



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

VOLUME 16, NO. 5

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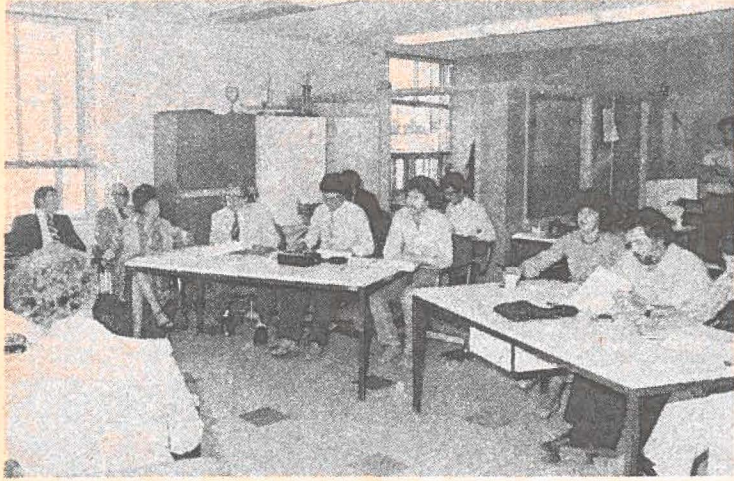
November 1980



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## COMMUNITY WIDE STUDY UNDERWAY:

# Future of LSB at stake



Faced with a growing demand from among local Protestant parents wanting total French-language education for English mother-tongue students, the Lakeshore School Board has embarked upon an ambitious search for input.

Over the course of the next 12 weeks the board will consult with all of the component groups within the school community—parents, teachers, students, administrators, non-teaching professionals, custodial and maintenance staff. As well, outside organizations such as nursery school associations have been asked to participate.

At stake is the future make-up of the Lakeshore (Protestant) Board, which serves the western portion of the Island of Montreal, Île Perrot and all of Vaudreuil and Soulanges counties.

Currently the Lakeshore system is comprised of five English-language high schools and 21 English-language elementary schools. Although these English schools offer an extensive array of French-language and French immersion courses, there has been a steadily growing demand for total French schooling.

In September of 1978 the Lakeshore Board established its first French-language school, École Primaire Beaconsfield, for students in the first four primary grades. As well, since their start in 1978 the board's network of classes d'accueil, special classes for children who speak no French but who wish to attend French school, have proved so popular that there are now 650 four- and five-year-olds registered.

If these children proceed on through the French elementary school system, École Primaire Beaconsfield will be quickly overcrowded. The board's first surveys of parents indicate that about 50% of the four-year-olds will continue on into the next level of French school, while almost 70% of the five-year-olds will apply to enter French grade one.

The Council of elected Commissioners of the Lakeshore Board met on Wednesday, October 15 to receive from its administrators a number of documents describing the situation

and proposing a number of hypothetical solutions. These information packages and possible solutions have already been distributed to Home & School Associations, school committees and the board's Parents' Committee and will soon be spread throughout the several student and employee groups. The intent is to provoke discussion and foster the development of creative answers to the Board's dilemma.

Among the possible responses to the situation might be the radical and somewhat nostalgic step of eliminating French-only schooling, forcing Protestant parents to seek accommodation in French schools of another school board. Far more likely, however, is that the French school network would be expanded in some manner, but perhaps with only limited opportunities for re-entering the English or immersion stream in the English schools. This would ease the problem created when children return to the neighborhood English Protestant school and find that neither the French nor the English curriculum meets their needs.

While the board hopes to have heard from its community prior to the Christmas holiday, the deadline for the consultation will be January 7, 1981. The final decision as to the board's policy will be discussed and resolved at Commissioners' meetings scheduled for January and February. The reason for the timeline is to have the matter settled prior to the February-March enrolment of students for the 1981-82 school year.



On September 18 a series of press conferences were held throughout the province to drive home messages about school bus safety. In Hull the office of the local QPF detachment was the venue. In Montreal the Hotel Bonaventure saw a gathering of police, safety and educational people, plus QFHSA President Cal Potter.

Chauffeur: \_\_\_\_\_

Adresse: \_\_\_\_\_

Compagnie de transport: \_\_\_\_\_

Contremaître: \_\_\_\_\_

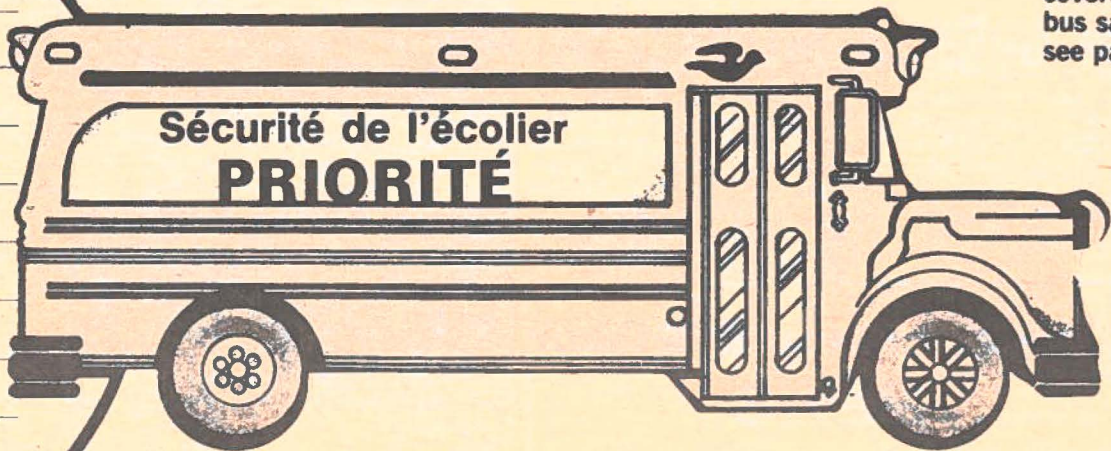
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Commission scolaire \_\_\_\_\_

Gouvernement du Québec  
Ministère des Transports



For more of the continuing coverage on bus safety, see page 6.

This year's LEADERSHIP CONFERENCE was among the best ever... see pages 4 and 5 for reports.

# Editorial comment

## Respect is spelled V-E-N-G-A-N-C-E

Once again the government of this province has undertaken to brainwash its citizens, this time by the use of roadside billboards on which they urge constitutional reform, but with "respect" for Quebec—the assumption being that the present system is disrespectful to Quebec.

How can a government hope to gain respect when it exhibits such lack of respect for the minorities of the province? Is it respectful for the National Council of the Parti Québécois to even entertain a suggestion to cease funding English universities in Quebec, those same institutions which were built and maintained for years by the taxes and donations of the English-speaking population? How respectful is it on the part of the same assembly to defeat a motion which would recognize the existence and necessary continuance of English culture? What respect is there when the language police request(?) a city to remove the words 'city hall' from its municipal headquarters?

It is unfortunate that the motive for such ac-

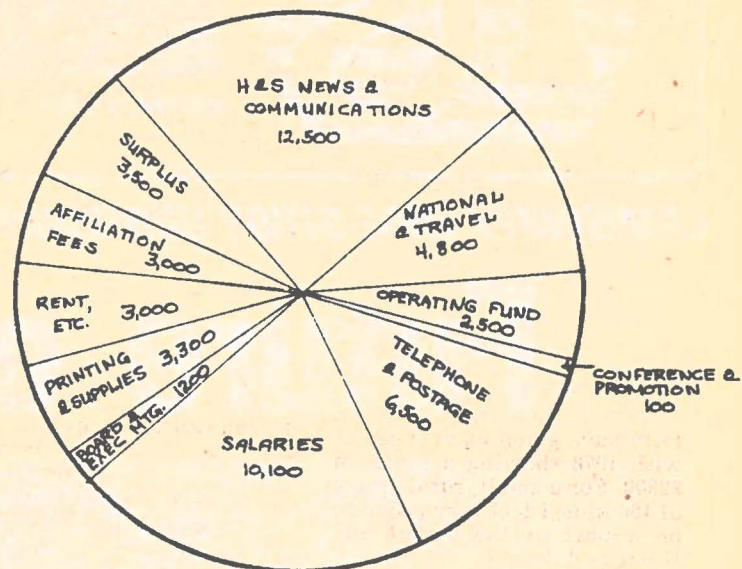
tions is not based on clear thinking, reason or logic, but on hatred and vengeance, the stuff that civil strife is made of.

The francophones of Ontario want to be treated like the anglophone minority of Quebec. Too bad—they don't know when they are well off. If this were realized, they would have all their linguistic and cultural rights suppressed and removed by law, just as Bill 101 does to the English and other cultures of Quebec. The government of Ontario will waste the taxpayers' money by sending crews around the highways to paint over and otherwise obliterate all traces of French from road signs, and indulge in other petty acts of vengeance for imaginary wrongs.

The myth of linguistic peace in Quebec is being proclaimed to all, far and wide. The minorities should keep using every means possible to ensure that everyone is aware of the fact that this so-called linguistic peace is nothing but myth, and is the result of harassment and oppression.

### THE MONEY PIE:

## Here's how H & S spends your money



### Oh Yes, The Income!

MEMBERSHIP FEES \$35,000  
GOVERNMENT GRANTS \$12,500  
MISCELLANEOUS \$3,000

## Gutless Politicians... Splineless Boardrooms... Patronizing Media...

This is the last of a four-part speech to be reproduced in the NEWS. It was prepared by Dr. Winifred Potter, School Commissioner, PSBGM.

### PART IV: FEDERAL COMPLICITY

The role of the federal government concerning the rights of English-speaking Quebecers has been consistent; not only has there been a refusal to help the Quebec English-speaking community, but in many instances the federal government has advocated and implemented policies which accommodate the objectives of French-speaking nationalists.

For example:

1. *Bill 22*: Mr. Trudeau received a 600,000-name petition begging him to refer Bill 22 to the Supreme Court for a ruling on its constitutionality or to disallow it. Mr. Trudeau did nothing, not even acknowledge receipt of the petition.
2. *Bill 101*: Mr. Trudeau refused to refer Bill 101 to the Supreme Court although parts of the Bill are blatantly unconstitutional; instead, he told the anglophone community to fight its own battles and to use the political process. But how can a minority of 19% unseat the Parti Québécois government through the political process?

Because Mr. Trudeau refused to refer Bill 101 directly to the Supreme Court, individuals and private organizations will have to raise money to undertake the arduous process of legal procedure through the different court levels until they reach the Supreme Court of Canada. Meanwhile Bill 101 takes its toll in terms of increasing English-speaking demoralization and exodus.

3. *Federal payments for minority official language education*: These are monies (actually a bonus of 9% of the per capita cost of education) for each child in the minority language school system—which in Quebec is the English language educational system. Since the inception of this program Quebec has received over a quarter of a billion dollars from this 9% category payment. Yet, incredibly, the agreement contains no provisions stipulating that the payments be expended in a particular way by the provinces. In Quebec the money has gone straight to the consolidated revenue fund of the Quebec National Assembly to be used for whatever the assembly votes

credits, instead of supporting the minority English language educational system.

Parents in the minority English educational system in Quebec pay the same rate of taxes as other Quebec parents; they receive no rebate because of federal monies paid to Quebec for the education of their children; the budgets of the boards their children attend are made up according to the same budgetary norms set by the Quebec Ministry of Education as are other boards' budgets. Yet shortly after this federal plan began, the Quebec Ministry of Education funded special programs for the teaching and enrichment of French as the maternal language in French schools; these programs have cost many millions of dollars and continue to this day. The grants for these programs are quite outside of and supplementary to the budgetary norms of the Ministry of Education.

There is no corresponding program for the teaching and enrichment of English as the maternal language in English schools; yet the federal government continues to maintain the posture that it is aiding the English minority school child in Quebec—a total misrepresentation of facts—while for more than nine years it has been unwilling to demand accountability of Quebec for this federal money which is purported to help maintain the minority official language educational system in Quebec, but does not do so.

4. *The wording of the above agreement*: the original agreement of September 1970 read: "The objectives of the program are to ensure that, insofar as is

feasible, Canadians have the opportunity to educate their children in the official language of their choice..." (my italics).

But the renewal of this program (March 1974) read: "... to ensure that, insofar as it is feasible, Canadians of either offi-

cial language have the opportunity to educate their children in their own language."

The phrase "of their choice" has been removed from this federal-provincial agreement.

Two months later (May 1974) Quebec's Bill 22 removed free- (see FEDS, page 11)

Reprinted from the News and Chronicle

## OTHER PEOPLES OPINIONS

### English language education is in jeopardy says LSB

By Pat Mace

Is the existence of English language education in Quebec in jeopardy? If so, does it matter? The Lakeshore School Board at last week's special meeting said 'yes' to both questions.

The opening salvos in the battle to protect English education were directed toward the popular and rapidly expanding classes d'accueil. Representatives of parents' groups and teachers were invited to the meeting to kick off the consultation process with the public as a forerunner to the board's decision next February on the future direction of French schooling in the board.

Five options (see box) have been prepared by the Lakeshore School Board (LSB) administration for discussion by all interested groups.

"This will be a crossroads decision taken in trying times," noted Commissioner Peter Ahara. "There must be no doubt in the minds of all those consulted of the critical impact

and the long-term implications of these deliberations on the future of our children."

The concept of classes d'accueil, originated by the ministry of education for non-francophones as an introduction to French-language education, was brought into the LSB system in 1978.

Providing half-day pre-school for four-year-olds and full-day kindergarten (compared to no pre-school and only half-day kindergarten in the normal French and English systems) classes d'accueil have been criticized by Robert Lavery, LSB Director-General, as "unfair competition" with their "seductive, overly expensive" services including free transportation and well subsidized teaching aids.

Registration in these classes has mushroomed to this year's total of 400 pre-kindergarten (one half of all eligible four-year-olds) and 284 kindergarten students (one third of those eligible). A survey of parents (see SITUATION, page 3)



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## Hearing from you...

### I feel very proud...

Enclosed, for Focus on the Locals is a short write-up on our school's fair held annually for the past 14 or 15 years. It is the event where great community spirit and togetherness is generated. I have convened the fair for the past three years, and even though it takes a tremendous amount of planning, canvassing and work, I've enjoyed every minute. The fair is increasing in size and popularity each year and thus, so are our profits. Only four years ago, our fair showed a profit of \$1800, which was the highest to then. Since then, all fairs have given us over \$2000, with 1978 showing a profit of \$2800. For a small, rural school of 180 kids, I feel very proud to be a part of the school and Home and School.

Sincerely,  
Ada Benard, President,  
Chelsea H&S

### What is a parent?

The modern, diversified role of the parent seems to be giving birth to a diluted parent-child relationship. Let those of us who have elected to raise children concentrate on our purpose as parents.

You may, or may not, have a use for the enclosed...

"Recently there has been concern raised as to the seeming lack of school spirit... especially in our large Regional secondaries. As parents, let's bear in

mind that we can influence our children's attitudes.

**P**— Participation at school functions is "encouragement in action"

**A**— Always have an ear for school activities and happenings

**R**— React to requests for school support

**E**— Enthusiasm and interest in life begin in the home

**N**— Never underestimate the power of participation in reducing the "generation gap"

**T**— Take time for your children

**S**— School spirit can be enriched by Parents!"

In any case, I feel better for having expressed myself.

Sincerely,  
Gale Steeves,  
Havelock, P.Q.

### Valuable points made

I recently was given a copy of a speech given by Dr. Winifred Potter that was reproduced in your publication. I have the third part of the four part series. I would very much appreciate receiving copies of the other three parts, as I think some valuable points are made. This would add another dimension to the discussion that students are constantly engaged in.

Thank you for your attention.

Yours very truly,  
M. Hagglung, Librarian,  
St. Thomas High School

## What is a local?

As I received my title of President, with its accompanying bundles of papers, I began to wonder, what exactly is a Home and School Association? As I queried other Presidents, the responses were many and varied. "We raise money" or "we advise the principal"—but, about what?—do we have limitations, direction, obligations. Two years later, I'm beginning to understand!

As a Home & School "local" association we are an interested group of parents, willing to spare some (or a lot) of our time in efforts to improve conditions for the children of our school and perhaps, children of other schools. We work closely with the principal and staff, exchanging encouragements, sometimes criticisms and, hopefully, positive suggestions for improvement. Together we work for the best possible learning environment for our children.

Because learning is affected by a child's total environment, safety factors as well as up to date teaching aids, our local has branched into a wide variety of programs. Most have been requested by the parents, students or staff. Some were gleaned by the Executive from publicity about other locals in the NEWS. All programming has been grouped under five headings:

- (1) Student Enrichment Programs (such as drama or extra French).
- (2) Safety, including Block Parent, Safe Busing, etc.
- (3) Community Service (including Lunch Hour supervision).
- (4) Fund Raising.
- (5) Co-ordination and Training

of Classroom Volunteers.

Each of these areas of programming has a coordinator who reports to the Executive. Job breakdown, with large numbers of volunteers doing smaller jobs, has contributed significantly to the community's enthusiasm and participations.

In some cases, local concerns may be better expedited through co-operation with other locals and, consequently, the provincial Federation of Home & Schools came into being and remains a powerful ally and a helpful resource.

The Canadian Home and School and Parent-Teacher

## ...situation can only end in an 'imbroglio'

conducted last spring showing that 68 percent of classes d'accueil kindergarten students will follow French schooling has focused the attention of the LSB on the future viability of English schools in the region.

The move towards French education comes at a time when English school boards are already hard hit by the phenomena of smaller families, the move out of Quebec by many English families and the general shift of the economic epicenter in North America to the west.

According to Robert Lavery, Director General of LSB, the unique culture of the English is at stake when an important institution such as the educational system is threatened. "At what point will the increase in the number of personnel of the

## PRESIDENT'S MESSAGE

CAL POTTER  
President



What keeps Quebec Federation of Home and School Associations ticking is the dedication of its people. How fortunate we are that enough of us share a set of concerns and hopes that we can mount the effort necessary to keep the lines of communication open and the points of contact manned. In one week in September, for instance, four members of the Board of Directors were off on separate missions representing QFHSA. Gisela Amarica was attending a two-day conference of the Council of Quebec Minorities to learn about and report on the activities of other anglophone groups in Quebec that had, like QFHSA, received a grant from the office of the Secretary of State for the purpose of cultural animation.

Celia Davids was attending the Board of Directors meeting of the Quebec Association of Protestant School Boards (QAPSB) on my behalf with the intention of responding to any questions regarding QFHSA's resolutions from the Annual General Meeting that had been distributed and were now on the agenda of QAPSB. Celia was also to convey an invitation to QAPSB to join us and the Quebec Association of School Administrators in a delegation to visit the Secretary of State, the Honorable Francis Fox, in November to make representations regarding the status and accountability of bilingualism grants.

Nora Ramsey, that same week, went on my behalf as an observer with a delegation from the Freedom of Choice Movement and the West Island Citizens Association to present a brief to Prime Minister Trudeau on the opening day of the Premiers' Meeting. The presentation was made by Senator Eugene Forsey. The brief dealt with concerns and aspirations of some anglophones in Quebec and con-

Federation is a co-operative voice, also, with influence in government and liaison with a myriad of other organizations concerned about the welfare of children.

It is possible to improve conditions which are intolerable. Much "government" legislation has been initiated by a local Home & School. Does yours have something to say?

range, exerting considerable pressure on the numbers of teachers required by that date.

According to Roger Malboeuf, coordinator of French instruction for the LSB, the existing situation can only end in an "imbroglio".

Classes d'accueil students with English eligibility certificates may switch to English education at any time, ignoring the government guidelines urging parents to continue their children's education in French until at least grade three.

"It is evident that a minimum of 12 different ability groups may have to be accommodated in the near future," Malboeuf noted, "although it is doubtful that groups would be large enough to meet teacher-pupil norms."

tained recommendations for constitutional reform. QFHSA could not endorse the recommendations, of course, because we have a Canada Constitution Committee now deliberating on that particular matter.

Finally, to end this illustration of activities within a week, Marilyn Ashby, Marion Daigle and I were all present at the Montreal press conference on school bus safety organized by the Quebec Safety League and fifteen co-sponsors, including QFHSA. That press conference was one of seven held concurrently in different regions of the province to sensitize the public to the need for school bus safety. In four of those seven regions, a parent representative participated for QFHSA. In Aylmer it was Bob May; in Noranda, Bernard Brooks; in Baie Comeau, Kay Darby; and in Sherbrooke, Judy Jolliffe.

The foregoing illustration is a snapshot of what is going on within a week. If we had taken it a week later, I would be commenting on the terrific leadership conference Margo Purvis and Jim Thomerson organized and ran in September, with an attendance of about eighty appreciative and enthusiastic Home and Schoolers and school committee participants. Or, if we had taken the week after that, the comment would relate to the professional imprint that Gordon Perry and Dode Chant, and their band of faithful helpers, consistently achieve with every issue of the NEWS.

Three snapshots leave a lot of dedicated workers out of the picture, some of them key people. But I am not tabulating contributions to QFHSA; the list would be too long. I only wanted to illustrate how lucky we are to have such conscientious and competent volunteers. They make QFHSA work.

DATES TO  
REMEMBER

MAY 8th

MAY 9th

QFHSA  
ANNUAL  
GENERAL  
MEETING

(1981)

CONCORDIA  
UNIVERSITY

LOYOLA CAMPUS

# 90+ attend Leadership Conference

## Programs for Elementary Schools

Workshop leader: Patricia Douglass

Various kinds of programs were discussed.

**(1) Bicycle Rallies:**

People who can assist with these are Mrs. Schwartz (Canada Safety Council); Rallye Industries, who will contribute stickers, and your local police. Lectures, films and practical demonstrations should all be used. One municipality painted pattern for the rally on parking lot.

**(2) Information Meetings:**

Topics of interest to parents are learning difficulties in children and French immersion classes.

**(3) Drug Abuse**

The Spera Foundation program is a very good one for Grade VI. Another school found that a panel discussion with a child was an ex-addict and a parent very effective.

**(4) Lunch-time Programs**

This elicited many ideas from the workshop participants. One school runs drama and handicraft program; another choir practices. Staggered lunch hours are used as well as monitors (both paid and volunteer).

**(5) Supplementary Kindergarten**

For children whose parents might otherwise send them to classes d'accueil. Teacher hired directly by Home & School.

From this workshop a resolution regarding lunch-time programs evolved.

Whereas an increasing number of children due to busing are obliged to stay at school for lunch, often in inadequate facilities, and

Whereas working mothers is an increasing social reality.

Be it resolved that the Q.F.H.S.A. address itself to the need for an exchange of information on lunch-time programs and policy (including the Board's responsibility) in our schools.

## Programs for Secondary Schools

Workshop leader: Joan Kepron

This workshop stressed organizing programs before Home & School year starts. Parent education and community development should be the main focus of Home & School. It was felt that Moral and Religious Instruction (MRI) classes should be explained to parents, preferably at an evening meeting where fathers could be present too. The group's decision was that we should be discussing the 'why' of drugs and authorities should be brought in for parents to consult.

Another excellent evening program would be on Bill 71 and the restrictions imposed by the Youth Protection Act. Cults, and their influence on youth, would also make a worthwhile program.

This group also discussed Home & School sponsorship of debating clubs and career days in their high schools.



## Consultative role of Home and School Become involved in educational matters

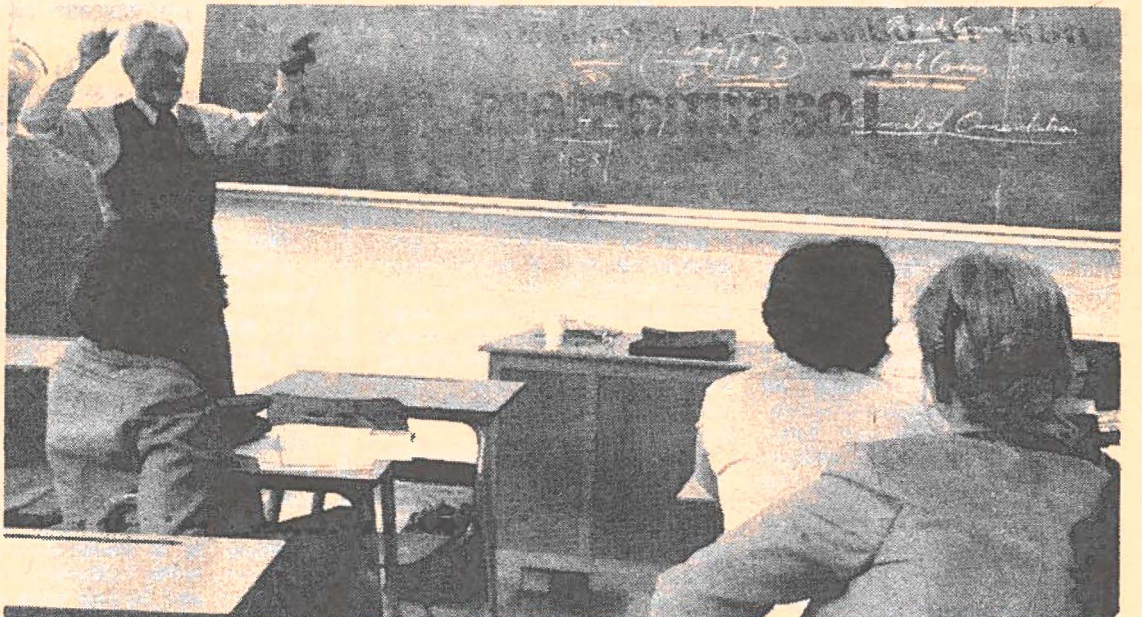
Leader: C. Owen Buckingham

How a school makes use of its Home and School association was discussed. Often this body is only used for volunteer programs and fund raising, whereas they should also be involved in educational matters. This is necessary because School Committee reports go to Parent Committees and then to their local School Board where it stops.

The Home & School reports go to Quebec Federation and then on to Quebec government, or other concerned provincial bodies.

Rather than only being involved in fund raising, the Home & School should ask the school's administrators to speak on some type of educational matter at each meeting. They should let the administration know that they wish to study educational topics in addition to volunteers, fund raising, etc.

It was felt that Home and School's involvement in educational matters often depends on knowledge and motivation of the Home & School president.

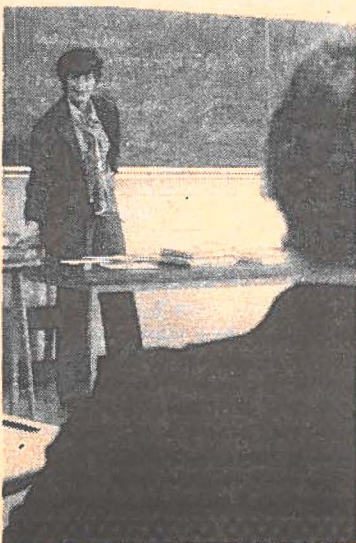


Educational study groups can be formed with representatives from both Home & School and School Committee. In this fashion reports will go to the Boards via School Committee and to the government via Home & School for optimum results.

## Resolutions get results

Leader: Joan Mansfield

What exactly is a resolution? How do they originate? What is a local Home and School association's responsibility regarding a resolution that they have originated and which the Annual General Meeting has debated and approved? Who do you want to reach with your resolution? This led to the format of a resolution and the fact that there are two types of resolutions - (1) a policy resolution, directed internally and (2) an action resolution, directed to external bodies.



## Communications



Leader: Alex Morris

The delegates learned what communication is. How we communicate. Why. And to whom. Exercises in role playing were carried out to reinforce aspects of communication

specifically involving members of an executive group. The delegates at this workshop would like to delve deeper into the question of communicating as they felt they had only begun to learn what communication is about.

## Area Reps

Leader: Barbara Milne-Smith

The main topic covered was how an area representative or director is appointed and what are their responsibilities. In a general discussion amongst the participants, the following was seen as areas of responsibility:

- The Area Rep should attend Q.F.H.S.A. Board meetings and the Annual General Meeting. If possible they should submit a written report for each Board meeting on the concerns of their area. Their votes at the Board level should reflect their area's views.
- The Area Rep takes back to his/her locals information of interest to their area. They endeavor to help the locals in the area to work together and should have all the local presidents meet together at least once each year. They should be aware of mailings which Presidents have received. They should endeavor to involve the locals more at the provincial level by inviting a president, or other executive member, to attend a Board meeting as an observer.
- Local associations should invite Area Reps to their meetings and keep them informed via monthly minutes, newsletters sent to parents, bulletins, etc.

A recommendation arising from this workshop was that Quebec Federation Committee Chairmen should be represented at the workshop.

## Leadership Development

Leaders: Lieth Hamilton and Fay Bland

Three points were covered. Administrative - Participation - Expertise.

**Administrative** - developing new leaders and methods involved, such as personal contact, and the relationship between members and leaders.

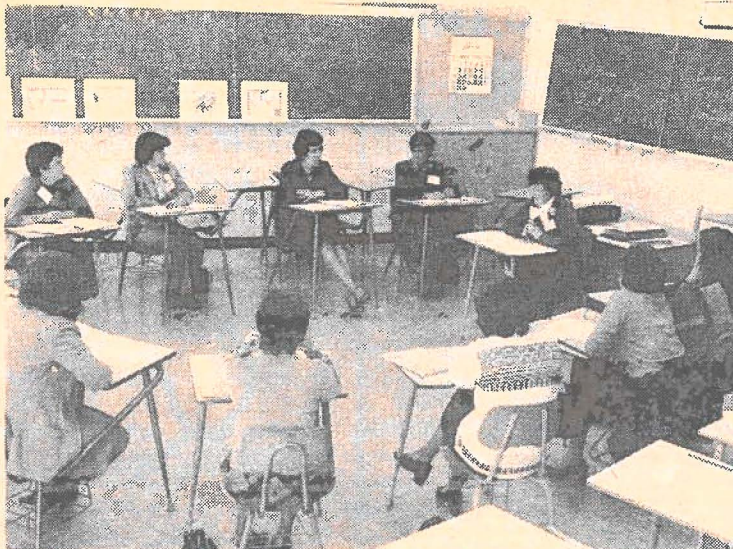
**Participation** - recruiting new members. The tasks involved in being a leader.

**Expertise** - is developing the skills needed for these tasks. Also stressed was the importance of obtaining a mandate, knowing what your membership wants, and how to research it.

## Membership and Publicity

Workshop leaders: Betty Bouchett, Isobel Klisivitch and Sandra Keightley

This workshop discussed getting new members—how to interest people in joining their local Home & School. Also discussed where the differences between Home & School and School Committees—each group's roles were defined. The workshop participants discussed individual campaigns and approaches. The main difficulty was perceived as explaining the Home & School function to prospective members.



## Introduction to QFHSA

Leader: Dr. Calvin Potter

Dr. Potter, assisted by Marion Daigle, Executive Vice-President outlined the structure of QFHSA stressing the importance of the local association as the backbone of the organization. Area reps play a leading role at the Board of Directors level as they provide a link between the locals and the provincial body of QFHSA. The Board of Directors and its Executive branch are responsible for the direction which the provincial body will take on

matters brought before the Board, which meets every two months. The provincial association has close links with the Canadian Home and School Parent Teacher Federation—the largest volunteer organization in Canada. One of the strong features of QFHSA is that it is an independent voice in education and thus has an opportunity to communicate at many levels - e.g. MEQ, Superior Council, Protestant Committee, Federal government etc.

Further discussion considered the role of the School

## Fund Raising

Workshop leader: Marion Daigle

The slow turnover of executive at times and the need for new ideas was discussed, as was the need to identify roles of School Committees and Home and Schools. While the different schools represented did discuss their fund raising activities, the participants were in agreement that fund raising as such was not the raison d'être for Home and School associations.

**JOIN  
H&S  
TODAY**

Committee and the Home and School, the importance of the committee work at QFHSA, the importance of resolutions from locals as the focus of Federation's concerns and in many cases, the basis of Federation's policy, the NEWS as a channel of communication among Federation members.

While the number of participants was small, their enthusiasm about the work of QFHSA was evident when one member stated "I can see that our \$4.00 membership is well spent".

## HOW TO CONDUCT A MEETING

# Toastmasters demonstrate 'How to do it well'

A workshop entitled "How to conduct a meeting" was presented by members of the Toastmasters International Club 3021. The following topics were covered in the workshop.

### TYPES OF MEETINGS

**A. Information-giving** (or instructional). The leader or chairman is the main or only speaker. Communication is basically one way.

**B. Information-taking** (fact-finding). The leader asks questions and seeks data from participants, to be used as a basis for future action by leader or others. Communication is two-way—leaders ask and participants answer.

**C. Problem-solving** (or fact-exchanging). Leader spells out problem and solicits ideas as well as data from participants. Communication must be two-way to be effective.

Technique for successful problem-solving meetings:

1. Identify problem.
2. Analyze cause of problem.
3. Suggest possible solutions.
4. Evaluate these solutions.
5. Select best possible of these solutions.
6. Assign duties and responsibilities to implement chosen solution.
7. Follow up and report back on selected solution.

### SUCCESS FACTORS OF A MEETING:

**A. Purpose:** Establish purpose of meeting. Why was it called? What is it hoped to achieve? What has already been achieved?

**B. Membership:** Who are the participants? What do they know about the problem? (It is important that the leader question the participants as to their understanding of the problem being discussed and it is also incumbent on the members to en-

sure that they understand it and are understood themselves.)

**C. Leader:** The function of the leader is to provide *guidance* and *unity*. His duties include the following:

1. Initiation of meeting. He states the problem and orients the members as to the exact purpose of the meeting.
2. Clarifies. Makes sure that everyone understands what is said by all participants.
3. Informs. Provides members with all the data required.
4. Integrates. Makes sure all members participate.
5. Controls flow of discussion. Prevents members from discussing problem among themselves and not addressing floor. Avoids going off on tangent.
6. Summarizes and interprets. Sums up the discussion and decisions agreed on. Check with members to see if you have left anything out. Integrate all facts; show how each relates to the others.

### PLANNING A MEETING

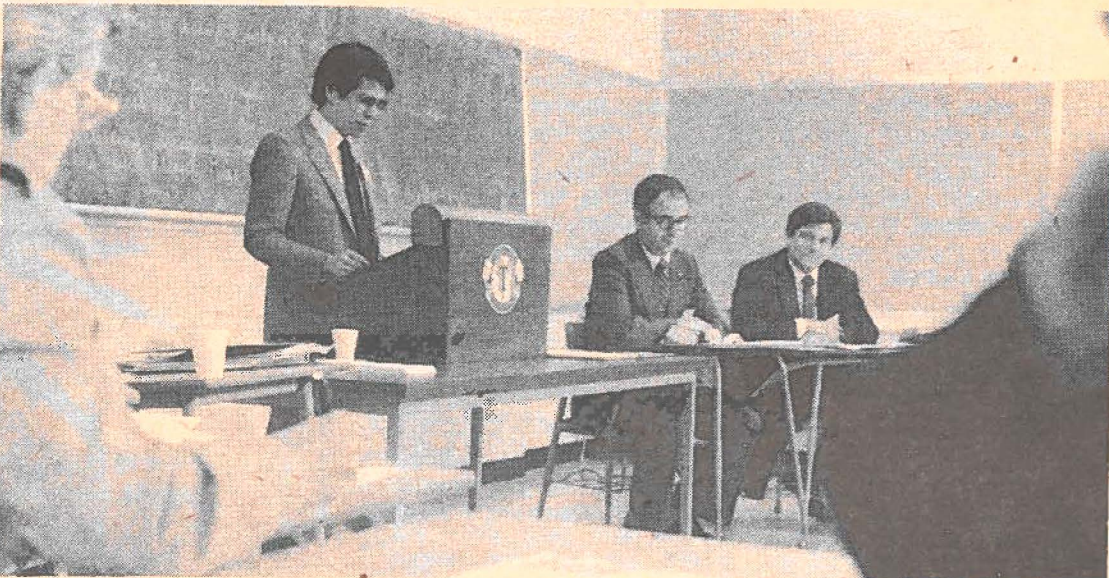
A successful meeting requires five basic steps to succeed.

**A. Select the topic.** Decide in advance. Be sure topic is of interest to all participants or invitees.

**B. State purpose of meeting.** By stating the specific purpose you determine a) if the meeting is necessary and b) what type of meeting it will be (e.g. fact-finding).

**C. Select the right participants.** Who can help with the problem? Who would be interested in the problem? Who has information which would be helpful?

**D. Location and timing.** Avoid distractions such as noise and smoke. Choose a comfortable location with good lighting, ventilation, comfortable chairs,



etc. Choose a place in consideration of where participants will be coming from (home or work) and select a time when as many as possible can come.

### E. Informing participants

1. Prepare and mail an agenda and background material well in advance.
2. Follow up with phone call before meeting.

### OPENING A MEETING

- A. Establish friendly atmosphere—speak to each member, introduce new members to old.
- B. Start on time.
- C. Welcome group.
- D. Open with an attention-getter.
- E. Bring members up to date briefly.
- F. Introduce problem—WRITE purpose out on blackboard.
- G. Establish method of attacking problem. Ask members how it affects them, and what responsibility they feel they should take to solve it.

### HANDLING A MEETING

**A.** Keep discussion on the subject (unless a brainstorming session).

**B.** Keep emotions under control. A good leader will see that participants let off anger constructively and under control. Better to deal with anger than let it fester. Dispose of peripheral concerns which get in way of main purpose. (Let complainant pour his whole complaint out before saying anything. By letting him talk he may feel slightly guilty about taking up so much time, or he may just want to get something off his chest and will be quite amenable when he has done so.)

**C.** Keep discussion under control. If a speaker is too long-winded try to summarize yourself what he is saying and ask him if he agrees. Ask questions of the speakers such as "How would we carry through your idea? Do we have the resources?

Is this related to the main problem?"

**D.** Don't be too judgmental or critical. Don't shoot down ideas from new members just because they might have been unsuccessful in the past. Situations change.

**E.** Try to sense when a consensus has been reached, or an acceptable measure of progress for that meeting. Discover what measure of success or achievement is acceptable by the majority within the parameters previously set.

**F.** Summarize. Sum up what has been agreed upon. Specify what is to be done before next meeting and who is to be responsible for doing what; what resources are required to carry out these tasks; what sequence of events is to be followed; how often the leader or chairman requires feedback.

**G.** Establish date of next meeting. Thank all participants for attending.

# PRIME CAUSE OF ACCIDENTS

## 69,000 drivers don't stop for Yellow Bus DAILY

### ROAD SAFETY AND SCHOOL CHILDREN

Last November the School Council of the Island of Montreal, which is made up of the eight Montreal school boards, mandated its administration to study the question of school bus safety, including the use of bus monitors, and report early in 1980.

In August this year, the report of the study committee formed by the transport officers of each of the school boards as a result of the S.C.I.M. resolution was presented to the Island Council, and has since been distributed throughout the Montreal area.

To their original mandate of school bus safety, the Transport officers added the aspect of road safety for all students, including those who walk and those who cycle to school.

of age are the most frequent victims among those walking or cycling to school. The observations then imposes itself that school children are safer on school buses than walking or cycling to school.

School bus passengers are not killed in vehicle collisions: they are killed after getting off the bus, before getting on to the bus or while crossing the road, by other vehicles that have failed to stop.

#### BUS MONITORS

On the question of bus monitors, the SCIM committee computes the cost of such personnel as \$3 million dollars, or \$69 per pupil transported, a 19% increase in the cost of school bus transportation for Montreal. Recognizing the advantages of bus monitors, particularly at the elementary level, in supervising embarking and disembarking pupils and improving discipline on the buses, the report suggests that parent groups should recruit volunteers to either travel on such buses, or supervise the behaviour of the students at the bus stops. This, particularly at the beginning of each school year, and particularly for the youngest pupils.

#### PASSING INFRACTIONS

The SCIM report calculates that there may well be, each school day in Quebec, as many as 69,000 cases of vehicles passing stopped school buses. Of these they reckon that only 1 in 15,000 infractions are charged. Swing-arm stop signs on school buses have shown usefulness in reducing the number of passing cars during the experiments carried out in the Montreal area last year. Such equipment is mandatory in Manitoba and in 24 of the United States.

Cost of such equipment, installed island-wide, is calculated as \$110,000. Such costs, says the report, should be paid by the Ministry of Transport.

#### DRIVER COMPETENCE

The report of the school-bus directors of the Island of Montreal tackles the question of the competence of school bus drivers. The fact that school bus drivers under 24 years are involved 50% more often in accidents that their older colleagues persuades the committee that there should be restrictions on age, for instance on

**PORTRAIT OF A PERFECT DRIVER**

Develop your driving skills for **SAFE DRIVING WEEK, December 1 - 7, and forever afterwards!**

those over 64 and under 25 years of age. The requirement of Article 62 of the Highway Code should also be enforced and a yearly medical report on each driver forwarded to the employer.

The road safety committee also suggests that school bus drivers with demerits accrued and with criminal records

should be subject to restriction, as in Ontario.

#### BUS DESIGN

As regards the interior of the school bus itself, the committee sees merit in changing seat design in such a way that only 5 instead of 6 students will be seated in each row, in fitting

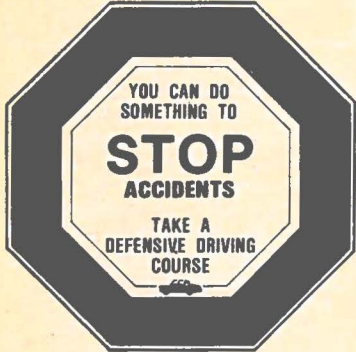
padded backs to the front rows of seats, and in providing a more substantial form of anchorage for seats to the bus floor. The difficulties of seat-belt use in the school bus are outlined and no recommendation is made on this point.

#### IMPROVE ROAD SAFETY FOR ALL

From the facts and discussion included in the Island Council's road safety report, many of the conditions which make life on the road more risky for Montreal's and for Quebec's children have to do with the condition and competence of vehicles and drivers other than those employed in the school transportation network. If conditions can be made safer for all drivers and for all pedestrians and cyclists, Quebec's children will be that much safer too.

#### SAFETY EDUCATION A PRIORITY

What schools can do and, according to the report, must do, is mount an education program centering on road safety, and integrated into the school curriculum, so that school children may rapidly acquire safe attitudes and good judgement when they are travelling on foot, in the bus or on a bicycle, between their home and their school.



**CANADA SAFETY COUNCIL**  
1765 ST-LAURENT BLVD.  
OTTAWA K1G 3V4  
(613) 521-6881

#### QUEBEC ACCIDENT RATE HIGH

The Road Safety report points out that the fatal accident rate among school bus passengers in Quebec is ten times higher than that of New York State, where 25,000 school buses are in operation compared to some 9,570 in Quebec. Although only 0.28% of registered vehicles in Quebec in 1978 were school buses, they were implicated in 0.35% of reported accidents.

#### CHILDREN SAFER ON THE BUS

Children walking to school, or using their bicycles, make up 73% of the school population on the Island of Montreal, and some 42% of the provincial school population. The number of such children killed in road accidents in the Montreal area is proportionately much higher than the number of students killed in school bus accidents. Children between 5 and 9 years

**yours, mine, ours... BE ALERT**

**SCHOOL BUS**

**EMERGENCY DOOR**

**STOP**

**ON SIGNAL**

Make school bus safety a priority

This poster is available from your local police station. Please encourage merchants in your area to post this safety message in a prominent place.

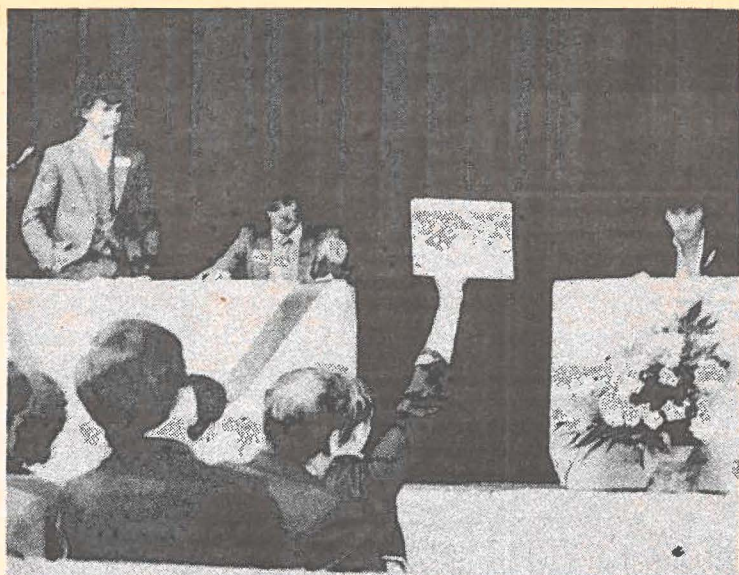
Gouvernement du Québec  
Ministère des Transports  
in collaboration with:  
Association du Transport École du Québec (ATEQ)  
Commission Provinciale des Régulateurs du Transport (CPR)  
L'Institut Québécois de Sécurité des Transports  
Club Automobile du Québec  
Sûreté du Québec  
Département Municipal de Transport de Sherbrooke  
Fédération des Parents de Québec  
Quebec Fédération Parent & School Association  
Nouvelles de Québec - Communauté Urbaine de Québec  
Association des Parents de Québec et Parents du Québec  
L'Association des Parents de Québec

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CALL FOR FREE BROCHURE

For **TEENAGERS and ADULTS**  
(16 years & over) (All Ages)



Winners of the first of this season's student debates: Jack McDonald, Paul Kerry and moderator Sarah Ditmold, all of Macdonald High.

## It was all talk!

Macdonald High School hosted its first Regional Debating Tournament, Friday, October 10th, during normal school hours. In the past these regional tournaments have been held on professional days or weekends with the result that the debaters have been heard only by clerks and judges.

For the first time, the debates were incorporated into a

regular school day with students attending classes as usual. The debates were held in the classrooms proper and the debaters had the benefit of playing to an audience of 20 or 30 students, plus clerks and judges.

There were 16 teams from as far away as Quebec City and as close as Beaconsfield. The debating format is chosen by the host school and Mr. Bruce

### Donation to Quebec Student Debating Association from Dr. W. L. Shurtleff Trust Fund

Quebec Federation of Home and School Associations was very pleased to learn that the Ministry of Education for Quebec acted on a QFHSA Board of Directors recommendation that monies be given to the Quebec Student Debating Association from the Dr. Shurtleff Trust Fund.

Student debating is a subject that has been of great in-

terest to certain Home & Schoolers recently. It is an organizational and recreational program that can be undertaken by any local H & S group, especially at the High School level, working in conjunction with the school English, French or Guidance departments.

A worthwhile project to think about—act on—and talk up.

Munro, staff advisor to the Debating Club, chose the Parliamentary Cross-X. Each speaker is cross examined court room style after his 6 minute argument.

Sixty-seven judges, composed of parent and community volunteers, Macdonald High teachers, visiting team coaches, Lakeshore School Board administrators and commissioners, began their day at 8:30

and finished at 3:20 after the afternoon assembly. They judged three consecutive debates given by 16 teams, enjoyed a turkey dinner with the students in the cafeteria, and heard the final debate between the winning affirmative and winning negative side.

The winners were:

Top Team of Four:

Macdonald High School

(Team members were Nancy

## "I love to read"

The Montreal Reading Council is sponsoring an 'I Love to Read' poster contest to celebrate its I Love to Read Day - February 13, 1981. The winner in each participating school will be awarded a book prize and be honored by the Montreal Reading Council.

### Guidelines

Each school will establish its own ground rules.

School Committees and Home & School Associations will be invited to participate.

All posters entered will be displayed in the home school during the weeks of February 6th and February 13th.

Dlouhy, Mathew Friedman, Paul Kerry and Jack Macdonald

- Best Affirmative Team - Macdonald High School (Members Jack MacDonald and Paul Kerry)
- Best Negative Team - Beaconsfield High School (Members David Aronson and Darin Beigie)
- Best Debator - Tony Germain, Macdonald High School

Tony Germain, Macdonald High School

Mathew Friedman, Macdonald High School

Colin Chang, Selwyn House

Walita Lobo, St. Thomas

Daniel Chiu, Lower Canada College

Brian Patterson, John Abbott College

Chris Schlachta, Macdonald High School

Todd Swift, Chambly County High

Carolyn Cleather, Miss Edgars and Miss Cramps

Kevin McGilly, Loyola High School

Considering that this new format of holding a debating tournament during a regular school day has not been tried even at smaller, more flexible, schools, Macdonald administration, staff and students are to be congratulated on a great team effort. The day was a success because of good planning, fine co-operation on the part of all and a willingness to make something new work. The enthusiasm created by this event will carry us through to the National Tournament being held in Montreal this May.

## Local H&S's asked to help in poster design campaign

Each school will announce its M.R.C. award winners by February 20th and forward their names to the Montreal Reading Council

c/o McGill Reading Centre

3700 McTavish Street

Montreal, Quebec. H3A 1Y2

Parents!

Is your school participating?

Volunteer to assist as (1) a

parent committee, (2) a Home & School local, or (3) an individual

How?

erve on a selection committee to help judge poster winners at each grade level.

Help raise money to provide books for the winners in your school. The more prizes the better.

Participate at home by listening to your child read—15 minutes a day.

Visit your local library to arrange a display of all winning posters.

Encourage and support your children.

We believe this project has great potential to support reading for personal purposes, to get books into the school, to encourage the use of libraries and generally promote a value for literacy. Can we count on your support?

For further information and encouragement call Marilyn Pound (1-458-7520) or Ruth Crabb (634-4440) (parent representatives on the Montreal Reading Council) OR consult your local principal.

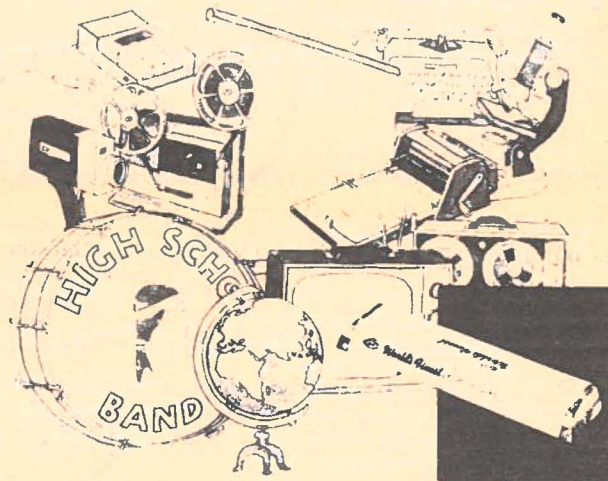
## Montreal Bookfest

For the third successive year Montrealers will be able to see 300 exhibits and 100,000 books at the Montreal Book Salon, to be held at Place Bonaventure November 25-30th.

Visitors will be able to see demonstrations of book-binding, dust-cover design, the history of Quebec in literature, both French and English, and the joys of reading for pleasure.

The focus will be on public awareness and enjoyment of books, rather than simply a showcase for book sellers and publishers.

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



We offer you a lot more than the world's finest chocolate. We also put the world's best fund raising directors on your team. We assign an expert to work closely with you throughout your fund drive. On the scene. Beginning to end. He provides leadership and direction. He helps organize your selling team, structure it, stimulate it. And provides sales aids—control sheets, charts, finance reports—everything you need to make your fund drive a smooth-running, richly-rewarding success.

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*World's Finest* CHOCOLATE, INC.

## Debating Ass'n looking for judges

The national tournament of the Canadian Student Debating Federation will be held in Montreal, May 2-9, 1981. Eighty student delegates, winners of tournaments in their own province or territory, will attend, accompanied by twenty coaches and supervisors.

The week will include six rounds of debate on a prepared topic in addition to other speaking and impromptu debating activities. Tours and recreational activities will be organized within the province; participants will be billeted in private homes in the Montreal area. Hosts will be members of the Quebec Student Debating Association.

Major debates will be held in several locations in Montreal and we are determined to offer the best possible calibre of judging. The C.S.D.A. is anxious to increase the number of judges available and to arrange workshops in student debating. It is our hope that this reserve of judges can be maintained

The need for judges is continual. Every year the Q.S.D.A. sponsors four major provincial tournaments and there are several other tournaments sponsored by various schools or regions.

The only way to promote good debating is to provide clear-headed and instructive adjudication, and the ideal is to have three judges present at any debate, which means that a major tournament can require as many as one hundred judges. If our list is sufficiently large, we should not need to call on any individual more than twice a year unless that person chooses to be involved more frequently.

"Good" judges are not the product of intensive training. One introductory workshop could suffice. After that we try to match new judges with more experienced ones and allow them to get their feet wet at lesser tournaments. Prerequisites are an interest in contemporary world developments

and ideas, reasonable competency in the language, a sense of logical development in argument, common sense and the willingness to offer constructive criticism which will help students improve their skill and grace in formulating and presenting arguments based upon researched information and thoughtful analysis.

We are working with the probable leaders of tomorrow; perhaps we can help reduce the amount of empty oratory to be reported in future Hansards.

Workshops will be held at the Convent of the Sacred Heart, 3635 Atwater Ave., at the following times: Wed. Nov. 5, 3 p.m. and Sat. Nov. 29, 10:30 a.m. Please call 634-0970 to leave your name, address, phone number and first and second choice of workshop. This is because a workshop will be cancelled if fewer than fifteen persons enroll. You will be telephoned with confirmation of your workshop.

## ...their needs were simple!

*Furniture and apparatus in  
the Reddest School Rooms.*

*The necessary seats and desks for teacher  
and pupils in each room.*

*A ball frame and set of Drawing Cards.*

*Wooden models of the common geometrical  
solids, such as cube, cone, cylinder etc*

*A good collection of minerals.*

*The following maps: — Cape Breton, Nova Scotia,  
Dominion of Canada, North America,*

*Fragments of two terrestrial glo.  
I think, be combined to make one*

*A horse shoe magnet, and three p  
for batteries.*

*The complete chemical reagents, m.  
test tubes, mortar and pestle etc.*

*Several small books on science  
Excellent Dictionary.*



## Capsule history o

The necessary seats and desks for teacher and pupils in each room.

A ball frame and set of Drawing Cards.

Wooden models of the common geometrical solids, such as cube, cone, cylinder etc.

A good collection of minerals.

The following maps: — Cape Breton, Nova Scotia, Dominion of Canada, North America, Scotland, Europe.

Fragments of two terrestrial globes that could, I think, be combined to make one in working order.

A horseshoe magnet, and three porcelain cells for batteries.

The complete chemical reagents, mortar and test tubes, in the value of seven or eight dollars.

Several small books on science, and an Excellent Dictionary.

### H&S and Scouting

## Boys join to have fun

There are many Home and School locals across Canada who sponsor Scout, Cub and Beaver groups. On their behalf, QFHSA's Barbara Milne-Smith attended the Fourth Boy Scouts of Canada National Partners' Conference last spring. The major topic discussed—how better we can work together to serve youth.

Milne-Smith is the Canadian H&S liaison with the Boy Scouts of Canada organization.

There was discussion of the responsibilities of the sponsor (or partner); and the problems and the satisfactions to both the scouters and the sponsors. There was a lot of talk about the Religion in Life Emblem, the criteria for which is being looked at closely by many of the churches. With next year being the International Year of Disabled Persons, information has been collected and a very good Leaders' Guide has been prepared called "Scouting for Boys with Handicaps". Their philosophy is that "while

scouting will not add years to the life of the handicapped, it may add life to their years".

The importance of leadership was stressed. It was pointed out that boys join scouts to have fun, not to have their characters developed, but that, with good leaders, both are accomplished.

It was agreed by both partners and scouters that provincial, regional and district conferences would be worthwhile projects, and it's to be hoped that some will be organized in Quebec and that sponsoring locals will participate.

Milne-Smith would like to hear from any of the Home and School Associations who do sponsor scouting and will provide a more complete report of the Conference. She would appreciate having a report of your concerns and satisfactions in sponsoring scouting so she can speak for you at the next Partners Conference.

To contact her write: Barbara Milne-Smith, 144 Concord Cres., Pointe Claire, P.Q.



Among the delegates attending the Fourth Boy Scouts of Canada National Partners' Conference were (L to R) J. P. Ross, Chief Executive, Boy Scouts of Canada, Barbara Milne-Smith, representing Canadian Home and School Parent-Teacher Federation, and Roy B. Brooks, V.P. of Boy Scouts National Council and Chairman of the National Partners' Conference.



## The Original Minutes

On the 18th of December 1895 a number of Ladies met in the Academy Building, having for their object the organization of a Parents Association for connection with the Baddeck Schools of Baddeck. Miss G. McCurdy was asked to take the chair.

Mrs. Macaskill was asked to act as secretary for the afternoon.

The By-Laws & Constitution—previously prepared—were read by the Secretary. After a short discussion a motion was made by Mrs. E.W. MacCurdy, seconded by Mrs. K.J. Mackay, that the Constitution & By-Laws be adopted as a whole. Motion carried unanimously. The following officers were then elected for the year.

President	Miss McCurdy
Treasurer	Mrs. D. McDonald
Secretary	Mrs. M.G. Macaskill

The elected President then read a letter from Mrs. A.G. Bell highly recommending the organization of a Parents Association & enclosing a check for \$25.00 to be added to their funds. Miss McPhee, Principal of the Academy also read a letter from W. McKay, Superintendent of Education, expressing his regret at not being able to accept the kind invitation sent from the Ladies of Baddeck to be present at the School Entertainment held on the 17th and also highly approving of the efforts put forth by the Ladies in endeavouring to help promote the cause of Education in Baddeck.

While the ladies were discussing what they could do at the present time in aid of the school, the principal informed the meeting that a young man was waiting at the door to make known to them the immediate requirements of the school. On being allowed admittance Mr. John McLennon read a paper entitled.

As their funds were too small to supply all the requirements it was moved, seconded & passed that the following be provided at once. 3 Modulators, 3 color charts, window blinds for all the rooms and Bio-Hemisphere maps. Also books and oil cloth for map protection.

Meeting then adjourned to meet in the Academy Jan. 7th 1896.

M.G. Macaskill  
Secretary

The OBJECTS of The Federation are:

1. To promote the welfare of children and youth.
2. To raise the standards of home life.
3. To promote adequate legislation for the care and protection of children and youth.
4. To foster co-operation between parents and teachers in the training and guidance of children and youth, both during and after the school period.
5. To obtain the best for each child according to his physical, mental, social and spiritual needs.
6. To give parents an understanding of the school and its work, and to assist in interpreting the school in all its aspects to the public.
7. To confer and co-operate with organizations other than schools which concern themselves with the care, protection and training of children and youth in the home, school and community; and with the education of adults to meet these responsibilities.
8. To foster high ideals of citizenship and patriotism; and to promote, through educational means, international good will and peace.

## CHSPTF is active in many fields

CHSPTF is composed of the ten provincial Home and School and Parent-teacher Federations and the component units (or local associations) within these provincial associations. Individual member of associations who are members of affiliated provincial associations are automatically members of Canadian Federation of Home and School and Parent-Teacher Federation. i.e. YOU ARE A MEMBER OF NATIONAL AS SOON AS YOU JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION.

The officers of CHSPTF consist of a President, Ms. Kirsti Jarvis of Toronto, a Past-President; a western Vice-President; a Central Vice-President; an Eastern Vice-President and a Treasurer. The

presidents of the provincial Home & School Associations are ex-officio Vice-Presidents.

CHSPTF has a number of standing committees including the Board of Trustees (Cal Potter is the current chairman); Bus Safety; Citizenship; Constitution, Resolutions and Policy; Corporate Donations (our Treasurer, George Maroulis is the Chairman); Drug Abuse; Education; Finance; Home Influences; International; Leadership; Media; Membership and Publicity.

There are also a number of special assignment committees dealing with such concerns as Bilingualism; Child Abuse; Smoking and Health and Abstracts of Hansard.


Canadian Home & School also maintains liaison with the

following national organizations:

Canadian Safety Council; Canadian Association for Young Children; Canadian Chamber of Commerce Education Committee; Canadian Citizenship Federation; Canadian Commission for UNESCO; Canadian Council for Exceptional Children; Canadian Council Smoking and Health; Canadian Education Association; Canadian Red Cross Youth; Canadian School Trustees' Association; Canadian Teachers' Federation; Canadian UNIVAF Committee; Children's Broadcast Institute; International Development Education Centre of Ontario; International Union of Family Organizations; I.U.F.O.- Cana-

dian Committee; National Council of Boy Scouts of Canada; National Voluntary Organizations; Vanier Institute of the Family; the Metric Commission and the United Nations in Canada Association.

Through CHSPTF YOU are represented on all these national and international groups. YOU can transmit your concerns to these groups. Make known your concerns to your local Home & School association. They will present a resolution to Federation at the Annual General Meeting and delegates from Quebec Federation will, in turn, take the resolution, if approved, to the National Meeting. Once approved there, it will be directed to the appropriate national organization for action.



In May 1977 the Canadian Home & School and Parent-Teacher Federation met at Baddeck, N.S. where in 1895 the first formal Home & School Association in Canada was formed. Delegates are shown here beside the memorial plaque commemorating the site of the old Baddeck schoolhouse where Home & School began. Among those present were QFHSA Past-Presidents Betty O'Connell at extreme left and Alex Morris at extreme right.

# Canadian Home & School

by Ruth Pidduck

Home & School in Canada began with a group of women who met after school in Baddeck, Nova Scotia, to discuss the welfare of the children in the district. One of the women was Mrs. Alexander Graham Bell, the wife of the inventor of the telephone. Mrs. Bell, after contacting several similar groups in the United States, was instrumental in helping the group to become a formal structured group, with officers and a constitution, "The Parents' Association of Baddeck", on December 18th, 1895.

Other groups of mothers started similar groups independently across the country. The increased involvement of teachers and fathers led to Parent-Teacher organizations rather than groups limited mostly to mothers. As more and more groups became established in neighbouring areas the idea of forming area councils for the exchange of common goals and ideas arose. The first such council was formed in 1916 in Toronto and consisted of nine local associations.

The first provincial Home & School Federation was formed in 1919 in Ontario. The other provincial Home & School Association were established as follows:

The British-Columbia Parent-Teacher Federation 1922  
The Alberta Federation of Home & School Associations 1929  
The Nova Scotia Federation of Home & School Association 1936  
The Saskatchewan Federation of Home & School Association 1938  
The Home & School and Parent-Teacher Federation of Manitoba 1953  
The Quebec Federation of Home & School Associations 1944  
The New Brunswick Federation of Home & School Associations 1948  
Prince Edward Island Federation of Home & School Associations 1953  
Newfoundland & Labrador Federation of Home & School and Parent-Teacher Associations 1979

An organizational meeting of the Canadian Federation of Home and School was held in 1927, although only Ontario and British Columbia had established formal provincial associations by that date. In the other seven provinces (Newfoundland not yet being a province of Canada) there were numerous local associations and Councils, but the encouragement of the Ontario and B.C. provincial associations encouraged the formation of provincial associations in the other provinces.

The meeting in Toronto in 1927 established the concept of a national federation of provincial Home & School associations with a constitution, by-laws and a form of procedure. The Biennial Meeting of 1929 delegated a committee of three to draft a constitution which was presented at the Biennial Meeting and accepted in 1933. Its stated objectives were as follows: "Its objects shall be to bring together for conference and cooperation all agencies that concern themselves with the care and training of children in the home, school

and community, and with the education of adults to meet these requirements."

The National Federation adopted the following as policy as a guide for all associations and federations: "The organization shall be nonsectarian, non-partisan and non-commercial in all its relationships and the name of any member in his or her official capacity shall not be used in any connection with any political interest or with any commercial concern."

In 1951 the Constitution of CHSPTF was completely revised in accordance with the Canada Companies Act, and together with the Application and Memorandum of Agreement, were presented by the CHSPTF's solicitor to the Secretary of State in Ottawa and National's Letters Patent were received on February 10th, 1951. This gave the Federation the authority over, and sole authority for the use of the name Home and School and Parent-Teacher Association.

This 1951 Constitution spelled out the objects of the Canadian Home & School and Parent-Teacher Federation as follows:

## Learning disabilities

## Learn educational techniques...

For the third year College Marie-Victorin (English sector -Adult Education) located at 1501 St. Catherine Street West (2 minutes from Metro Guy Station) offers a twelve (12) course certificate program "Educational Techniques in Learning Disabilities" especially designed for:

- Adults sensitive to the needs of learning disabled children.
- Parents who view learning disabilities as a general or personal problem.
- Teachers' aides and volunteers who want a more specialized training.

### Curriculum

Twelve specialized courses approved by the Department of Education of Quebec. It is offered over a period of eighteen months and provides the student with specialized techniques in identification and remediation of learning disabilities and in helping the child become more effective at home, at school and in the social environment.

### Admission Requirements

- High School Leaving Certificate, or equivalent education.
- Maturity (volunteer or pertinent life experience highly considered).
- Interest and concern with learning disabilities.
- An admission interview is required.

### Schedules

Classes are held weekly either on one full day or half days or evenings or some combination of these. One or two intensive weekend courses may also be scheduled during the year.

### Cost:

Admission \$10.00  
Registration (per semester) \$5.00

Tuition for 4 courses per semester \$75.00

Register NOW for program beginning in January 1981. For further information call Quebec Federation of Home and School Associations, 933-3664.

## Adult Education

## Say what you want...for yourself

Last Spring the Quebec cabinet set up a study committee on adult education called the *Commission d'étude sur la formation des adultes*. This fall the *Commission*, under the chairmanship of Michèle Jean, is touring the regions of the province holding public sittings to receive input from individuals, groups, organizations of institutions concerned with vocational and 'sociocultural' education.

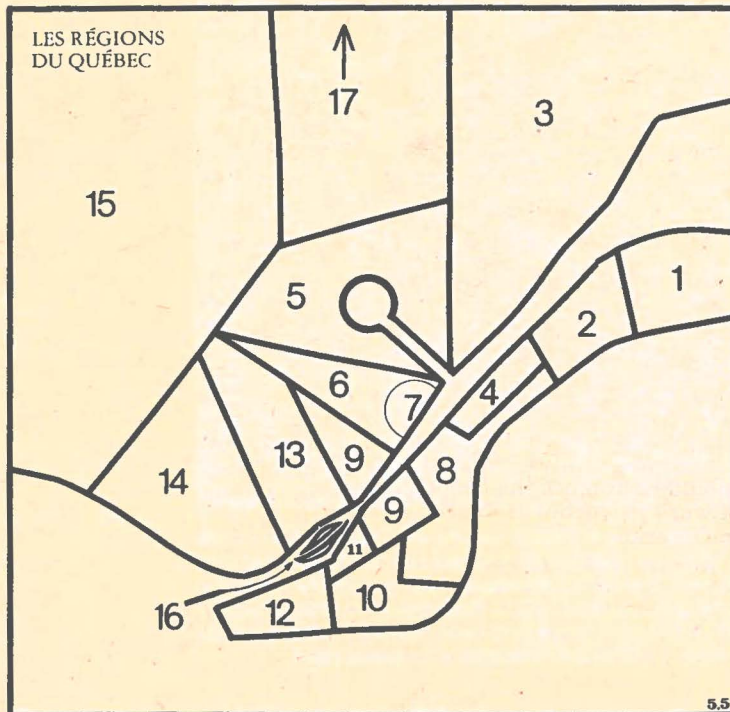
The mandate of the *Commission d'étude* is to develop an adult education policy. Both vocational training to meet manpower needs and socio-cultural education to respond to Quebecers' desire for personal development will be covered.

The work of the *Commission*, says its chairman Michèle Jean, will not take the form of 'reinventing the wheel'. She aims for a report which will be readable, concrete and able to be put to good use.

### EQUALIZING OPPORTUNITY

Outside of initiatives in vocational training aimed at reducing unemployment, it has been established that the 20% of adults making use of adult education services are among the most educated of the population, the ones who would appear to need them least.

In the budget of the Ministry of Education for 1979-80, a sum of \$124,000,000 was allotted to



its adult education service in support of programs in 79 school boards, 46 CEGEPs, 350 voluntary organizations, 11 unions and 4,500 businesses. \$30,000,000 for general and socio-cultural programs and \$91,000,000 for vocational training. It was expected that 526,770 adults would be in full-time programs and 41,035 part time.

To render opportunities for personal development through

adult education programs more accessible and more pertinent to those who presently do not participate, that will be a major expectation of those who have set in motion the *Commission d'étude sur la formation des adultes*.

The office for the *Commission* is at the Palais de Justice, 1 rue Notre-Dame est, 7th Floor, Montréal H2Y 1B6 (telephone 514-873-7013).

1. GASPÉSIE  
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26 novembre
3. CÔTE-NORD  
28 novembre
4. CÔTE DU SUD  
19 novembre
5. SAGUENAY, LAC ST-JEAN  
27 octobre
6. QUÉBEC NORD ET CHARLEVOIX  
29 octobre
7. QUÉBEC  
1 décembre
8. QUÉBEC SUD  
1 novembre
9. CENTRE DU QUÉBEC  
3 décembre
10. ESTRIE  
31 octobre
11. RIVE-SUD  
10 décembre
12. SUD-OUEST  
3 novembre
13. LANAUDIÈRE ET LAURENTIDES  
5 décembre
14. OUTAOUAIS  
5 novembre
15. NORD-OUEST  
7 novembre
16. MONTRÉAL, LAVAL, REPENTIGNY  
8 décembre et 12 décembre

## ...by reading too

The Society for Emotionally Disturbed Children has recently compiled its new booklist for 1980-81.

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nesses and Music Therapy.

It is the Society's belief that by providing quality information, the lives of children whose problems manifest themselves as emotional disturbances can be improved.

Books may be purchased at reduced rates—postage and shipping included. For information please contact Nicole Archambault at the Society for Emotionally Disturbed Children, 1622 Sherbrooke W. Montreal H3H 1C9 or telephone (514)935-7234.

## STRAIGHT ENGLISH

From September 1980, the *English Journal*, published by the National Council of Teachers of English in the U.S., will accept only articles which avoid jargon, educationese, and circumlocutions.

Words on the editors' banned list include: hopefully, maximize, meaningful, prioritize, relevant, feedback, dialoguing and others of that ilk.

## SOW'N GROW

The Alberta Wheat Pool donated \$300 in 1980 to cover the cost of stationery and printing of Canadian Home & School and Parent Teacher Federations 'Friendship for Peace' and 'Sow 'N Grow' brochures. The International Committee of CHSPTF carries out these projects in international education through elementary and secondary schools across Canada.

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Roger Magnuson has been Professor of Education at McGill University since 1972 and Director of Graduate Studies in Education during 1975-1979.

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## ...Feds speak from both sides of mouth

(Continued from page 2)

dom of choice in the language of instruction from Quebec schools. Was the federal government's changed wording merely a coincidence, or an accommodation of Quebec's Bill 22?

5. *The federal language policy for the civil service:* Since mid-1975 the federal policy has been that French would normally be the language of work of the federal administration in Quebec, but English and French would be the languages of the civil service in the northeastern parts of New Brunswick and some parts of Ontario.

What is the justification for this? Over one million Canadian citizens in Quebec belong to the English-speaking community; numerically they are a larger minority than all the francophones combined outside of Quebec. Yet in parts of Ontario and New Brunswick the two official languages are operative in the civil service. Why is it federal policy that in Quebec the language of the federal administration would 'normally' be French?

6. *The federal government's language policy, a national understanding* (June 1977): advocated freedom of choice of official language of instruction for children all across Canada except in Quebec.

August 1977: Quebec's Bill 101 passed. This bill denies freedom of choice by restricting the

entry of children into the English educational system. Was this another coincidence?

The same federal language policy also stated: "The federal government is firmly of the view that the French language should as generally be the language of work in the province of Quebec as the English language is in the province of Ontario" (p.69).

How valid is this analogy between Ontario and Quebec? At the time of confederation the Quebec English-speaking numbered 24% of the Quebec population, the Ontario French-speaking 2%. At present English-speaking Quebecers outnumber the population of six individual Canadian provinces —yet federal government language policy states that French should be as much the language of work in Quebec as English is in Ontario.

August 1977: Quebec's Bill 101 makes French the language of work in Quebec. Another coincidence!

7. *Debate on the Throne Speech, fall 1977:* The Secretary of State announced a five-year \$75 million program to help preserve the cultures of official language minorities across Canada. For the first time, said Mr. Roberts, aid will also be given to English Quebecers so they "can better understand their future."

Coming so soon after the passage of Bill 101, what did this statement from such a highly placed official imply?

Does this explain why grants to French-speaking minorities outside of Quebec are for the purpose of preserving their cultural identity and aiding their survival? But those given to the Quebec minority are for rapprochement with the French majority and the learning of French, and not for the preservation of the cultural identity of the Quebec English-speaking community?

8. *The immigration policy:* A joint agreement of the federal and Quebec ministries of immigration allows ten points for an immigrant to Quebec who speaks French, two points for an immigrant to Quebec who speaks English.

9. *The Task Force on Canadian Unity* (Pépin-Roberts Commission). There was no commissioner appointed to this commission from the Quebec English-speaking community, although this is the commission which had the responsibility of making recommendations for a new constitution to replace the one which contains guarantees for English Quebec. But there were three spokesmen from the French community on the task force.

10. *The Supreme Court:* The

(see 1 PAGE, page 13)

## DID YOU KNOW...

This is a new feature designed to answer any question readers might have regarding the structure of Federation, educational matters in general or anything which you are not too sure about. Please send all questions to the NEWS, 4795 St. Catherine St. West, Montreal H3Z 1S8 and they will be answered by the Editor, President or a committee chairman in the next issue if space permits.

**QUESTION:** Is it necessary to have a child in school to become a member of Home & School?

**ANSWER:** Not at all. Any individual may become a supporting member of Quebec Federation simply by remitting \$4.00 for an annual membership directly to Federation Office, 4795 St. Catherine St. West, Montreal H3Z 1S8. Membership also includes a subscription to the Home & School NEWS.

**QUESTION:** How much are executive and board members paid?

**ANSWER:** Nothing. With the exception of one paid employee, the Executive Secretary, Mrs. Donna Sauriol, no one receives a salary or honorarium. There is provision for travel expenses of area representatives from distant parts of the province, provided funds permit. Those volunteers who desire reimbursement of bus fare for the days they come into the office to assist the secretary may do so also.

**QUESTION:** What are the main differences between Home and School and school committees?

**ANSWER:** 1. School Committees were created by and responsive to the Education Act (as amended by Bill 27, 1971). Quebec Federation, on the other hand, is not subject to the Education Act, but was incorporated provincially by letters patent in 1959 and is subject to the Companies Act. Thus, it has privileges and powers under this Act which school committees do not. Such rights include Div. XIII Sec. 29 (d) "make with any public authority arrangements calculated to facilitate the pursuit of the company's objects, and carry out the same and exercise the rights and privileges and discharge the obligations resulting therefrom"; and Sec. 29 (p) "establish agencies and branches and exercise its powers under the law and its letters patent as principal, mandatary, agent or contractor, either alone or in partnership or in conjunction with any person, society or corporation."

2. Home & School membership is open to anyone. School committee membership, by law, is limited to a specified number of parents of students in each school and to those parents only.

3. School committees have specific roles and duties assigned them by the Education Act. These duties include (a) "to stimulate by appropriate means participation by parents and the community generally in the improvement of educational services in the school" (b) "to study measures likely to promote more personal educational services in the school" and (c) "to make to the administrators of the school any recommendation to ensure the best possible operation of the school". These duties generally limit school committees to the study of educational services and the operation of schools. Home & School, on the other hand, by virtue of the provisions of its letters patent is able to do all of the above, but is also permitted to do the following "the corporation (Quebec Federation) may . . . provide facilities for the bringing together of members of Home & School Associations for discussion of matters of general interest, and to stimulate cooperative effort . . . assist in forming public opinion favourable to reform and advancement of the education of the child . . . develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education . . . raise the standard of home life and national life . . . maintain a non-partisan, non-commercial, non-racial and non-sectarian organization."

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# 'This won't hurt a bit'



Fourth-year dentistry students practise for practice at McGill's summer dental clinic for children. By Christine Farr.

"We get a whole range of children here—everything from the very sweet, cooperative child to the one who'd gladly kick a dentist in the shins," laughs Assistant Professor Howard Katz, PhD '73. DDS '77, coordinator of McGill's twelfth summer dental clinic for children. He should know—he too worked in the clinic while a student in the Dentistry Faculty.

In a large, bright room on the third floor of the Montreal General Hospital, the buzz of dentists' drills replaces the usual "quiet, please" atmosphere. Fourth-year dentistry students are hard at work repairing young teeth damaged by too much junk food and not enough brushing. "The only difference between ourselves and a private dentist is that the pace here is a little slower," explains Katz. "Although our students are almost qualified to work on their own, they are still learning. Every step they take is checked and commented on by one of the seven staff demonstrators."

This year's six-week clinic treated over 1,100 children ranging in age from five to eighteen. "We try to do as much as possible for as many as possible, rather than extensive work for a few," notes Katz. During the first two weeks alone, students performed nearly twenty thousand dollars worth of dental work, including preliminary examinations, restorative work, and preventive care treatments. "We try to instill in the children a concept of oral hygiene," he adds. "Preventive services, such as fluoride treatments and the demonstration of proper brushing and flossing techniques, are our prime objective."

Working in the clinic gives students experience in handling a spectrum of dental situations as well as an opportunity to develop a "chairside" manner. Last summer, twenty-five of thirty-eight final-year students, assisted by twelve third-year colleagues, were able to take advantage of the invaluable training afforded by the clinic.

Each student works at his own station with up-to-date equipment, charts, and miscellaneous tools of the trade at his fingertips. The young dentist-in-training keeps regular office hours—9:00 a.m. to 4:30 p.m., five days a week—and sees an average of eight patients a day. Payday brings a weekly salary

cheque of \$150.

The dentists' services are free of charge, making it a bargain for those children over fifteen years of age who are no longer covered by the Quebec denticare program. The clinic itself is funded by the provincial government's Ministry of Social Affairs—last summer's grant totalled \$66,000.

A tight budget, however, requires careful utilization of all dental supplies, some of which have increased in cost by as much as 30 percent over last year. "Quite a bit of our material comes from the States," says Katz, "and the declining value of the Canadian dollar has increased costs across the board. We have to be very frugal with our supplies and keep waste to an absolute minimum."

This year, the provincial government asked that the clinic treat mentally and physically handicapped children as well. Did this necessitate special treatment methods? "It really depends on the nature of

the handicap," explains Katz. "The deaf children were accompanied by people trained in sign language who did the explaining for us; with blind children, you have to be very talkative and relate in detail exactly what you're doing. Mentally handicapped children are a different story—depending on the severity of the impairment, all their work might have to be done under general anesthesia."

The government initially requested that handicapped children make up half of those treated at this year's clinic. The figure, however, proved somewhat unrealistic. "We actually saw about a hundred," says Katz. The lack of advance notice received by the institutions was a contributing factor. Says Marcelle Polgari of the Centre Marronniers in Montreal, "We first became aware of the program at the beginning of the summer through a government newsletter. Because of vacations, we had difficulty finding escorts to accompany the children to the clinic."

Of the eighty-three mentally handicapped children at the centre, only two seventeen-year-olds and one twenty-year-

old received treatment. It was their first-ever visit to a dentist. "You couldn't send me enough dentists to look after the children we have," Polgari notes. "Certainly next year we plan to take much better advantage of these excellent facilities."

Government statistics reveal that more than half of Quebec's children reach the age of nine without ever visiting a dentist. When one considers who is ultimately responsible for a child's health habits, the conclusion that parents are transmitting their own lax attitudes on dental hygiene to their children is difficult to escape. "There's just no excuse for such neglect," claims Katz. "Denticare now covers all fillings, extractions, examinations, fluoride treatments, and even root-canal work for children."

Today's children, however, are tomorrow's parents. By teaching young people the importance of dental care, McGill's summer clinic is helping to ensure that future generations will also have healthier teeth.

For information on the summer dental clinic, phone 514-937-6011.

## A mental block to dental care—why?

What do actress Farrah Fawcett and President Jimmy Carter have in common? If your response is "beautiful teeth", then you're one of an increasing number of North Americans who consider dental care more than a necessary evil.

"There has been a tremendous turnaround in the public's attitude towards dental health," says Dr. John Stamm, associate professor and chairman of the community dentistry program at McGill. "In the fifties and earlier, little importance was placed on tooth retention and healthy teeth in general, to the point where children today actually badger their parents for braces because they know what it will mean to them down the road."

What accounts for the switch in attitude? Stamm believes the answer is twofold. First, there are the cultural influences in a world where the media's glamorous personalities present an unflinching image of perfect teeth, and where the spectre of jungle breath and tooth decay can be quickly dispelled by powerful mouthwashes and clinically tested toothpastes. "We learn from seeing Farrah's teeth—and from advertising that sells everything from cars to Coke with a dazzling smile—that healthy teeth are good and socially desirable things," says Stamm.

Also contributing to the fight against tooth decay is the vastly increased use of water fluoridation. Close to 110 million North Americans drink fluoridated water—with no ill effects and some very visible benefits. "In communities where the water is fluoridated," explains Stamm, "dental decay has been reduced by about half."

These two relatively recent developments combine to paint a rosy picture for dental hygiene in Canada. "We know that tooth-loss rates are going down," notes Stamm. "In the United States, for example, from 1961 to 1971 there was an almost 10 percent reduction—for all age groups—in the number of people with dentures. I suspect that by inference there has been a similar improvement in Canada." This 10 percent figure, Stamm points out, is almost error-free: "You don't

make mistakes about whether a person has any teeth!"

Canada's current trend towards denticare programs has added further impetus to the fight against tooth decay, although the presence of such a program does not, in itself, promote better dental health. ("The Americans have better dental health than the populations of many countries," notes Stamm, "and they don't have denticare.") Where denticare does play an important role, however, is in making dental treatment accessible to people who would otherwise seek out a dentist only in an emergency. "There's a very strong relationship between a person's economic status and the proportion of teeth that are properly treated," Stamm explains. "The higher the socio-economic status, the greater the incidence of treatment, and vice-versa. And this holds true independent of urban, rural, or cultural factors."

Denticare in Quebec now extends to children up to age fourteen. It covers fillings, extractions, cleaning, preventive treatment and root-canal work. Despite such a comprehensive program, however, Quebec children statistically have poorer dental health records than children from other parts of Canada.

A recent survey, funded by the Conseil de la recherche en santé du Québec and conducted by Stamm together with Dr. Charles Dexter (from McGill's pedodontic department) and Dr. Robert Langlais (formerly with McGill's oral diagnosis department and presently at the University of Texas), studied roughly 2,500 Quebec children from six to seven and from thirteen to fourteen years of age. The random sampling reflected urban/rural splits, linguistic and geographic distribution, and socio-economic status. Reports Stamm: "We found that the average thirteen- to fourteen-year-old in this province has 1.6 missing teeth, which is vastly higher than in any other part of North America. Total caries experience—that is, the accumulated decayed, missing, or filled teeth in a mouth—was 9.0." A com-

parable study of Ontario children put the caries experience figure at 4.3.

In the group of Quebec children aged six to seven, the survey found that the average number of baby teeth with caries experience was 6.1, with 1.3 of those teeth lost. That same child, living in Alberta, would have averaged only 4.0 teeth with caries experience and .2 teeth missing.

According to Stamm, Quebec's poor showing can be attributed to several factors. "We have to remember who these children's parents are and what their attitudes are towards dental hygiene. Ultimately, it is the parent who decides whether there are toothbrushes and toothpaste in the house, and whether or when a child uses them. The type of dental treatment a child receives is also directly determined by the parent."

In addition, francophones have not tended to emphasize dental health, maintains Stamm. The retention of natural teeth has not held as much importance in Quebec as it has elsewhere in Canada. And Quebec is one of few provinces that still does not fluoridate its

drinking water. The legislation is there—Bill 88 was enacted in 1976—but a moratorium and ongoing studies have effectively blocked its implementation.

Stamm is a believer in preventive dentistry. "A tooth is not like a broken bone that will heal almost as good as new. It takes generations for a positive attitude towards dental hygiene to show up as improved caries experience. The problems of ten or more years ago remain in the mouth—you can't cure a cavity."

Nevertheless, Stamm prefers to downplay the negative and accentuate the positive. "We do have a denticare program and we have at least the enabling legislation for water fluoridation," he smiles. "Also, parents are definitely taking a more active interest in their own dental health and that of their children. To the degree to which prevention is effective, I think that the dental profession is finally beginning to see the first signs of controlling tooth decay."

As another McGill professor says, tongue in cheek, "Dentists must be the only professionals actively working to put themselves out of business!"

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## ...1 page in 155 about English in Quebec

(Continued from page 11)

tradition has been discontinued of choosing one of the three Quebec judges of the Supreme Court of Canada from the English-speaking community.

11. *The Constitutional Amendment Bill, Bill C-60*: Article 21 of Mr. Trudeau's new constitutional bill purports to protect the educational rights of provincial linguistic minorities. But it is so worded that it sanctions the denial of freedom of choice to provincial majorities (as does Quebec's Bill 101); it does not mention the rights of landed immigrants in this respect and so gives them no protection (Bill 101 restricts immigrant choice in language of instruction); it makes the provision of minority education subject to the acceptance by an approval of the provincial government. "Clearly," says one critic of Article 21,\* this is "no more than an attempt to pander to the more nationalistic opinion in Quebec."

Article 22 provides that no federal or provincial law shall "apply so as to affect adversely the preservation of English or French as the language spoken or enjoyed by either the French or English minority." This article will not undo Bill 101, however, since it will apply only to new legislation. No new language discrimination will be permitted, but what is already present on the statute books, i.e. Bill 101, can remain. "A pretended guarantee specially tailored to avoid interfering with the more objectionable features of Bill 101 is no guarantee at all." (Kwavnick, p.2).

12. *The Report of the Commissioner of Official Languages*: Isn't it remarkable that in this 155-page report, only one page deals with the English-speaking minority in Quebec, although this is the one minority in Canada under attack from a racially biased provincial government?

Yet this is typical of the bias or double standard that many federal officials and M.P.s display. For years Mr. Trudeau, for example, has been criss-crossing Canada telling English Canadians that they should respect French Canadian priorities and cultural aspirations. We have agreed with this. But

\* Professor David Kwavnick, *Comments on Bill C-60, An Act to Amend the Constitution of Canada*, p.1.

Mr. Trudeau has never come to Quebec and asked French Canadians to respect and show tolerance for their Quebec English-speaking neighbors.

Indeed, when he was justice minister, he was saying something quite different:

So Quebec wants more power for French Canadians? It can do what it wants to improve the lot of French Canadians as far as culture and language are concerned. Tomorrow it could adopt laws to assure the priority of French. It could even make French the only official language, in spite of the constitution. (My translation, speech to University of Montreal students, March 2, 1967).\*

13. *The Quebec Federation of Home & School Association's legal case against Bill 101*: Incorporated for twenty-two years, the Quebec Home & School has been actively promoting good educational policies in Quebec for sixty-two years. A completely non-profit organization with one full-time paid employee, it has canvassed and raised from its 12,000-family membership the funds to initiate the legal challenge which was finally launched against Bill 101 in late 1978. For a year and a half it has been trying to get a tax number from the Justice Department so that public donations it receives will be tax deductible. After a year and a half and many representations to the federal government, it is still waiting for its tax number.

Similarly, the Quebec Home & School has for a year been making representations to the Secretary of State for financial assistance in its legal challenge. In March 1978 the Secretary of State announced that the federal government would provide financial assistance to court challenges to provincial legislation restricting language rights. He further stated that were an individual or group to decide to

\* Pour les canadiens français le Québec veut plus de pouvoirs? Mais il peut faire ce qu'il veut pour améliorer le sort des canadiens français en matière culturelle et linguistique. Il pourra demain adopter des lois pour assurer la priorité du français. Il pourrait même en faire la seule langue officielle malgré la constitution. *Le Devoir*, 2 mars 1967, p. 11.

take an action "challenging the education provision of Quebec's Bill 101 on grounds that they infringe Section 93 of the BNA Act, the government is prepared to offer financial assistance on the same basis as it is being made available to Mr. Forest."

Georges Forest, a franco-Manitoban protesting a unilingual parking ticket, has had his legal costs completely paid for by the federal government. The costs of his action so far have been more than \$50,000 and, according to Mr. Forest, there are more expenses to come. His action concerns the denial of equal status of French and English in Manitoba courts.

The Home & School case, with seventeen coplaintiffs, deals, in addition to equal status of French and English in the Quebec legislature and courts, with educational rights, freedom of language in signs, advertising, work, speech, public and semi-public services—a comprehensive challenge designed, according to one spokesman, to "rip the guts out of Bill 101."

But the federal government, after a long period of delay, has offered the Home & School only \$10,000, a paltry token sum to defend the constitutional rights and individual freedoms of over a million Canadians in Quebec.

Yet the federal government is willing to pay five million dollars so that the Quebec Nordiques, the only hockey team to play entirely in French, can enter the National Hockey League!

What a double standard! Five million dollars for a handful of men to play hockey in French, five million dollars for the symbolic value of a French presence in the NHL, but only \$10,000, less than one cent per head, to defend the educational rights and linguistic freedoms of more than a million people who belong to the Quebec minority and who want their language rights back—the right to speak and use freely the majority language of their country in the province where they have been resident for two hundred years!

Why the contrasting treatment meted out to French-speaking Canadians and to the Quebec English minority? Why the double standard?

The reason can be traced to the predominance of French power in the federal government and the total absence of English power in the Quebec

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government.

Yet this was not what the Fathers of Confederation envisaged in 1867. Then they created a dual duality; the French a minority within Canada, a majority in Quebec; the English-speaking a majority within Canada, and a minority in Quebec. To protect both linguistic communities there would be a majority French-speaking government in Quebec as a safeguard for French-speaking rights, and the central government (which would be majority English-speaking), a safeguard for the English minority in Quebec.

But during the present federal Liberal regime there has been a persistent and ongoing attempt to change the dual duality of the Fathers of Confederation to a linguistic duality where Canada will become a linguistically dual federal state composed of two societies, one French-speaking and one English-speaking, which geographically extend beyond the borders of any one province. The price to keep Quebec in confederation, to placate French nationalism, is the substantial diminution if not the demise of the Quebec English-speaking community. This is the explanation for Mr. Trudeau's refusal to act on Bill 22 and 101, to intervene, to maintain the constitutional rights of the Quebec minority; this is the reason for the federal double standard towards the two linguistic minorities.

There is a saying in Quebec—Messrs Trudeau and Levesque are not on the same team, but they are in the same league; Levesque, working for a unilingual French Quebec with the status of an independent nation; Trudeau, working for a unilingual French Quebec, with institutional bilingualism, federal services in French, French in the courts and legislatures, educational facilities, T.V., radio, health services, and concomitant services in the minority language spread from coast to coast—a linguistic duality.

The scenario for this can be found in Mr. Trudeau's book, *Federalism and the French Canadian* (1969); it's a scenario that has been implemented with increasing momentum since 1969. But it is questionable that the Canadian people are aware—as they should be—that the basic concept of Canada agreed to at Confederation is being changed without

this change over being openly debated in parliament and approved. Canadians should be aware of the implications of this change in concept—for themselves, for their children and grandchildren.

What I am unwilling to accept, what I find completely incompatible with the democratic concept I hold of my country as a free, open, and liberal (small 'l') country is that part of the scenario which says that normal everyday rights and liberties of individuals in Quebec who happen to speak English should be curtailed and prohibited. What I am unwilling to accept is gutless politicians, spineless boardrooms and patronizing media acting and talking as if what is happening to the English Quebec community is morally justified and justifiable, as if the deliberate diminution of English Quebec is necessary to appease Quebec nationalists—a kind of atonement for the conquest of 1760; as if Quebec Anglos must be sacrificial lambs offered up to Canadian unity.

An Ottawa MP actually asked me if English Quebecers shouldn't be willing to make this sacrifice "for Canada". But what kind of a Canada is this when one million of its citizens have to be stripped of normal everyday liberties? What kind of a Canada will you be buying with the corpse of the Quebec English-speaking community—a country that will be nothing more than a cynically contrived customs union?

Are we expendable, we of the English-speaking Quebec community?

Mr. Trudeau thinks we are. But one man and his ideology should not decide the fate of a million people—that only happens in totalitarian countries, doesn't it?

Rightly, the restrictions in Quebec of linguistic and individual freedoms are the problem of all Canadians; how that problem will be resolved will shape the future of Canada for all of us.

Like it or not, English Quebec's future is your concern too. It's not going to go away by itself. You can't evade it; you mustn't ignore it. If you don't face it, you will eventually find yourselves having to face up to the results of your own inaction while the individual rights and freedoms of your fellow citizens are being taken away.

## Well-equipped quiet area necessary for students

Today's student needs an area at home or at school to do homework. Of special importance are those study projects which may require several days of quiet reading, research and writing.

A special room devoted to studies, particularly at home, is the best of all possible worlds. But if that is not feasible, here are some suggestions to make a study/work area out of limited space.

Select a quiet corner of the living room, bedroom, or kitchen. A corner of the laundry or utility room—where traffic is at a minimum—sometimes can be a good location, too.

The study area can be defined by a desk or table. If none is available, a good idea—and also the cheapest—is a small flush door topping a pair of low file cabinets.

A portable typewriter, calculator and a desktop copier are helpful tools.

A cube or a nest of wire stands can provide space for the machines and other essential supplies.

Good lighting is vital. Use a central source of light and a desk lamp at the right height.

Several basic reference books

### Safety transportation

Committee members are sought to assess Safety/Transportation problems of concern to any, of all, Home & School locals throughout the province. Communication may be in writing, by telephone, or assistance may be provided for travel.

Plans under consideration include:

- (1) Continuance of Bumper Sticker campaign.
- (2) Radio "spot" reminders re stopping for buses sponsored by individual Home & Schools. This was an idea initiative of Windermere

such as a dictionary, encyclopedia and world atlas are fundamental and can be stored on the desk or on a shelf.

Hang a bulletin board to post homework notices, maps and other reminders. This minimizes desk clutter.

Home & School who donated \$100. to this project.

- (3) Encouragement of televised Driver Education material to update or remind drivers of latest traffic laws.
- (4) Metro safety for students.
- (5) Non-busing of PSBGM.
- (6) Asbestos in the schools.
- (7) Placing of Identifying Stickers on the windows of children's rooms to facilitate firement during a fire.

If interested call (collect) Marilyn Ashby (514)697-9199.

# FOCUS on the LOCALS

## COURTLAND PARK

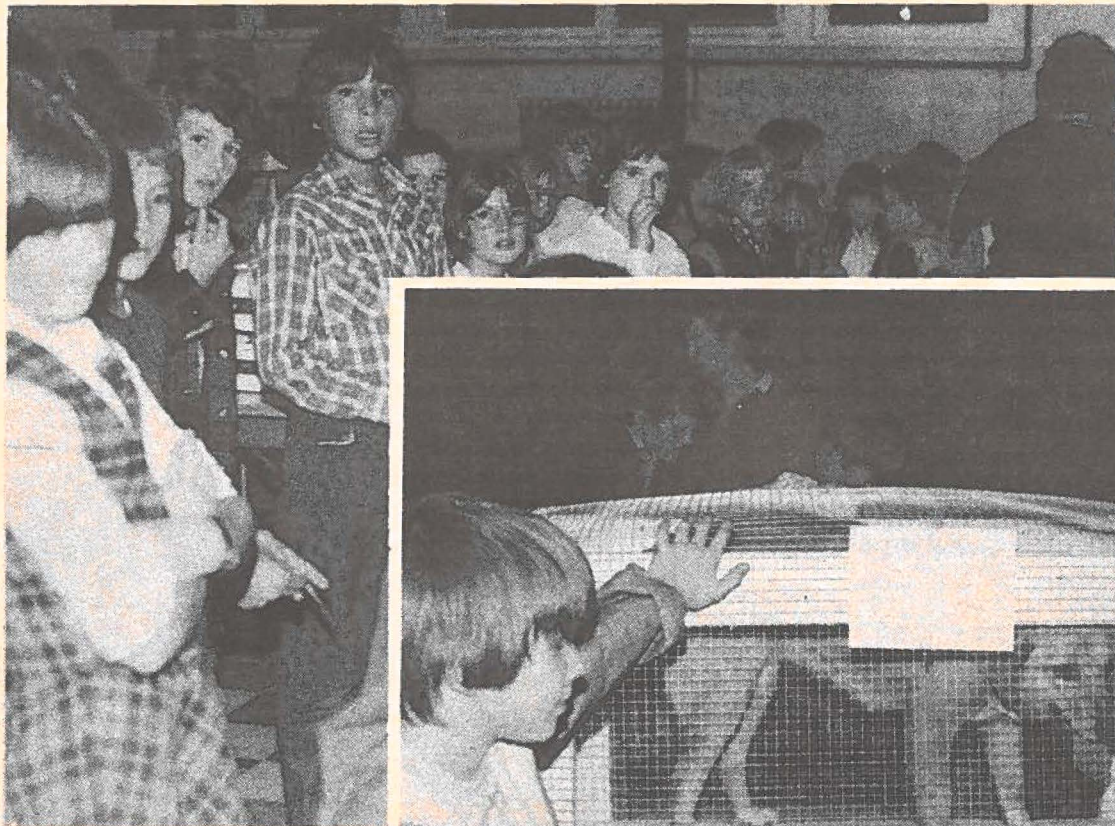
### Volunteers in action

Courtland Park Home & School Association has begun a new season under the chairmanship of Mrs. Ann Trzcienski. Teachers met one afternoon with their Class Mothers and the Executive to get to know one another.

On September 29th another successful "Meet the Teacher Night" was held. The children proudly brought in their parents to meet their teachers.

Volunteer parents have started getting together to plan lunchtime activities and work in the library.

Preparations have been going on for the annual fund-raising event—the Country Fair. This year there will be new artisans displaying their goods. It will be held at the school on October 25th from 10:00 a.m.—4:30 p.m. We hope to see you there. Come one, come all, to do your Christmas shopping early.



The Pet & Hobby Show in September started the Port Daniel H&S season with a quack, bark and a lot of different noises made by an awful lot of kids... that's quantity, not quality! Just a quick look at their faces tells you that it was a happy time. Normand Desjardins captured the event on film.

## MEADOWBROOK

### Help save a tree project

1980-81 at Meadowbrook will be another busy year. They are presently organizing their "Buddy System" for the fourth consecutive year. This is an extension of the Block Parent Plan and ensures that the whereabouts of all the students is known at all times—before, after and during school hours. Inquiries about the system have come from many schools in the Montreal area and even as far away as Calgary. Dedicated teachers and concerned parents have worked closely together to make this an outstanding success.

Plans for the students' Christmas Bazaar are underway. This has been very popular in the past with the young shoppers (and only incidentally a fund-raiser).

On the ecology theme the newspaper drives in the Lachine community—HELP SAVE A TREE—sponsored by Meadowbrook Home & School, seem to have sparked the interest in all age groups, and they are hoping to make them a regular event two or three times a year.

As well as these special projects, Meadowbrook volunteers

spend many hours as Remedial Reading volunteers, Library Assistants, Class Mothers and working on various ongoing projects—Ski and Skate Sale, Clothing Drives, Ballet, book repair, gym clothes distribution etc. A busy place! But a wonderful place to volunteer say the almost 100 mothers who do.

## CHELSEA

### FunFair raises \$2300

Chelsea School held its annual Family Fun Fair May 31st. Under the guidance of the Home & School Association 121 parents manned the Bake Table, Plant Garden, Candy Store, Craft Table, Bar-B-Q, Beer Garden, Book Boutique and White Elephant; as well as many children's games. Favourites of the children were the puppet shows, complete

with music and sound effects, given by some Grade 6 girls, and the pony rides. The afternoon ended with an auction and the raffle draw. The success of the fair was due in large part to the posters made by the Grade 5 students, and the donations received from families and businessmen in the community. Through the efforts of the 181 students and their families the fair showed a profit this year of \$2300.00.

The fair has been held annually for 15 years, and has increased in scope and popularity each year, and with it the profits. For a small rural school of only 180 students this represents a tremendous effort and a very impressive amount raised.

## EDINBURGH

### Double up on art classes

On September 30th Edinburgh School invited the pupils, their parents (and grandparents too) to meet the teachers and the new principal, Mrs. Tobman. The large number of visitors wished her much luck and success at Edinburgh. In addition to a very able staff, Mrs. Tobman will be assisted by a very active Home & School Association and School Committee.

The year's extra-curricular activities have already started. These include drama, piano, ukelele and recorder lessons, as well as sports. There will be an art class and registration for a crafts program for students was so enthusiastic that an additional class has been arranged by the two creative and talented parent volunteers, Mrs. Farrell and Mrs. Simondi. As well, as chess club is being organized and an introductory gymnastics class will be offered to the children once a qualified instructor has been engaged. Edinburgh is off to a flying start!

## NEW CARLISLE

### Drive to help UNICEF

The Home & School Association held its first meeting of the 1980-81 season on September 17th, President Patsy MacDonald in the chair and with 69 people present to "Meet the Teacher", and to view slides by Miss E. Cludera of last year's Fashion Show.

The Association is holding their annual Arts and Crafts Sale on November 1st. Anyone is welcome to put their crafts on sale, with 10% of the proceeds going to Home and School. A Casserole Supper, also sponsored by Home & School will be available the same night from 5:00 to 7:00 p.m.


Again this year the Association will ask for support for the UNICEF Drive. Gordon MacWhirter is in charge of this project.

## LASALLE HIGH

### Flea Market

A Fashion Show will be sponsored by the Home & School Association in conjunction with the Grad Committee to raise funds. It will be held Wednesday, November 5th.

The Annual Flea Market and Christmas Bazaar will take place Saturday, November 8th. Space is rented to artisans to exhibit and sell their arts, crafts, collections etc. A Tea Room for refreshments is also run during the day by the Home & School. Proceeds are used for extra curricular activities and bursaries for the students.




## Help OWL fly!

Owl magazine needs help from all its friends to make its future secure.

If you can help by sending a donation, or by giving your time to raise donations and sell subscriptions, please write:

Annabel Slight  
Executive Editor  
Young Naturalist Foundation  
59 Front St. E.  
Toronto, Ont. M5E 1B3

P.S. Donations over \$125 will receive a tax deductible receipt, and a free leather-bound set of reproductions by J.J. Audubon, valued at \$140



If you don't know it, OWL is a Canadian quality children's magazine. It carries no advertising. And it's good. It has a small brother called CHICKADEE and, for les petits, HIBOU. Why not take out a subscription for your children or grandchildren as a Christmas

gift? And, talking of Christmas, there's a great little humorous book called DEAR TEACHER (Potlatch Publications, Hamilton, Ontario, \$3.95) that will keep you in stitches and give you lots of excuses why Johnny or Jane didn't make it to school.

# FOCUS on the LOCALS

MacDONALD

## The 'Great Humane Race'

The ever popular craft fair was held again this year on Saturday, November 1st. This Fair offers a wonderful opportunity for browsing and Christmas shopping at the tables of talented artists and craftsmen. Among the many handicrafts displayed were enameled copper, decoupage, pottery, handpainted chine, beadwork, batik, jewelry of every description, wooden toys, Xmas decorations, plus many more. Other popular features of the Fair were a home baking table and used books and records.

Celebrations were the order of the day as the school body collected \$8,000. in their Great

Human Race, held September 24th, for Terry Fox. Tremendous enthusiasm by all 740 participants and officials surpassed the original goal of \$5,000. as donations poured in from the Lakeshore community, Montreal, and places as far away as British Columbia and the United States. Special thanks to all who sponsored our runners. A large greeting card, made by the students, containing pictures of the race will be signed by students and staff at Macdonald High and sent to Terry with best wishes from all who participated in Macdonald's Great Human Race.



SEIGNIORY

Seigniory School ended the 1979-80 year with the presentation of "Noah", a musical play, by the Senior Choir.

The Seigniory Home & School's first fund-raising event for 1980-81 was a fashion show "Shade of Fall". A number of teachers and mothers modelled the various outfits in a most professional manner. Wine and cheese was later served as the culmination of a very successful evening.

The Home & School is planning a Fund Fair for November, an event which in previous years has been most fruitful in raising funds for the school. The success of events such as these is undoubtedly responsible for the great spirit of co-operation between the school staff and the parents. Starting off with such a great beginning the coming school year looks very promising.

## Senior choir 'does' Noah



EDGEWATER

## Stickers promote safety

Edgewater School observed Safety Week 1980 with particular dedication and interest this year, as it had been amalgamated with Vivian Graham School at the beginning of the current school year. Edgewater School serves the Island of Ile Perrot, as well as outlying areas, and therefore it is now a busing and walking school.

Safety Week was observed with campaigns aimed at the home and at the public at large. The school Safety Committees, prepared a memo to all parents, pointing out the basic but most important facts about bus Safety, hoping that through a home campaign the parents would take some time to remind their children of rules which must be obeyed through a bumper sticker campaign during National Safety Week. The Home & School provided the Stop/Arret stickers from Quebec Federation and these along with a short memorandum in French and English, were handed to all motorists who drove by the busiest school entrance during morning rush hour, lunchtime and after school. They were assisted by the local police who provide one man on duty near the school during rush hours. (At the present time, Edgewater School is undergoing extensive renovation and expansion.) The campaign was well received by all and the parents are very pleased that the police are sporting the bumper stickers on the police cruisers.

LAKESIDE HEIGHTS

## 'Buddy' system in second year

All parents today worry about the safety of their children. Every morning the question "Did my child arrive at school safely?" enters their mind. At Lakeside Heights Elementary School in Pointe Claire a "Buddy System" was introduced last year and proved very successful. At the beginning of September the classroom teacher assigns a "buddy" to each child. The name and telephone number of the student's "buddy" is sent home to the parent. If the child is going to be absent from school his parent simply calls the "buddy", explaining the circumstances. When attendance is taken at school the teacher asks the "buddy" about why the student is absent. If the "buddy" has no information then the office is informed, who in turn gives the name to the volunteer mother of the day and the parent is contacted by telephone to ascertain the whereabouts of the student. This system gives both the parents and the school assurances of the safety of each child.

MORISON

## H&S funds buy cystoscope for MCH

Despite being under notice of closure last year, the Home & School Association at Morison School decided that 1979-80 would be one to remember. Several projects were initiated, beginning with a chocolate bar drive in the fall, proceeds of which went towards an extra lunch time monitor. This was followed by a number of hot dog and ice cream sales at lunchtime and candy and bake sales at recess. The Home & School also sold gym uniforms and cook books and held several raffles. Over \$1,000.00 remained after paying the monitor.

A Badge Contest, designed to commemorate Morison School, was sponsored, open to all students. First prize went to Grade Six student Ricky Sparrow. The winning design was made up and one presented to each student as a memento of his or her days at Morison. At the Field Day the Home & School provided a free hot dog and ice cream lunch to all students.

After giving farewell gifts to the principal and school secretary over \$700.00 remained in the Home & School funds. It was agreed to donate this to the Montreal Children's Hospital Urology Department. The donation was used to purchase a cystoscope, and a representative from each grade were present at the presentation of the cheque to Dr. Mackie and his staff.

Thus a potentially sad closing

year was instead a most productive and rewarding one, and the students look forward to future

endeavours in their new schools—Cedarcrest, Parkdale and Glencoe.



Representatives of every grade at Morison School seen presenting cheque to Montreal Children's Hospital Urology Department. Left to right, front: Larilynn Beck, grade 3; Heidi Schaaf, grade 4; Christine Gero, grade 6; Gregory Beck, kindergarten; David Gordon, grade 5. Back: Dr. Mackie and staff of the Urology Department.

BRIARWOOD

## Musicians to give recitals

Under the auspices of the Briarwood Home and School Association, the Briarwood Cultural Program is entering its third year. While arts programs have had to be cut back due to lack of space in the school building, the music programs are flourishing.

Pupils participating in these programs must be members of the H&S and thus form a good base from which to start our membership campaign. Financing for these programs is on a self supporting basis: no financial help is required from the H&S, and the programs are not expected to make money for the Association. Under Janice Thomerson's leadership the philosophy has always been to provide the best of art and

musical instruction for as wide a section of children as possible.

Janice is the co-ordinator of the musical program which consists of instruction in band instruments, guitar, and string instruments. Members in this program come from several West Island schools and classes are held away from Briarwood when the number of pupils warrants it.

The instructors feel that after the Christmas recess the band and string sections will profit from giving short recitals. Any Home and School Association wishing to see, or rather hear, what can be done with a program such as this on the elementary level is invited to get in touch with Janice Thomerson at 697-6082.

## A dynamic part of Home &amp; School

## WHY RESOLUTIONS? WHAT ARE THEY

By Joan Mansfield

Many people, particularly members of voluntary organizations, have difficulty with, or feel impatient at, the decision-making process of a formal constituted assembly.

The work of an organization moves along through a process by which reports from working committees are ratified, recommendations from such committees are formally approved, and resolutions are drafted by members as an expression of opinion or desired action are adopted as instructions to the leadership and membership alike.

The 'resolution' process seems to be the poor relation of this process. Perhaps understanding its composition, its origin and re-evaluating its importance to an organization will remove some of the blocks which seem to exist to its use.

## IMPORTANCE OF RESOLUTIONS

An organization is only as dynamic as the decisions it makes. Important, significant decisions are expressed in the Canadian parliamentary system as bills which become laws. Outside of parliament itself, other organizations make

use of similar processes using different terms.

The shareholders of a business enterprise, for instance, set the direction of its activity through resolutions. So do political parties, school boards and municipal governments.

The thing that all these formal groups have in common is a constitution, with accompanying by-laws and standing rules of procedure, which expresses the purpose of the group and agrees the way in which the group will work.

Once an organization has been formed and agreed in this way its purposes and organization, there has to be a process through which the members agree WHAT to do, WHO to influence or persuade, and in the cause of WHAT CHANGE or to prevent what change.

Through meetings, committees and assemblies, the members of the group exchange ideas. And as some kind of consensus appears, they can establish it as the position of the group by expressing it as a RESOLUTION, a statement of opinion or course of action, which is understood by all concerned and agreed upon through the parliamentary procedure of the vote.

It seems obvious, but also may be worth enunciating, that decisions as to opinion and course of action must come within the aims set out in the group's constitution, its founding premise. For instance, a group set up to protect animals from vivisection cannot of its own free will legally resolve a position on monetary policy or the highway code.

Nor can the policies of courses of action of the group be against the laws under which it is chartered. The group must recognize the legality of the rules set by the legal authority which has recognized it. A resolution, for instance which runs:

"Be it resolved that all members of Home & School in Quebec will drive on the left-hand side of the road"

-such a resolution is automatically null and void. The most an organization can do is pledge itself to work to change the rules set by a higher authority.

## DEFINITION AND STRUCTURE

A resolution, according to the Oxford English Diction is "a formal decision, determination, or expression of opinion, on the part of a deliberative body or

other meeting; a proposal of this nature submitted to an assembly or meeting".

In many organizations, as in Quebec Federation of Home & School Associations, a resolution is preceded by a 'preamble' which sets the context of the resolution and explains the reasons for it.

In the preamble are subordinate clauses introduced by "WHEREAS..." These clauses should never contain a period, but each paragraph should close with a comma or semicolon, followed by "and", except the last paragraph which should close with the word "THEREFORE", or "THEREFORE, BE IT..."

The resolution itself (the opinion or course of action) should avoid periods where practicable. Usually, where periods are necessary it is better to separate it into a series of resolutions, either numbered or as several paragraphs each preceded by the word "THAT" or "AND BE IT FURTHER RESOLVED THAT".

If a resolution and its preamble are thought of according to the following scheme, many of the difficulties in preparing a resolution may disappear and it will be fairly clear, even at the first attempt of writing.

**Preamble — Why?**  
 "Whereas... (reason 1)... and  
 "Whereas... (reason 2)... and  
 "Whereas... (reason 3) □ □ □  
 "Therefore be it resolved  
**Resolution**  
 "THAT... —Who?  
 What?  
 Where?  
 When?

The reasons may of course only take up one paragraph, not three as this scheme might sug-

B&amp;B now B&amp;M

## Listen and learn

A series of audio tape cassettes dealing with such topics as "French Immersion: A Restrospective View;"

"Beyond Bilingualism: Some Social-Psychological Consequences of Second-Language Training;"

"Second Language Teacher Programs: Why, Where, When, For Whom?" has been produced by Simon Fraser University, B.C.

They were developed from the public lecture series at Simon Fraser's 1979 Summer Institute for Teacher Education (SITE) sponsored by the Faculty of Education.

The lectures examined the

gest. The Resolution itself may not required inclusion of 'where' or even 'when', though setting a time usually gives impetus to the action desired in the resolution.

## TYPES OF RESOLUTION

There seem to be two types of resolution. One is the policy statement or statement of opinion, which guides the leadership in setting priorities for its resources. The other type is the statement of a course of action to be taken by somebody in the group and the result expected from that course of action.

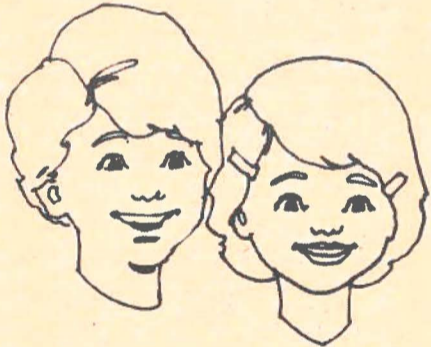
Whatever the type of resolution, it is essential that the proposers have researched the facts on which the statement of policy or action is based, and have available such information as background to the resolution, to help the assembly debating and voting on it to be fully informed. Specially important is the need to have researched to whom the resolution should be directed; for instance, if the subject matter comes under a branch of government, which ministry, department, organization is the correct target for the resolution.

## FURTHER INFORMATION

Contained in the QFHSA Constitution, By-laws and Standing Rule book, are fairly comprehensive instructions as to the drafting and submission of resolutions for deliberation by its General Meeting. Robert's Rules of Order can also be helpful in understanding the resolution procedure as well as the parliamentary procedure involved in assemblies. Robert's Rules of Order is the handbook adopted by QFHSA as its official reference for parliamentary procedure.

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## Language game offered free

A new bilingual game package, entitled "EXPLORATIONS", has been offered by the Commissioner of Official Languages in Ottawa. It is designed for 13- to 17-year olds and includes a game, map and language file.

In the game, players vicariously travel the world, scoring points by acquiring languages and becoming honorary citizens of the various cities on the board. It is hoped that players will painlessly acquire the idea that a knowledge of both languages could be a valuable asset in the world today, and that many countries use more than one language.

Linguists, geographers, cartographers and games

strategists spent more than 18 months and one million dollars to develop the kit, which follows the very popular "Oh! Canada" kit produced in 1975 for the use of younger children. This previous kit, which was available at Federation's Annual Meetings and Leadership Conferences, was distributed to over two million young Canadians and it is hoped that as many teenagers will take advantage of this new "Explorations" game kit.

The entire kit is available free by writing the Commissioner of Official Languages, Information Branch, 66 Slater Street, Ottawa, Ontario K1P 5H1.