presentations, which were enjoyed by all.

**Stuart B. Hill**  
Macdonald High School

## The Adolescent: Letting Go!

Dr. Morgenstern began his workshop with the statement that "Technology has invaded our lives to an unprecedented degree." He went on to discuss the pattern of treatment for those with deviant behavior, from the time in history when they were separated from society and placed behind walls, to the present. He stressed that there is an increase in the knowledge of treatment in this, the age of technology, and that the aim of treatment was re-education of the patient and placing him back in society.

During the discussion period, many questions were directed to Dr. Morgenstern. He often re-directed these questions to the participants in the workshop, thereby creating a sharing of experiences and ideas among the participants.

Some of the topics covered in-

cluded: the legal age of adolescence, the increase of suicides, the importance of self-worth, the label "adolescence" and the expectations that accompany it, the rules that society lays down, and finally, communication.

There was a discussion on the difference between guidance and discipline, and when each should be applied. Dr. Morgenstern stressed the importance of starting early, in developing a sense of self-worth in the young child and a pattern of behavior.

The workshop ended with a reminder that the professionals are there, and should be used as resource people, when necessary. However, they should not be used as a replacement for a parent or home.

**Diana Jackson**  
Edgewater School

### CAREER "CHOICES"

## A computer aid in choosing a career

Computers are a data-storing, problem-solving tool. A new aid in matching prospective employees with appropriate jobs is a computerized career exploration program called "Choices."

The realities of today's labor market make it difficult for students to choose a career: Half of the unemployment figures represent young people.

The job market is highly competitive, and changes are unpredictable. The majority of high school students do not continue their education, and stereotyping of jobs continues to affect women employees.

Yet, choosing a career is one of the most important decisions a person will ever make.

The role of the school to prepare students for the labor force complements that of the home and parent. But conventional career development programs such as field trips, career days, and work

study projects are not sufficient. Therefore, the Lake of Two Mountains High School in the Laurentian School Board has embarked on a pilot project designed to help students make career choices.

As described by Garth Ryan, Guidance Counselor, "Choices" is a conversational, inter-actional computer system which has a database of more than 4,000 occupations.

Choices requires a rigorous self-assessment by the student. In completing a self-profile, the applicant must take an honest appraisal of aptitudes, interests, and skills. He must consider a job description in terms of the necessary education, the work site, hours, travel requirements, earnings, and the employment outlook.

The primary program of "Choices" is the "Explore" component which contains 89 items of personal traits and priorities for

choosing appropriate occupational titles. This can be followed by "Specific" information on occupations, or a "Comparison" of occupations, or a search for occupations that are "Related." Each routine gives access to information across all provinces or a comparison of three at a time.

Additional advantages of "Choices" are that it is personalized, it gives an immediate response, it is bilingual, it gives a printed copy, and no experience is necessary. Reaction among the 400 students who have participated thus far is enthusiastic. It is a concrete, practical means of improving student services, and increases the dialogue between students and parents, students and counselors. It is expected "Choices" will become available in many more high schools in the near future.

**Carol Ohlin**  
Northview School

## Workshops Write-Up:

## Media Awareness — The Video Craze

The workshop/seminar was very well attended. Professor Murphy and Mr. Martin addressed the topic as a seminar — an exchange of ideas. A number of concerns were expressed and addressed by the participants.

- How do video games in the home affect communication in families, e.g. family interaction?
- Do people stop interacting and become mesmerised by the games?
- The location of video games, i.e. shopping centres, large department stores. This makes them very visible to children.
- Do the video game rooms serve as hangouts?
- Do video games make people more violent? (Most video games are based on some type of combat.)
- Are games advertised as replacing the friend?
- Why are the vast majority of players male?

Professor Murphy and Mr. Martin responded to the concerns raised, in an informal fashion, summing them up in the following responses:

All of these questions have been asked before regarding any innovation, e.g. introduction of television raised similar questions and we now know 30 years

later that we use television in very different ways than we did in the beginning. In other words, in time adaptations are made; new interactions are devised.

As for the concern about the location of video games the same principle applies. They blend in with our general consumer desires and demands and advertising is aimed at particular consumer groups.

Other aspects of video games addressed by workshop leaders were:

- players compete against themselves.
- it is violent to one's nervous system to have to react so quickly and often.

• most video games are based on self-defence, i.e. you are attacked by the game.

• advertising makes a younger child believe the video game replaces a friend. It was felt by Prof. Murphy and Mr. Martin that children can make choices and are able to distinguish the real thing from the magic of advertising.

In conclusion, Prof. Murphy and Mr. Martin pointed out that each of us is highly individualistic. We will cope in our own families with the video games in our own ways.

It is important to learn about the games with the children and let the fad run its course.

Angelika Redahl  
Edgewater School



## KIDS AND STRESS

## Build idleness into day to help avoid stress

Stress was defined by speaker Principal Pat Baker, Spring Gardens School, as an event that in some way or another places a demand on our body. The demand can be very positive or very negative. The trick is to know how to manage this problem. In stress we are the enemy so we must identify our anxieties and manage them.

A short life expectancy test was administered and we were given five minutes to complete it. This was in some ways a stressful situation and indicated to us some of the pressures our children endure on a daily basis at school.

Some of the behaviour patterns of children under stress are as follows:

**Perfectionist:** will not take risks.

**Over-protected:** needs constant adult attention.

**Anxious:** has trouble relating

**Membership Award  
Winners received books  
for school libraries**

to other children.

**Hopeless:** sad child, very passive.

**Power-oriented:** deals with things physically.

When stress occurs, you can see one or more of the above indicators. When a pattern forms then we must look at the home situation and examine ourselves for life change.

Mr. Baker outlined some of the reasons for stress on children and they are:

- Divorce
- Re-marriage
- Both parents at work or parents out of work
- Rivalry — making comparisons
- Illness

A film entitled "Double Talk" was shown. In the film, you could hear what the people were saying and at the same time what they were thinking.

Some principles of communications are as follows:

1. Deal with the problem immediately.

2. The best surprise is no surprise — let children know what is coming and set rules of limitations that are reasonable. You cannot eliminate stress at the time of stress. Prepare the child before the stressful situation begins and then it will appear to be normal.

3. Do not ask children "why"; instead give them the "what" question so they can describe to you what they did.

Mr. Baker noted that we are what we do. It is very important to observe children's behaviour and that in a given situation we should not judge the child but rather judge the incident.

Mr. Baker advised educators who prepare report cards to direct personal comments to the children in descriptive form. This creates a positive attitude for the child and teacher and in turn for the parent and teacher.

If we are experiencing stress, we are teaching stress. If we manage stress, we teach children how to manage it.

In the following are fifteen helpful hints for adults on how to cut down on stress:

1. Plan idleness every day.
2. Listen without interrupting.
3. Don't rush, be on time.
4. Read relaxing novels.
5. Savour food.
6. Find a hideaway in your home to relax for half-an-hour.
7. Avoid competitive people.
8. Don't structure your vacation.
9. Try to improve.
10. Live by the calendar and not be your watch.
11. Do one task at a time.
12. Bring a personal pleasure to a job—flowers, poetry, etc.
13. Exercise.
14. Manage your time.
15. Give of yourself to others.

Annette Orthwein  
Northview Elementary School

## CHILD ABUSE

## It takes two to tangle

"Being a parent is one of the toughest jobs in the world" — so says Marion Lessard, Co-ordinator of the Child Protection Committee, Social Services Department at the Montreal Children's Hospital, when she conducted her workshop with the theme — Protecting the Child Today: A Better Society Tomorrow. The following notes are from the ensuing talk.

Both parents and children have needs and when these needs come into conflict the possibility of child abuse may arise. This possibility increases when a parent is at a low ebb, either emotionally or physically. A parent, exhausted from disturbed nights with a sick child, is at risk of becoming a child abuser. The parent who has learned to put the child's needs before his own can provide the care and nurture necessary; but the parent with a poor self image, who has been the victim of abuse or neglect themselves as a child, who is lonely or isolated from others, has a high potential to become a child abuser. When the parent's needs become overwhelming, he can no longer think of the child's needs.

It is not one type of parent that becomes a child abuser, or one type of society that fosters abuse. It is one type of parent/child relationship. If a parent's own childhood has contained abuse or neglect, without help through education, the chances of his having a good relationship with his own child are diminished.

The definition of discipline as a learning process was discussed. Discipline is not synonymous with corporal punishment, and verbal abuse may be just as, or even more, devastating than physical abuse. A child who is the butt of a parent's temper can learn little but fear and confusion. The same action can produce different results depending on the parent's mood. This leads to confusion and instability in the child's expectations.

A child has physical, intellectual, moral, social and spiritual

needs. If these needs are not met a child may develop a condition known as "failure to thrive".

Affection, consistency, continuity and nurture are provided by the immediate family. Supervision, clothing, shelter and hygiene are provided both by the immediate family and the extended community. The community can help by providing appropriate schools, playgrounds, adequate welfare, by reaching out to those who are emotionally isolated or lonely. The reluctance to report suspected incidents of child abuse must be overcome.

Social agencies in Quebec avoid a judgmental attitude. They try to provide the care and assistance needed by a family to overcome a pattern or an incident of child abuse. Whenever possible without detriment to the child, the child is left with the family. "What is best for the child?" is the paramount question.

A child is a person with a unique value. His needs are immediate. By setting aside his own needs to satisfy the child's, a parent is working for a better tomorrow, for today's children are the future.

## CHILD ABUSE KIT — ASSESSMENT

The Canadian Home and School and Parent-Teacher Federation has produced a kit on Child Abuse which outlines a series of workshops, etc. that a group of parents can follow to discuss and confront this important topic. The following is an assessment of the kit as perceived by Windermere Home & School Association.

Having followed the use of this kit through several meetings at Windermere Home and School, it is hoped the following information will be helpful to others planning to use the kit.

- Turnouts are high. Many people are concerned, perhaps about someone specific or perhaps about the problem in general.
- The goal is to educate the community regarding the existence of child abuse and neglect and to provide appropriate numbers to phone to report. People require much reassurance that their anonymity will be protected. It is thought that the presence of the kit may create a climate of deterrence in the community.
- It is felt that this will be an ongoing effort for 2-3 years as one does not change attitudes (i.e. not to get involved) of a person or a community quickly. It will take time.
- There seem to be two groups interested. One is the group of parents wishing to improve their parenting skills and requesting further information, courses,

etc.

- There is concern, however, about missing the target group, i.e. abusive and neglectful families.

Two approaches are defined for this purpose since many families with the need for intervention will not recognize their need. Therefore:

- (1) Focus on defining abuse and neglect through information flyers to the community (and meetings).
- (2) Focus on providing materials of help in parenting to all families, example: parent pamphlet put out by Mutual Life. An understanding of normal growth and development of a child to help parents form realistic expectations.

One Home & School mom from an abusive family gives us this feedback.

- (1) The presence of the kit in the community is a relief — at last the problem can be discussed.
- (2) The kit is useful in that it describes what family life should be. i.e. words to use that are encouraging. Raised as an orphan, this lady commented, "if you've never had a good family life, how do you know what that is?"
- (3) The kit gives the resources available for help.
- (4) Parenting resources, such as the Mutual Life pamphlet, "Do you Know your Child", were of great help, especially on the fourth reading.

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magazines fill the bill. They're colorful, amusing, and carefully geared to children's capacities and interests.

Nature magazines intended for adults are also great resource material for children. The photography is superlative, and provides children with information even when the text is too detailed for younger readers.

Here are some addresses for subscription orders:

- |                                  |                         |                               |
|----------------------------------|-------------------------|-------------------------------|
| <b>Chickadee</b> _____           | for children _____      | \$12 a year                   |
|                                  | under 8                 | 59 Front St. E.               |
|                                  |                         | Toronto, Ont. M5E 1B3         |
| <b>Owl</b> _____                 | for children 8-12 _____ | \$12 a year                   |
|                                  |                         | 59 Front St. E.               |
|                                  |                         | Toronto, Ont. M5E 1B3         |
| <b>Hibou</b> _____               | for children 8-12 _____ | \$12 a year                   |
|                                  |                         | 300 Arran St.                 |
|                                  |                         | St. Lambert, Qué. J4P 3N4     |
| <b>Landmarks</b> _____           | a quarterly _____       | \$5 a year                    |
|                                  | published by _____      | Communications Services       |
|                                  | the Ontario Dept. _____ | Branch                        |
|                                  | of Natural _____        | Ministry of Natural Resources |
|                                  | Resources _____         | 99 Wellesley St.W., #5340     |
| <b>Canadian Geographic</b> _____ | _____                   | Toronto, Ont. M7A 1W3         |
|                                  | _____                   | bi-monthly \$19 a year        |
|                                  | _____                   | The Royal Canadian            |
|                                  | _____                   | Geographical Society          |
|                                  | _____                   | 488 Wilbrod St.               |
|                                  | _____                   | Ottawa, Ont. K1N 6M8          |
| <b>Equinox</b> _____             | _____                   | bi-monthly \$17 a year        |
|                                  | _____                   | 7 Trendsmuir Close,           |
|                                  | _____                   | Camden Close,                 |
|                                  | _____                   | Camden East, Ont. K0K 1J0     |

**Children learn what they live**

*If a child lives with criticism,  
He learns to condemn.  
If a child lives with hostility,  
He learns to fight.  
If a child lives with ridicule,  
He learns to be shy.  
If a child lives with shame,  
He learns to feel guilty.  
If a child lives with tolerance,  
He learns to be patient.  
If a child lives with encouragement,  
He learns confidence.*

*If a child lives with praise,  
He learns to appreciate.  
If a child lives with fairness,  
He learns justice.  
If a child lives with security,  
He learns to have faith.  
If a child lives with approval,  
He learns to like himself.  
If a child lives with acceptance  
and friendship,  
He learns to find love in the  
world.*

**Career Course**

The Lakeshore School Board will request recognition for credit purposes of its secondary IV course in Career Education, being offered in the current school year. At present the course is offered to approximately 250 students of Beaconsfield High School, comprising all but a few of the grade 10 (secondary IV) student population.

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## Reading Conference

## Goals same: Approaches different

Organizers were pleased with Montreal's first bilingual reading conference despite drastically reduced attendance by English-speaking teachers.

It was jointly sponsored by Reading Quebec Lecture, a largely English-speaking group affiliated with the International Reading Association, and l'Association québécoise des professeurs de français. The anglophone group has held annual conferences for the past decade.

Conference organizer Ann Board admitted she was a little disappointed at the turnout of anglophones, down to about 150 from nearly 400 in previous years, but says "the ground has been broken" for future bilingual ventures. About 750 participated this year.

Dr. Frank Greene, director of the McGill Reading Centre and a prime mover in the organization of the joint conference, says evaluation sheets indicate that many people attended workshops in their second language. They seemed to enjoy the closing plenary session, for which simultaneous translation was available, and a graceful ad lib presentation in both languages by popular playwright and novelist Michel Tremblay.

However, one English-speaking teacher was heard to mutter, "It costs more this year and there's less offered for us. . . Some of the stuff they're offering (the French-speaking experts) is 20 years behind the times."

Ann Board says the conference cost more because larger registration required a costlier site. Regarding criticism that the English and French approaches to reading are too different, she says that we have a lot to learn from each other.

"The French are more concerned with surface structure," she says, "that is, with how the language is spoken. They are more careful about correctness and the survival of the language."

Where English-Canadian teachers are often heavily influenced by American innovations, francophone teachers tend to develop their own methods, or adapt those of Europe.

"However, as educators, we both have the same goal: literacy, and creating readers."

Workshops at the conference covered a wide variety of topics: enrichment, use of word processors, teaching French to anglophones and immigrants, history books, library books, language as it relates to math, adult illiteracy, teenagers' choice of best-sellers, the use of the daily newspaper as a classroom resource, and many more.

A husband and wife team of educators from San Diego University made very different contributions. Tamon R. Ross, author of *The Storyteller*, had his workshop audience singing and extemporizing rhymes to prove that the oral tradition can flourish in a print society.

Pamela Conlon-Ross, a linguist, described specific techniques to help children with reading difficulties. Intrigued, a workshop member asked where he could get books on the new methods. "I'm writing them," replied Dr. Conlon-Ross with a smile.

The undisputed star of the conference was David Booth, chairman of the dramatic arts department at the University of Toronto School of Education.

Introduced at a workshop as "Mr. Magic himself," Booth talks about children's books with the fervor of an evangelist and the wit and timing of a standup comedian.

Booth, who reads to groups of young children as well as training teachers, is a master at eliciting responses startling for their strength and insight. He favors folk tales with archetypal, often scary, plots, and wonderful pictures but little if any text.

Sometimes he stops reading just before the climax of a story and gets the children to provide an ending. Encouraged to act out these simple but powerful themes, the children's imaginations soar, and Booth has not lost his capacity for astonishment at what they can produce.

He had the audience in the palm of his hand at the two sessions he

addressed at the conference, but a teacher afterwards expressed doubts that everyone could duplicate his results.

"It's inspirational," she said, "but it's a time-consuming way to teach reading, and so much depends on the teacher's charisma. We're not all David Booths."

Nevertheless, the teachers obviously loved Booth's message: Throw out all your graphs and charts and cramping "objectives," and try to think like a child when you approach a book, with all of a child's energy, daring and innocence.

Barbara Black Peden

## Loans and bursaries

## Deadline moved up

The new deadline for the submission of applications for loans and bursaries is June 30th.

All students wishing to apply for financial assistance from the Ministry of Education should take note of this important change.

Until this year the deadline was September 30th. This resulted in a rush of applications in September and caused delays in providing assistance.

Since the applications will, from now on, be submitted before the summer holidays it will be possible to speed up the processing of applications and increase the number of loans available as

soon as school begins, says the Ministry.

Meanwhile arrangements will be made for students who, for one reason or another, do not receive confirmation of their admission to CEGEP or to university early enough to comply with this change, to still receive assistance.

For additional information students are encouraged to contact their school counsellor or the office of the Director General of Student Financial Aid, Ministry of Education, 1035 rue de Lachetrotière, 22nd floor, Quebec, QC, G1R 5A5 (telephone: (418) 643-3750).

# 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 students the opportunity to learn the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks."

We're not suggesting that soft drinks are a substitute for proper nutrition. However, when they're taken in moderation with a balanced diet, they're a refreshing taste treat.

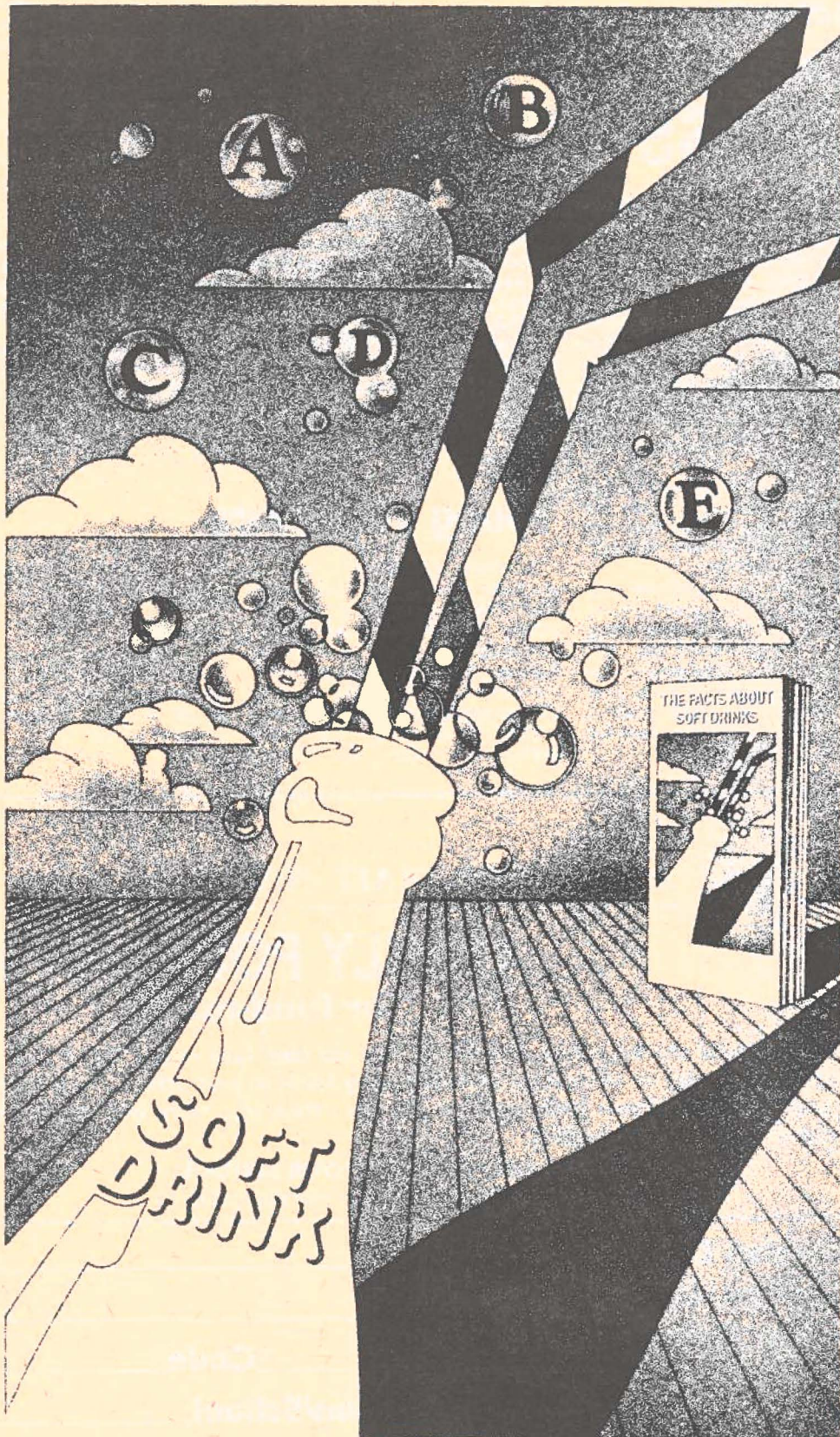
The booklet can tell you all about soft drinks: what they're made of, how they're produced, their history, diet implications and other important facts.

The booklet is free for the asking.

If you'd like to receive it or arrange for students to have individual copies, or if you'd like to know more about the soft drink industry, just drop us a line.

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink Association,  
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443 University  
Avenue, Toronto,  
Ontario M5G 1T8.



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

# FOCUS on the LOCALS

KEITH

## School embraces the Bard's Tempest

One of Shakespeare's most difficult plays got an enthusiastic reception at Keith Elementary school in March, when a local Lasalle theatre group, the Geordie Production Company, performed "The Tempest" for the senior grades.

The secret of its success lay in the teachers' careful preparation of the audience. They read them a synopsis of the plot, and had the children so well primed that they followed Shakespeare's poetic sea fantasy with attentive pleasure.

Students at Keith have enjoyed "I Love to Read" activities, buying books, competing in

bookmark, poster and book character contests, and doing other individual and classroom activities.

A public speaking contest was recently held throughout the school, and some students have taken part in a chess tournament. The children are once again helping the Home and School raise money through a chocolate bar drive. Profits will go toward extra-curricular activities.

Thanks to teachers and parent volunteers, Keith children are being introduced to the Apple II computer.

Judy Clouette



Sandra Keightley, Vice-President QFHSA, presented the 1st Prize of a trip to Florida in QFHSA's recent Fund Raising Raffle to Mr. Zaven Artinian and his mother. Principal R. C. Oultan, Malcolm Campbell High School, received a computer on behalf of the school. Gisela Amarica, Vice-President, QFHSA and long time activist in local Home & School activities sold the winning ticket.

BEACON HILL

## How to handle STRESS

Women and stress, a subject which has touched just about every parent's life at some point, came in for close examination at a well-attended program night at Beacon Hill School recently.

Dr. Rosie Manickam, a former assistant to stress pioneer Hans Selye, told the 90 women in the audience some of the symptoms of mounting stress: deteriorating attention to appearance, bouts of forgetfulness, or a general loss of joie de vivre.

"Dealing with stress and bringing it to manageable levels requires a change in the way we look at ourselves and others," said Dr. Manickam.

Remedies can include the development of a support system of friends and family, and being able to talk problems out. Dr. Manickam also emphasized the value of a regular exercise program, preferably done with a friend. A controlled diet, hobbies and vacations help too.

WESTMINSTER

## New lease on life

Westminster Elementary School has been granted a stay of execution "for as long as numbers warrant," thanks to the efforts of parents, the Cote St. Luc city council, and local PSBGM commissioner Steve Copeland.

The school, which has over 500 students, has both a French and an English sector. The English sector, which offered both English stream and French Immersion, was dwindling, and authorities granted it only a one-year extension in January, 1982.

Now it has lost its English stream, but the English sector

will survive with French Immersion only. Acting Home and School president Roz Azulnik says the group effort saved the only English sector school left in Cote St. Luc.

The school has joined the computer revolution this year, and the Home and School sponsored a chocolate bar sale. An open house was held to raise money for the school's foster child.

Kindergarten children have spent five days at Ferme Andree, and Grade 6 students are going on a field trip to Ottawa.

GAULT

## Young Voyageurs

A group of Grade 5 and 6 students at the Gault Institute in Valleyfield are enjoying an exciting four-day canoeing-and-camping trip this month on Saranac Lake. A trial run was conducted in May on the shallow Chateauguay and English Rivers.

The school library has been enriched by over 200 books,

donated in the memory of John Swartz, an alumnus of the school and the parent of a Grade 2 student.

Everyone loved the spring production of "The Wizard of Oz," a variety program presented by Grade 4 to 6 students for the primary pupils.



FEDERATION OFFICIALS VISIT MAGOG - Harvey Catchpaw, chairman of the Princess Elizabeth Parents' Committee was pictured at the last joint meeting of his group and the Magog Home & School Association, with officials from the Federation of Quebec Home and School Associations. Pictured left to right are: Marion Daigle, President; Harvey Catchpaw; Sandra Keightley, Exec. V.P. and Rose Kandgaonkar, Vice-President.

NORTHVIEW

## Beetle drive buys apple

Northview School in Pointe Claire has raised \$2,350 by selling boxes and boxes of almonds. The children who sold the highest number of boxes were the lucky winners of one-pound chocolate bars!

A family fun evening with a new twist brought in more money. Teacher Colin Legault, who spent last year as an exchange in northern England, brought back the idea of a "beetle drive".

Played in partners, with dice and a score card, the game's goal is to be the first to draw a picture

of a beetle. Similar in organization to a military whist, the game is a good social mixer for parents and children. Refreshments and prizes concluded a lively evening of excitement.

These events have bought Northview an Apple IIe computer and an Adventure Playground, on which construction will begin this spring.

Northview also enjoyed supporting the QFHSA raffle, and rejoiced when one of our families won the 30-volume set of Encyclopedia Britannica.

Carol Ohlin

CEDAR PARK

## Crowded calendar

At Cedar Park Elementary School in Pointe Claire, the spring pages of the calendar are crowded with activities.

In March, there was "I Love to Read" Week, the Winter Carnival, Nutrition Week, and the Jump Rope for Heart, which raised \$3,187.65 for the Quebec Heart Foundation.

April saw a science fair at the school, in which all levels of students took part.

In May, twelve Level 6 students were part of a clean-up operation on the Kiamika River. A group of

senior students went backpacking at the Adirondack Lodge.

In June, Level 4 students participated in a camping-hiking program at Carillon Provincial Park. Level 5 and 6 students went on a canoeing-camping trip on Devil's River in Mount Tremblant Park.

The school is proud of Katie Mills, who is in Level 5 Partial French Immersion. Katie won third prize in the Dorval-Pointe Claire Division of the Block Parent Poster Contest.

Wilma Jelley



PHOTO PORTRAIT N.Y. INC.

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# FOCUS on the LOCALS

## NORTHVIEW

### Science thrives

The annual Science Fair at Northview Elementary School in Pointe Claire was a chance for 250 proud students to demonstrate and display their projects at an evening presentation.

For students in Levels 4, 5 and 6, the projects are part of the science curriculum. Primary grades worked on class projects, and individual primary students could choose topics involving collections, observations, experiments or sorting. French immersion classes prepared bilingual presentations.

All students were encouraged to use simple household everyday subjects, and each project was dramatically illustrated on self-standing display boards.

Every student received a hand-lettered certificate of participation and a Northview Science Fair ballpoint pen. Independent judges selected prize winners for the senior grade levels, with special awards for the first-place winners.

### Outdoor adventure

Would your children like to sleep outdoors in mid-winter in home-made shelters? Sixth-graders of Northview School's Adventure Club enjoyed this unique experience during a weekend of winter activities at Camp Kinkora near Ste-Agathe.

After densely packing huge piles of snow, digging a small tunnel in one side, and then carefully hollowing out the center, they created two Quinzee snow huts. Four people slept in each hut, and found it surprisingly comfortable and warm.

The following day, in order to test the strength of the snow huts, it was discovered that 14 people jumping on the top of the hut was necessary to break to roof!

During the weekend, excellent cross-country skiing conditions prevailed, so that teachers and students were able to explore a wide variety of trails and terrain.

Throughout the school year, Grade 6 students have the opportunity to participate in a variety of educational outdoor activities, including fall backpacking, cross-country skiing, spring backpacking, bicycling and canoeing. Each expedition allows for training with equipment necessary for that activity.

Students plan menus, cook meals, pack and care for equipment, read maps, etc. In preparing for the canoeing weekend, some students are now enrolled in a school-sponsored swimming program at the Pointe Claire Aquatic Department, and canoeing instruction will also be offered before the trip.

Carol Ohlin

Jennifer Crotagino was a first prize winner at the Northview Science Fair this year.



Northview sixth-graders demonstrate the sturdiness of their Quinzee snow house.



## MOUNTROSE

### Winning traffic safety battle

Mountrose parents have worked hard to improve conditions on the busy street outside their Rosemount school.

It took a tragedy early in this school year to create a parents' safety committee, but local Home and School president Ken Sydell says public officials still didn't listen to pleas for stiffer traffic regulations.

Finally Serge Tremblay, of the local Police Youth Squad, got involved. With his help, yellow lines were painted on the street, a crossing guard was hired, signs were posted and the speed limit was reduced.

Parents are so grateful for the Youth Squad's help that they

have invited Tremblay and his men to their fifth annual school barbecue on June 5. Hot dogs, hamburgers and a raffle are the order of the day, and former students are encouraged to come back to the school for a reunion.

Mountrose parents feel the traffic situation won't be completely resolved, however, until they succeed in convincing authorities that the one-way street in front of the school goes in the wrong direction. School buses have to park diagonally and embarking students have to step out into busy traffic. This problem was addressed in a resolution at the Federation's recent annual general meeting.

## GREENDALE

### Parents polled on dress code

Greendale Elementary School in Pierrefonds shows evidence of the growing trend toward conservative classroom dress. In a recent poll, 68.9% of the many parents who responded favored adoption of a dress code.

Given the choice of an informal or a formal dress code, most parents favored the moderate code. A formal dress code usually means a uniform; an informal dress code means some kinds of apparel are unacceptable.

Like many schools these days, Greendale has its eye on a minicomputer and an outdoor playground. The parents are planning a bake sale with the emphasis on nutrition to help raise funds.

Greendale is proud of its school choir, the Nightingales. About 30

students from Grades 4 to 6 hold weekly practices at lunch time, and a spring concert is planned.

Choir members enjoyed listening to someone else sing for a change when they went into downtown Montreal in March for a concert at FACE by a boys' choir from Portland, Maine.

## WESTPARK

### Rich mix for fun and profit

For many years now Westpark Home and School have offered the children in their Dollard des Ormeaux elementary school a varied program of extra-curricular activities.

Copper enameling, pottery, jazz ballet, woodworking, cooking, gymnastics, arts and crafts, and recorder are just a few of the skills offered in this ambitious program.

A total of 312 children participated in the classes, which are offered in fall and spring sessions, and the local reaped a reward of \$2,400 from the fees charged participants.

The Home and School also sponsored family portraits with a studio photographer, and it was a popular fund-raiser: 138 families posed, and the local made \$850 from the project.

The School Store keeps children equipped in the classroom and made a profit of \$2,900 last year in its second year of operation.

Traditional fundraisers of a bake sale and a book fair brought in \$700 and \$725 respectively.

Our final fundraiser for this school year is a spice sale, and it's in progress now.

Lynda Dean

Mary Cobb

## COURTLAND PARK

### Dancers, artists & runners

Children at Courtland Park Elementary in Dorval were delighted to learn that their entry won the PSBGM's Nutrition Calendar Contest.

Each class was assigned a month, and the best illustration on the theme of nutrition went into the calendar. The calendars are being printed, and the artists can't wait to see the finished product.

The school has become a regular and enthusiastic participant in the PSBGM Fine Arts Festival. This year four primary children displayed work in the visual arts finals, and teachers Kathy Kealey and Alexandra Valerianos coached four fold dance ensembles, three of which won prizes. The Grade 4-5 group were the featured entertainment at the Federation's award luncheon in May.

About 40 students trained hard for the annual 2-kilometre Halo Road Race on Montreal's Mount Royal. The mini-marathon is sponsored by the Great Montreal Athletic Association.

The Home and School local is starting to put together a cookbook of parents' recipes. Members and staff are looking forward to their annual Wine and Cheese Social in June, and a new fund-raising event; a cabaret

night by the popular amateur musical troupe, the Lyric Theatre.

We were pleased that Margaret Beattie, retiring after two years of editing the School Scoop, won an award for the excellence of her newsletter at the QFHSA annual general meeting.

Barbara Peden

## EDINBURGH

### Late Spring Fair planned

Edinburgh Home and School Association held its annual Family Skating Party on February 1. It was well attended despite the teachers' strike.

Parents participated in protesting Bill 111 in support of the teachers by picketing Edinburgh School. An information meeting was held March 7 to tell parents of the state of negotiations and the implications of Bill 105.

The local is holding a gala Spring Fair in early June to wind up the school year with a bang, and a mid-June coffee party to honour parent volunteers.

Frances Pelhatt

**WE'RE MOVING!**

QFHSA's new address is  
2535 Cavendish, Suite 212  
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# SAFETY SCENE

# SAFETY SCENE

## You Taught Them To Ride, Now Teach Them to Drive

Your child comes home from school and tells you he is taking the car tonight to go to Cubs. I can hear your reaction! "You don't know how to drive!" Yet you'll let him take his bicycle and drive it on the streets and highways without instilling in him the importance of the laws of the Highway Code.

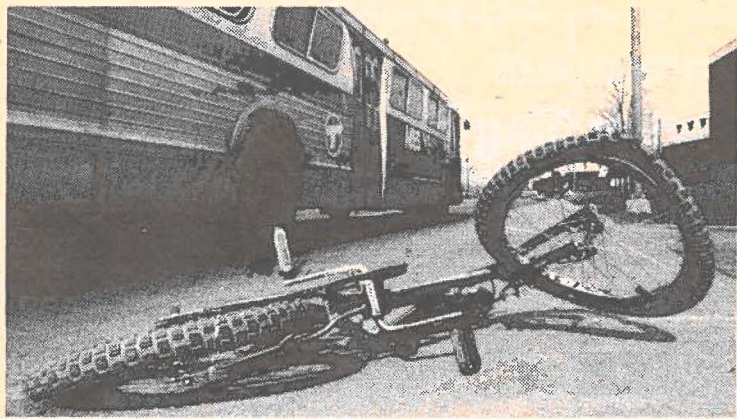
You taught him to ride his bicycle — to be able to hold his balance on a two-wheeler. Oh, you may have told him to be careful, to watch for cars, and not to hold on to moving vehicles, but you probably told him little else, except possibly to be careful.

Every year several people are killed and several thousand in-

jured in the Province of Quebec in bicycle-related accidents. This prompted the Régie de l'assurance automobile du Québec to include bicycles in its revised Highway Safety Code, effective January 1st, 1982. Statistics from the R.A.A.Q. show that 50% of those injured are between 5 and 14 years old, 25% between 15 and 19 and 25% are 20 years and older.

night a white light is required for the front and a red light for the rear. This is in addition to the reflectors. Both lights should be easily seen at a distance of 150 meters (about 500 feet). Of course, brakes are very important. The law states that a good set of brakes capable of stopping the rear wheel is a must.

Now we can take to the road, as long as we know what the rules of the road are, and as long as we abide by these rules. The easiest rules to follow are the traffic signs and lights—they tell us what to do: stop, yield, one-way, etc. Other rules are really common sense. A bicycle is usually well-balanced for riding — pro-



69 stitches for 11-year old boy.  
Photo by: Brian Sherratt — News & Chronicle

perly straddling the bicycle and holding the handlebars with at least one hand.

Riding single file and singly (not side by side nor two on a bicycle, unless it's built for two). The Highway Safety Code obliges us to use the bicycle lane, if there is one, or to ride on the right hand side of the road travelling with the flow of traffic — **Not against the flow!** You are not allowed on autoroutes or limited access highways. You must be at least 12 years old to ride on a street where the speed limit is more than 50km/hr. You are not allowed to drive BETWEEN vehicles, whether they are stopped or in motion. Don't forget to signal your intentions to turn, stop, or slow down.

To help prevent your child from becoming a statistic, teach him the law as set down by the Highway Safety Code. Let me share a few important points with you.

Before we start out on a bicycle we must make sure that the bicycle is the right size for your child. DO NOT buy a bicycle with anticipation that he'll grow onto the bicycle. To determine the right size, have your child straddle the bicycle, BOTH feet on the ground. Two centimeters (about 1 inch) clearance should be felt between your child's crotch and the top bar of the bicycle. (For a girl's bicycle, measure on an imaginary bar.)

To adjust the seat and handlebars, when the child is seated on his bicycle, the arch of his foot should be able to rest on the pedal when the pedal is closest to the ground. As for handlebars, the stem should be level with the seat.

We're off! Hold it! Is the bicycle in good running order? Remember, Spring "tune-ups" for bicycles are as important as they are for cars. Oiling, tightening loose bolts and nuts, replacing worn tires, etc. are essential. What about equipment? The Highway Safety Code states that a bicycle must be equipped with a white reflector in the front, a red reflector in the rear, yellow reflectors on the pedals, a yellow reflector in the spokes of the front wheel, and a red one in the rear wheel. Should your child drive at

Two facts about bicycle licenses — they DO deter bicycle thefts and they are a form of identification if your child is involved in an accident, possibly the only identification your child has on him when driving a bicycle, and this could be crucial if he is involved in an accident and is unconscious or in shock and cannot give his name and phone number.

Finally, let's talk about stolen bicycles. In the Montreal Urban Community there were more than 10,000 bicycle stolen in 1982. Most of these bicycles were left unlocked in front of the victim's home, in front of a store they had stopped at (only to pick up a loaf of bread), shopping centres, and parks. Few of the victims knew the serial number of the bicycle, some didn't even know the make of their bicycle. Record the make and serial number and store the record in a safe place. If your municipality offers licenses, buy one, the cost is nominal. Above all, LOCK your bicycle with a good lock no matter where you are and no matter how long you are going to be away from it.

Does your school have a safety committee? Most schools do, and all should! Why? Well, as a community within a community a school is in a good position to know of the needs with regards to safety, and often has the resources, or access to them, to be able to present a structured program to the students and, if need be, the parents. The situation can be monitored and evaluated as time passes.

### Edgewater

At Edgewater the safety committee meets in June to plan the upcoming school year. Each month has a different "theme" and the safety presentations are built around the theme. E.g. Fire prevention week brings a month of education and awareness as to the concerns of fire prevention — films, poster contests, visits to the fire station, etc. This does not prevent the committee from introducing other topics during a given month, i.e., they do not spend the month of October on Hallowe'en safety, rather on a theme for that month and during Hallowe'en week add tips on safety for that particular day.

### Northview

Northview has an entirely different approach and I'd like to share with you their concepts and an accompanying letter explaining the whys, whats, and

wherefores of the curriculum.

The curriculum is based on a September through June timeframe — each month a different theme — transportation, community, home, winter, school, first aid, transportation (again, it's important), cleanliness and finally summer. Naturally, the actual topics covered from K to 6 are different.

Safety programs have long been established as an important part of the activities in the elementary school. Such programs, however, tend to become repetitive and sometimes the scheduling is haphazard. Therefore, this year Northview School has been developing a comprehensive Safety Curriculum designed to coordinate safety subjects according to appropriate grade levels and school months or seasons. In this way, safety instruction can increase in complexity corresponding with students' ability to cope with the subject, and duplication would be avoided.

"The suggested curriculum is still in the planning stages and will evolve as teachers adapt the plan to classroom experiences. Support material (films, pamphlets, posters, etc.) is being collected from a variety of sources to provide teachers with a file of information for each subject. In addition, resource personnel will be identified to help with such special events as fire prevention, bicycle rodeo, Block Parents, and the Baby Sitting Course.

"Northview's principal, teachers and parents, and Lakeshore School Board con-

sultants have all contributed to the development of the Safety Curriculum chart. It is anticipated that other LSB elementary schools may use the Curriculum, and sharing of materials will necessitate some flexibility in scheduling.

"Although many of the the topics are already in effect, Northview introduced two new safety programs this year. For Grade 6 students, a Babysitting Course based on kits from the Canadian Red Cross and the Quebec Safety League was offered. Minimum swimming standards (The Olympic Way — Blue Level) were tested on Grade 3 students, and Grade 6 students planning to participate in the Adventure Club spring canoeing trip. Swimming lessons at the Pointe Claire Aquatic Department were then made available to those students in need of further instruction.

"As the children progress through the different levels of the Safety Curriculum, they will become aware of many areas of accident prevention. A safety-conscious child will influence his friends and his family. If this can be achieved, each person will learn to become responsible for his own safe behaviour in a dangerous environment.

"Northview School enthusiastically endorses and supports the 1983 A.G.M. Resolution #11 "Safety Education Programs."

(For further information and a copy of the curriculum outline, etc. please contact Principal Fred Argue. 514-697-1420).

## A NEW LOOK ON SAFETY

Just about this time last year my wife and I were going through the process of registering our oldest daughter for kindergarten. We were invited to join the Edgewater Home & School Association and attend the May meeting, which we did. Then we were handed a sheet of paper and asked to check off anything we'd like to volunteer for — library, enrichment programs, safety, etc. My wife checked hers off and I mine, choosing safety.

Well, I joined the safety committee and was immediately invited to the June meeting in order to prepare the safety programme for the following school year. Six months on the committee and I liked the direction it was taking (one which it had been taking for many years), but I felt that there was something missing. PARENTS! Are parents involved in the safety education of their children? If not, why? Although most parents are usually safety conscious when it comes to their children, are they aware of the outlying aspects involving safety, e.g., bicycles, strangers, fire, etc.? It was the result of this "missing link" that 'The Edge on Safety' was born, and is continuing to be a regular feature in our school newspaper, *The Edgewater*.

This resulted in my getting a phone call from the newly elected president of the Quebec Home & School asking if I would

take care of this page (Safety Scene) of the Quebec Home & School News. I accepted the challenge as I do think that safety is an all-important part of our everyday well-being, whether it concerns untied shoe laces or an unbelted child flying through the windshield of a car. I am hoping that my experience will be useful in preparing this page, and in writing articles on the many areas of safety. In order to present an interesting Safety Scene page I'll be drawing from many areas, one of them being you, the readers. If you, personally or as part of a school safety committee or other organization, have any ideas, plans, or projects, in thought or in practice, please share them with us by sending me details or your name and address and telephone number, care of this newspaper.

*Editor's Note: Donald Smith is a graduate of Theford Mines High School. A police officer with the Montreal (which later became part of the Montreal Urban Community) Police Force since 1962, Donald has worked with the Youth Division since 1974. Part of his duties include talking to school children on matters of safety. He is also a graduate of Concordia University (B.A. psychology major). Please note that his contributions to this page DO NOT necessarily reflect the policies of the M.U.C. Police Force.*

# SAFETY SCENE