

QUEBEC HOME & SCHOOL

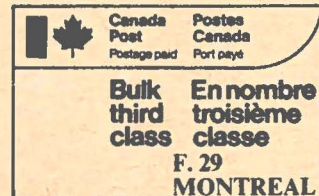
NEWS

"The Voice of the Parent in Education"

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One way of gauging the extent and degree with which your delegates dealt with the "gut" issues at our recent annual meeting is to examine the Resolutions adopted. Page 6



FIRST-TIMER GIVES A.G.M. AN 'A'

A first-timer delegate to our last Annual General Meeting describes her experiences in various terms--surprised, reassuring, skeptical--not necessarily in that order! Page 4

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FOCUSON THE LOCALS

We began with one page, and its now grown to two... going on in the local associations, that is. To see at a glance what's doing at the grass root level, turn to page. Page 8

FIRST SEMI-ANNUAL CONFERENCE OF PRESIDENTS TO TAKE PLACE ON SATURDAY, NOVEMBER 11th

MID-YEAR MEET TO FACE VITAL ISSUES

For the first time in the history of the Quebec Federation of Home and School Associations, a conference at mid-year of all local association presidents will take place on Saturday, November 11th, 1972 commencing at 9:30 a.m., in a move designed to strengthen and unify the Home and School organization throughout the Province. While in the past Presidents normally met once a year at the Annual General Meeting in May, it was decided by Federation Executive at its monthly meeting on October 2nd that a semi-annual conference of Presidents at mid-year would enable the Federation to come to grips with vital issues currently facing us, rather than wait until the annual conference.

The semi-annual conference, to be attended by all members of the Federation Executive, Board of Directors and QFHSA Committee chairmen, will be held at WESTMOUNT HIGH SCHOOL, 4350 St. Catherine St. West, Westmount, commencing at 9:30 a.m. and will conclude at 3:30 P.M. Vice-Presidents Mabelle Durkin and Betty O'Connell are in charge of Programme and Arrangements, respectively.

Registration of all participants will take place at 9:30 a.m. during an informal coffee period and "get-to-know-one another" session. A Plenary session will commence at 10:00 a.m. to be chaired by William I. Miller, Vice-President, following a welcome from Mrs. Arrey, President. The major issues facing us will be outlined during the plenary session following which all participants will form themselves into groups sessions, each groups discussions to be noted by a recorder and reported back to the concluding plenary session in the afternoon.

Among the questions to be considered and dealt with at this conference are included:⁽¹⁾ The creation of school committees; their experiences to date, and where

do WE go from here;⁽²⁾ Two-way communications--internal and external; the role of the area representative and their liaison with the local associations; the role of THE NEWS and its liaison both within and outside of Federation. (3) Membership -- renewals; fee structure; and the non-members, both in the affiliated and non-affiliated schools.

Many of these issues must be faced squarely now, without waiting until years end for our annual conference, and in order to reach a consensus, there must be feedback from the local associations. Hence, the decision to hold this "mini" conference, which, it is hoped, will become an annual event at mid-year.

Formal invitations have been sent to Presidents of all local associations throughout the Province. In order to ensure the presence of all out-of-town Presidents, a budgetary provision has been allowed to defray the cost of travel from distant points outside Montreal. It is recommended that Presidents of locals within given areas join in forming car pools or make such other travel arrangements that are possible to make certain that they attend this semi-annual conference of Presidents. Travel arrangement assistance can be arranged for by calling Federation office at 933-8244 or writing, if sufficient notice is given. Arrangements are also being provided for overnite accommodations with sufficient notice.

The sessions will adjourn for lunch at 12:00 noon and a box lunch of Bar-B-Q chicken will be served.

Make certain that the views and opinions of your local home and school association are made known at the semi-annual conference on November 11th by making sure that YOUR President attends. Two-way communication is the lifeline of Quebec Federation of Home & School -- YOUR participation is vital!

QFHSA & PAPT PLAN FOR CLOSER LIAISON

An informal and cordial meeting took place on October 16th at Quebec Federation office between representatives of Quebec Federation of Home & School Association executive and the Provincial Association of Protestant Teachers of Quebec with a view to clarifying the decision of QFHSA to support the school boards position on the issue of teachers workload and security of employment as reported in the last issue of THE NEWS.

Mr. Jack Johnson, President and Norman Bernstein, Professional Welfare Co-ordinator represented PAPT while Mrs. Denise Arrey, President and William I. Miller, Vice-President, spoke for Quebec Federation of Home and Schools.

As a result of the meeting, PAPT was invited to submit an article or other material for publication in this issue of THE NEWS in which PAPT

could reply or refute the stand of Quebec Federation on those two issues. Although PAPT representatives undertook to do so, in light of the government decree being handed down as of press time and the conditions of "the decree" not being known, it was decided to withhold PAPT's written reply until the next issue.

The meeting concluded on a happy note, both sides agreeing that there was great need for closer communication between parents and teachers, both within and outside of our respective organizations, and that a mutual exchange of publications and other materials would begin to take place, between the two groups, with a view to bringing about closer liaison between parents and teachers.

Editorial:

More on school committees

It was perhaps to be expected that the advent of school committees would bring about a certain amount of confusion and uncertainty both within and outside of Quebec Federation of Home & School Associations. After all, when Bill 27 was adopted conferring "legal status" upon the role of the parent in affairs of education generally and the school, in particular, at a time when Home & School has already been on the education scene in Quebec for over a quarter of a century, fulfilling the role that appears to be assigned to school committees, and more, some doubts were bound to arise.

But the experience in many schools today, following the "election" of school committees throughout the Province, suggests that confusion had led to utter confusion and the time has come to face the facts squarely and speak certain truths in order to clarify the situation and avoid chaos.

Although at press time the results of all school committee elections have not been tallied, sufficient samplings are in from those schools where there already exists a Home and School association, to indicate that the vast majority of school committees, by and large, were elected from the ranks of Home & School executives. This was to be expected, of course, since it would be naive for anyone to believe that even with this new legislation, parents who have hitherto exhibited an amazing degree of apathy in matters of education and the school for generations, would suddenly begin to crawl out of the woodwork en masse to get involved in matters of education and their school, when members of Home & School have been paying for this privilege of playing a role and exercising some influence in this area for many generations.

On the other hand, where school committee elections have drawn to the school scene for the first time parents who have shied away or kept their distance from school affairs, this represents a plus factor and a welcome one. Similarly, in the case where there has not previously existed a Home & School association or other form of parent consultative committee, in a given school, the creation of the school committee will surely bring about a greater degree of parental involvement, even commitment, in the educational process of their children than previously existed. In fact, by doing so, we have reason to hope that parents who have hitherto kept their distance from Quebec Federation of Home & School associations will readily become exposed to its benefits and thereby add strength to it.

However, when parents or non-parents, that is to say, others in the educational structure begin to confuse the role assigned to school and/or parent committees with that of Quebec Federation of Home & School in terms as to imply that as a result of this new legislation, QFHSA and its constituent local associations throughout the Province are practically "kaput", then it's time to talk turkey!

To begin with, neither in its original concept nor in its subsequent development, was the idea of the school or parent committee ever intended to replace or become a substitute for Home & School. Every pronouncement from every quarter from the Ministry of Education down, has made that abundantly clear. In fact, the contrary is true, namely, that it was the intention of the Legislature to emulate Home & School associations that was in great part responsible for the creation of the school committee concept. This is clearly revealed in the Department of Education's special publication for parents issued this summer where it states that the legislative body wished to extend the benefits of the system of Home & School associations and other forms of parental participation in the educational process, in schools where they previously existed, to every school throughout the Province.

It must therefore be concluded that those who speak in terms of lessening the role or influence of Quebec Federation of Home & School or predicting its eventual demise because of the creation of school and parent committees are ill-informed or confused primarily because they fail to understand or appreciate the essential role played by Home & School, on the one hand, and that of the school & Parent committees, on the other. As a consequence, they are unable to distinguish clearly between the two.

While it may be true that the role assigned by Bill 27 to school committees overlaps in some respects with that performed by Home & School associations, surely these areas of duplication can be eliminated as we go along. In this respect, it is unfortunate that Bill 27 did not provide that, in cases where Home & School associations already exist, they shall in effect perform duties of or constitute the school committee. That would certainly have avoided much of the confusion. In any event, amendments are always possible and perhaps this is what is needed now, in order to avoid this duplication and superfluosity.

What is surely of vital importance, however, and the fundamental issue, is that Quebec Federation of Home & School Associations has always been and remains the only free and unfettered and independent voice of the parent in matters of education throughout the Province and on a provincial level. If anything be done which has the effect of diminishing, curtailing or extinguishing this province-wide expression of parental opinion, particularly during periods of turbulent evolution in the field of education such as we are currently experiencing, simply because we have permitted ourselves to become "structured" as a school or parent committee, parents will have no one to blame but themselves. For, they will have allowed themselves to be placed in a straight jacket and carried away from the scene of any real influence in the field of education (school by school, of course!) while the strains of "Qué Sera, Sera," will be heard wailing in the distance.

Our New Look

In case it may have gone unnoticed THE NEWS, this year, has a new image. As it has to so many things these days, change was bound to come to THE NEWS and we hope that it has made for a more attractive and perhaps, more readable, publication.

The somewhat larger format and use of colour may help achieve this end, but in the final analysis, changes in appearance and format, while important in themselves were of secondary importance.

Our principal goal is to bring about a change in the substance and content of our official publication. We want THE NEWS to reflect all that is taking place in the field of education, both on a provincial and local level. We believe that each issue should mirror developments in the educational field on as varied and diverse a front as happens to be the case, principally as it affects parents.

Finally, we feel that THE NEWS should provide a forum for expression of local opinions and sentiments and in this respect we solicit your articles, comments and ideas — by the 15th of each month.

We hope you like the change.

NOTICE

"PARLIAMENTARY PROCEDURE — HOW TO CONDUCT A MEETING"

A pictorial brochure based on Roberts Rules of Order is now available from Federation Office at 45 cents a copy.



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Editorial Board:

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EDUCATION — the process of learning... and the individual child

by JOAN DOUGHERTY



(Editor's note: Each month the News will feature an article of interest to people concerned with education and related fields. In this issue, the second of the series Mrs. Donald (Joan) Dougherty, Executive Director of The Quebec Association for Children with Learning Disabilities, a Commissioner of the Mount Royal School Board, a member of the Protestant Committee of the Superior Council of Education, and a former Area representative for the Town of Mount Royal of Quebec Federation of Home and School.)

In recent years researchers, studying children who have difficulty learning, have been amassing a vast body of knowledge about the way in which all children learn and develop. We have been learning a great deal about learning. From these studies we have discovered four very important things:-

First, that the very early years of a child's life are the most critical ones in his development. What happens in these years largely determines what sort of person he becomes and it is at this stage that he is most responsive to remedial intervention.

The second truth is that one ought not put labels or limits on human potential because people can shatter all expectations when given the right kind of help. We all know that behaviour can be shaped by the labels we give it — so that labels can all too often be self-fulfilling prophecies.

The third discovery (a re-discovery of a very old truth) is that every person for reasons of genetics, physiology and circumstances has unique learning pattern — has a unique learning style. We are all different — some a little more so than others.

The fourth discovery has to do with the role of parents in education. Studies have shown over and over again that the most important factor in the success (or failure) of any child in school was the amount of involvement and concern demonstrated by the parents of that child. Where the child has a learning problem — the parents involvement becomes even more important.

What are the implications of these findings.

I believe there is a clear message here for parents.

- Inform yourselves about early childhood development.
- Play is serious business, so is day care, and nursery school and what goes on in recreation centres and playgrounds.
- Do not leave education entirely to the schools — you must get involved for you are responsible for seeing that he has all kinds of opportunities for discovery and growth, so that he can become not like you, or what you might think you want him to become, but so that he can become whatever he has in him to become. The person that only he can dream about.
- It may that in the long run that piece of paper you so desperately want him to get is far less important than helping him to develop social skills, so that he can communicate with other humans.

If that is the message for parents, the message is just as revolutionary for traditional school systems and traditional teacher training institutions, the kinds of systems we have been living with now for 75 or 100 years. These systems were designed to control masses and create order rather than deliver education. For it is obvious that real education must begin with the individual child and be aimed at developing what he has uniquely in him to its fullest potential. If each person is going to be given his fair chance to participate in our society, schools must adapt to the needs of individuals and not vice versa.

— A 20% drop out in our high schools is indefensible in view of what we know is possible in education. Why do we toss out first the very ones who are most in need of our help? Perhaps the answer lies in the words of David Selden, President of the American Federation of Teachers.

"In economics, the marginal product is that which is barely worth producing. The marginal child is that who in the judgment of our society is just barely worth the cost of educating. Those who fall below

that line — the submarginal ones — are rejected or discarded in exactly the same way submarginal products are thrust out of the market place — except that humans, unlike submarginal automobiles, soap or breakfast foods, do not just disappear, they become a part of our unemployment, welfare, and crime."

"We have been educating the easier-to-educate and rejecting the others. The easier-to-educate are those who can adapt to large-group routinized instruction. Children with special learning problems require extra service — small-group or remedial instruction, psychological help, medical service, or just tender, loving care. Such services are squeezed out by the economic crunch within which our schools must operate."

— How can we serve the vast range of human abilities and interests unless we have a huge expansion of curriculum? How can individual potential be packaged into a narrow subject oriented curriculum?

— We need an infusion of community resources into our schools — we must open the doors and let the community in and the school out into the community. We are only beginning to discover what exciting contributions parents can make both in our schools and by helping to bring our classrooms into the community.

And what about vocational education? Doesn't everybody need vocational education? Isn't everybody preparing for real life?

— Everybody needs a work study program beginning early in high school — doctors, lawyers, plumbers, teachers, cooks — they all need to prepare for the real world of work. I believe there is a stigma on vocational education because we have allowed our schools to give it such a narrow interpretation.

— Education must take many forms in many settings. Education must involve children — teaching children, freely sharing ideas and talk and it must involve independent study as well. We know that there is a vast need for tutors of older children and that volunteers can be trained successfully to do the job. We know that the one to one relationship works magic in these tutoring situations, for not only does the child learn, but his self confidence is restored. We know that these are the most effective ways by which children are turned on, and I dare you to find one teacher, principal or administrator who doesn't know all these things

— and yet, we go right on testing and labeling and packaging children in administratively convenient units — and we go right on training teachers to deliver subjects rather than to understand kids, and coordinate community resources. We go on training special education teachers for special classes rather than helping all teachers to deal with all kinds of kids so that the special kids can remain in regular classes.

In recent years, teachers and administrators are all committed to individualization, and all kinds of gimmicks and devices and tinkering have been tried. But each of the devices is only a patch, and together they only hide a little of the basic defects in the system itself — they do not supplant them. In spite of the innovations, mass instruction remains for most children in most schools most of the time.

For the system was designed for exactly the opposite of individualization — it was designed to teach bunches of children in orderly grades. Furthermore, the system is all the more entrenched because it is a social system where teachers, administrators and the pupils are compelled to behave toward each other and toward everything that happens within the institution in accordance with the rules and roles inherent to the form and goals of the system — the efficient management of masses of children.

The system must change and be replaced by a new way of life for all the participants if we are going to treat children as individual human beings.

This is the message — the hope and the challenge we present to the community.

QUEBEC STUDENT INTRA-EXCHANGE PROGRAM FILM AVAILABLE FOR DISTRIBUTION

A documentary film has been made of the Quebec Student Intra-Exchange Program's pilot project which occurred in the month of July. The film shows the children participating in the exchange, the things they did together, the communications with each other and the parents involvement in the success of the project.

The half-hour documentary will be available to all Home & School and other parent associations with English or French narrative after November 10th and can be obtained by writing or phoning the Quebec Student Intra-Exchange Program Office, 1117 St. Catherine St. West, Montreal 101, telephone 845-9163.

The film provides a lesson in bilingualism, providing conversations in French and English between the children and with the parents. With its background of the province itself, it provides a picture of Quebec cities and countryside that offers an insight into the variety that is Quebec.

The directors of the exchange hope that not only parents but the schools too will use this film so that the children will obtain an insight into their province. Reservations should be made one month in advance of showing. The only cost will be mailing and handling of the film, although the Q.S.I.E.P. suggests a collection pot at the door-proceeds to be divided between the local association and the Q.S.I.E.P., which relies on public support for the implementation and expansion of its exchange program.

ANOTHER HOME & SCHOOL FIRST

HOW 2 H & S PROGRAMS SPEARHEADED EXTRA FRENCH CLASSES IN THEIR SCHOOLS

by Mrs. Winifred Potter,
Area Rep. T.M.R.

As parents' desire for bilingualism for their children increases, they usually become aware of how inadequate are their school's facilities for truly giving children this extra dimension of bilingualism. Classes which are too large for language instruction, funds which are insufficient to hire the necessary number of French specialists, these are serious problems; so, too, is the Department of Education's denial of any part of the Federal Government's grant to promote bilingualism (29 million dollars last year to Quebec) for the teaching of French to children in English schools — which surely is to promote bilingualism!

In a situation such as this, what can parents do? They can do what Home and Schoolers are accustomed to do; they can band together and help their school. Many of the Home and School Associations have faced this problem of insufficient instruction in French and come up with various ways to assist children to learn French in their school. Two such Associations are Algonquin and Carlyle Home and School Associations in the Town of Mount Royal.

As long ago as ten years, some French-speaking mothers at Algonquin under the chairmanship of Mrs. Annette Elias began a series of extra French classes for interested children. Over the years many children have benefitted from this programme and it has become a valuable addition to the regular teaching day. Classes are given twice weekly from 8:10 a.m. to 8:40 a.m. before the regular school day begins. Conversational French is stressed; there is no written homework, and the children very quickly lose their shyness in speaking another language.

During the regular school year forty lessons are given at a very nominal cost, and any money left over after expenses goes to scholarships for some Algonquin children who would not otherwise attend these classes. There are four instructors in the programme, all Algonquin mothers: the co-chairmen, Mrs. Denise Roizin and Mrs. Clairette Krieger, and Mrs. Edith Hazan and Mrs. Aline Silverman. Mrs. Roizin has been with the Algonquin French Project since its inception,

Mrs. Krieger for the past four years. Over the years an interesting pattern in registration has developed. At the beginning, children in the younger grades tended to be more numerous in the French project, but, now, probably because of the incentive of attending Grade VII French immersion school, there is a large attendance in the fifth and sixth grades in the "early" French project. In no case, however, does an "early" French class have more than ten children, and usually less.

Good ideas bear repeating, and four years ago Carlyle Home and School began supplementary French classes, following the example, and with the help of Mrs. Denise Roizin, of Algonquin. Under the chairmanship of Mrs. Nora Mullen, a Carlyle mother, the Carlyle supplementary French classes now have six instructors, all qualified teachers: Mrs. Mullen, Mrs. Madeleine Beaudry, Mrs. Liette Belisle, Mrs. Marie Geoffrion, Mrs. Marguerite Mondato, and Miss Dolores Bisson.

Initially the Carlyle project began in imitation of Algonquin's French project, but this year the pattern to be followed will be different, will alternate two weeks periods, in one of which there will be half hour lessons before school starts every day of the school week, followed by the next period of two weeks in which the children will follow a programme on their own, aided by lists of book readings and TV and radio programmes suggested by their teachers. This new method is being tried since some language experts hold the theory that two classes per every week is insufficient exposure to ensure retention of the work learned. As the year proceeds, an evaluation will be made to decide which of the two methods is the more effective. As at Algonquin, the cost of the course is a nominal one, and the classes continue till the end of March, for a total of 40 lessons.

At both schools these Home and School French projects or supplementary classes are a life saver to many children, but especially so to those children from outside the province who find themselves suddenly required to acquire a proficiency in a language they may not have previously studied. With these programmes Carlyle and Algonquin Home and School Associations are making a valuable contribution to the educational life of their schools.

FIRST-TIME DELEGATE'S IMPRESSIONS OF QFHSA CONFERENCE

(Mrs. Rapoport is a free lance writer, formerly with Canadian Press. Her articles appear frequently in *The Montreal Star*.)



Mrs. Janet Kask Rapoport

As a novice delegate to the Quebec Home and School Federation's annual meeting last May, I was pleasantly surprised to discover a political body that concerned itself with what I consider to be real educational issues.

I had walked into that bustling hive with some skepticism. Local Home and School associations are often a disappointment to idealistic parents who want to involve themselves in humanizing the system. Skate sales and fund raising projects are fine and useful — but what about de-institutionalizing the schools and liberating the imagination? That's a question that often came up in my mind in the past and one that I know turned a lot of parents off Home and School.

But at the annual meeting I sensed that behind all the parliamentary legalese and political in-fighting, which at times took on the ferocious dimension of the Democratic National Convention, there were enough dedicated parents to make a useful working vehicle for change.

Annual resolutions reflect the mentality of the responsible and concerned in any organization. This year's list covered a lot of important territory — like the need to resist centralization and government controlled curricula because the "present trend tends to inhibit and destroy the initiative of teachers and students in developing and using their own talents and skills in the area of teaching and learning." Others called for stringent controls on access to the government-created Cumulative School Record and Personal Record and Students' Statistical Data, for more funds and specialists for children with learning and language disabilities and for school board rather than government administration and processing of high school leaving examinations.

The resolution I found most heartening concerned education for peace. The objectives of any school program, it suggests, especially in the humanities and social studies, should be structured to "arouse a sense of responsibility and a sensitivity towards major problems and issues which face

mankind: pollution, hunger, war, overpopulation, discrimination."

It said to me that a fair number of concerned parents recognize that if education doesn't imply the development of a social conscience we might as well forget the whole exercise.

The question of school committees and the future of Home and School was predictably raised, and I left the meeting feeling that while the aims of the two bodies may be similar, they'll continue to serve separate needs.

Hierarchical organizations like Federation have their drawbacks. They breed elitism and power-gamesmanship. They're bureaucratic and inefficient. This was certainly the experience of my own Home and School association when it came to getting things done through the "proper" channels. Like so many other parents I heralded the advent of school committees as a great leap forward in the democratization of education. While they're still responsible to local school boards, their strength will be federation's weakness — their autonomy at the local school level, unencumbered by the bureaucratic trappings of a pyramid structure.

But change doesn't end with the individual school. That's "I'm all right Jackism." We still live in a system of government by pressure, and Federation is still the only direct line of pressure that parents have. It has the added advantage of financial backing — so it can provide other forums for educating parents about education. School committees may evolve into a viable unified force, but it was reassuring for me to find at the annual meeting that we already have one. And that lots of dedicated parents are putting in lots of volunteer hours to make it so.

Membership Committee Slogan:

**"A PAID UP MEMBER
BY November"**

An information meeting for membership chairmen was held at Westmount High School, Wednesday September 20, at which thirty people were present. Ideas were exchanged and Mrs. Mabelle Durkin explained the role which Home & School has in conjunction with the School Committee.

We have adopted the slogan BE A PAID UP MEMBER BY NOVEMBER, perhaps this could be your slogan too.

Membership Committee:
Mrs. D. White, chairman
Mrs. D.E. Holroyd
Mrs. F. Richardson

Constitution & by-law changes solicited by QFHSA committee

LOCAL ASSOCIATIONS are reminded that their reply to the following letter, sent to them in June, is urgently needed.

"Following the recent Annual Meeting, the Executive and Board of Directors asked the undersigned to form a Committee to study and make recommendations on how our Constitution, By-Laws and Standing Rules should be revised to enable Federation to run its administration as efficiently and smoothly as possible, and also to take into consideration changes in the

educational set-up in this Province."

"In order to carry out this revision in a way that it represents opinions expressed by the maximum number of our members, you are requested to consider carefully what changes in the Constitution, By-Laws and Standing Rules would be desirable and send your suggestions to Federation Office, in writing, at the earliest possible date."

WILLIAM ASHERMAN
Chairman.

1971 Survey on Smoking Habits of Canada's School Children-

by Mrs. C.J. Rorke — Chairman,
Smoking, and Health Committee

Canadian Home & School &
Parent-Teacher Federation.

It is important that all efforts to dissuade the young from adopting the cigarette smoking habit should be directed at those ages and subgroups among children which show the greatest susceptibility. It is in an attempt to pinpoint where the greatest areas of recruitment, in terms of age, sex, location and external influences lie that the survey was conducted.

Editor's Notes.

Did you know that cigarette smoking is believed to represent the largest preventable public health problem in developed countries such as Canada, U.S.A., and England? Despite this fact, the precise consequences of cigarette smoking are not entirely understood.

To learn more about cigarette smoking, the Federal Department of National Health and Welfare and the provincial heads of the Parent Teacher and Home and School Associations decided to conduct a survey of the smoking habits of Canadian school children. Dr. W.F. Forbes, Associate Chairman

of the Statistics Department in the Mathematics Faculty, agreed to handle the processing of the survey. The study is being carried out by Mr. J.A. Hanley, with the assistance of Dr. W.H. Cherry and Dr. J.C. Robinson of University of Waterloo, Waterloo, Ontario.

The survey is attempting to determine the extent of cigarette smoking among Canadian school children, and to discover how cigarette smoking is distributed among the age groups of children. In addition, it is of importance to determine what influence the anti-smoking campaigns have had on children and what effect a family's smoking habits have on a child.

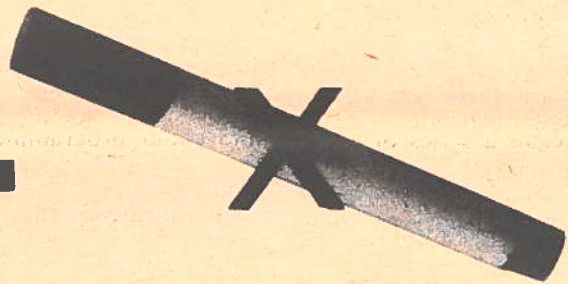
the biggest recruiting ages while there appears to be a lag of a year or two among the girls. (Later reports will elaborate on this point).

As expected, the pattern of regular smoking increases rapidly in the successive age groups, and it is remarkable that in the latter age groups the girls exhibit almost as many regular smokers as the boys: —

CONSUMPTION

Of interest too is the amount measured in cigarettes per week, consumed by smokers. It is not surprising to find that the amount smoked increases with age and that girls consume less than boys. The figures show the relative percentages smoking 1-9 per week,

OPERATION DON'T START



OBJECTIVES

The investigation took the form of a questionnaire survey of 90,000 Canadian schoolchildren aged eight or over and was administered by teachers in the classrooms in the period November 71 to May 72.

The main questions of interest were:

- 1) the extent of the cigarette smoking habit among Canadian schoolchildren of various ages, in terms of present consumption and the age at which the habit was begun and established.
- 2) relationship between smoking habits of these children and those of their parents and family.
- 3) an investigation of the beliefs of children concerning the health hazards of smoking and the effect, if any, of those attitudes on smoking behaviour.

IMPLEMENTATION:

The survey was conducted by the Canadian Home and School and Parent-Teacher Federation with the co-operation of its provincial Home and School/Parent-Teacher Federations and the Departments of Education throughout Canada, and with the help and support of the Department of National Health and Welfare, and the

University of Waterloo Statistics Department. Because of the voluntary nature of the survey, it is not certain if the schools participating represent a genuine cross-section of Canada's schoolchildren, but every effort was made to include schools from rural and urban settings as well as from the entire socio-economic spectrum. Each province was allocated a proportionate share of cards, with the Territories and the smaller provinces receiving slightly more than their due. The questionnaire was administered by the teachers in the classrooms, but the returns were completely anonymous — children were asked **not** to sign their names and assured of never being traced — in an effort to obtain greater truthfulness.

A SAMPLING OF THE EARLY RESULTS

Not all of the 75,000 returns received so far have yet been processed, and so the results refer only to the first 30,000 returns (They come from all but three provinces — the other provinces appear in later returns.)

The tabulations are based on a 1 in 10 sample of these 30,000.

It must be emphasized that the figures may differ considerably from the overall pattern for the 90,000, since it is expected that there will be geographic and sectional variations.

STRUCTURE OF RESPONDENTS: AGE AND SEX

51.8% of the respondents were boys. This percentage agrees with census figures which show that boys comprise 51% of the population in the age-group, we are interested in.

The ages ranged from 8 to 21, 2/3 of the respondents being 13 or younger. This over-representation of the younger age groups was deliberate in an attempt to obtain more precise estimates of smoking behaviour, which is less common among younger children.

EXTENT OF CIGARETTE SMOKING:

Three categories were used to describe the respondents smoking behaviour.

Category

1. **NONSMOKERS:** those answering NO to Q. 6 "Have you ever smoked?"
2. **EXPERIMENTERS:** those who answer YES to Q. 6 but either answer NO to Q. 8 or YES to Q. 8 (i.e. smoked in last four weeks) but smoke less than 1 per week.
3. **REGULAR SMOKERS:** those smoking 2 or more per week.

The proportion of those who never smoked is shrinking rapidly as the children get older, but the girls are slower to adopt the smoking habit. For boys, ages 13 and 14 seem to be

10-39 per week, 40+ per week. It is clear that most of the regular smokers in the 3rd group smoke considerably more than 1 pack per week.

PARENTAL HABITS — RELATION TO HABITS AND BELIEFS OF THEIR CHILDREN

The survey summarizes the habits and beliefs of the children, boys and girls separately, when considered in the light of their parents' habits. Those children who could not provide information on both parents are not included in these summaries.

The smallest percentage who answer YES to Q. 6 occurs among those families where neither parent smokes. It is worth noting that the child's response depends more on whether the mother smokes or not. Among both boys and girls the percentage answering YES to Q. 6 is higher when 'only mother smokes' than when 'only father smokes'.

CONCLUSION:

Though this is only a preliminary analysis of every tenth student in the first 3,000 returns, the internal consistency is well established. If a 1964 report from Winnipeg may be taken as a comparable baseline, some of the figures in the regular smoking categories especially in the older age group are remarkably high, e.g. 52.8% boys regular smokers 47% girls regular smokers.

Resolutions 1972 . . .

RESOLUTION 1 — Order in Council 2801 — Book Purchases (Macdonald and Algonquin Home & School Associations).

WHEREAS, as stated in its preamble, Order in Council 2801 was promulgated to promote the distribution of French language books in Quebec and to assist accredited book sellers in the Province; and

WHEREAS, the compulsory and mandatory requirements respecting the purchase of English language books, text books and documents from accredited book sellers so as to ensure eligibility for non-statutory grants constitutes a subtle but nonetheless potentially repressive form of censorship which is to be deplored; and

WHEREAS Quebec's new book policy, by abolishing the practice of school board tenders, by eliminating discounts obtained directly from the publishers and by making obligatory the use of Government accredited agents, will make book prices higher and/or reduce the number of books these institutions can buy; and

WHEREAS the said mandatory restrictions of Order in Council 2801 are economically, educationally and culturally unsound, since many major publishing institutions in the English language are not located in Quebec nor would it be feasible economically to so establish them, the market being insufficient to support a viable Quebec-based English speaking publisher; therefore

RESOLVED that Order-in-Council 2801 be repealed in its entirety or, failing that, that Order-in-Council 2801 be withdrawn or amended so as to delete therefrom its applicability to the purchase of books, text books, and documents in the English language and that the principle of asking for tenders for school texts be restored to school boards and that a policy to promote Quebec publishing be considered that does not penalize the book buying public or those institutions buying books for the general public.

CARRIED UNANIMOUSLY

RESOLUTION 2 — Student's confidential records. (Lachine High and Algonquin Home & School Associations).

WHEREAS, by virtue of Section 18, Regulation 7, School Boards are directed by the Minister of Education to keep up-to-date cumulative school records as well as personal records for each pupil in a school; and

WHEREAS such Regulation states "only persons duly authorized by the Minister may consult the Cumulative School Record and the Personal Record";

WHEREAS so much is now heard about the abuse of private information files and even cases where governments have sold such information to private firms;

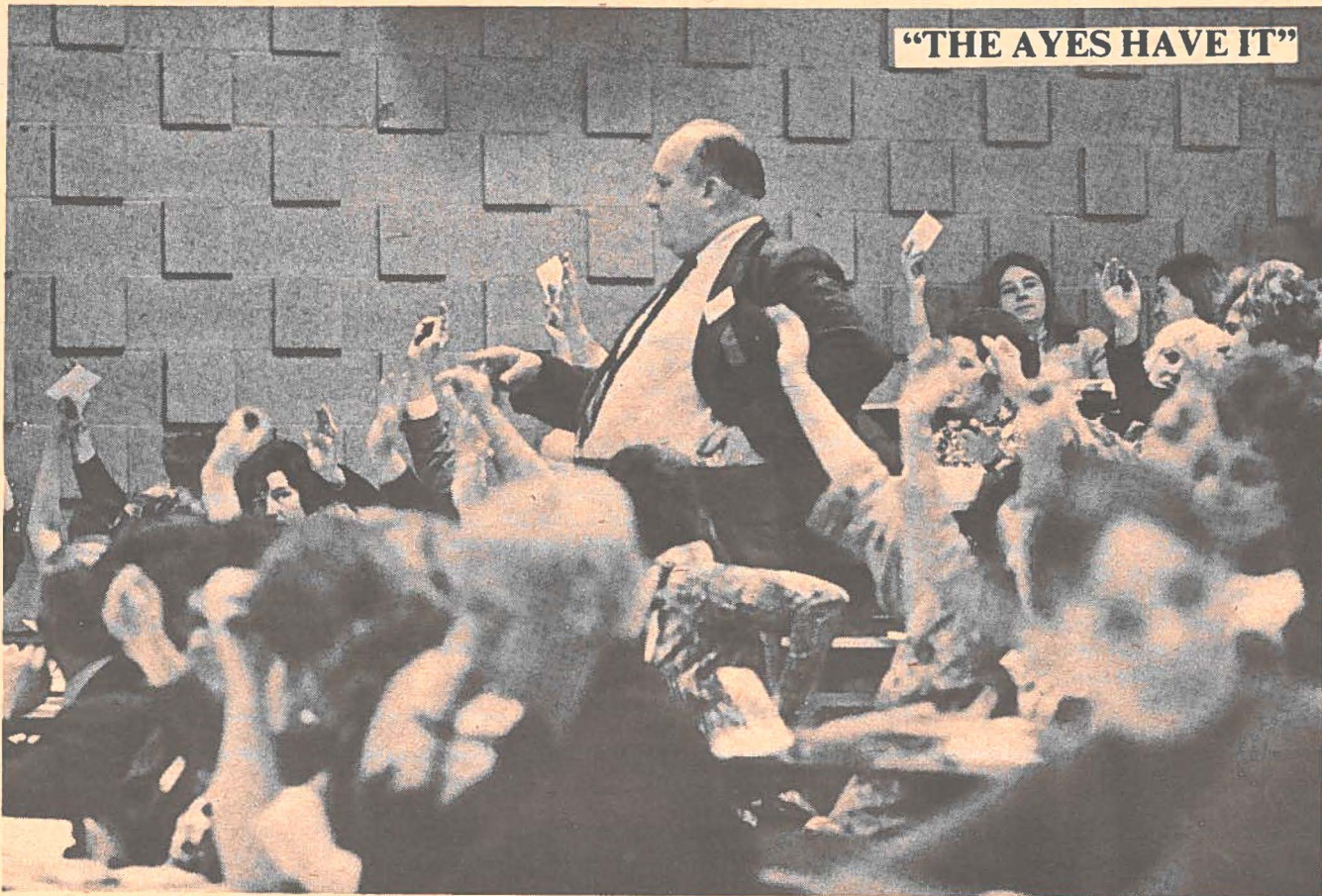
WHEREAS the records are intended to create permanent and systematic recording of "significant data" concerning each pupil throughout his entire school life and which will include, as well, all personal consultations conducted during the school year; and

WHEREAS Sections 2 and 5 of the Department of Education's Official Bulletin, dated June 16th, 1971, solicits information about each pupil which requires the teacher to make value judgments of a very personal nature; and

WHEREAS Regulation 7 calls for an evaluation to be made of a biological, psychological, emotional and sociological nature of each child; and

WHEREAS the creation of the Cumulative School and Personal Records as well as the value judgments which teachers and others are required to make constitute an infringement on and undue interference with the personal rights and liberties of the pupil and his family;

RESOLVED that the Pupil's Cumulative Record (containing



only information pertaining to Scholastic Achievement, previous schooling and a record of the dates of testing by professional non-teaching personnel) on the approval of the principal, be available only to professional teaching and professional non-teaching personnel of the school and to the parents on their request and may not be passed on to other organizations without the written approval of the parents or guardian.

BE IT FURTHER RESOLVED that any other student information shall be maintained on a strictly confidential basis in the Student's Personal File under the direct control of the principal and shall be available only to professional teaching and professional non-teaching personnel. Upon request parents shall be permitted to read the file and provide further information to it. All such personal files shall be destroyed one year after the child moves or graduates.

CARRIED

RESOLUTION 3 — Student's statistical data. (Algonquin and Seignior Home & School Associations.)

WHEREAS, in our society there is an increasing tendency toward an invasion of privacy in that the information required for statistical purposes is of a private nature, and

WHEREAS this is particularly the case with the Students' Statistical File, recently proposed by the Department of Education; and

WHEREAS Block Six of this Statistical File requires information which is of a strictly private nature, the use of which later could conceivably place a stigma on or jeopardize the future of a child whose name was inscribed thereon, and

WHEREAS this Statistical File is to be kept at the level of the Department of Education for research purposes; and

WHEREAS there is no indication that parents will have access to, knowledge of, or the power to question or change any of the statements

or interpretations in this Statistical File concerning their child, therefore

RESOLVED that all information for the Students' Statistical Data be obtained on a strictly anonymous basis and when this data leaves the school it bears no pupils' names or identification and that any work papers bearing any identification be immediately destroyed.

Carried

RESOLUTION 4 — Safe access to schools (Northview and Seignior Home & School Associations.)

WHEREAS children who live within one mile of their schools are legally required to make their own way to school;

WHEREAS changing policies of the Department of Education have made it necessary for school boards to use bus transportation to schools with no facilities for the separation of vehicles and pedestrians;

WHEREAS changing life-styles and community patterns have greatly increased traffic in the immediate areas of access to schools;

WHEREAS school boards are not responsible for students' safety until they reach school property;

WHEREAS municipalities are apparently responsible for providing pedestrians safe access to the schools;

WHEREAS parents often cannot bring school boards and municipalities to recognize joint responsibility in resolving unsafe conditions;

RESOLVED that any existing regulations applicable to school access safety be researched, collected, that any deficiencies in these Regulations be rectified, and that a common code applicable to school access safety be promulgated to be applied to all schools.

BE IT FURTHER RESOLVED that the common code referred to above be binding upon school boards and municipalities for effective joint action.

Carried

RESOLUTION 5 - Federation's Future (Macdonald Home & School Association)

WHEREAS by the terms of Bill 27, an amendment to the Education Act, parent participation is legislated in the form of school committees. WHEREAS will become law on the 1st July 1972 and the first school committees must be formed all over the province of Quebec by the principal of each school calling a public meeting no later than October 1972.

WHEREAS school committees will be funded indirectly by the government through school boards.

WHEREAS school committees will duplicate the function of Home & School in many areas. WHEREAS the influence of school committees will cease at the level of the regional board to which they are attached.

WHEREAS the reorganization of the Quebec Federation of Home & School Associations has been accumulating information.

WHEREAS the Quebec Federation of Home & School Associations has important representation on provincial committees.

WHEREAS it will continue to be necessary to have intercommunication at the provincial level.

RESOLVED that all information for the Students Statistical Data be obtained on a strictly anonymous basis and when this data leaves the school it bears no pupils' names or identification and that any work papers bearing any identification be immediately destroyed.

RESOLUTION 6 - Federation's Management (Herbert Purcell, Roxboro & Stonecroft Home & School Associations)

WHEREAS it is the function of the Quebec Federation of Home & School Associations to provide the means of contact whereby public opinion on educational matters may be gathered, assessed and directed to the Department of Education and other educational and government agencies, therefore

RESOLVED that the Board of Directors meet to consider the feasibility of appointing a competent Business Manager on a

half-day basis, as a non-voting consultant, to look after the day-to-day operations of the Quebec Federation of Home & School Associations, and to handle Public Relations for same, the business manager to report and assist the President as he/she sees fit; to attend all special board of directors' and executive committee meetings; to ensure that they are run on an efficient basis, to prepare press releases to be issued by the President or someone delegated by the President as press information officer; that the Board of Directors bear in mind that the prime function of said Business Manager will be to ensure the business-like operation of the Quebec Federation of Home & School Associations and the most effective presentations of its point of view.

Defeated

RESOLUTION 7 - Student Medical Examinations (Montreal District Council of Quebec Federation.)

WHEREAS preventative medicine is an ideal that a modern society strives for and WHEREAS the schools can aid significantly in educating toward this goal, and WHEREAS good health is a prerequisite to learning, and WHEREAS medical service is now available without charge to every Quebec resident.

RESOLVED that the schools in Quebec require of their students an annual certificate of medical examination in the form of a simple card, issued by the schools and returned to them by the student or parent, bearing the date of examination and the signature of the examining physician.

BE IT FURTHER RESOLVED that the Department of Education issue a directive to this end, and that the Department of Social Affairs give cooperation in this area so that physicians in the Province will be able to support this policy adequately and that the Quebec Health Plan be amended under Exclusions to permit such examinations and certificates.

Carried

RESOLUTION 8 - (High School Leaving Accreditation and Examinations.)

WHEREAS students completing their final year of high school must write examinations authorized by the Department of Education in order to receive their High School Leaving Certificate, and

WHEREAS the results of these examinations are required by mid-summer for acceptance into universities and CEGEPS, and

WHEREAS the Department of Education seems to be ill-equipped to cope with the enormity of the task involved in the administration and processing of the results of these examinations, and

WHEREAS unforeseeable situations have arisen which have a demoralizing effect upon students and their desire to excel; and

WHEREAS the Departments of Education WHEREAS learnings difficulties are usually first detected in school, and when help these otherwise normal children to overcome many of their learning difficulties so that they may realize their true potential, and

WHEREAS these children could in regular classrooms progress more effectively with special attention to their particular needs, and WHEREAS these children should receive this help in their own schools, therefore

RESOLVED that school boards able to meet criteria of accreditation to be established by the Department of Education be permitted to construct High School Leaving Examinations, to administer and to process the results of such examinations, and to report these directly to students.

Carried

RESOLUTION 9 — Stu- dents with learning disabili- ties (Westminster Home & School Association.)

WHEREAS learning difficulties are usually first detected in school, and when recognized at an early age, intelligent teamwork between home and school can help these otherwise normal children to overcome many of their learning difficulties so that they may realize their true potential, and

WHEREAS these children could in regular classrooms progress more effectively with special attention to their particular needs, and

WHEREAS these children should receive this help in their own schools, therefore

RESOLVED that the Ministry of Education and the School Boards provide

- 1) More funds for the appropriate specialists and teams of trained personnel; teachers and parent-teachers
- 2) More opportunities to train more people and thereby qualify them to teach in this highly specialized field.

Carried

RESOLUTION 10 - Children With Language Disabilities - Third Language Students (Algonquin Home & School Association.)

WHEREAS the Department of Education last year (1971) granted to the Montreal Catholic School Commission the sum of one million dollars for special purposes in schools; and

WHEREAS in the Protestant Schools there are many children in normal sized classrooms whose first language of instruction in their school; and WHEREAS many of these children have difficulty in meeting the requirements of a given level of instruction because of an insufficiency in the language of instruction; and WHEREAS these children would benefit from smaller classes with a ratio of 15 to one; therefore

RESOLVED that the Department of Education make available to the Protestant School Boards of the Province of Quebec a substantial sum over and above the Boards' statutory grants for the establishment on a wide scale of special classes with a ratio of 15 - 1 for children with a language deficiency in the language of instruction.

Carried

RESOLUTION 11 - Education for Peace (Logan Home & School Association.)

WHEREAS it is among the objectives and functions of the Quebec Federation of Home & School Associations to promote the care and protection of children and youth, to foster high ideas of citizenship, and to promote, through educational means, international goodwill and peace.

WHEREAS this scientific and technological era, with national and international development of science, education and culture believed in the past to be leading mankind toward greater

wisdom, justice and charity and a soundly established peace, has resulted in much the opposite, with a threat of mass destruction.

WHEREAS according to the constitution of UNESCO "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed";

RESOLVED that in order that our schools may fulfil their vital role in building peace through human understanding, the objectives of any school program, especially in the humanities and social studies be structured

1. to take into account the specific needs of the community served by the school;
 2. to discover the interdependence of various nations with various cultures and traditions and their contributions to the common heritage of mankind;
 3. to encourage the development of the skills of problem solving, of responsible decision-making and of living with the consequences of such decisions, and the application of such skills to issues in ever widening circles from the local community to the world community;
 4. to arouse a sense of responsibility for this world community to the world community and for peace, a sensitivity towards major problems and issues which face mankind, such as pollution, hunger, over-population, discrimination, racism, intolerance, apartheid, need of justice, need for schooling and education, and underdevelopment, and a willingness to participate cooperatively in their solution;
 5. to promote personal interaction of students with others both at home and abroad by means of appropriate activities;
 6. to ascertain that education at all levels fulfil its vital role in building peace through human and international understanding.
- A motion to table this resolution for re-wording ended discussion.

Carried.

RESOLUTION 12 - Guidance Counselling (Wagar Home & School Association.)

WHEREAS there exists a serious lack of proper guidance counselling and communication between guidance counsellors and pupils from the time pupils enter high school and which continues through to matriculation, therefore

RESOLVED:

1. That guidance counselling shall be available on a regular basis to all pupils at all levels in high schools.
2. That qualified guidance counsellors be appointed to high schools at a ratio of at least one to every 200 pupils.
3. That guidance counsellors be relieved of as much "paper work" as possible in order that more time shall be available for the counsellor to communicate with and to come to understand the pupils assigned to him.
4. That guidance counsellors be relieved of teaching duties, but that class-room period duties shall constitute opportunities for becoming better

acquainted with pupils, and for familiarizing the pupils with the function of guidance in the school.

BE IT FURTHER RESOLVED that a comprehensive study be made with a view to improving Guidance Counselling Services in elementary schools.

Carried.

RESOLUTION 13 - Curricula Development (Algonquin Home & School Association.)

WHEREAS there is an increasing tendency in education in Quebec towards centralization, with the Government of curricula, teaching methods and evaluation, and

WHEREAS the present trend tends to inhibit and destroy the initiative of teachers and students in developing and using their own talents and skills in the area of teaching and learning; and WHEREAS this trend towards centralization should be resisted in order to maintain some vestige of control of curricula at the local level, therefore

RESOLVED that the principal of Government-imposed curricula be deplored and that in future the role of the Department of Education should be to encourage curricula to be developed locally by the school community, to provide resources, to coordinate activities and to evaluate and approve curricula developed locally.

Carried.

The following resolutions passed in the years indicated were formally reaffirmed:

1. School Boards Elections 1954, 1967, 1969)

The Federation endorses the principle of universal adult franchise in all school board elections.

2. REGULATION 6. (1971)

The Federation endorses its Brief to the Department of Education (presented January 1972) and its position therein expressed.

Emergency Resolution; - Teachers' Contract Negotiations (John Rennie and Seigneur Home & School Associations.)

WHEREAS by virtue of Bill 25, passed by the Quebec Government on February 17, 1967, bargaining processes were removed from local levels and placed at the provincial level

WHEREAS Bill 46, passed by the Quebec Government on June 30, 1971 established that such provincial bargaining take place at Sector Tables

WHEREAS the establishment of a Central Table is therefore in direct contravention of Bill 46.

WHEREAS Bill 19, now provides that if a collective agreement has not been signed by May 31, 1972, the Government will legislate the terms of the new contract using its latest offer as a basis.

RESOLVED that the parties concerned in the present Teachers' Contract negotiations dispute be urged to submit all their unresolved differences to binding arbitration at the Sector Table.

Carried unanimously.

FOCUS . . . On the locals

IS THE NAME OF YOUR HOME & SCHOOL ASSOCIATION CONSPICUOUS BY ITS ABSENCE FROM THE "FOCUS... ON THE LOCALS" PAGE?

ARE YOUR PROGRAMS AND ACTIVITIES NOT RECEIVING PROPER RECOGNITION?

IF SO, YOU HAVE NO ONE TO BLAME BUT YOURSELF!

The NEWS will be pleased to receive stories, articles, (typewritten, please) photos and other material concerning your events — past, present or future — for publication in the "FOCUS... ON THE LOCALS" page. Putting us on the mailing list of your bulletins each month is a good way to begin.

In addition to publicizing your particular program or event, we'll assist you in putting your Home & School association on the (Que. Federation) map.

PLEASE FORWARD ALL MATERIAL TO:

The News,
Que. Federation of Home & School,
4795 St. Catherine St. West
Montreal 215, P.Q.

DEADLINE: THE 13TH OF EACH MONTH

ST. LAMBERT HOME & SCHOOL

ST. LAMBERT HOME AND SCHOOL PROGRAM PLANS

- 1) SCHOOL COMMITTEES — Nov. 1st and Nov. 8th — 7 — 10 p.m. An orientation program and workshop for people elected to School Committees. For information call 671-0418.
- 2) ART AND SCIENCE WORKSHOPS (Parent and young child participation)
Tentative plans are as follows: —
ART: — 4 weeks — Oct. 21st to Nov. 11th — 10 to 12 noon — \$6.00
SCIENCE — 4 weeks — Oct. 21st to Nov. 11th — 10 to 12 noon — \$4.00
WOODWORKING — 6 weeks — Oct. 21st to Nov. 25th — 9 to 12 noon — \$10.00
MUSIC — 4 weeks — Oct. 27th

to Nov. 17th — 7 to 9 p.m. — \$6.00
Call 671-3364

- 3) FAMILY LIFE DISCUSSION GROUP (Adults and Teenagers) — "Bridging the Gap" — a discussion group under the leadership of Mrs. Ruth Eliasoph, Family Life Educator, Mental Hygiene Institute, 8 weeks — Oct. 11th to Nov. 29th — 8 to 10 p.m. — \$12.00 adults; \$3.00 students Call 671-6860.
- 4) BUSTOUR
An organized tour of South Shore Schools to be scheduled for the first week of November.
Call 671-0418
- 5) MAMMOTH SCHOOLS versus SMALL SCHOOLS
A general meeting OPEN to the public to discuss the merits and demerits of the large school. Nov. 28th.

MALCOLM CAMPBELL HIGH-SCHOOL H & S

On October 3, 1972 there was a general meeting and election called by Mrs. A. Schlutz, Principal of M.C.H.S. to discuss and elect members for the 1972-73 School Committee. Regretfully there was an absence of too many parents. However, the parents who showed up were a very enthusiastic group and 17 parents were elected to the School Committee. (all are Home & School members!!)

A Membership Drive was concurrently held and the parents who came supported our Membership Drive 100%. Hopefully, the rest of the parents will do the same. A special thanks to the Students, namely DIANE MAKER, ALAN MAKER & BEVERLY WHITE who contributed the Posters for the M. Drive, Mrs. E. Sirota who did an excellent job as chairman of the election and all the parents who helped with the M. Ship Drive.

SUNNYDALE PARK HOME & SCHOOL

SUNNYDALE PARK H. & S. are again sponsoring the following programs:

BALLET: As in the past we are again sponsoring a Ballet Program. This year we have 6 classes with a total membership of 75 students. Two students are attending Pointe Claire Cultural Centre, formally Pointe Claire Academy, on a H. & S. scholarship.
JUDO: For the second year we have a Judo Program. Last year was a great success, and we are expecting a full enrollment again this year. Mr. H. Nakamura, 5th degree Black Belt, and coach of this years Olympic Team in Munich, will again be our instructor.

LIBRARY: The school library, as in past years, is in full swing. It's success is due to the mothers who volunteer their time. This year we have 26 volunteer mothers working in the library mornings and afternoons, five days a week, which allows all our children to benefit from this important part of the school.

EXTRA FRENCH: Our Extra French Program is again underway this year. This is a ten week course, of two half

hour classes per week. This year there are four, half hour classes a day. We have an enrollment of 133 students, which are divided into groups according to age and progress level.

The H. & S. held a Dental Hygiene Brush In Program on Sat. Oct. 14/72, at the school. Each child was given a toothbrush, and using a Floride Phosphate Phrophylaxis paste, was shown the correct way to brush their teeth. Films on dental care were also shown.

Local dentists and McGill and University of Montreal dental students were on hand to assist.

The H. & S. served coffee and cookies to parents of Kindergarten children on the three days on Kindergarten interviews. Volunteer mothers helped out the teachers by greeting parents at the door, and showing them to the rooms. This also gave us an opportunity to meet new parents in the community, and introduce them to the H. & S. From this we gained many new H. & S. members, and volunteers to help out in the Kindergartens, and other H. & S. programs.

ST. PATRICK HOME & SCHOOL

The first meeting of School Committee was held Wednesday, October 4, 1972 at St. Patrick's School. Berend de Boer (Tel: 335-3916) was elected chairman. St. Mary Rose (Tel: 335-9995) (director of the school) was elected secretary.

Other members are:

- Mrs. S. Byrns 335-2012
- Mrs. D. Dessailly 338-1790
- Robert Gale 338-1880

- Benoit Leblond 338-8981
- W.G. Lynn 335-3098
- Serge Morin 338-0466
- Odias Thibault 423-5196

Mrs. Doris Haapanen is the teacher representative. The Committee will meet the third Tuesday of each month 8:00 — 10:00 p.m.

Minutes of each meeting will be sent to the parents through the careful hands of the students.

ROXBORO HOME & SCHOOL

Item: John Black Retires... The Roxboro Home & School Assoc. hosted a reception at Roxboro Elementary School to bid farewell to Mr. John Black on the occasion of his retirement after fourteen years as principal of the school.

Coming Events:

On November 14 the Roxboro Home & School Assoc. is holding its annual fund-raising Military Whist at the School.

Bonnie Rosenquist
82-16 Avenue
Roxboro 900
Tel.: 684-9861



MACDONALD HOME & SCHOOL

The first meeting of the MACDONALD HOME and School Association was held Monday evening October 2, 1972.

The meeting was organized to give parents, with their children, an opportunity to meet the teachers on an informal basis.

During the first part of the program students who attained honour standing

in grades 8, 9 and 10, received their academic letters; and last year's graduating class was presented with medals and bursaries.

The School Committee for the 1972-73 season was also elected, and those attending the meeting were encouraged to take out their 1972-73 membership in the Home and School Association.

FOCUS . . . On the locals

SHIGAWAKE - PORT DANIEL HOME & SCHOOL

The first regular meeting of the SHIGAWAKE -PORT DANIEL Home and School Association was held on the evening of September 26th in the school auditorium. Among those in attendance were Mr. Cyrus Journeau, the guest speaker, and Mrs. Dianne LeGresley, area-director for the Home and School.

The meeting opened with the installation of the officers for the 1972-73 season. Mr. Cyrus Journeau took the chair and performed this ceremony. The list of officers is as follows: President — Mrs. Carl Hayes; Vice-President — Mr. Stephen Dow; Secretary — Mrs. George Kruse; Treasurer — Mrs. Conrad Hayes; Program Convener — Mrs. Raymond Prevost; Publicity — Mr. Kenneth Kless; Membership — Mrs. Warren Mackenzie; Hospitality — Mrs. Isidore Caissy; Ways & Means — Mrs. Clifton Skene; Historian — Mrs. Theodore Reinhardt.

Following the induction, the president then proceeded with the business of the evening. Some discussion was devoted to ways and means of in-

creasing attendance. It was decided that class mothers be chosen to personally invite parents to the meetings. It was accepted by those present that a book would be awarded to the children who were best-represented at the year's meetings.

At the conclusion of the business part of the meeting, the guest speaker was then introduced by the president. Mr. Journeau's topic concerned Parent-Teacher Committees in relation to Bill 27. It was stated that the New Carlisle, Hopetown, and Port Daniel committees would be amalgamated into one committee. This encouraged much discussion from the members present and it was decided that notices would be sent home to inform parents of two general meetings, one in New Carlisle and the other in Port Daniel. The purpose of these meetings would be to elect representatives to the committee in New Carlisle.

The meeting was then adjourned and parents were permitted to speak with their children's teachers over refreshments.

WAGAR HOME & SCHOOL

WAGAR HOME AND SCHOOL

Dispite the concerted efforts of the Wagar Home & School to stimulate some concern and interest, the general meeting of Oct. 10, 1972, to elect School Commettes, was poorly attended. Notices were mailed, follow-up telephone calls were made, and announcements were put into the newspapers. It is the right of every parent to stand for elections to the School Commettees, and those who did not attend the meeting lost the opportunity to exercise this right, and also become informed.

Mrs. Gaby Ostro, Area Representative, N.D.G. (1) to Quebec Federation Of Home And Schools, and Montreal District Council, explained the "power" of Parents, and that Home and School still has a function.

It continues to assure parent representation at the Provincial level vis-à-vis the Department of Education.

It helps communication vis-à-vis Parent participation.

It provides information to the School Committee, helping the developmental process.

Although there are vaguenesses in Bill 27, parents can present the needs at the "grassroot" level, and help to implement change.

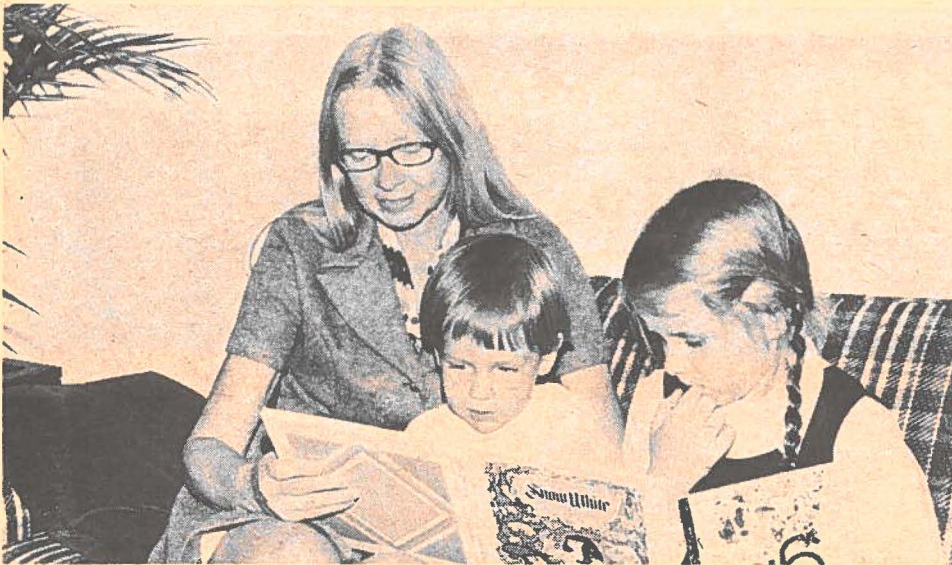
Dr. H. de Groot, principal, explained the highlights on the formation of School Commettees: — What it is for, Why, Who can be a member, How it is formed, Its operation, etc., Copies of the above points can be obtained from the Wagar High School office.

Dr. de Groot re-enforced the importance of the co-operation between school commettees, Home and School, and his administration.

The general membership in attendance voted for a representation of fifteen parents, plus school principal, Dr. de Groot, and Staff Member, Miss Golda Rosenberg.

The following were elected: — Mrs. S. April; Dr. R. Boothroyd, Prof. S. Browman; Mrs. H. Collier; Mrs. M. Feldman; Mr. I. Gliserman; Mrs. S. Goldenblatt; Mrs. L. Kaplan; Mr. G. Klar; Mrs. J. McPherson; Mr. H. Orleans; Mrs. E. Ozdoba; Mr. M. Polak; Mr. H. Quinn; Mr. S. Wigdor.

COURTLAND PARK HOME & SCHOOL



Mrs. Margaret Stead chairman of the French Book Fair Committee with her two children.

The French Book Committee, parents, staff and children attending COURTLAND PARK SCHOOL in Dorval are preparing a French Book Fair to be held at the school on November 2, 1972 from 2-8 p.m. The address is: 1750 Carson Avenue, Dorval.

The fair will feature books, records and games for children of the elementary school age. In-addition, the cast from 'Chez Hélène' will visit the school during the Fair.

The purpose of the Fair is two fold.

First, to stimulate interest in the French language through a selection of French books, records and games and in so doing, to show the children who are learning French their parents' support and encouragement. Second, the Fair will provide a source of material in the French language in an area which is predominantly English speaking.

Courtland Park school is one of 15 schools in the Protestant School Board of greater Montreal offering the French Immersion program. In answer to an interest and a need indicated by the parents, the principal and the French Liaison Committee of the school initiated the idea of the French Book Fair.

PEACE CENTENNIAL HOME & SCHOOL

One of the problems facing an elementary school during lunch-time, is how to keep the children occupied after they have finished eating. At Peace Centennial we have solved the problem in several different ways. Through the efforts of Mr. Sheinnan our H&S President, and Mr. Davidson the P.E. instructor, we now have a

large variety of activities such as table-tennis, chess, soccer, floor-hockey and a host of other sports and pastime games to keep the children busy. At the same time our library is open daily to those who may wish a little solitude with their pleasure. Needless to say all these daily events are a great success, both with student and the school staff. Submitted: Mrs. T. Kawai

No Home & School Association in Your School? Do You Wish to Start One?

ASK Quebec Federation of Home & School Association

9 days 8 nights in Torremolinos on the beautiful Costa del Sol. **\$355.**

The price includes round trip via Iberia Airlines DC-8 jet, meals in flight, transfers, deluxe accommodations at the Hotel Al-Andalus (5-star) based on two persons per room, breakfast and dinner daily, gala New Year's Eve dinner party in Madrid.

Depart: Saturday, December 23, 7:30 p.m.
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Box 73, Mount Royal
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Tel: 735-5210.

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Please send information on the tour to Spain.

Name

Address

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Q.H.S.A.

Conference Report

Family Life Education Chairman Attends Vanier Institute Meet

by Mrs. Allison Irwin.
St. Lambert
Home & School Association.

A trip to Quebec City, for me, is always an excursion I look forward to and thoroughly enjoy. It was there that the grass-roots of my own Canadian family began three or four generations ago. Therefore, it was a pleasure to visit Quebec City on September 28th, to attend the Annual Conference for the Vanier Institute of the Family, as the representative of Quebec Federation of Home & School.

The Institute was established in 1965 under the patronage of the late Governor General and Madam Vanier. The essential purpose is to strengthen family life in Canada and to help families adapt to our rapidly changing society. The program of the Institute focuses on research, communication, education and social action.

The opening meeting began with "Conversations with Dr. Margaret Mead". It was at this time that Dr. Mead was presented the "Wilder Penfield Plaque in recognition of her contribution in the service of humanity. It was presented "to recognize one of us who has long asked WHY for us and all people everywhere".

Dr. Mead's conversations began with an exploration of the concept of love and loving, the ideas of aggression and where it really begins, and touched on anti-war philosophy. Panelists Mrs. Solange Chaput-Rolland, writer and journalist. Mr. David Suzuki, biologist of the University of British Columbia, Mr. André Beaudoin, social worker of Laval University and Mrs. Sandra Cordell, housewife and student, joined the discussion. It was emphasized that the family cannot function alone, but all agencies and component parts must join together in the community so that they will automatically filter into the home.

Eight afternoon family discussion forums provided the opportunity for in-depth small group participation. These same groups resumed the following morning in an effort to draw conclusions and evaluations. The titles were:

- Social Indicators - A Two Edged Sword?
- Family Incomes - Financial Burdens and Capacities - Impact of Credit on Family Lifestyles.
- Interpersonal Supporter in an Age of Social Confusion.
- Fathers out of World - Impact on the Family.

Family Strengths in Ethnic and Minority Group Cultures.

I personally decided to play roving reporter rather than zero in on one topic and became an observer in five of the eight groups. Although the topics and discussion format were different in each group, the same general message seemed to filter through - the need for communication, education and active involvement. So often people become trapped because they do not possess the know how to extend themselves. Issues only present confusion and anxiety. For many, daily living is not supplying a creative and satisfying life. Each group expressed the desire for a closer kinship between the private sector and government. The purpose of the forums was to have input from the total community so that the Institute can become a focal point of groups concerned with the family.

Banquet speaker was the Honorable Claude Castonguay who spoke on "The problem of Childhood in Today's World". It was stressed that fundamental learning in human relationships and family living comes from the home. The schoolroom is secondary in this phase of education but a vital back-up force.

As I returned to Montreal, after the Conference, I was weary and tired, but felt warm thoughts at the realization that so many young people from across this vast country are truly concerned with the aim to build, "the home where the family unit nurtures, loves and supports the individual members, where they receive security and understanding and where through human relationships within the family and the community the individuals are prepared for their role as responsible members of the family and society"

Family Life Education is a major part of the Vanier Institute. A few years ago the Quebec Federation of Home and School Associations had a Family Life Committee instrumental in the organization of Family Life Education programs in the Montreal area. I recommend that this Committee be reactivated so that we may start, in some small way, to develop a resource center and clearing house for information and education on Family Living. Won't you help? Perhaps your local association has had programs in the past. Won't you share your ideas? Anyone interested in working on this committee should contact the Federation office or call Allison Irwin - 672-2668.

HOW TO ATTRACT NEW CANADIANS

Local associations connected with schools where there are larger numbers of new Canadians, may find it useful to take certain steps to get these people interested in Home and School, as follows:

Obtain from the office of the school principal a list of new Canadian in the school according to ethnic groups.

Find a member of each ethnic group represented who knows English fairly well, and put him or her on the association executive. A second such member could serve on the telephone committee.

Ask either of the two members to get in touch, in person or by telephone, with the other members of his or her ethnic group, to explain aims and activities of the association and enlist them as members.

Whenever possible, for this purpose, call a special meeting of each ethnic group represented in the school under the chairmanship of either of the mentioned bilingual members and, preferably, with the association president and/or other members of the executive in attendance.

Send out notices of general membership meetings in the language of the ethnic groups in the school and use their bilingual representatives as interpreters at these meetings.

If refreshments are being served after meetings, invite new Canadians to serve some of their national dishes.

If school concerts or dances are being planned, see to it that children of new Canadians participate with their national songs and dances.

It should be added that above steps have been taken already by some associations, with satisfactory results.

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ANOTHER Q.F.H.S.A. BENEFIT

THE IDEAL X MAS GIFT

International Dining at cut-rate cost.

Once again Quebec Federation of Home & School Associations offers its members Première Entertainment Passbooks. The new Passbook will be available October 1st, and effective from Nov. 1, 1972 for one year. There will be one-third more coupons and feature many new locations and establishments plus the majority and best of past editions. In fact a whole new section has been added under the heading of International Dining.

New, this year, are La Réserve of the Windsor, New Granada, Confederation Dining Room at Dorval Airport, Auberge du Palais, Chalet Normand, Ty-Coq, Réveillon Restaurant, Sambo, Reni-Hana Japanese Steak House, Kenny Wong's Chianti, Peking, House of Wong Iberville, Chez Vito, Ronaldo Pizza, McDonald's (2) Quality Hotel Downtown Montreal and Sheraton El Mirador in Ottawa.

The majority of coupons (over 80% are valid seven days a week. The price \$8.50 each. Apart from personal use, Première Passbooks make excellent gifts and are a really money-saver in these days of rising prices. Complete the form below and send it with your cheque for \$8.50 to Quebec Federation of Home & School Associations, 4795 St. Catherine W., Montreal 215. - delivery order in Oct.

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COMMITTEE REPORTS ON IMPLEMENTATION OF RESOLUTIONS ADOPTED AT LAST CONFERENCE

by J. R. Goodchild, Chairman

In past years the Resolutions Committee has functioned only just prior to the Annual General Meeting; often this has meant that insufficient research has been done on the resolution and the background information.

Therefore I have been asked to reorganize this standing committee so as to function on a continuing basis throughout the year. Accordingly this committee will meet from time to time to act on resolutions previously approved or being proposed to Federation which may be considered for a vote either by mail or by the Annual General Meeting.

It must be realized that Associations proposing resolutions will have to become more involved with the review and presentation process. For instance, they will be expected to send representatives competent to discuss their resolution in committee (and also with representatives of any Ministry involved).

One of the major features of Home & School is the pipeline from local associations to the Governments and in exercising this function we must ensure that we are well prepared with well-researched data which can be defended and promoted. We can only do this with your participation!

The standing committee presently has two representatives from the Board of Directors and one each from the Algonquin, Lachine and St. Lambert Associations. If you have a member of your association (bilingual preferably but unilingual accepted) who is prepared to help, please let us know.

A meeting took place on September 18, 1972 with Mme K. Francoeur-Hendriks, and J. C. Barrette, of the Department of Education. Representing Quebec Federation of Home & School were Mrs. Denise Arrey, President; Mrs. Joan Riches and John Goodchild, Chairman of the Resolutions Committee.

Federation representatives were invited to attend and discuss certain resolutions pertaining to education and curricula. Those discussed were Nos. 2, 3, 8, 9, 10, 12 and 13 as amended and approved at our last Annual General Meeting.

#2 Student's Confidential Records

In regard to the Cumulative Record we were advised that the latest information was published August 10th, 1972 and that in general the proposals in our #1 were noted and to some extent implemented. The Record would be permitted only limited circulation and access, and would not be transferred or extracts transferred without parental approval in writing (or that of

the student if over 18 years). On transfer to another Board the file would follow the student and upon graduation (or leaving) the file would be held for 20 years in the central record storage of the Board prior to destruction. (It was noted that in Ontario the storage period is over 60 years).

In regard to the Students Personal File — these being medical files would be in the care of the Ministry of Social Affairs and be subject to normal medical ethics. All students would NOT have a file — only those who were being or had been treated by the medical staff at the school.

It was also stated that the School Boards may well ask for other information than that statutorily required.

#3. Students' Statistical Data

This year Block 6 is now Block 21, and the only data sought is "Is child in a special class? and On a regular or free-flow basis": with the student's name on the form. It was emphasized that this information is for statistical purposes only and that next year the Cumulative Record and this data would be completely separated.

Note: re #2 and #3

It was pointed out by us and agreed that many parents did have great concern about the possible unnecessary collection of information on students and parents and that some agencies even stored this data on files in the USA. Our concerns were noted and it was pointed out to us that there is no regulation or hindrance to prevent any parents reviewing the Cumulative Record of their children with the teacher when they are having a regular review meeting with the teacher. Parents have only to ask for this if they desire it!

Comment:

It was suggested by us that a pamphlet might be sent to all parents indicating what records and information are required to be collected for the Department of Education and their intent and use. It was agreed that this might allay a lot of the concerns and suspicions of parents.

#8 High School Leaving Exams

It was stated that this was under review and some changes might be effected in 1974. It was pointed out to us that in Manitoba this examination was transferred to School Boards and as a result each University or College now conducts its own entrance exams. Since this would be undesirable in Quebec the Minister has reserved the right to issue school leaving certificates. It was unfortunate that in 1971 so many problems occurred but the problems in 1972 were considerably less and many of them were not due to the Department but to local boards who perhaps did not register all students intending to sit the exams.

It was further pointed out to us that students are not required to take the exam, unless proceeding further with their education and for many jobs employers were demanding it merely as a filter for prospective employees which is to be deplored.

#9 Students with Learning Disabilities

It was stated that there is a shortage of qualified teachers to lead these classes and that this year there are some 395 unfilled vacancies. Training courses are available for these teachers and that perhaps some publicity might improve the teacher supply in future years.

#10 Third Language Students:

It was pointed out that this problem was one which concerned the PSBGM area and although they have a special relationship financially with the Department they do receive special purpose grants and they had asked earlier this year for one for this purpose and the Department had requested more information and that financial need be demonstrated — so far this has not been done.

Comment: It would seem that the remedy would lie with the Montreal District Council pressing this matter with the P.S.B.G.M.

#12 Guidance Counselling:

The differences between the French School and the English School Guidance arrangements was spelt out for us and the problem is less urgent for the French system whose counsellors are not teachers but professionally trained vocational or orientation specialists who do not teach. Perhaps some melding of the two systems would be good to give a more practical aspect to the French workers and more professional training for the English workers. There is a shortage of professionals to be included in the School Board budgets it is not easy.

#13 Curricula Development:

The Department does not impose teaching methods except so far as the approval of some texts implies teaching methods to be used with them. In general at the elementary level the curriculum outlines are broad statements of objectives from which teachers develop their own curriculum to meet the needs of their students. Secondary level History 609, the example used, is a transitional document replacing three different text-dependent courses (in our case Brown circa 1930) and encourages the use of many texts, contemporary material etc. It is less detailed than the preceding courses. Evaluation of local curricula has not been considered. No comment on centralized evaluation was made.

Comment: Solid research to produce facts which verify either the resolution or the Department is necessary before this matter can be carried further. The submitting association is being so informed and offered whatever assistance may be available from the office or the liaison with the Curriculum Council.

CARTOON OF THE MONTH



"As a concession to your demands for a more democratic administration I've decided to warn you of my decisions in advance."

IN OUR NEXT ISSUE:

- * Feature photo story on the tremendous growth of the French immersion programs carried out at the elementary school level. We examine classes in a mixed school and total immersion school.
- * What should Home & School Federation and its associations be doing about the environmental problem? A thought provoking article on Home & School's Environmental education Committee.
- * A complete rundown of election results for School committee throughout the Province — and an analysis of their bearing and relationship to Home & School.
- * Plus many other varied, interesting and thought-provoking articles dealing with matters of education — matters about which you, the reader, ought to look forward to reading.



Among the some 3,000 Canadian fans of Team Canada who accompanied the team to Russia, were Mr. and Mrs. Don Oberfeld, members of Algonquin Home & School Association, shown second and third from left in the above photo, taken outside the Hotel Ukraine in Moscow. Mrs. Oberfeld describes her experiences during their trip in an article to be published in the next issue of the "News"

(Photo-Courtesy Journal de Montreal)

SUZANNE KLAG APPOINTED V.P.



Suzanne Klag

Mrs. Suzanne Klag, a member of Westminster Home and School Association, was appointed a Vice-President of Quebec Federation Home & School Executive at a meeting on October 2, 1972. The appointment was made to fill the vacancy created recently with the appointment of Rev. William DeWitt Clinton to the position of Executive Vice-President.

Mrs. Klag was educated in England. She was a member of the Volta River Preparatory Commission of Ghana. Following her immigration to Canada in 1958, Mrs. Klag joined an advertising production firm. She is married and the mother of two children, both of whom attend Westminster Elementary School.

Mrs. Klag has been an active member of Home and School for many years. She is Past President of Bedford H&S. and also served as a Vice-President of the Montreal District Council.

While most principals lean heavily towards their role of "head teachers," the practical demands of their jobs seem to pull them more and more towards a managerial function.

One principal is quoted as saying: "Either the principal will have to become the chief administrator with educational matters delegated elsewhere, or he will have to concern himself with educational matters, leaving the 'business' side of the job to competent, qualified and enthusiastic assistants."

The report contains brief descriptions of schemes in four Canadian cities where high school principals have been assigned special assistants for this purpose.

Copies of *The Man in the Middle* may be ordered directly from the CEA, at 252 Bloor St. W., Toronto 5, Ont. Cost is \$2 each; payment should accompany all orders.

Book Reviews

by Barbara Guard.

High school principals comment on their role and responsibilities.

A new report published by the Canadian Education Association suggests that many high school principals are finding their jobs increasingly demanding and frustrating.

The report, titled *The Man in the Middle*, observes:

"There can be little doubt that many urban high school principals are less than happy. And in a 'people' business like education, to say such a thing is more than mildly unsettling."

The report, the result of a CEA questionnaire survey, summarizes the views of 190 principals in 23 cities on how they view their role and responsibilities. According to the principals themselves, the main point of

frustration is the apparent erosion of their function as educational leaders in their schools.

"It is quite obvious that many principals feel themselves succumbing to the increasing welter of paperwork and non-education administrivia," comments the report — "all the more worrisome at a time when the tone of most schools is such that more time than ever should be spent with teachers and students."

The Man in the Middle ranges widely over many aspects of the principal's role and responsibilities. It quotes principals' comments extensively, and is expected to stimulate discussions among principals, board officials and trustees.

It includes sections on principals' relationships with board officials, liaison and communication with the

central office, autonomy in the school, factors that yield satisfaction and cause frustration, and relationships with students and teachers.

One chapter is devoted entirely to a commentary on the new leadership style required of successful principals.

"The demise of the military martinet is regretted by no one," it says.

"Almost everyone agrees that a more humanized approach to leadership is a basic requirement today; neither students nor teachers will respond to the mini-dictator who relies solely on the authority of his position to command respect and action."

Throughout the report, a recurring question seems to be: Is the principal to be a manager or an educator? The suggestion is that the principal cannot be both over a long period of time, and be expected to do a competent job on both sides.

standing of his purposes and have staff, board and community all helping to obtain objectives. That is, the effectiveness of administering depends to a great extent upon the individual administrator's or principal's ability to work with people.

The presence of a variety of councils such as the student's council, the teacher's council and now the school committee insists that all these people be given the opportunity to define their problems and communicate with the competent authority. Then it is the duty of the administrator to adjust the programme in his school or area to the particular needs of the community he is serving. Today the educational administrator should be more a leader of people than a manipulator of things. The involvement of parents, staff and students can only be meaningful according to the insight, skill and practise that the administrator demonstrates.

The administrator finds himself not only the executive officer of the board but an animator of people.

Winton Roberts

Protestant Regional School Board of Chateauguy Valley The School Administrator - Man in the Middle

Today the school administrator must be a professional co-manager; a professional leader of professional staff whose congenial working relationship encourages creativity and brings out special talents in pupils and staff and even parental aids. The administrator, whether he be director general or principal, can never go it alone but must obtain a community under-

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