



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Invest time for your kids — They are worth it!

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

SOLUTION

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

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

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

AIMS OF THE ASSOCIATION

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

Individually, our members simply care that quality education is available for our children, today, and for the coming generations. It is that

quality of commitment that makes Quebec Federation of Home and School Associations so strong and so special.

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

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

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

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

For all these reasons we hope that many new members will join with us and that all our current members will renew their memberships for 1985/86. Make it a gift for your children and all children — a wonderful investment.

Sylvia Adams

PRESIDENT



Last year President Sylvia Adams wrote this message as Membership Chairman — it's even more true today, so we're repeating it.

Update from Rights Committee re Bill 101

Many of Quebec Federation of Home & School Associations' members must have read the article in the September 25th issue of *The Chronicle* entitled: "Miseries caused by Bill 101 harmed children's schooling". It was a moving account by the mother of an English immigrant family with three school-age children that arrived in Quebec in 1981. The eldest — 13 years old — was placed in an English high school upon arrival, and the two younger ones — 11 and 7 years old — went into English elementary schools. Six weeks later all three were transferred to a French elementary school. Having stated the preliminaries the remainder of the article describes the mother's ordeal in trying to contain the psychological damage done to her children. The first year after their arrival in Canada, in her words, "is one year as a parent I would not like to go through again". She ends her story as follows:

"I have spoken to many parents about the way things have been handled. Most Montrealers whose children can legally go to school in English were horrified at the injustice the

government has done to our future generations.

This is supposed to be a free country — but apparently where the education of our children is concerned, this definitely is not the case. Future generations of children should not have to go through what my three innocent bystanders experienced."

The mother's comments are on target and fully justified.

The legislation the mother complains about — Bill 101 — was the result of the exercise of political power within the provincial legislature. The only way a minority can counter such political power when it is abused by a majority is to force the political debate to include argument over principle. This is done by causing a judicial or court review of issues, which ensures that the fundamental issues of rights will be set out and debated as issues of principle and not political power alone.

That precisely is what QFHSA had in mind in 1977 when it set up the Rights Committee to initiate and control a challenge to the power of the National Assembly to legislate on many of the matters

(see "HOPE" page 3)

Editorial . . .

The Estates General . . . a new consultation

As this paper goes to press in mid-November, you may finally begin hearing about yet another phenomenon in the never-ending saga of educational issues in Quebec.

This latest event is THE ESTATES GENERAL ON THE QUALITY OF EDUCATION: The School of the Future: Something Other Than the Swing of the Pendulum. It has been convened by the Fédération des Commissions Scolaire Catholiques du Québec (FCSCQ) to examine five major areas of concern in education. The mandate is not concerned with the structure of educational institutions, but to develop an "educational plan for tomorrow."

In view of this considerable outlay of time, energy, and money, it is perhaps pertinent to question if the result of the Estates General will be justified. What is to be accomplished? What channel of authority has been established to channel the ideas and resolutions evolving from the workshops into meaningful action?

A discussion of the future of education in

Quebec seems like familiar territory. Surely since the Parent Commission Report two decades ago, there has been a continuous and thoughtful evaluation of the state of education which has resulted in very significant changes. Some of these "reforms", such as the Régime Pédagogique, were certainly formulated within the context of "future needs." Nevertheless, before this new curriculum is even fully implemented in the schools, the Estates General is talking again about revision.

Furthermore, a duplication of effort is apparent with the province-wide questionnaire on the quality of education circulated this fall by the Superior Council of Education.

Despite these misgivings, QFHSA encourages the participation of its members in the Estates General. A consensus of opinion for the future of education is improbable, but we must not decline the opportunity to speak for the concept of education we wish for our children. C.O.

HO! HO! HO!

Have a Merry One

OTHER PEOPLES OPINIONS

Miseries caused by Bill 101 harmed children's schooling

Are people aware of exactly what is happening to schoolchildren affected by the Parti Québécois government's Bill 101?

As a parent with three children in the system, I must bring to light some of the unnecessary problems they have encountered in the past four years.

We were landed immigrants in Canada from November 1966 until February 1971, and were aware of the language problem before we re-entered Quebec from Birmingham, England, in 1981. Consequently, when we went to the Quebec Immigration Office in the U.K., we questioned very closely about children's schooling.

The immigration officer assured us our children would not suffer in any way. Yes, they would have to learn French, but would be able to continue their main education in English. Unfortunately, we did not get anything in writing.

The children were 13, 11 and

seven years old when we arrived in March 1981. The eldest was placed in an English high school, the two younger children in an English elementary school. Just six weeks later all were transferred to a French elementary school. My eldest son had already completed two years of high school in the U.K. and was absolutely distressed to find himself in a class of 11-year-olds.

It is one year as a parent I would not like to go through again. I fought tooth and nail with the powers that be to get them to allow my children to return to the English system.

After one year of learning French, the two eldest children were transferred to Beaconsfield High School, where the Lakeshore School Board had set up a special French section so the children could continue their education legally.

My daughter was transferred to

Ecole Primaire Pointe Claire, however, and went through a dreadful struggle during her first three years in Canada.

When we left the U.K. she was an excellent student. To say she struggled with the French language would be putting it mildly. The child was miserable at school because she could not understand what was being said. She changed so radically that my husband and I could not believe it was the same child we had brought to Canada just 12 months before.

After two years of putting up with her tantrums, mysterious aches and pains, and not wanting to go to school in the mornings, I finally made an appointment to see the school's principal. I begged him to do something to help my daughter go to an English school.

His answer was, "I will say your daughter is mentally retarded, if that's what you want. It is the only way you will ever be able to get her

transferred to an English school." This upset me so much I could not continue a normal conversation with the man.

The following year my daughter's exam marks were so poor, and her attitude at home had not improved at all, I spoke to my doctor about the situation. The physician gave me a letter to take to the principal, who then sent it to the school board. It was decided to have my daughter assessed by a psychologist.

In the psychologist's opinion, our daughter had a French learning disability. On the strength of that report I was able to attain the necessary legal papers from Quebec to enable my daughter to attend English elementary school in September 1984. After a shaky start she has settled down well and made good progress in her studies.

Is this the way one must carry on to ensure our children receive an adequate and fair education?

What prompted me to write was a recent phone call from my eldest son's teacher, who informed me that after being accepted for Grade 11, my son could not continue due to failures in maths, advanced chemistry and history. I had

expressed concern last December at his lack of enthusiasm due to his inability to comprehend his teachers. I asked if he could be transferred to an English school and was told that was out of the question.

My son will be 18 in February. At this rate he will probably be one of the oldest students to graduate from the school — if he does not drop out before then. I have been told that once a student reaches 18 he or she no longer comes under Bill 101, and can finish high school in English.

School days are supposed to be the happiest days of one's life. For my children, this has definitely not been the case.

I have spoken to many parents about the way things have been handled. Most Montrealers whose children can legally go to school in English were horrified at the injustice the government has done to our future generation.

This is supposed to be a free country — but apparently where the education of our children is concerned, this definitely is not the case. Future generations of children should not have to go through what my three innocent bystanders experienced.

Name withheld by request,
Pointe Claire
Reprinted from *The Chronicle*

Anyone out there with a typewriter willing to give/loan one to Home & School? We have someone willing to type if we can find them a typewriter. Call:

(514) 481-5619
Federation Office, if you can help



Quebec
Home & School
NEWS

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be heard

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Contributions

to

RIGHTS COMMITTEE, QFHSA

As the year is drawing to a close, you might wish to consider making a donation to the Rights Committee fund. All donations of \$10 or more will be acknowledged and income tax receipt provided.

Please make cheque payable to:

Rights Committee, QFHSA
2535 Cavendish Blvd., Suite 212
Montreal, Quebec H4B 2Y5

Hearing from you...

... Maybe real soon?

M. François Gendron
Ministre de l'Éducation
Édifice "G" — 15e étage
Québec

Monsieur le Ministre,

Dans une lettre qu'elle vous adressait le 26 août dernier, et dont elle m'a fait parvenir une copie, la Présidente de la Québec Federation of Home and School Associations, Mme Sylvia O. Adams, revenait à la charge avec une demande d'aide financière auprès de votre ministère.

Même si je connais la réponse que vous avez apportée aux demandes antérieures de cette association, je veux vous demander de réexaminer la politique qui a guidé vos décisions récentes à son sujet.

Il me semble qu'avant de statuer de manière péremptoire et définitive sur cette requête, vous auriez intérêt à solliciter d'abord l'avis des commissions scolaires protestantes, auprès desquelles oeuvrent surtout les groupes reliés à la Québec Federation of Home and School Associations. Si l'avis de ces commissions scolaires était favorable, il me semble que en toute équité et en bonne démocratie, le ministère de l'Éducation devrait envisager de fournir à la Québec Federation of Home and School Associations une aide financière proportionnée à son importance dans l'ensemble des associations de parents du Québec.

Il m'apparaît tout à fait contre-indiqué que le ministère décide

d'autorité qu'il n'accordera d'aide, pour fins de coopération des parents avec l'école, qu'aux organismes reliés à une seule et même fédération. Ce serait là, de la part du gouvernement, une intrusion fort peu souhaitable dans l'exercice concret du droit des citoyens à la liberté d'association.

N'ayant pas été satisfait des décisions que vous avez prises à ce sujet l'année dernière, je veux donc profiter de la nouvelle requête qui vous est parvenue de la part de la Québec Federation of Home and School Associations pour vous inviter à réviser votre ligne de conduite à ce sujet. Je veux surtout, en premier lieu, vous inviter à procéder à une enquête loyale qui vous permettrait de recueillir en toute objectivité les faits dont vous avez besoin pour prendre une décision juste et éclairée. Si votre décision devait de nouveau être négative, je crois qu'il vous incomberait de fournir le rapport de l'enquête qui vous aurait conduit à cette conclusion. Si au contraire le rapport de l'enquête devait être positif à l'endroit de l'association concernée, je ne vois pas au nom de quelle logique le ministère de l'Éducation lui refuserait toute aide financière.

Je vous prie d'agréer, monsieur le Ministre, l'assurance de ma considération.

Claude Ryan
Député d'Argenteuil
et porte-parole de l'Opposition
en matière d'éducation

... and a plea from a teacher

I would like to express to you my concern regarding the lack of funding available to the Québec Federation of Home & School Association (Q.F.H.S.A.). In the past this association has approached the Minister of Education for financial assistance and has received grants in the area of \$18,000. Last year however, the Q.F.H.S.A. grant was cut from \$18,000 to \$5,000 and this year it seems the Home & School will not receive any grant at all from the Minister of Education.

The Q.F.H.S.A. and its local school affiliates has traditionally played an important role in the English schools of Québec. Furthermore the Q.F.H.S.A. has been a concerned and informed voice on all issues pertinent to education. Although the Home & School has sometimes taken a political stand on educational questions which is contrary to the Québec government position and even at times quite different from the beliefs of the teacher associations in our province, I believe it is fair to say that the Q.F.H.S.A. has always been concerned with the quality of education and this has been reflected in all their briefs on educational matters.

At the local level the Home & School and its volunteer core has

helped to provide the necessary extra resources in schools. For example, volunteers run many of our school libraries, help in the classroom situation, prepare school newspapers, raise funds to supplement school activities, and generally give support wherever it is necessary in the school.

Teachers and parents working together are the most vital part of the educational chain. I believe that when we work and communicate together in an effective manner the benefactors are the children in our educational system.

The Québec Federation of Home & Schools has been a key element in bringing the home and school closer together and it would be sad indeed to lose this vibrant association in our schools because the necessary funding was not made available to them.

It is for all these reasons that I ask that your government reinstate the normal grant required by Home & School in order for them to run their association.

Respectfully yours,

LAKESHORE TEACHERS'
ASSOCIATION
Maureen Morris,
President

... Hope to be heard in winter...

covered by Québec's Bill 101. In our initial Declaration in 1978 — for which the renowned late Professor Frank R. Scott was the constitutional consultant — 31 articles of the Bill were attacked. Over the years since then, while we marked time awaiting a hearing, many of the issues raised in our global attack have been raised piece-meal by other plaintiffs seeking relief from the court. Further, in 1982 the Canadian Constitution was amended to incorporate a Charter of Rights and Freedoms, including

minority language educational rights. Thus by 1984 it was apparent that QFHSA should commission an up-date of its Declaration in the light of legal changes. We were fortunate in being able to retain Professor Stephen Scott as our constitutional consultant, and he and our legal counsel have revised our Declaration to eliminate duplication of issues raised by other court cases. The result is a tapered down Declaration that focuses on:

Official language of Québec



PRESIDENT'S MESSAGE

SYLVIA ADAMS

We are well into the school year and hopefully we have all identified our major priorities. Despite the best laid plans, new concerns continually present themselves and we have to make decisions as to whether or not we will be able to include them on our agendas.

One of our provincial priorities was to hold our annual fall leadership conference so as to launch the school year on a positive and productive note. This year's conference was no exception, according to the evaluations submitted at the end of a busy day of workshops and an excellent plenary session.

I would like to reiterate some remarks that I made at that plenary session, so as to update all members as to our activities at the provincial level of our organization. There was good news, good and bad news, and bad news.

The good news: Her Excellency the Right Honourable Jeanne Sauvé, Governor General of Canada, has consented to be the Honourary President of The Canadian Home & School and Parent-Teacher Federation (CHSPTF), our national arm. Québec Federation of Home & School Associations is well represented on the Board and Executive of The Canadian Home & School and Parent-Teacher Federation: QFHSA now has two parents serving on the Protestant Committee of the Superior Council of Education, one of them being the vice-chairman of the Protestant Committee.

The good and bad news: QFHSA has received a grant from the Secretary of State under the Official Languages Community Program. We applied for \$63,000 and received \$15,000. We will make the \$15,000 work as effectively as possible but must cancel some of our original plans.

The bad news: (1) Québec's Ministry of Education absolutely refused our modest operating grant request. We continually tried to inform them about the valuable role played by QFHSA, an example being the countless hours of volunteer work done by our members on behalf of the education of children in Québec. The Minister has not and will not consent to meet with us; they simply said NO. We continue to seek provin-

cial government funding, regardless, and have asked other members of government and other organizations to support our cause. Mr. Claude Ryan and Mrs. Joan Dougherty have written strong letters of support to the Minister.

More bad news: (2) Québec Federation of Home & School Associations requested attendance at the Official Minority Language Conference, Ottawa/Hull, October 17-19, 1985. This supposedly "national" conference is being held by the Office of the Commissioner of Official Languages and is funded by the Secretary of State. Our request was refused. We were told that our concerns will be represented by the umbrella group Alliance Québec. Unfortunately, as each of us becomes more informed about educational matters, politics and lobbying, it makes us more aware that we must be alert and possibly concerned when one group is used to represent the opinions of many. It does not necessarily follow that our aspirations will be addressed, especially those in the educational field. I felt obliged to advise the conference delegates and wish to reiterate the same advice: listen carefully to the media coverage of this conference and note what has been said on our behalf by others. Numerous letters of support were sent to the Official Language Commissioner and to the Secretary of State, asking that QFHSA be included in this "national" conference. In fact, the Québec Association of Protestant School Boards even offered to pay the expenses of one of their members plus those of a QFHSA representative. Neither of our organizations was included, two organizations that have been the champions of minority language rights in education, in Québec, for many years.

These items are examples of the kinds of "extra work" undertaken by the provincial section of our Home & School organization. We cheer when we receive good news and we try to learn from those experiences that do not result in immediate success; we will simply try harder, become more aware and more persistent.

The bottom line is that we will not be deterred from making legitimate requests.

(article 1)
Education toys and games (article 54), and
Language of instruction (articles 72 and 79).

Legal counsel met with the Chief Justice of the Superior Court in September 1985 and obtained the necessary clearances. Our expectation is that the case will be heard in the Winter session.

The revision of the Declaration has been a costly matter. But QFHSA's case has been accepted by the Secretary of State under the federal government's Court Challenges Program, and QFHSA has been given financial commitments under that program for the three stages of Superior Court, Court of Appeal, and the Supreme Court. We have submitted our liability vouchers for the up-date and are awaiting a reply from the government as to what portion of the total cost they will cover. We have also received a financial commitment from another source to assist us in

this up-date. We are hoping that the balance which will remain will be small enough that we can cover it from the donations of those who agree with the anonymous mother of our opening paragraph that children should not be conscripted for the political purposes of the

majority party in the legislature. We must accomplish this financing without violating the policy we have adhered to for eight years, namely, that not one cent of operating funds of QFHSA will be used to finance the activities of the Rights Committee.

OWEN BUCKINGHAM

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SOFT DRINKS. THE HARD FACTS.

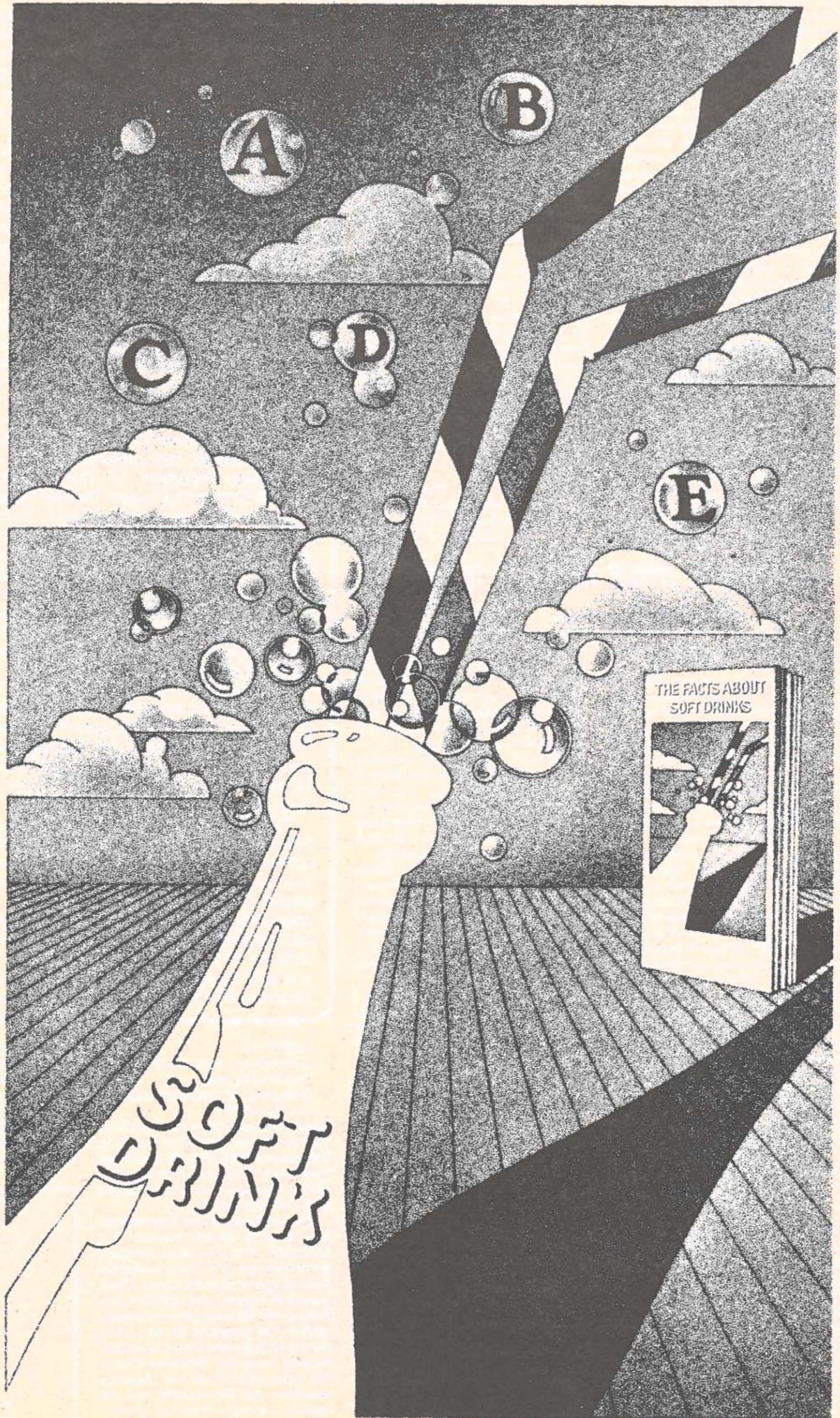
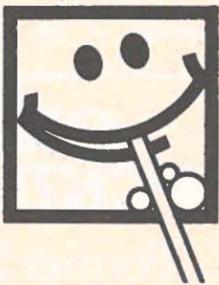
It's a fact: soft drinks are a part of the student lifestyle. We think they should know what's in soft drinks - and so should you.

To give you and your students an opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an exciting package of educational material including brochures, newsletters, films and the popular pamphlet, "The Facts About Soft Drinks."

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

We'd like to send you "The Facts About Soft Drinks" and a list of our other material, free. Just drop us a line at the address below.

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



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

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Here's yet another chance

Dear Parent:

Below is an outline describing the "Estates General on the Quality of Education". You may not have heard about this huge undertaking that will culminate in Montreal on April 2, 3, 4, 5, 1986. We hope that both the anglophone voice as well as the parent voice will be available at the regional meetings. Have you heard about the regional meeting in your area? Have you been invited to send a representative to it? Ask your principal, school commissioner or school board as all these parties should have received information. Listed at end of this article are the resource persons to contact in each of the eleven MEQ regions. Please make your school community aware of the Estates General. Please try to send a parent representative to the regional meetings so that your ideas will become part of the information bank that will result from our anglophone coordinating committee so do not hesitate to call QFHSA if you wish more information or documents; we will supply what you need and/or funnel your request through the coordinating committee itself.

This is more work for all of us but it is felt that our participation is essential. Good luck!

Sylvia Adams
President

Estates General on the Quality of Education

The Estates General which originated with the F.C.S.C.Q. (Federation of Catholic School Boards of Quebec) includes every organization which is involved with primary and secondary education in Quebec.

The central committee of the Estates General or as it is called le *Comité des états généraux*: consists of the Presidents or their representatives of the F.C.S.C.Q., Q.A.P.S.B. (Wayne Aalders), the C.E.Q., the Federation of Directors of Quebec Schools, the Association of Quebec School Cadres, the Federation of the Parents' Committees of Quebec, the Association of Directors General of Quebec and the Minister of Education.

In addition, there is one representative from the anglophone employees of Catholic boards. (Harvey Weiner, the President of P.A.P.T. represents P.A.P.T. and Q.A.S.A. while Michael Palumbo represents P.A.C.T., Q.A.C.S.A. and A.D.E.S.) and one from Q.A.P.S.B. This committee oversees and reviews the work of the various sub-committees which have been established to look after Finance, Content, Logistics and Publicity.

The Province has been divided into eleven regions which corresponds with the eleven Administrative Regions of the M.E.Q. There are to be meetings in each of the eleven regions of Quebec in October and November.

It is expected that in each of these regions, persons associated with those bodies who are involved in the planning of the Estates General — commissioners, teachers, administrators and parents will be able, in whatever form is agreed upon in the various regions, to come together and discuss how the quality of education may be improved.

The conference will discuss five major dossiers including Adult Education, Student Services and Curriculum. The discussions in the

regions will revolve around a document which will address the problems which exist in the five main themes and possibly suggestions as to the changes which are required. This document is in the process of preparation by a committee and is to be available in October.

The document and the Estates General, will address itself, not to the past but to the future. There are to be no discussions about structures but rather about content and what is required to provide quality education.

Each region after it has held its meetings, examined and commented on the document, will be asked to prepare a paper containing a synthesis of the findings in their particular region. These will, in turn, be put together in a final document which will serve, as the basis for study and examination at the Estates General.

An anglophone coordinating committee has been established which includes Grace Hone, George Cochrane, David Wadsworth of Q.A.P.S.B., Ian Trasler of the Directors General; Scott Conrod and Keith Farquharson of Q.A.S.A., Harvey Weiner of P.A.P.T.; Michael Palumbo of P.A.C.T.; Alan Fitzgerald of Q.A.C.S.A.; Grant Fabes of A.D.E.S.; Sylvia Adams of Q.F.H.S.A. and Alan Hollywood of E.S.N.P.

In addition, there are the Chairmen of the five groups which deal with the subjects covered by the five sub-themes: Dennis McCullough — Adult Education (P.R.O.C.E.D.E.), Keith Fitzpatrick — Curriculum (C.A.C.R.), Pat Jared — Technical/Vocational (Q.A.C.V.E.), Colin Tisshaw — Special Education (C.A.S.E.R.) and Steve Adams — Student Services (Q.A.S.S.A.). This group has now met on three occasions and is prepared to act as both a coordinating and resource body.

Note: Registration forms for the Estates General next April will be available shortly. Registration fee is \$100. before January 31, 1986, and \$125. after. Registration is on a first come, first serve, basis. They are expecting 5,000 registrants.

to get very involved in Education in Quebec

You are needed . .

Dear Parents:

For more than 15 years Planned Parenthood Ville-Marie has been available to you and your children. We offer accurate, unbiased information, education, confidential counseling, brochures, referrals, classroom sessions, health fair kiosks, parent consultations and education, and sympathetic understanding of the difficulties and problems involved in responsible sexuality.

We are the only organization that allows you and your children the anonymity to speak openly about that part of our lives that is sensitive and carries great consequences.

We are a community resource of information and material for students, schools, the media, and other organizations who are doing research, papers and articles in the fields of contraception and sexuality.

Our annual training course is attended by teachers, school counsellors, nurses and health care people who work in hospitals, neighborhood clinics, CEGEPs and universities. As well, there are people who are interested in becoming volunteers in our association.

We offer guidance to parents to help them become more effective primary sex educators of their children.

We are associated with the Planned Parenthood Federation of Canada, and the International Planned Parenthood Federation under the auspices of the World Health Organization of the United Nations.

Our counsellors are trained and dedicated volunteers who believe that everyone has the right to complete and correct information. That is the basis for making intelligent choices. For this reason we have advocated comprehensive family life education in the schools.

We depend on your support in order to be able to continue giving these services.

Our only source of funding is you, the public, whom we serve. You are also our human resource, and we need you to train and work with us. You will find it interesting and satisfying, I promise you.

It is essential to us to have your financial and personal support in order to continue and expand our services to you, your children and the community.

Please fill out the form below and be generous partners in developing healthy attitudes and practices that will make "every child a wanted child."

1) I wish to be a member of Planned Parenthood Ville-Marie Inc. ()

NAME: _____ PHONE: (H) _____

ADDRESS: _____ (W) _____

Enclosed is my cheque for: Single (\$10) ___ Family (\$15) ___ Other ___

Tax Receipt: Yes () No ()

2) I wish to be an active volunteer ()

Please mail to: Planned Parenthood Ville-Marie Inc.
5 Weredale Park, 6th Floor
Westmount, Quebec H3Z 1W5

THANK YOU

Don't speak for us at Hull meet, Home and School head tells AQ

The president of the Quebec Federation of Home and School Associations says she did not want Alliance Quebec to represent the QFHSA at a federal minority-languages conference held Oct. 17 in Hull.

Sylvia Adams told participants at the QFHSA's 1985 fall conference at Lindsay Place High School in Pointe Claire Saturday that her group's request to attend the Hull meet had been rejected.

She said she was told by the office of the Official Languages Commissioner that Alliance Quebec, an English-rights lobby group, would represent the

English community's concerns in Hull.

But Adams said Saturday: "We should be constantly aware of who is representing our opinions because they may not be saying exactly what we want."

She cited a poll, conducted in 1983 by the Central Parents' Committee of the Protestant School Board of Greater Montreal, that said 93 percent of parents opposed major proposals for school restructuring as outlined in Bill 3.

Adams said the survey indicates a lack of agreement on the education system's needs.

Although Alliance was indis-

pensable in certain areas, it does not represent educational rights, she added.

"Therefore it will present another point of view, one that will be different from ours because we will not be there."

Vaughan Dowie, Alliance Quebec's executive director, explained that because of limited space on the four panels at the conference, many groups will be unable to make individual representations.

The panels will focus on legal issues, case studies, integration of policy, and co-ordination of activities involving minority languages, he said.

"With the exception of the case-study workshops, which will have two representatives of English minorities in Quebec and three representatives of French minorities outside Quebec, each panel will have one representative from Quebec and another from outside Quebec," he pointed out.

"There's no workshop at the conference specifically for education."

He added that the QFHSA had not approached Alliance Quebec with its concern over Bill 3.

"To my knowledge, we're not going to be talking about Bill 3," he said. "But if they have a point of view they'd like brought across at the conference we're certainly willing to listen to it."

Dowie said discussion of Bill 3 or other education problems in Quebec could fit into the case-study workshops, "but we're not going to make decisions. We're not going to say the best thing for education is X, Y or Z."

"This is not a constitutional conference," Dowie noted.

Alliance Quebec not the villain

The Chronicle's Oct. 2 article "Don't Speak For Us At Hull Meet, Home & School Head Tells AQ" miscasts Alliance Quebec as the target of our organization's objections.

At the 1985 fall conference of the Quebec Federation of Home and School Associations, I reported on correspondence with the office of the Official Languages Commissioner. That office had earlier announced a forthcoming "national colloquium on official language minorities."

Taking the word "national" to mean "characteristic of the nation," the QFHSA wrote to request an invitation, as it represents 6,000 families whose children attend schools in Quebec that come under the jurisdiction of school boards which operate in the minority official language. Moreover, the QFHSA has formulated views on school and language rights that have been endorsed by its membership.

Our request was refused. We then obtained a list of those invited. The list reveals two umbrella organizations that cooperated with the OLC office to organize the colloquium —

the Fédération des Francophones hors Québec and Alliance Quebec — and that the invitations went to their member organizations.

We object to calling a head office conference setup "national." Also, when nine of the 16 invitees from Quebec are currently directors or executive members of Alliance Quebec, and when at least three other participants are actively involved in AQ, we resent the languages commissioner designating the Quebec delegation as representative.

In telling him so, we contrasted AQ's position on Bill 3 to ours and pointed out that the courts had ruled in our favor. That "representative" view will be absent from the Ottawa-Hull meeting.

We are concerned, and we felt obligated to inform our members of the facts so they will listen more carefully to media reports emanating from the "national" conference in Ottawa-Hull this week.

Sylvia Adams
President,
QFHSA,
Montreal

YOWMPS are fitter!

The Canada Fitness Survey was a survey of unprecedented scope on the topic of physical fitness and activity patterns. Among the more important findings:

- 11.5 million Canadians (56% of those age 10 years and over) are physically active in their leisure time;
- men and women are equally active, a change since 1976 when men were more active;
- there would be 15 million new participants in all activities if there were no barriers holding them back;
- during the period 1976-81, cross-country skiing and alpine skiing gained large numbers of participants, while hockey lost ground;
- forty-six per cent of Canadians believe that regular activity is very important and 78% wish to increase their participation levels.

There are distinct differences between active and sedentary Canadians in their demographic

profiles, attitudes, fitness levels and health.

Active Canadians are:

- more likely to be young, Westerners, managers and professionals, single and better educated
- more likely to put a high value on activity, not smoking, and weight control;
- more fit — better cardiovascular fitness, flexibility, muscular endurance and strength;
- healthier, with greater emotional well-being and positive self-ratings of health, and less likely to be a health risk for fitness testing;
- more likely to eat a good breakfast regularly, get 7 or 8 hours of sleep and avoid smoking.

The results are based on 22 000 questionnaires completed early in 1981 by a representative sample of Canadians age 10 years and over, in all provinces. The survey also conducted 16 000 fitness tests on persons between the ages of 7 and 69.

Not taken seriously?

Last February, the Parent Liaison Committee conducted a survey of *Teacher Representatives to School Committees*. In studying the results of the questionnaires, the committee noted a significant discrepancy between the perceptions of the Rep. and those of the other teachers in the school, as to the importance of the role of the Teacher Rep. to parent groups.

In the questionnaire, Teacher Reps were asked to rate the importance of their role, and also to indicate a rating to reflect the importance their colleagues attribute to it. Most Reps considered their role a crucial one, but thought their colleagues considered it somewhat less important.

The survey also revealed that only 18% of those Teacher Reps completing the questionnaire were elected to their position. Almost 80% either volunteer or serve on a rotation with other teachers.

The Parent Liaison Committee asks that teachers reconsider the importance of the role played by those fellow teachers who represent them on committees of parents. The data collected implies that teachers are not assuring their Reps that they are aware of that importance.

One way of indicating to the Teacher Rep that his/her colleagues are both concerned and supportive is through the election process — which identifies that teacher as the best possible candidate for the position. The School Council is a logical forum in which an election could take place, usually at one of the first meetings when the fall term begins.

Please try it, and good luck!

Reprinted from "Feedback" Sept 03/85, the weekly bulletin of the Provincial Association of Protestant Teachers.

Reprinted from
"The Chronicle" Oct 03/85

... Dear Jane!

Dear Mrs. Adams:

In the absence of the Commissioner, I wish to thank you for your letter of September 13, requesting again an invitation to participate in our forthcoming national colloquium on official-language minorities. The time we have taken to reply indicates how seriously we have considered this issue. Perhaps you will allow me to explain at greater length what the colloquium aims to do, what constraints we are working under, and why it has been necessary to uniformly apply an invitation policy which inevitably excludes a great many associations and individuals who undoubtedly have valuable views on minority rights.

This colloquium was not conceived as a forum to discuss sectional issues such as education, health, social services or communication. The focus of this event is rather on better defining an integrated approach to language reform in Canada and the means most likely to effectively improve the situation of official-language minority communities. It is on this basis that the colloquium was organized in co-operation with the two organizations representing the broadest interests of Canada's official-language minority communities and invitations were also conveyed to their member organizations.

Given a limited budget and the need to have as balanced representation as possible, our Organization Committee was forced to accept that, however, much we might wish to reflect everyone's views, it was out of the question to have one representative from all associations across Canada concerned with language issues. This decision had to be made and I want to make it very clear, again, that it is no reflection on the interest or credentials of those we were unable to invite.

In fact, some 25 representatives of the English-speaking communities in Quebec have been invited, either as spokesperson for their regional association, as presenter, moderator or specialist, or, as in the case of the Honourable Robert Layton and Senator Wood, as parliamentarians.

I believe they will be able to represent, as completely as conditions permit, a broad spectrum of Anglophone views in Quebec. Having already had the unhappy task of giving a similar answer to other associations who wished to be present, I hope you will fully appreciate why we have to toe the line and repeat our inability to accommodate you on this occasion.

Yours sincerely,
Gilles Lalande
Deputy Commissioner of Official Languages

Dad's House, Mom's House

A FILM ABOUT JOINT CUSTODY

Produced by
The National Film Board
of Canada
Ontario Production
Studio

National
Film Board
of Canada Office
national du film
du Canada

By the end of this decade, more than half of school-age children will be the offspring of divorced or separated couples. The hope behind the National Film Board film *Dad's House, Mom's House* is that shared custody will become more common as Canada's divorce laws are overhauled.

This documentary film explores the thoughts and feelings of three families. Two of the couples have

worked through their hurt and anger to reach a Shared Parenting Agreement. They and their children reflect upon the pros and cons of these agreements. The third family is still in the throes of a bitter divorce and are struggling to settle the custody question.

This film is a valuable resource for discussion of issues relating to shared custody. It was directed by Lyn Wright and produced by John Kramer.



"Penpunishment"

Despite decades of change in education and public concern for school reform, some old and discredited practices persist in the nation's classrooms. One such practice is writing as punishment. In a "Forum" commentary in the August 28 issue of the national newspaper *Education Week*, John C. Maxwell, executive director of the National Council of Teachers of English, calls for cooperation from all educators to abolish this practice. His commentary is titled "How to Kill a Writer."

Maxwell writes that when he learned recently that some

teachers still use writing as punishment, his first reaction was "Can this be?" He recalls his own boyhood encounter with the hateful task of scratching out one hundred sentences stating his promise "to respect the rights of others."

But teachers who proposed a resolution condemning writing as punishment, passed at the last Annual Business Meeting of NCTE, told Maxwell that despite widespread evidence that it dulls children's interest in writing, punishment by the pen is still used by teachers of many school subjects.

National (CHSPTF) President's Message

Dear Friends,

Greetings to all Home and School members!

At the Annual Meeting of the national Federation each year, first-time delegates are delighted to discover for themselves the evidence of the strength and vitality of the Canadian Home and School and Parent-Teacher Federation, and its national network of associations manned by volunteers committed to the welfare of children, and to support for their schools and families.

At our last Meeting, we had the chance to evaluate our strengths and opportunities as an organization. Our structure and resource of informed parents, we agreed, is more than ever in demand as our society changes and grows older.

To achieve our potential as a resource and support network for the parents raising Canada's children, delegates directed that communication between provincial and national leadership must be improved. Communication is the exchange of information, ideas and concerns, in pursuit of solutions and common goals.

For an organization like ours, where time and money permit only one, maybe two, opportunities each year to communicate face to face at the national level, communication will only take place if each one of us makes the necessary effort.

Best wishes,

JOY BASTNESS, President
Hagen, Saskatchewan

Governor General is Hon. President

The Canadian Home and School and Parent-Teacher Federation has pleasure in announcing that Her Excellency the Right Honourable Jeanne Sauv , Governor General of Canada, has consented to act as Honorary President of the Federation.

This is the first time that the Governor General of Canada has accepted appointment as CHSPTF's Honorary President, although two wives of Canada's Governors General have acted as Honorary Patron or President: Lady Tweedsmuir and Mrs. Lily Schreyer.

New Officers for 1985/6

Elected Treasurer of the Canadian Home and School and Parent-Teacher Federation for a two year term is Ernest Taylor of New Brunswick, succeeding Doug Davidson of Manitoba. **Barbara Milne-Smith (Quebec) was named Central Vice-President** to succeed Ontario's Astrid Reader. Sonja Anderson of Manitoba was acclaimed Western Vice-President; she had been appointed in 1984 to complete a term when Joy Bastness was elected Canadian President.

Other new members of the Executive Committee are provincial presidents Audrey Shaw (Ontario), **Sylvia Adams (Quebec)**, Colleen Doucette (Nova Scotia) Diana Almborg (Alberta).

The mid-term meeting of the Executive Committee was held in Ottawa, between November 21st and 24th. The 1986 Annual Meeting of the Canadian Home and School and Parent-Teacher Federation will be held in Calgary, Alberta, June 1st - 8th, at the invitation of the Alberta Federation of Home and School Associations.

How to Kill a Writer

When I was in seventh grade, we used scratch pens designed by someone in the nineteenth century but kept in use well into the twentieth by someone convinced that the inconvenience of that pen would be good for our character. Our desks had little inkwells, into which the janitor pumped a jet of black ink once a week.

In front of me were the long, thick braids of Gwendolyn Kiev. The proximity of her braids to the inkwell was too much temptation. Into my inkwell went the tip of her braid. A moment later the black ink began sweeping a curved line across her blouse. I was fascinated and terrified. I knew what was coming.

At four o'clock that afternoon, with the sounds of my friends on the playground, I sat at my desk, scratch pen in hand, writing again and again, "I will respect other people's rights." I wrote that sentence 100 times, and after the first rendition, I paid no attention to its meaning. Something else may have been happening to me—something pretty bad. I'm not sure about it, but I could very well have been learning to hate writing.

I remembered that childhood incident during a discussion at the Annual Business Meeting of the National Council of Teachers of English last fall. Before us was a resolution decrying the use of writing as punishment. I mused: Can this be? Can teachers still be punishing children and youths by having them write the same sentence over and over? Or even forcing them to compose a rueful paragraph for their sins? (The latter is less mindless, but it still implies that the best way to punish kids is to make them write.)

Teachers speaking to the issue assured me that, yes, there are such teachers. And what a terrible thing it is that they do. By such actions, teachers can quickly undo the hard work of teachers of English language arts who struggle to persuade young people that writing is an enjoyable human experience, a way of sharing ideas with friends and schoolmates, a way of phrasing both the express-

ible and the virtually inexpressible thoughts that course through all our heads.

Writing is the last of the language arts to develop. As most of us know from spending a lifetime learning how to write, early experiences are critical to later development. If even a part of one's first experience with writing is painful, the road to competency in written language is made immeasurably harder. We are a nation that, by and large, is afraid of writing. Many of us will go to considerable lengths to avoid it. Why is this so?

A witty but wise teacher of writing once said to me, "Writing is an unnatural act. It is a laborious, painful, wrenching craft to learn, under the best of circumstances." One is tempted to agree after watching a ten-year-old boy hunched over his desk, forcing his hand and eye to work together, all the energy normally given to throwing baseballs intensely focused on the page. Little does he know that at 40, he will still be learning to write.

The general conduct of writing instruction in this country has been unhealthy for a long, long time. Recently, with the support of extensive research on what is called the writing process, teachers have begun to modify their approach to make the teaching and learning of writing a more natural, satisfying experience. But for many students, still, the purpose of writing appears to be simply to give the teacher something to bloody up with a red pencil. Without intending to, many teachers breed distrust and fear of writing.

With the passage of corporal punishment in schools, it is possible that writing as punishment has taken the place of the principal's paddle. For dipping Gwendolyn's braids into the inkwell, I might have been given three wallops on my hind end. In retrospect, that might have been a more fitting and less harmful punishment. One must ask: How enlightened is a school that, on the one hand, works hard to develop the skills of written expression and on the oth-

er hand destroys any liking for composition by using it to punish students for minor infractions?

I admit I know of no research telling how much writing as punishment is going on. But responses to my own straw polls of NCTE members and staff suggest that writing as punishment is not nearly so uncommon as I had thought.

How much better it would be to punish students by merely making them sit there with their hands folded. Or what about having children read their punishment statements into a tape recorder? To avoid tedium, they could try to read the sentence a different way each time and develop their capacity to interpret the written word. Or have them do push-ups.

But making them write mindlessly and painfully only invites the kind of distaste for writing that shows up in the behavior of too many adults. It's about time we policed ourselves by driving this insane practice out of the schools. Too much is at stake. If we ever expect to become a nation of writers, we must stamp out writing as punishment as soon as possible.

This is an appeal to all readers of *Education Week* to keep an eye out for instances of writing as punishment. Let teachers of all subjects at all levels know that there are other socially acceptable ways to punish young people for infractions, and that they can contribute to the national effort to improve student writing by using other methods of punishment.

While you're at it, tell all teachers they also have a positive responsibility. The English teacher's task is to teach writing, but all other teachers must support the development of writing skill by calling on all students to write as a natural part of the work in all classes. The much-needed renaissance in learning to write can happen only when everyone involved recognizes that true skill develops only through continuous writing practice.

At least, no one should ever kill the budding writer by using writing as punishment.

In Time For XMAS

Ten Points about Toys for Children

- Play is very important for children. It is critical for the development of imagination, creative thought, problem solving and other related skills. Play also contributes to the development of positive attitudes about self and others. In addition, concerned adults can see to it that play builds positive attitudes toward those who are different racially and culturally.

- In spite of some theories of infant behavior and early childhood development (particularly those of the past 30 years), very few toys are required for children's optimal development.

- Too many toys teach children about the excess accumulation of property, result in superficiality rather than depth, and militate against the development of attention, concentration and problem-solving.

- Poorly made toys become a battleground for adults and children, especially when money is scarce or a toy is expensive. Such toys are easily broken when played with in normal fashion. It is not fair to punish children for the sins of the manufacturer and of a careless shopper.

- Some toys actually trigger aggressive and/or violent play

in children. Such play should not be punished if you purchased and/or permit their use. Decide if you will accept violent play from children. If you won't, then select appropriate toys.

Children may use "non-violent" toys in a violent way. Develop constructive ways of making clear to them that violence and aggression are self-destructive and harmful to others. If the child is often violent, check his or her television habits! There is a relationship. Of course, set reasonable limits for the use of all toys when appropriate and necessary.

- Manufactured toys have come to be preferred by many adults and children. There is a quiet movement growing in the country that is working to legitimize, once again, toys and gifts made by hand. Begin to make or buy handmade playthings for children. Do not join children in disparaging handmade or homemade toys. Contribute to the child's understanding of the importance of skilled labor and what it means when someone "spends" time to make a toy.

- Careful choice of toys can help children develop responsibility, accountability, cooperation. Look for such toys; they are beginning to be produced,

usually by small manufacturers, co-operatives and/or peace organizations.

- Do not use toys to bribe children. Do not permit children to extort toys or shake you down for what they want. Do not feel badly or guilty if you do not buy and give them toys they expect. Television has made some children demanding consumers. (Overheard, one little boy whining, "Mommy, buy me this. It's only \$29.95.")

- "Toys Are Us" says Letty Cottin Pogrebin in *Growing Up Free*, which contains a useful chapter on toys. More precisely, they are expressions of the values of any society. Very often the toys and/or their packaging convey racist, sexist, classist, and, often, urbanist values; remove such packages before giving the child the toy. Be sure that your child's toys emphasize constructive values.

- Plan to spend time assisting children in the use, care and maintenance of toys. Be sure there's adequate space (no raggedy box, please) for storage. Be sensitive to the kind of lead time children need in order to complete play and put toys away as carefully as clothing and books are put away. The process of completing play and putting toys away is one in which children learn important skills and processes.



PLENARY SESSION

President Sylvia Adams welcomed the participants to the QFHSA 1985 Fall Conference, which was held at Lindsay Place High School in Pte. Claire last September 28th. In her introduction, Mrs. Adams outlined the activities of the federation since the Annual General Meeting held last May and briefly explained who was who at QFHSA to the delegates, some of whom were attending a QFHSA conference for the first time.

The Panelists: **Dr. Joel Hartt, Mr. Lucien Rossaert, Mr. Tom Bean and Ms. Maureen Lindsay-Morris** were introduced and each spoke to the conference theme "Motivation, Membership, Leadership: Why your membership counts" and briefly outlined the subject matter of their individual workshops which were held later after the morning coffee break.

Dr. Joel Hartt, Chairman of the Lakeshore School Board on the West Island, commented on the need for the minority viewpoint to be expressed, especially in view of all the legislation being passed which is changing the way our educational system works.

Mr. Lucien Rossaert, Vice-Chairman of the Superior Council of Education gave an overview of the work of the Superior Council and stressed that the input of informed, involved parents is vital to the functioning of the whole educational system.

Maureen Lindsay-Morris, President of the Lakeshore Teachers Association, also stressed that an informed parent is a supportive parent and noted that volunteers are invaluable in the school, where they can develop personal relationships with the staff, receive first-hand information, and provide teachers with feedback and morale boosting.

Mr. Tom Bean, a principal in the Lennoxville Regional School Board, discussed the beneficial role parents have played in his area.

Most participants at the conference agreed that the choice of panelists was excellent: they were interesting to listen to, were most informative and represented a good mixture of view points which all lead to a relaxed worthwhile opening session. Delegates also appreciated the 'tinges' of humour as each panelist "sold" his workshop to the audience by dangling a "carrot" of enticement at the delegates.

Develop Cooperation

Tom Bean, a principal in the Lennoxville Regional School Board, which is very similar to ours, discussed the value of parent input to the teachers, and gave examples, such as the institution of a solid French programme, which begins with the Kindergarten, which meets five full days per week, alternating French and English days, and continues right up through the elementary school to a grade 6+ immersion year.

The parents also run cafeterias, and solicit donations of crops from area farmers which are cooperatively processed and frozen, etc. in

Fall Leadership Conference — Focus On:
MOTIVATION • MEMBERSHIP

Change From Within

Dr. Joel Hartt suggested that the workshop might be more efficiently conducted by answering questions about parents' concerns, rather than through a presentation.

Dr. Hartt stated that the Law 3 court case is based on confessional school boards, to maintain local control of education. "If we want our kids to have a broad eclectic education, then it is imperative that boards maintain local control. In order to do this the court cases based on constitutional guarantees are necessary."

In a general overview covering the past ten years, Dr. Hartt explained the government's stance on education, the various bills that became effective and the results of this legislation. He mentioned that the Lakeshore School Board had met with Claude Ryan several times, "Our position is", said Dr. Hartt, "that changes could be made within the present structure. The Parti Quebecois does not want linguistic boards or confessional boards, but they do want regional boards. He explained that the Lakeshore School Board, in order to maintain control over education, was formed through the process of Dissenting Boards. The government of Quebec recognizes only five Dissenting Boards.

In response to a question about a problem resulting from implementation of the reading pro-



Joel Hartt, Chairman, Lakeshore School Board at Plenary Workshop.

gramme, Dr. Hartt suggested that concerns should be outlined to him in a letter, and he will investigate the matter and report back.

"Our concern is," stated Dr. Hartt, "that the needs of the community, as perceived by the community, are met. Our government

Superior Council Expands Horizons

The purpose of the workshop was to show Home & Schoolers how they are represented on the Superior Council and how they can make their concerns known. Mr. Rossaert was warm and personable in his delivery and provided an environment in which workshop participants were free to ask questions.

He outlined the structure and functions of the Superior Council of Education, delineating the representation of English Protestants as well as other groups. He also explained the relationship of the Superior Council to the government of Quebec.

Mr. Rossaert pointed out that there are both formal and informal contacts made between the Superior Council and parents and others concerned about education in the province of Quebec. He stressed the importance of the questionnaire survey that QFHSA is presently conducting on "The State and Needs of Education in 1985" for a report to the Superior Council; that the information gained through such reports is used in Council deliberations and in their recommendations to the Minister of Education.

Mr. Rossaert informed the workshop delegates that Superior Council documents will begin to reflect a broader vision as more and more English Canadian sources, as well as Quebec studies, are used in their discussions and deliberations. Consultative processes are beneficial to both sides of the consulting process.

Mr. Rossaert concluded by reminding the participants that many changes have occurred in education in Quebec over the last 20 years. He believes that many of these changes are positive and cited the dramatic increase in the number of students completing high school, with a corresponding increase in attendance in post-secondary institutions.

Ann Kiss
Vice-President, QFHSA

Encourage Teacher Participation Says Lindsay-Morris



This was an informal workshop with plenty of questions allowed from the participants, such as:-

1. Should teacher reps come to H & S meetings?
2. Should the teacher rep be the same person each time?
3. Should there be a parent representative at teachers' meetings?

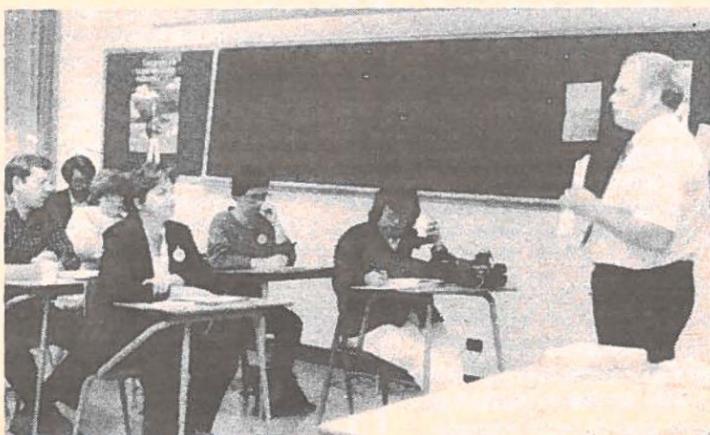
In order to improve communications between parents and teachers it was felt that teachers should be encouraged to join Home & School. Another idea put forth was that more workshops be held

between teachers and parents.

A concern of some participants was that not enough concern was being shown by parents about the program in the high schools and that Home & Schoolers should see to it that this area was studied. Home & School could also provide other types of activities and opportunities for parents and teachers to get together, such as teas.

The reporter noted that the workshop was beneficial to her as she served as the Chairman of the Volunteer Committee in an Elementary School. The major difficulty still being faced at some schools is that of finding enough parents to get involved first and then going on to establish the effective parent-teacher relationship, especially at the High School level.

Ursula Morris
John Rennie High School



Tom Bean, Principal, Sunnyside & Ayer's Cliff elementary schools in the Eastern Townships.

What's happening in your school?

JOIN Home & School and Help it Happen!

LEADERSHIP

WHY YOUR MEMBERSHIP COUNTS

AREA REPS

Prime QFHSA function

This workshop was led by Ann Kiss, Vice-President, QFHSA.

The content of the workshop examined the who, what, when, where, and why, of the Area Representatives. Emphasis was placed on the importance of the Area Representative in being the liaison between the Home & School local association and the provincial organization, Quebec Federation of Home & School Associations. It was seen that the whole structure is weakened without the active participation of the Area Representative.



Anne Kiss, Vice-President of QFHSA.

The functions of the Area Representatives were discussed. The benefits to the individual Area Representative — opportunities to grow and increase skills; to the local associations — sharing ideas and problem solving; and to the provincial Federation — knowing what the concerns, interests and difficulties the local associations are experiencing.



This lively two-part workshop was ably presented by Alex Morris, a past president of the QFHSA. He himself is an excellent example of how a person should communicate with others. Mr. Morris's presentation on inter-personal relationships, was lucid, informative, constructive and at times humorous.

Communication is the gauge by which two people measure each other and their own self worth. There are six basic elements of communication:

Body: A person's body or physical appearance, is the first fact which influences one person's perception of another. Image presentation plays a very important part in communication.

Values: Inner values, past experiences, and standards of behaviour, also influence the interpretation of the message.

Expectations: Past experiences, success, frustrations and lack of understanding also come into play.

Senses: In many situations the sensory powers of seeing, smelling, and touching can intrude upon a verbal message.

Ability: Intelligence and ability of the speaker are also factors in successful communication. Many people have the ability to be effective speakers, but are afraid to express themselves.

Brain: Many people do not fully exploit their brain to its full extent, when communicating.

With the help of a diagram Mr. Morris, explained some of the pitfalls into which a message might fall:

Sender: The sender should always try to choose the correct medium for the message and relay it in a clear concise way.

Direction: Method of direction, can be very important to the outcome of the message; i.e. how does a person expect communication to happen; what does a person expect you to do; does the message reach the intended receiver.

Receiver: The receiver brings to the message built in values and memories.

Response Message: Response to the message depends on the person's own values and expectations. Also important to remember is the effective response of silence.

Feedback: There is always expected feedback, but there can

also be unexpected feedback, from other areas. It is always important to anticipate the reaction to the message. By doing so the sender can often head off unexpected reaction.

People often assume roles unconsciously, depending on the situation. There is the complainer; the commander general; the preacher; the cynic; the disqualifier; and the cross examiner.

A message can also be distorted by external and internal factors.

External factors: noise, temperature, attendance, lighting, odors and seating.

Internal factors: With the able help of four volunteers the internal or hidden factors, which influence communication and decisions of a committee, were played out. Hidden factors include:

Hidden Agenda: a person may have another commitment, causing him/her to rush the discussion and vote.

Hidden Committee; a person may have allegiance to another group, which can result in conflict of interest.

Threat to Status; a person who hates to have his/her experience challenged.

Subjective Assumptions: a person who hates to have his/her experience challenged.

Feeling of Inferiority; a person who is fearful to express their point of view.

The awareness of all the various elements that influence communication in today's society, helps to make us more alert speakers and listeners.

Diane Lacey,

Royal George Elementary School.



Lucien Rossaert, Vice-Chairman, Superior Council of Education.

INTER-PERSONAL RELATIONSHIPS

It's always involvement in this workshop



Displays were busy



Stephen Drake, V.P., QFHSA, on duty at the Home & School publications table.



Rick Connor, Sunsweet Citrus Ltd.

Leadership Conference-BIG SUCCESS

EFFECTIVE MEETINGS

They don't simply happen
... they're planned!



Ann Gagné, President, Edgewater H&S (l) June Smith, Past President, Willingdon H&S (r).

This workshop was attended by presidents and vice-presidents. Initially the group was asked to write out questions that they had concerning their year as leaders of Home & School. The topics dealt with covered everything from finding people willing to assume leadership positions to running effective meetings.

Some suggestions gathered were:

1. encouragement of people suited to leadership roles.
2. welcoming tea for kindergarten and grade 1 parents to introduce them to home and school on a personal level.
3. posting of minutes of Home & School meetings.
4. Delegation of duties of leader to committees and personnel on the Exec. to spread the responsibilities.
5. Meet with principal on a regular basis, especially before the meeting to learn of their concerns.

6. Have an agenda ready to hand out at the meeting.

7. Make sure that the meeting deals only with Home & School concerns.

8. Schedule lengthy items for discussion for the end of the meeting. (This goes for long-winded speakers too)

9. Hold executive meetings for support rather than have president make moves on her own. Meeting of core executives could be held before regular meeting to focus agenda items.

10. Have a Home & School and/or Bulletin Board Space to communicate with parents visiting or working in the school.

11. Use back-up systems, i.e., provincial Home & School resource material, the Home & School Leadership Handbook, Roberts' Rules of Order, Royal Bank flyer: "Effective Meetings".

Barbara Paschalidis
Seigniory Elem. School

CoRT THINKING



Clifford Buckland, teacher from Meadowbrook Elementary School and workshop leader for CoRT talks with Valerie Carpenter, President, Lachine High H&S.

Mr. Clifford Buckland, a teacher at Meadowbrook School in Lachine, gave an exhilarating and informative discussion about the CoRT Thinking Program. This program is ideal for grades four, five and six and commences with CoRT I known as BREADTH, followed by CoRT II which is ORGANIZATION, finishing with CoRT III which is CREATIVITY.

Each program has ten 45 minute sessions and is designed to have students look at a problem in different ways. CoRT is unique because no special skills or knowledge are needed to teach the program. There is a teacher's manual and about thirty handbooks for each level. The only requirement needed is patience on the part of the instructor. The students think of it as a game, not realizing at the beginning that it is one of the best learning tools that they will ever have.

Gloria Carlson
Royal Charles School



Mr. Buckland played to a "standing room only" crowd.

... and so does the food.



The food was good!

Feds new anti-smoking action will involve volunteer groups

Governments should be doing more to keep young Canadians from smoking, even if it means adopting a "big brother" stance, Minister of Health and Welfare Jake Epp says.

"Program efforts to promote non-smoking have been insignificant at inducing behavioral changes in young people," he told a Canadian Lung Association meeting here.

"We can do better than we have done, and I'm willing to risk being called 'big brother' to do that."

Mr Epp announced plans for a new national program to decrease smoking by young people. The program will be based on government collaboration, both federal and provincial, with non-governmental organizations, especially volunteer groups.

"The ministry does not have a good history of collaborating with non-government organizations," Mr Epp said, a situation he would like to see changed.

The health ministry has asked the Canadian Lung Association, the Canadian Cancer Society, the Canadian Heart Foundation, the Canadian Council on Smoking and Health, the Canadian Public Health Association, the Canadian Medical Association, and the Toronto-based Non-Smokers' Rights Association, to participate.

None of the volunteer groups is committed to the program yet, but

representatives have been asked to meet with federal ministry staff and representatives of the provincial ministries.

The federal ministry plans a fall launch for the new program, after the planning group defines what will be done, and identifies target groups and projects.

Initially, the national program will focus on youth, with a more direct, aggressive message than is used currently. Bringing together a mix of government and non-government organizations should be a benefit to all. Private organizations are better able to take information to target groups, for example, while the government can develop a national advertising campaign.

A national clearinghouse on smoking and health is being considered to identify existing information and act as a central distribution point. Governments and other organizations could share information and avoid duplication of effort.

The new national program will be funded on a project basis. "Health and Welfare is not establishing a pool of money to give out to participants. Rather, the ministry is promoting collaboration among groups to reinforce the independent effort of all."

The Canadian Home and School and Parent-Teacher Federation and its provincial federations are

Rhonda Birenbaum
Reprinted from The Journal
Addiction Research Foundation

actively participating in non-smoking programs being developed by the federation government. They are a co-sponsor of "Smoke Free Spaces for Kids" with the Canadian Heart Foundation.

Book Review

Child-Rearing: What To Do Now

This is a solution book aimed at parents, providing answers to the questions and problems of child-rearing. It includes positive suggestions parents can follow regardless of a child's age. Several possible remedies are presented for common parental pitfalls, fears and failures.

Child-Rearing: What To Do Now contains a "tool box" full of alternatives, practical approaches a parent can immediately try. Because so many options are available this book assumes the qualities of a reference resource, to be sought again and again. The book is a Dr. Spock approach to child-rearing except that the proved fallacies of Dr. Spock have been changed, bringing the subject into the realm of today.

Dr. Roddy Mac has organized several group homes for delinquent and neglected adolescents in addition to teaching classes in

Catch-up measures for adults

Within the framework of academic catch-up measures funded by the Government to encourage adults under 30 to return to school, the Service de l'éducation des adultes of the C.E.C.M. received some 8000 applications for registration in 1984/85.

Actual enrolment in the centers

for general and vocational training for adults reached unexpected proportions — the equivalent of 2640 full time students.

An evaluation of the catch-up measures showed that 90% of the students who took the courses were very satisfied.

However, the catch-up measures, among them the increase in welfare payments, caused registration by students often not very motivated and with serious learning and adjustment problems. This explains, to a large extent, the relatively high drop-out rate of this type of students.

The Service de l'éducation des adultes has set up various measures to improve the perseverance rate among the returning adult drop-outs.

encourage positive behavior and discourage negative behavior. This is not theory! These are practical, down-to-earth methods that can be used every day. AND THEY WORK!

Dr. Mac received his Ph.D. from the University of Wisconsin, Milwaukee, and interned in Community and Clinical Psychology at the University of Kansas Medical School.

CHILD-REARING: WHAT TO DO NOW is 215 pages and is available from the publisher, Pine Mountain Press, Inc., P.O. Box 7553, Bradenton, FL 33507. The price is \$7.95 plus \$1.50 for shipping and handling (in U.S. funds).



Look what goodies I picked up! Marguerite Dunlop (l) Chairman, LaSalle High School Committee and Judy Cloutte (r) Past President, Keith H&S.

SADD

Student Against Drunk Driving



The program, which involves signing a contract on the part of a student and his parent following information sessions, was ably explained to the workshop participants by Miss Ann Francis, a Lindsay Place High School student, who is involved in presenting the program to students at her school.

A copy of the contract was distributed to participants as well as some background information.

The parents present were pleased to have a student explain the program and to give some insight into the way that students think, and to have such a capable presenter, Ann Francis.

on all counts!

STARTING EARLY

Get'em while they're young



David Ross, DG, Richelieu Valley School Board (rear) explained "Starting Early" program aimed at preventing alcohol abuse at elementary level.

Workshop presented by Don Ross, Director General, Richelieu Valley School Board.

"Starting Early" — a program aimed at preventing alcohol abuse — is now being used in elementary schools. Mr. Ross stressed how important it is to start the education of children about alcohol abuse at an early age. The "Starting Early" program shows the relationship between alcohol,

driving and child abuse. Children learn that alcohol causes stress between parents, teachers and children.

Each grade has a kit geared for the child's needs. Games and stories are used to illustrate to the children the relationship between alcohol and its effects on people. Most teachers using the kit are very enthusiastic about participating in the program. They find

they are reinforcing parents' teaching and parents have given a positive response to the program.

The joy of the program is that it can be adapted to fit into any part of the curriculum. Kits are available from Mr. Ross at the Richelieu Valley School Board. (Write: 11 Helen Avenue, Otterburn Park, Quebec, J3H 1R2.)

Judith Cloutte
Keith School

Student runs workshop — TELLS IT LIKE IT IS —

Students Against Drunk Driving is a program which has been developed by students, for students and their parents. It was prompted by the realization that

students who are young and inexperienced and who are experimenting with alcohol and driving a motor vehicle will inevitably come to grief.

School poll shows 31.5 per cent have driven while drunk

By SANDY SENYK
OF The Gazette

More than 30 per cent of senior high school students in the Cowansville area have driven while drunk, a poll conducted this summer indicates.

And almost 40 per cent of those without driving licences in the same age group admitted to taking rides in cars driven by a drinking teenager.

The telephone poll was conducted by a group of students at Massey-Vanier Regional High School who are organizing a chapter of Students Against Driving Drunk (SADD).

Lesley King, 15, of Brome said the five students, working with an \$8,000 provincial grant, called 516 students of both the English and French-speaking sections of Massey-Vanier to pose questions about their experiences and attitudes toward drunk-driving laws.

"A lot of surveys of this kind have been done in the U.S. but I think people tend to disregard them because it isn't their own children," she said.

Started five years ago

SADD began about five years ago in Massachusetts and chapters have sprung up across the U.S. Cowansville's will be one of the first in Quebec, however.

The aim is to educate students to the dangers of drinking and driving.

A key tool of SADD is a student-parent contract, by which the teenager promises to call home for a

ride if he or she has been drinking. The parent, in exchange, promises to pick up the student with no immediate recriminations.

The contract, said James Colley, student services consultant at District of Bedford Regional School Board, "is not a licence to drink. Rather, it's recognizing the reality that during adolescence, these things will happen."

Among the findings of the Cowansville poll:

- 31.5 per cent of the responding students said they had driven while intoxicated. About half of those did so "occasionally."

Most say it's irresponsible

- 38.3 per cent said they had been a passenger in a car whose driver had been drinking.

- 93.5 per cent thought drunk driving was irresponsible or very irresponsible.

- 74.2 per cent thought the penalties for drunk-driving should be harsher.

King said the worst offenders are the 14-15 age group. "I think it's because they are beginning to experiment, and they're not really educated yet to the dangers."

More girls than boys admitted to driving while intoxicated but King discounted that finding, saying girls tended to answer the poll more seriously than boys.

Massey-Vanier has about 3,000 students, 1,100 in Grades 10 to 12.

For information about SADD, write Ann Francis, Lindsay Place High School, 111 Broadview Avenue, Pointe Claire, H9R 3Z3.

CONTRACT FOR LIFE

A Contract for Life Between Parent and Teenager

The SADD Drinking-Driver Contract

Teenager I agree to call you for advice and/or transportation at any hour, from any place, if I am ever in a situation where I have been drinking or a friend or date who is driving me has been drinking.

Signature _____

Parent I agree to come and get you at any hour, any place, no questions asked and no argument at that time, or I will pay for a taxi to bring you home safely. I expect we would discuss this issue at a later time.

I agree to seek safe, sober transportation home if I am ever in a situation where I have had too much to drink or a friend who is driving me has had too much to drink.

Signature _____

Date _____

Distributed
by SADD
Students Against
Driving
Drunk



- **matinées**
- **group rates**
- **student rates**
- **special attention given to second-language teachers & students**

ALBERTINE, in five times

by Michel Tremblay
October 8 – November 3

What would happen if Albertine aged 30 were to meet Albertine aged 70? What would they say to each other? What would they have in common? Tremblay has set an even larger fantasy in motion with a totally unique and astonishing theatricality.

"a profoundly moving piece of theatre"
(The Gazette)

sponsored by:  PÉTROLES ESSO CANADA

THE ZEN OF AN INTELLIGENT MACHINE

by William Kuhns
November 5 – December 22

The Frankenstein myth explores a form of scientific madness – the belief in man-made perfection. In this intriguing story, the old myth finds a new home: Silicon Valley and its obsession with computer technology and genetic engineering. A startling, thoughtful and highly entertaining new play.

sponsored by: **CPAir**

PRAGUE

by John Krizanc
January 7 – February 2

The spirit of Kafka is marvellously evoked when a troupe of clowns in modern day Czechoslovakia gets a chance to put on a "real" play. It opens up a dangerous world of intrigue, betrayal – and even counterfeit American currency! A political thriller by an exciting new voice on the Canadian theatre scene.

sponsored by:  CONSOLIDATED · BATHURST INC.

GONE WITH HARDY

by David Allen
February 4 – March 23

In America, just before the First World War, an English comedian, Stan, teamed up with an Australian singer and dancer, Kate, to form a vaudeville act. Silent movies then arrived on the scene. He went on to become one half of the famous comedy pair, Laurel and Hardy – she was shipped off back to Australia. This play is about Stan and Kate.

MASTER CLASS

by David Pownall
March 11 – April 6

It's Russia 1948. A late night party in the Kremlin. The hosts Stalin and his cultural bully-boy Zhdanov "entertain" composers Prokofiev and Shostakovich. A party none of them would ever forget!

STUFF AS DREAMS ARE MADE ON

by Fred Curchack
April 8 – May 25

The sorcerer Prospero, his beautiful daughter Miranda, the love-struck Ferdinand, the fiery spirit Ariel and the earthy monster Caliban all try to co-exist in one actor's mind and body. Using Shakespeare's incomparable text, the internationally acclaimed Fred Curchack transforms The Tempest into a theatrical fable for our times. This award-winning show premiered in San Francisco and was recently the hit of Montreal's Festival of the Americas.

"a must see for sheer theatrical magic"
"remarkable and fantasmagoric . . . a virtuoso performance"

sponsored by: **CN**

GLENGARRY GLEN ROSS

by David Mamet
May 13 – June 8

The "heroes" of this play are salesmen – not unlike Willy Loman of Death Of A Salesman. The cut-throat business ethic of the 80s is rough, especially in this sleazy Chicago world of real estate con artists. Here competition turns the American dream into a nightmare. Hailed as "the most exciting American play in years".

"crackling tension, ferocious comedy and drama"
(rights pending) (The New York Times)

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Place d'Armes

FOCUS on MEMBERSHIP

	1984/85	1985/86
ALLANCROFT	183	182
AYER'S CLIFF	15	24
AYLMER	36	50
BAIE COMEAU	33	—
BEACON HILL	147	156
CARLYLE	56	—
CEDAR PARK	134	126
CHELSEA	23	27
CHRISTMAS PARK	151	—
COURTLAND PARK	127	75
DORSET	129	81
DUNRAE GARDENS	121	117
EARDLEY	86	—
ECOLE PRIMAIRE BEACONSFIELD	151	195
ECOLE PRIMAIRE POINTE CLAIRE	129	—
EDGEWATER	213	186
EDINBURGH	133	181
ELIZABETH BALLANTYNE	144	141
GARDENVIEW	112	80
GREENDALE	80	—
HAMPSTEAD	89	118
HOPETOWN-SHIGAWAKE PORT DANIEL	22	31
HERBERT PURCELL	59	36
HOWICK	6	5
HUDSON (includes high school)	206	121
HULL	63	—
HUNTINGDON ACADEMY	24	—
JOHN RENNIE HIGH	34	128
JOHN XXIII/DORVAL HIGH	13	—
KEITH	87	83
LACHINE HIGH	104	54
LINDSAY PLACE HIGH	176	130
MACDONALD HIGH	176	130
MAGOG (PRINCESS ELIZABETH)	24	29
MALCOLM CAMPBELL HIGH	33	30
MARY GARDNER	6	—
MEADOWBROOK	120	99
NEW CALISLE HIGH	58	42
NEW RICHMOND HIGH	23	16
NORTHMOUTH HIGH	8	—
NORTHVIEW	128	144
ROYAL WEST ACADEMY	212	77
SEIGNIORY	148	113
SOUTH HULL	86	74
SPRING GARDEN	81	—
SUNNYDALE	142	121
THETFORD (Andrew S. Johnson Mem. School)	48	—
THORNDALE	93	99
VALOIS PARK	154	139
WAGAR HIGH	62	104
WESTPARK	151	—
WILLINGDON	90	63
WINDERMERE	189	214

Above membership figures include Associate Members at local Home & Schools, i.e. families who have joined more than one school.

A Christmas Message From Rivercrest Home & School, Ontario

I ran across this article a while ago. It was written some years ago by Mr. Ben Misener, when he was principal of Claireville Junior School, and is good food for thought at this special season of the year:

Dear Parents,

I guess the most talked about word in the English language is LOVE, especially at this time of year. Everyone uses it. Everyone has a different, personal meaning for it. To some, it is giving, to others, getting. Unlike our natural resources, the more you give, the more you have left, the more you are capable of giving.

We all need it but young children need it more than adults. Adults have learned that things can be endured, that troubles pass eventually, that the sun usually shines after the rain. Children haven't learned that yet. For them, the past was this morning, the present is all afternoon, and the future, this evening.

Every parent does loving things for his children, ordinary, unremarkable things like feeding them and clothing them and taking them on holidays, bandaging cuts, having their teeth straightened. Ordinary, yes, but acts of love that will only be recognized for what they are when the child, years later, has become, in his time, a parent.

Perhaps those are "soft" acts of love but there are "hard" ones too — like marching the child back to the store to return a stolen

chocolate bar, saying no to an unreasonable request even though up to the knees in tears, holding the child firmly to a family standard of behaviour even when being accused of being a monster and of being hated.

And then there are the acts of love, unfortunately all too rare, when you put down the paper after a hard day at work and still the cries within your aching heart to be left in peace for just a little while to listen to a child who wants to tell you something important to him. When you turn off the favourite T.V. programme which has given you a mini-holiday from the pressures of a society which seems, at times, to have gone mad, to life one sleepy little bundle onto your knee and read her a bedtime story.

Why is it that the most we have to give, ourselves, is the hardest to find time to give? Why is it that it can only be given now, not saved for later giving? Why is it that so many of us find this to be true only when the child has become the alien adult?

Fill their stockings, yes. Pile the presents around the tree, of course, but fill your arms with each of your children at least once during this warm and loving season. Say I love you if you can, but if you can't, hug them, ruffle their hair, look into their eyes and smile. They'll know and it will be the best Christmas present of all and it will last for a lifetime.

1985/86 GROUP AFFILIATE MEMBERS

School Committees

Alexander Galt Regional High School
Arundel Elementary School
Beaconsfield, École Primaire
Beaconsfield High School
Cecil Newman School
Cedar Street School
Centennial High School
Edgewater Elementary School
Gault Institute
Hampstead Elementary School
Irving Bregman Memorial School
John Adam Memorial School
Jubilee Elementary School
Kensington School
Lasalle High School
LeMoynes d'Iberville High School
Lennoxville Elementary
Lindsay Place High School
Macdonald High School
Margaret Pendlebury Elementary School
Northview Elementary School

Ormstown Elementary School
Philemon Wright High School
Riverview School
Royal Charles Elementary School
Saguenay Valley School
Souvenir Elementary School
St. Patrick Elementary School
Valois Park Elementary School
West Hill High School
William Latter Elementary
Windermere Elementary School

School Boards

Commission Scolaire de Bonaventure
Eastern Townships School Board
Greater Quebec School Board
Lakeshore School Board
Ormstown School Board
Protestant Regional School Board, District of Bedford
Protestant School Board of Greater Seven Islands

Protestant School Board of Northwestern Quebec
Richelieu Valley School Board
South Central Protestant School Board
South Shore Protestant School Board
St. Lawrence Protestant School Board
St. Maurice Protestant School Board
Western Quebec School Board

Others

Jewish People's and Peretz Schools
Lakeshore Teachers Association
Loyola High School
Mohammed, Yasmine Diane
Parents Committee, Richelieu Valley Regional High School
QACLD
Quebec Safety League
St. George's School of Montreal

APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00

Affiliate (Group) Membership . . . \$35.00 eg. School Board, School Committee
Parents Committee

Name: _____

Address: _____

Postal Code: _____

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

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

Quebec Federation of Home & School Associations

2535 Cavendish Blvd., #212
Montreal, Quebec H4B 2Y5
(514) 481-5619

Membership includes the bi-monthly newspaper and affiliation with the Canadian Home & School and Parent-Teacher Federation.

FOCUS on the LOCALS

BEACON HILL

Happy anniversary!

Beacon Hill Home & School held their annual Ski and Skate Sale Sept. 6. Thanks go out to all the old friends who worked hard to make this event such a worthwhile effort. A profit of approximately \$470 was realized.

It is Beacon Hill's 20th anniversary this year and to help make the school particularly attractive, a committee has been formed to beautify the school inside and out. The committee is made up of Mrs. Ward, Mrs. Yule, Mrs. MacDonald, Ms. Shtychno and Mike and Dan (the two bus drivers). The commit-

tee is asking the community to donate hanging baskets to be wintered over in classrooms. Let us save your expensive plants until next June. The labelled containers will be returned, but please don't hold us to a guarantee on the plants!

On October 11, anniversary celebrations were kicked off with a tree planting. This was followed by a flag raising and a balloon launching. This was just the beginning — there will be lots more to come!!!

NEW RICHMOND

Over 300 renew friendships

It was an extraordinary weekend for the 300 who attended the first New Richmond High School reunion, punctuated by warm temperatures and the warmth of reuniting with old friends and classmates.

Says Geri Bisson, one of the organizers of the event, "In a rural area, you start school with a group in Kindergarten and stay with them until Grade 11. You get to know their brothers and sisters so it becomes a very closely knit group, which accounts for the genuine warmth and affection everyone is expressing."

For nearly a year the committee made preparations for the weekend celebration, but organizers say the results were gratifying. Committee chairperson Dale St. Onge admitted she had more fun reminiscing throughout the preparations than those who just came for the weekend.

Artistic talents blossomed as organizers recreated the scene at their school between the years 1959 and '73. Music by Chubby Checker and Elvis Presley was piped into every room of the school, while cheerleader costumes, school sweaters and dresses from the period lined the hall.

Commenting on the spectacular decoration of the gym, Donna Bisson Ball noted that students always constructed a false ceiling of coloured streamers for graduation dances at New Richmond High School.

The reunion opened Friday evening August 3 with a wine and cheese party in the gym.

Saturday was a relaxing day for former students to meet each others' children and enjoy games and a barbeque prepared by the Rotary Club at Taylor's Point. Saturday evening featured the ball and banquet.

Prior to Sunday morning's ecumenical church service held at St. Andrew's United Church, the hundreds who attended were treated to a piano recital by Kenneth Woodman, formerly of Black Cape, and the Director of the



MR McCORMACK, Staff Representative, who has been made an HONOURARY MEMBER of John Rennie Home & School Association with other members of Home & School.

PRINCESS ELIZABETH

A history of parental participation

The Magog Home and School Association was established in 1949 and shortly afterwards land was purchased to build a new, larger school. Royal permission was granted in 1951 to name the school "The Princess Elizabeth High School".

Until 1969 the school served grades 1 to 11 but when the Alexander Galt Regional School opened in 1969 the High School became Princess Elizabeth Elementary School, providing classes from kindergarten to Grade 6.

The community is justly proud of their school. Only five minutes walk from Lake Memphremagog, it is well situated for class picnics and the view from the west side can prove a distraction for dreamy students.

PEES could be likened to a community centre, for it is always open to youth and adult groups. Indeed, the H&S Assoc. sponsored a Community School, which has fallen by the wayside as the Que-

bec government made funds available for adult education.

The H&S has been instrumental in providing numerous services for the students. One of the greatest achievements is the school cafeteria where an average of 100 meals is served each day. Special treats are provided at Christmas and Halloween. Declining enrolment has meant the cafeteria is no longer self-sufficient, but donations from Magog Service Clubs help keep it afloat and much of the equipment is owned by the Association.

Many students have benefitted from the in-school Dental Clinic

Music Department of McGill University.

Organizers are already planning future reunions. "I guess it's just logical when everything goes so well. You want to do it again, but not right away. Maybe next time it'll be a senior citizens' get-together."



bec government made funds available for adult education.

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Many students have benefitted from the in-school Dental Clinic

set up by the H&S. The Student Loan Fund is still available to students at Alexander Galt School. Another service provided to the students by the Association is an adult supervisor in the library during noon hours. This enables students to find a quiet place to read.

Funds have often been provided for special trips or visitors, enabling students to broaden their horizons.

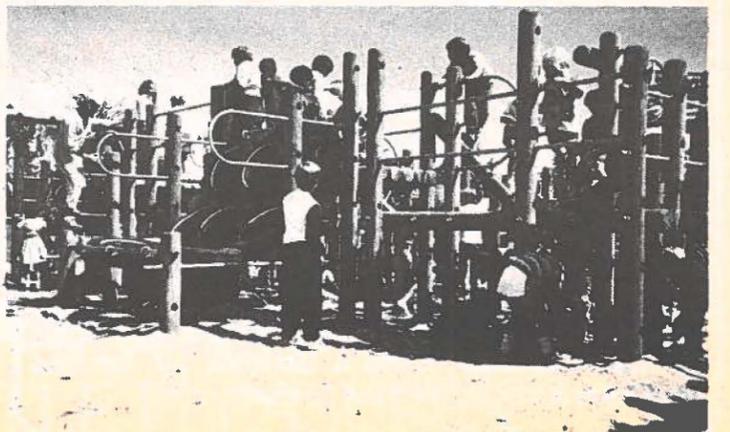
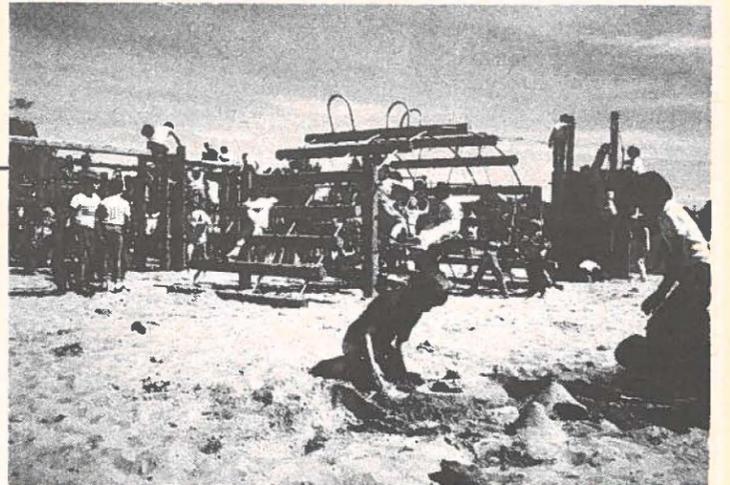
The history of parental participation is a heritage that is appreciated by the students here and one that the community hopes to continue.

SEIGNIORY

A cooperative venture

Just prior to school opening in September, a new adventure playground was erected in the park that adjoins Seigniory. Funding for the project was provided by the Island Council of Montreal; the City of Pointe Claire provided the land, labour and some materials. The city will be maintaining the playground. The project originated within the school from a staff request for such a unit. The resulting playground was the culmination of much work by members of the Home & School and personnel of the Lakeshore School Board and the City.

The new library opened Sept. 9 and the number of books being taken out would seem to indicate that our temporary shelving has not dampened the enthusiasm of our students. For the week of September 16 the average number of books taken out in one afternoon was 148. Coordinators Janet McKelvie and Diane Allen are very pleased by this use of the facilities. An open system is used in the library and students are allowed in every day if the teacher permits it. Thanks to the Home & School a new set of encyclopedia should be arriving shortly.



TV: a Way to Link Home and School

If you are the parent of a school-aged child you know that it is almost impossible to get an answer to the question you want most to ask:

"What did you do at school today?"

The usual response comes in the format of the cliché for parent-child conversations:

"Where were you?" "Nowhere."
"What were you doing?" "Nothing."

This article may shed some light on what children do in school, and provide you with ideas for consolidating your child's learning experiences and for enriching your family life.

Sound like a tall order? Read on...

Being selective

The challenge which faces us, and particularly children in school, is not how to get information — we are bombarded by it — but how to select from the great welter those things which are vital to our understanding, our enjoyment and our well-being. It is this

process of assisting children to become discriminating acquirers of ideas that, in the last decade, has become one of the major tasks of the school.

What did the children do in school today? It is almost certain that they studied a film or a videotape from the collection which your school board has purchased and which it circulates upon request to its schools.

Children will have been challenged to look critically at these films or television programs in order to learn some new information, or to study the actions of characters in a drama, or to wonder at the beauty of something in the natural world or in the world created by artistic humans.

Not only will they view these materials, but they will have selected information, formed opinions, made value judgements, and will have discussed all of these things with their peers and with their teachers either in a formal manner or in small and informal groupings.

Family viewing

Parents have a wonderful opportunity to reinforce their children's learning and at the same time enrich the time that the family spends together. Try viewing programs together with your children, and urge them to look critically at what they see. Is what is on the screen really the way life is? or was? what would they do in a similar situation? Do they think the advertisement is telling all the facts? What other things would they like to know? Is the story on the TV based on a book? Perhaps it is available at the public library.

With a little practice, and acceptance of opinions your children express, family television viewing can be an exciting and fruitful activity. And you won't need to ask, "What did you do in school today?" Your children will tell you!

Reprinted from: *The Children's Broadcast Institute.*

FOCUS on the LOCALS

NEW CARLISLE

Fun, fashion and planning

The first Home & School meeting in September was Meet the Teacher Night. At the October meeting the members were entertained by a "Fun and Fashion Show". As the models paraded by, many *ohs* and *ahs* arose from the audience. Plans are underway for the annual Bazaar and Casserole Supper, to be held Nov. 30. **A. Hall**

MACDONALD

Orientation day a success

An Orientation Day was planned for the Grade 8 students. Activities were designed to encourage them to mix with students other than those from their former elementary schools. The day's events were followed by a BBQ and a dance. Students were exhausted, but enthusiastic about their welcome.

Members of the Home & School who attended the Fall Conference Sept. 28 came back with positive reports of their experience. Everyone felt their time was well spent. They were encouraged by the variety and quality of the speakers.

The annual craft fair was held Oct. 26. A vote of thanks goes to Dorothy Gloutney, and all the volunteers who put in many hours of hard work to ensure a successful day. The artisans' tables were overflowing with beautiful items and the coffee shop provided delicious refreshments for weary shoppers. This fund-raising event is the major source of resources for the Macdonald Home & School, which helps fund many activities and groups at the high school. The splendid day and terrific organization resulted in a satisfying profit of more than \$2200. **Diane Radu**



Re-installed teeter-totters on the New Carlisle High School grounds caused a bevy of excitement for children of all ages. It mattered little which side was heavier because there were plenty of willing 70 pounders ready to climb on and balance things.

WINDERMERE

Patrollers ensure safety

Windermere School's forty Safety Patrollers enjoyed a Halloween Party, hosted by Principal Judy Grant and Home and School Safety Convenor Betty Lou Manker on October 29. Games, music, refreshments and a ghost-story made the after-school party fun for all. Most of the patrollers were garbed in colourful costumes, which showed the initiative and imagination of these young people.

QFHSA (and Windermere School) is very grateful to these Patrollers, and to those of the other schools which are fortunate enough to have such a group, for

the dedicated hours that they volunteer, to ensure safe street-crossing for their classmates. Each of these Schools has been invited to participate in a Church Parade at St. Mary's Church in Kirkland, where they are honoured each Spring for their care and concern for others.

Any Schools which might wish to establish a Safety Patrol may call Windermere School (in Beaconsfield) 697-6253: Mrs. Grant and Mrs. Manker — and all of their patrollers — will be happy to provide consultation!

Betty Lou Manker
(514) 697-1012 (after 6 pm)

ELIZABETH BALLANTYNE

Looking ahead

The Home & School has been busy planning the Christmas Craft Fair and Bake Sale. It is to be held in the school gym Nov. 7. We hope it will be as successful as last year's.

Y. Clark

KEITH

Home & School a must

At our opening meeting in September, it was decided that Keith Home & School must exist. It was doubtful for a while as to whether we would function. Parents decided that the Home & School is a part of school life and that surely someone would come forward to keep it alive. Success! Our membership drive is underway and we hope that each family in the school will join.

Our Terry Fox Run was a very enjoyable and worthwhile event. We were successful in raising \$2600. Special thanks go to the teachers and parents who organized and worked on it.

Aromas of cranberries and apples have been drifting throughout the school. The senior students

have been making muffins and loaves as an enrichment program with Miss Bernstein.

The Quebec Safety League presented a program to the children in Kindergarten to Grade 3 dealing with street safety, an important topic at the beginning of the school year.

Our parent volunteers are providing a support system for our librarian. With their help we have the library open three days a week.

Plans are underway for the annual bazaar to be held in November. Plans are also being made for our Grade 5 and 6 children to attend the Montreal Symphony. This is always an enjoyable outing for the students.

J. Cloutte

NORTHVIEW

Second award for school's safety program

A special ceremony honouring the efforts of Northview School to create a safe environment and to promote safety awareness took place at the October meeting of the Home & School. The 1984/85 Award of Initiative for Implementing a Safety Program was presented to Northview School by Martin Sherman, Chairman of the Sub-Committee on Safety, on behalf of the Lakeshore School Board Parents' Committee. This was the second recognition of Northview School's Safety Program. In May, St. Mary's Church of Kirkland presented to the Northview Safety Patrol a plaque in appreciation of the students' "Concern for Others". Schools interested in obtaining further information about a Safety Curriculum, Safety Patrol, Babysitting Course, Identification Fingerprinting of Children, and other preventive programs may contact the school office at (514) 697-1420.

Marc Jalbert, his support committee and the students are already planning for the 2nd Annual Canada West Trip. In light of last year's successful trip, it isn't surprising.



(L) Principal Fred Argue; Bill Brooks, LSB Com.; Angela Wentzel, H&S Safety Chairman; Sherri Utter, Teacher Safety Liaison; Martin Sherman, LSB Parents Committee.

Peter Sladowski's Grade 4/5 students will soon take up their pens and start corresponding with their pen pals at the Villa Mount Royal, a residence centre for the elderly in Montreal.

Hurricane Gloria did not go unnoticed at Northview. Friday Sept. 27 approximately 40 Grade 3

students took part in what was supposed to be a sleepout. Thanks to Gloria, it became a 'sleepin'. The event was a great success, and three students even managed to sleep. Many thanks to the parents and staff who helped. This experience would not have been possible without their support.





SAFETY SCENE



SAFETY SCENE



School Bus Safety considered at conference

The recent issue of *SAFETY CANADA* published the following report from the Canada Safety Council conference in St. John's in June.

Research and testing activities of Transport Canada were the subject of a presentation by Barry Kershaw, Director of Planning and Regional Operations, Road Safety and Motor Vehicle Regulation to the Canada Safety Council conference in St. John's in June.

A 1975 Transport Canada study estimated school busing mileage in Canada at about 600,000 kilometres annually. Today, Kershaw said, we can estimate over one billion kilometres annually, due to a larger busing program and longer individual trips.

14 deaths have been recorded over the past five years, of which five occurred outside the school bus. In the overall highway fatality picture, this number is miniscule, but children are precious and parents are rightly concerned that they receive the best of care.

There are currently 35 federal safety standards that buses must meet, and four of these were added in 1980.

Kershaw noted that seat belts will reduce the risk of death or serious injury by up to 60%, but a "compartmentalization" approach was adopted for school buses to protect passengers inside the bus, and structural improvements were required to prevent

ejection from the bus.

At the same time, seat belts were required on smaller buses as they lack the size, weight and visibility of the larger buses. When regulations requiring seat belts on all buses were being considered, there was considerable opposition centred around cost of installation, lack of evidence of effectiveness and operational problems.

Recent tests show that with the type of seat required there is an increased risk of head and neck injury in frontal collisions when school bus occupants use lap belts. These tests have not shown what would happen in side impact collisions or rollovers, or what could be achieved with different belt/seat configurations such as rearward facing seats.

Evidence suggests the current approach has been successful, with a decline in deaths and injuries. Costs of some suggested improvements could be formidable, adding \$5-10,000 to the cost of each bus. Kershaw asked if that could lead to less busing, or a slower turnover of the bus fleet, leading to extended use of older obsolete equipment.

Kershaw said Transport Canada is planning an ongoing program of testing, experimentation and studies to examine these issues and other possibilities, in order to provide as safe a school bus as is possible.

Novembre... mois des morts!

The French may have more than an expression when they call the month of November the month of the dead. November is a very sombre month when we consider traffic safety. The sun, casting long shadows, showing itself less and less as the days wear on, reflecting off wet pavement, shining into drivers' eyes, is not the welcome celestial sight it first appears to be on those colourless days of November. We all must consider this when we head for the road, whether as a driver, a pedestrian, or a die-hard cyclist. When we read that the student injury rate is one per day on the island of Montreal, and half that in the rest of the province, surely it is worthwhile taking extra precautions.

I just returned from a 1,000-mile round trip, from Trois-Rivières to the shores of Lake Huron. It amazes me that there are so many motorists who drive in a ghostly fashion. (You don't know they are

there until you are right on top of them because they believe that headlights are for them to see where they are going!) The day is close at hand when vehicles will be required to drive with their headlights on at all times, day or night. Please! If you insist on using your lights only at night — remember that the law requires you to light them one-half hour before sunset and leave them on until one-half hour after sunrise.

At the same time, I find it hard to believe that pedestrians, joggers and cyclists will be found on the dark streets and highways with the darkest of clothes. A recent column in the *Montreal Gazette* ("Feeling Fit" by Marilyn Dunlop) reads "Reflective material on jackets, jogging suits and bicycle helmets can increase the distance at which children can be seen by motorists from 175 to 760 feet." And, says the American Academy of Pediatrics, that is often the difference between a safe

journey and a trip to the hospital emergency room.

"Experience with the use of reflective tags on outerwear in Sweden has shown that night-time pedestrian deaths can be cut by 25 per cent," the academy committee on accident and poison prevention writes in the organization's bulletin.

It also says more than two-thirds of pedestrian fatalities occur while victims are walking with the traffic and urges parents to remind children to walk facing traffic.

I would like to add that cyclists in the Province of Quebec are required by law to have a white light in the front and a red light at the rear when cycling at night. In most cases the cyclists do not even have the minimum reflectors required for driving a bicycle at all times! ... and their parents allow them to cycle under these dangerous circumstances!!!

Educational Messages on Your Milk Carton

Agropur has recently taken the initiative to use their milk containers to present an educational message, or one of prevention (safety) or, on occasion, a picture and the description of a missing child.

The Montreal Urban Community Police sees in this project, besides the educational goals, a prevention tool with long-term results. The MUC Police appear to like the aim and the objectives of

Agropur's project, and have offered moral support as well as close cooperation throughout the project.

Three Phases

The educational and safety messages of Agropur's milk containers will appear in three stages. The twelve messages of the first stage are geared for the two- to eight-year-olds and their parents. The second stage, which is to appear

next year, will be for the nine- to 14-year-olds. Last, but not least, in 1987, the third series of messages will be for the 14- to 18-year-olds.

All the messages of the first phase were prepared by a psycholinguist, a sexologist and by a representative from the Section Relations Publiques et Communautaires de la Communauté Urbaine de Montréal. The different themes were provided by police officers trained in crime prevention.

High Five & Deep Six

Virginia Bell, once known for her pen in the *News & Chronicle*, but which she laid down to become a voice on the Beaconsfield municipal council, has offered the Safety Scene's column on positive and negative safety items, which have been seen under "Bouquets and brickbats", new appropriate headings for the column. Virginia reports that her kids like the sound of the "High Five and Deep Six" combination, and yes, Virginia, we do too!

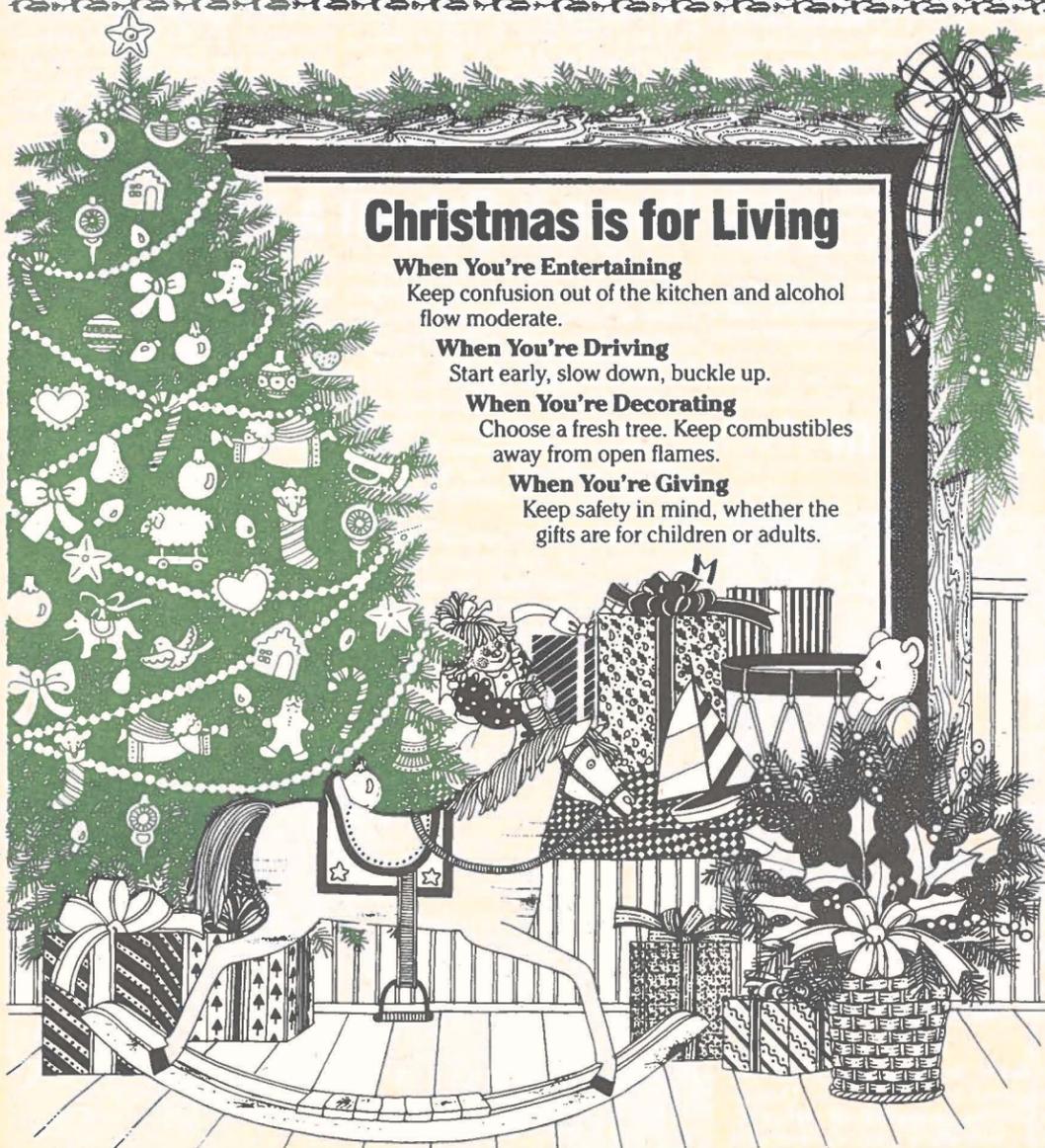
Virginia has also asked that we offer the first High Five "to the helpful New Brunswick who stopped with a very nifty jack to assist the Bell family when our tent-trailer blew a tire on the T-Can in New Brunswick. He had been given a hand in Newfoundland when he was on holiday and passed the favour along."

I would like to add a High Five of my own to one Donna Sauriol, secretary (Executive) of the Quebec Federation of Home & School Associations. I get a lot of material

on safety from different agencies, etc., because of the nature of my job, but what I don't get, Donna makes sure I do. Like a good computer, telephone Donna and ask her about a subject, she'll be able to find it or steer you to the source. Much appreciated, Donna!

The Deep Six honour goes to those many motorists who persist in passing stopped school buses with flashing lights. Must a child become a statistic before these people start heeding the flashing lights?

NOTE TO READERS: I am still waiting for your 'nominations' to the High Five and Deep Six awards. As I mentioned in a previous article — reading about the High Fives and Deep Sixes of the communities served by the QFHS is far more interesting than reading about the same in faraway places. Send your nominations care of Don Smith, QFHS NEWS, Safety Scene, 2535 Cavendish Boulevard, suite 212, Montreal H4B 2Y5.



Christmas is for Living

When You're Entertaining

Keep confusion out of the kitchen and alcohol flow moderate.

When You're Driving

Start early, slow down, buckle up.

When You're Decorating

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

When You're Giving

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

Above all, have a Merry Christmas

Presidents Principals Students

The NEWS needs a short history of your school, with a picture or a sketch of the building. We plan to do a center fold in our spring issue focused on the elementary and high schools who participate in any way with Home & School and need your HELP. Deadline for this data is February 28, 1986.