



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Parents for Peace

The Montreal area chapter of Parents for Peace are holding a day-long workshop/study session on Saturday, October 5th, 1985, from 9:30 a.m. to 4:00 p.m. Place: Cedar Park United Church, 204 Lakeview Avenue (off St. John's Road), in Pointe Claire.

Topics to be covered include "Non-violent Conflict Resolution in the Home," "Choosing Toys for a Better World" and "Fairness in Play, Songs and Stories". Workshop leaders are Mary-Anne Buchowski from Ottawa, of Parents for Peace and Justice; Peggy Nickels of the YMCA; Anne Erskine, student minister, United Church of Canada; and others.

Babysitting services will be available, but please advise the conference organizers ahead of time of your requirements.

Cost is \$5 per person for pre-registration; \$10 per person if not pre-registered. (Deadline for pre-registration is September 27th). Bring a lunch; coffee, tea or juice will be provided.

Further information can be obtained from: Parents for Peace, c/o Community Resource Centre, 401 St. John's Road, Pointe Claire, Quebec, H9R 3J3. Telephone (514) 697-2322.

Law 3 Judge says 'no way'

On June 25, 1985, Judge André Brossard of the Superior Court of Quebec rendered his judgment on Law 3 after court hearings on an action brought forward by the Quebec Association of Protestant School Boards (QAPSB) and others contesting the constitutionality of this Law and seeking an injunction against its implementation. The judgment ruled in favour of the school boards and, indeed, the decisions handed down make this judgment one of the most important rulings on education rights in recent years.

The following is a synopsis of the 110 page judgment prepared by legal counsel for the Quebec Association of Protestant School Boards.

THE JUDGMENT

The judgment declares Law 3 to be wholly ultra vires. This means that unless the judgment is reversed by the Quebec Court of Appeal or the Supreme Court of Canada, Law 3 is deemed to be totally invalid and never to have existed. The Government has already announced that there will be an appeal to the Court of Appeal. Under Quebec law, the Government has 30 days from the date of judgment in which to file a Notice of Appeal.

In addition, the judgment grants a permanent injunction enjoining the Government of Quebec and various officials from implementing Law 3. This is particularly important since an appeal, once launched, suspends the judgment insofar as it declares the law invalid but will not suspend the injunction unless the Court of Appeal, on application by the Government, decides that the injunction should be lifted. The Minister has already announced that he does not intend to request suspension of

the injunction. In any event, under our law there would be very little chance that the Court of Appeal would suspend the injunction.

THE REASONS FOR JUDGMENT

The reasons for judgment run to over 100 pages and it is difficult to do justice to them in a brief synopsis. They are exceptionally well reasoned and well written and while there are no certainties before the courts, it is fair to say that the Government faces a very difficult task in attempting to have the judgment overturned at a higher level.

The action brought by the Protestant Boards (and by C.E.C.M.) was based on Section 93 of the Constitution Act 1867 which, so far as relevant, reads as follows:

"93. In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following Provisions:

(1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union;

(2) All the Powers, Privileges and Duties at the Union by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects shall be and the same are hereby extended to the Dissident Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec."

Since rights protected under Section 93 are those which existed in 1867 in each individual province, the first inquiry must be directed towards the state of the law in Quebec in 1867.

The Judge, following as he was obliged to do the decision of the Privy Council in *Hirsch*, concluded that there were two distinct school systems in Quebec in 1867, one for Montreal and Quebec and the other for the remainder of the province. His conclusion again based on *Hirsch* was that in Montreal and Quebec there were Protestant and Catholic denominational schools but that in the remainder of the province only the dissident schools were denominational.

(see LAW 3, page 2)

GET INVOLVED...

BE INFORMED...

JOIN YOUR

HOME & SCHOOL ASSOCIATION!



PAUL VERRALL

Editorial . . .

Setting the objective - realizing the goal

Each new school year means a commitment to membership in Home & School. For those families who have supported Home & School in past years it is a renewal of commitment and for those who are joining for the first time, it is a commitment that will grow as they learn about the objectives and goals of this the largest voluntary organization in Canada.

In order to enlist support for its activities, each local Home & School Association must set its objectives and goals in line with the needs and concerns expressed by all the members of that school community. Sharing these concerns and focusing attention on the common needs of a number of schools becomes the function of a strong independent voice of parents at the provincial level — Quebec Federation of Home & School Associations. When the objective is to arouse interest and action at the national level, the goal can be achieved through the Canadian Home and School and Parent-Teacher Federation.

The voice of parents through an independent and voluntary organization of Home & School Associations can be an effective one.

Here are the common objectives of Home & School — as stated in the Constitution of the Canadian Home and School and Parent-Teacher Federation.

1. To promote the welfare of children and youth.

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

These objectives form the basis for achieving the goals set by each level of participation by parents — locally, provincially and nationally.

"It is the seed we sow today that will determine what our children will harvest tomorrow."

Join Home & School NOW.

M.D.

There's strength in members

Quebec Federation of Home & School Associations' financial status continues to be a concern despite the generosity of many individuals and groups during the past year.

To function, an organization must have an adequate budget. It costs money to be a resource centre and to communicate with a membership. Unencumbered by the necessity of spending our precious volunteer time in the preparation of grant submissions, and conducting donations and fundraising campaigns (to augment monies derived from our membership fees), our time could be better spent in the pursuit of our actual Home & School objectives.

The simple answer is to double our

membership and to lower our membership fee. The result would be total independence and more time to do the work that is our raison d'être. Ten thousand family memberships would make us *totally self-sustaining.* The membership is out there: in the home (parents), in the schools (teachers, administrators), and in the community (citizens who care about the education and welfare of the upcoming generation). This organization's strength is its independent voice; even more impressive would be the additional state of total financial independence. It would make us unique among the many organizations who seek annual funding to sustain their day-to-day operations. Independence is a potent quality: one to be reckoned with and admired.

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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Home & School
and
Help it Happen!

Law 3 did not respect minimum guarantees

MONTREAL AND QUEBEC

Insofar as Montreal and Quebec were concerned, the Judge rejected the argument of the Government that only the boundaries of Montreal and Quebec as they existed in 1867 were protected and concluded instead that Protestants and Catholics within the present day boundaries of those two cities are entitled to Protestant and Catholic denominational schools. Since Law 3 was based to a major degree on the Government contention as to the city boundaries, the Judge found that on this basis alone Law 3 is ultra vires.

OUTSIDE MONTREAL & QUEBEC

A great deal of evidence was filed during the trial to show that all Protestant boards have dissentient origins to a greater or lesser degree. Our principal argument was that the Protestant school system today is the successor to the earlier dissentient schools and that it is therefore entitled to all of the protection accorded under Section 93 to denominational schools.

The Trial Judge agreed with this contention and found that the existing Protestant Boards are indeed the successors of earlier dissentient boards with the result that they are entitled to retain their property and assets and all those right of management and control which the law in force in 1867 conferred upon school commissioners or trustees.

On the basis that Law 3, by depriving all the boards of their property, their administrators and their teachers, made it impossible for them to exercise such rights, the Judge found it to be invalid vis-à-vis those existing boards having dissentient origins. This, on the evidence, includes all of the Protestant Boards including Montreal and Quebec which, outside the existing city limits, are put on the same basis as all other boards and which, as the Judge found, also have dissentient roots.

The Judge accepted the evidence which was introduced to show that the right of dissent granted by Law 3 would in fact be purely illusory in that it could not reasonably be expected that Protestants could reconstitute the school systems built up over the years. It is also interesting to note that the Judge accepted the evidence given which showed that the Protestant school system was built up over the years almost entirely with money contributed by the Protestant community through its school taxes.

OTHER MAJOR ISSUES DISCUSSED

While the foregoing formed the essential basis on which the law was declared to be invalid there are a number of other matters dealt with in the judgement which are significant.

The judgment contains a concise and accurate description of what constitutes a "Protestant" school based on this evidence given at trial, particularly that of Dr. John Simms. Thus for the first time there is judicial recognition of the philosophical basis of the Protestant school system and a recognition that although it is pluralist in approach, it is nevertheless denominational within the meaning of the Constitution.

The Judge agreed with our submissions that the protection of Section 93 extends to secondary education as well as to the primary level, an issue of direct and vital importance in the Régime Pédagogique case in which judgement will be handed down later this year. It has long been the Government thesis that only elementary education was envisaged by the law in 1867 and that in consequence, it is only that level which is protected. In support, they have continuously cited as authority a study done by Herbert Marx and others which reaches that conclusion and which has been accepted as correct in other judgements of the Superior Court. We filed as evidence a list of almost 200 secondary schools under the control of school commissioners in 1867. The Judge concluded that the Marx/Chevette study was wrong and that secondary education was indeed protected.

The Judge likewise rejected a long standing theory held by the Government that Section 93, as an exception to the powers of the province, should be interpreted in a restrictive way. He concluded that Section 93 should be given a broad and liberal interpretation as part of the Constitution of Canada.

The Judge also found, accepting a secondary argument which had been put forward, that even without reference to Quebec law in 1867, Law 3 did not respect the minimum guarantees protected by Section 93(2) of the Constitution Act. This section guarantees Protestants and Catholics in Quebec at least those rights with respect to dissentient schools which are held by Catholics in Ontario. The link between the Protestant school system in Quebec and the separate school system in Ontario is an important one and may well gain additional importance when this case reaches the Supreme Court of Canada.

Insofar as the injunction is concerned, the Judge referred to the letters written by Dr. Simms from 1981 onwards requesting a reference case and noted that had this request been granted, it would have been possible to have had a final decision of the Supreme Court of Canada by now. He accepted the arguments made that the intention of the Government was to move ahead with implementation of the law notwithstanding the court case. He concluded that if implementation was carried out total chaos would result if his conclusion that the law is invalid was confirmed by a final judgment of the higher courts.

C.K. Irving



Dorothy Chant Hannah
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Hearing from you...

LSB on Bill 29

The Lakeshore School Board community is deeply disappointed to learn that the Quebec government has once again embarked on the dubious course of tinkering with the complex machinery of our public education system.

The passage of Bill 29 into law is an obvious attempt to circumvent a judgment of the (Canadian) Supreme Court, and to restrict the local government rights of community-elected school boards.

No one likes the thought of having to pay taxes. But it is a fact that when provincial authorities strangle our community's education system by cutting back on grants raised from provincial income taxes, our sole respite is found in the right of the community to levy compensatory property taxes. Bill

29 attempts to restrict this basic right.

Even worse, Bill 29 is a blatant attempt — and a malicious one — to promote the government's school reorganization plan, a plan which even now awaits a court ruling on its constitutionality. Taking voting rights away from citizens who have exercised them for over a century is an action which must be severely judged by all.

Once again the courts may have to be asked to correct this legislative mismanagement. As a result we will be consulting our legal advisors as to the most effective means of defending our community's rights.

**Dr. Joel Hartt, Chairman
Council of Commissioners**

Canadian Content

I picked up a copy of the Sentinel when I was visiting the office of the Quebec Federation of Home and School Associations recently. I admired the new format and commend you for producing a good looking magazine.

I was not quite so impressed, though, when I came across the article *Reading Aloud* by Donna Adrian of the Laureval School Board. In the list of books she recommends for children and their families, NOT ONE IS OF CANADIAN ORIGIN or production, according to my research.

Please would you invite school librarians to use the resources of the CANADIAN LEARNING MATERIALS CENTRE, Killam Library, University Avenue, Halifax, Nova Scotia B3H 4H8, in order to ensure that Canadian children have the chance to read and

become familiar with stories related to their own experiences and those of other Canadian children?

The Centre provides resource lists of reading and other classroom materials and will also loan items to teachers and librarians. Canadian publishers have cooperated to provide the Centre with a comprehensive collection of Canadian learning materials. Teachers passing through Halifax on their vacations will enjoy becoming familiar with the collection and services of the Centre. Canadian parents expect schools to take advantage of this service to their children's cultural identity.

**Joan Mansfield
Public Relations
The Canadian Home and School
& Parent-Teacher Federation**



PRESIDENT'S MESSAGE

SYLVIA ADAMS

A provincial federation, The Newfoundland and Labrador Home and School and Parent-Teacher Federation, a mere six years old, dared to host an annual meeting of Canadian Home & School and Parent-Teacher Federation, a meeting that spanned eight days, the entire province, had excellent press coverage, was planned to the minute and at which great attention was given to the tiniest of details. All these elements resulted in a most exceptional experience for all the participants and an even better understanding of the strength of the Home & School movement because of its national, provincial and local orientation.

A meeting of delegates representing each province of our country sharpens everyone's perspective. Individually, delegates appreciate what they have, despite upheavals in their own provincial educational systems. We realized the necessity of working together, in concert, when addressing education and welfare issues of national import. We returned to our provinces more aware that we must all try to filter these reinforced feelings back to our individual members. One item that lent a special perspective: 44% of Newfoundland's children do not attend or do not complete high school! Needless to say, Newfoundland's priority issues would differ from those in Quebec, but this statistic underlined the importance of Home & School's role in reaching out to parents,

communities, educators, etc., to inform, to promote awareness and leadership experiences so as to foster the likelihood that all children will have the opportunity to at least finish primary and secondary school. We hope they will also be imprinted by educational experiences of high quality. Parents and communities must have an awareness of this product in order to want it for their children. This is undoubtedly the most crucial role Home & School assumes and we must never lose sight of that fact, lest other issues divert us from our most important reason for being.

Quebec Federation of Home & School Associations' priorities for 1985/86 are under serious review. Crucial subjects affecting our ability to achieve our objectives at the present time: the importance of increasing our membership, our financial status, the pending Bill 101 court case, monitoring the status of the Act Respecting Public Elementary and Secondary Education (Bill 3), strategy planning, QFHSAs as a resource and communication centre.

Your Board of Directors and Executive are currently attempting to define the most important provincial priorities and to distribute their volunteer time and efforts accordingly. We welcome your ongoing feedback so that we can assure that we are all working together toward the same ends. We are fortunate to be building upon 41 years of volunteer experience.

Five Research Reports

Education in underprivileged areas

Five publications describing research projects relating to education in underprivileged areas are available from the Island Council of Montreal. The studies were conducted in 1983-1984. They were intended to develop pedagogical instruments related to the personal experience of children in underprivileged areas and to explore the various steps schools might take to become more integrated in the community they serve.

A brief summary of each of these reports follows:

"Oral Communication in a Play Context"

The aim of this study, entrusted to the Montreal Catholic School Commission, was to propose methods of action to pre-school and elementary teachers which would enable them to deal with oral communication in their daily work. In line with the French program, the purpose of the suggested procedures and activities is to get children to produce and understand meaningful speech, as well as to give meaning to their communication.

In concrete terms, the research report proposes a pedagogical approach intended to involve children in a process of creating stories, play acting and producing. The proposed activities were carried out at Charles-Lemoyne School with the pre-school and Grade 1 and 2 children. It also comprises a bank of stories and

comic strips, as well as models of costumes and sets. From the author, Michèle Drolet, it represents the culmination of five years of work in underprivileged areas which have enabled her, as she points out, "to objectivize my practice as a speech therapist, to reveal new principles of educational intervention and to handle certain concepts respecting oral communication."

"Feasts, Monsters, Games..."

Whereas the aim of the previous study was to enable the child to develop meaningful speech, this research project was intended to enable the child to experience meaningful reading situations. Also carried out by the Montreal Catholic School Commission, this document is a sort of collection of nearly 100 texts, adapted to the specific interests of Grade 1 pupils. They deal with subjects that are at least partly familiar to six-year olds in low socio-economic areas.

Thus, the texts are concerned with such diverse and amusing subjects as Hallowe'en, monsters, bumps and bruises, the Musée d'art contemporain, April Fool's Day and, of course... Michael Jackson and Boy George!

Devised and written by Réjane Charpentier and Louise Turp, this collection is illustrated, like the previous study, by graphic artist Roxanne Paradis.

"Pedagogical Tools for a Multiethnic School..."

When, in addition to having a population from an underprivileged area, the school also finds itself with a multiethnic population, then suitable research instruments prove sadly lacking. Produced by the Sainte-Croix School Board, together with the Montreal Catholic School Commission and the Sault-Saint-Louis and Jérôme-Le Royer School Boards, "Pedagogical Tools for a Multiethnic School in an Underprivileged Area" proposes three thematic approaches to be used with multiethnic classes. The three themes especially enable the immigrant child to become integrated in the class, tackle subjects that are at least partly familiar to him, and assimilate his newly adopted language. They can also teach Quebec and immigrant children to respect differences of race, culture and language.

The themes explored by author Noella Lahie are as follows: "Discovering New Friends," "The Wonderful World of Animals" and "A Window on the World." According to Mrs. Lahie, "... this document must not be considered as a set of complete strategies, but rather as outlines of strategies containing guidelines and suggestions. To explore it thoroughly, each school or class should adapt this material to its own needs and integrate it into a wider socio-cultural and pedagogical project."

"The Integration of Schools in Their Community"

Produced by the Baldwin-Cartier School Board, the aim of this study was to analyze experiments carried out in 10 elementary schools which had attempted to establish a more dynamic relationship with the community they serve. To obtain an accurate overview of the various projects carried out on the Island of Montreal, author Diane Brossard decided not to limit herself to the territory of Baldwin-Cartier School Board. On the contrary, she enlisted the collaboration of three other school boards, namely, the Montreal Catholic School Commission and the Sault-Saint-Louis and Jérôme-Le Royer School Boards.

The report presents the principal features of the 10 schools included in the study, as well as the conditions facilitating their integration into their community. It also describes projects affecting parents, and deals more particularly with the development of projects affecting the community.

"I Learn With My Child"

Finally, the fifth report, entitled "I Learn With My Child," was compiled by Carole Morin of the Montreal Catholic School Commission. It is the evaluation report of an action-research project

intended to increase the literacy level of parents and make them more familiar with the content of the educational programs.

Carried out in 1983-1984 at St-Jean-Baptiste School, this experiment was intended for parents of Grade 1 children who have reading and writing problems and who therefore feel unable to help their child in his schoolwork.

Research: Essential in Underprivileged Areas

During a brief ceremony, when launching these research reports, Mr. Jacques Mongeau, chairman of the School Council of the Island of Montreal, insisted on the importance of research in underprivileged areas: "I should like to reiterate our intention of continuing to invest in this field. Indeed, we consider research, as well as the development of adequate research tools, essential if we are to make educational headway in the underprivileged areas on the Island of Montreal."

"That is why, this year, we have given the school boards the task of carrying out eight further studies relating to this subject. That is also why the Council, on May 30 last, set aside the sum of \$100,000 for further research to be conducted during the coming fall."

**Join Home & School
GET INVOLVED**

QFHSA Fall Conference Program

Saturday, September 28, 1985
8:30 am - 3:00 pm

Lindsay Place High School, 111 Broadway Avenue, Pointe Claire, Quebec

Theme:

MOTIVATION MEMBERSHIP LEADERSHIP

PLENARY MORNING SESSION: WHY YOUR MEMBERSHIP COUNTS

A panel of four leading educators will focus on why your participation as a parent volunteer is vital in the development and maintenance of an effective school and/or school system. These people are keen on Home & School — find out why your membership and participation counts with them.

WORKSHOPS I

- Dr. Joel Hartt** - Chairman, Lakeshore School Board. What impact can we, as Home & Schoolers have on the issues facing education today? As a school board commissioner, Dr. Hartt knows the importance of community and parental involvement in the issues facing education.
- Mr. Lucien Rossaert** - Vice-Chairman, Superior Council of Education. How can Home & School province-wide effectively voice its opinion on the issues in education which are important to parents? Mr. Rossaert will outline the means of channelling our concerns through the Superior Council of Education, an advisory body to the government.
- Mr. Tom Bean** - Principal, Sunny-side Elementary and Ayers Cliff Elementary Schools. What roles does the principal see for the parent volunteer in providing an effective school environment? Always a strong supporter of Home & School, Tom will focus on how, together, we can enrich home life.
- Ms. Maureen Lindsay-Morris** - President, Lakeshore Teachers Association. The teacher and the parent — two vital links in the educational chain. As a teacher and as a parent Maureen will inform us on how Home & School is an effective mechanism for producing quality education for today's students.

AFTERNOON SESSION WORKSHOPS II

- Communication**
How do we communicate with others? What messages are we sending in a group situation in addition to our verbal ones? By assuming a role

in an assigned situation, workshop participants gain insight into how they can communicate more effectively, by demonstrating to themselves and to the others, the human elements that contribute to communication. A two-part workshop.

- Membership and Publicity**
Need help in publicizing your efforts and activating membership? The strength of an organization is its membership and the confidence entrusted in it. The services provided to the membership and that confidence are sold through publicity, a key element in an association's structure.
- Effective Meetings - HOW-TO SKILLS**
Three experienced Home & School presidents from three different regions give their points of view. Find out what might work in your local.
- "Starting Early"**
In order to dispel the many myths associated with the use of alcohol, and in order to provide accurate information and to promote traffic safety, a program was devised, field tested and is now being used in elementary schools. A short movie outlining this program 'Starting Early' is featured in this workshop along with a demonstration of the kit and the teaching materials available.
- Area Representatives**
These people play a key role in Home & School activities. Come and learn how you can serve your area, or how you can spot the right person to provide that necessary and vital linkage between the locals and the provincial office.

WORKSHOPS III

- SADD - Students Against Drunk Driving**
Students from Lindsay Place High School will conduct this workshop and explain this program which is aimed at accident prevention.
- CoRT Thinking Lessons**
Come and learn about this dynamic program that actually teaches thinking skills. An excellent teacher will demonstrate this process to workshop participants by involving his grade four students.
- Concluding portion of Communication Workshop.**

Policy Statement

Language education

The Canadian Home and School and Parent-Teacher Federation believes that a high level of literacy is a primary goal of elementary and secondary education. To achieve this, school programs and activities must promote a constant growth in students' language skills in all areas of the curriculum.

Students must receive effective programs and teaching, together with access to a wide variety of relevant reading material in libraries and classrooms, so that they may have the best chance of becoming confident and capable users of written and spoken language.

Learning the Second Language

The Canadian Home and School and Parent-Teacher Federation believes that Canadian schools must deliver Second Language programs which teach students to comprehend, speak, read and write the Second Official Language to the level of their individual ability and priority. The majority of Canadian students are likely to receive this kind of instruction in the 'regular', 'core' or 'basic' (the term used to describe this program varies from province to province) program offered in their school.

The Canadian Home and School and Parent-Teacher Federation believes that the regular (core or basic) program in the Second Language makes the best use of the qualified and experienced Second Language teachers available in each part of the country. Such a program can incorporate the 'language across the curriculum' concept applied in other programs such as French immersion. Moreover, the regular (core or basic) program can be delivered to elementary and secondary students without the major disruption to timetables, staffing or school attendance areas which can result from alternatives to this program.

CEA 1985 Convention

Youth in the spotlight

In keeping with International Year of Youth, the Canadian Education Association's 1985 convention will focus on the theme "Youth in the Spotlight" and sessions will concentrate on youth's values, priorities and outlooks.

The convention site is Quebec City (Quebec Hilton International and the Quebec Convention Centre and the dates — mark your calendar now — are Tuesday evening, September 17, to Friday, September 20, 1985.

This year the program has been designed to lead delegates through a logical progression from the first main plenary and sub-theme sessions to the last plenary, more like an intensive seminar than a large convention.

The topics of the main plenary sessions all, of course, focus on youth: *Values Held by Young People: The New Reality* (a prominent speaker will take a look at how young people's values are different from those held yesterday); *It's Your Turn to Listen to Us* (when a secondary school student and a university student say what they think of the education system, and give their views on how they see themselves and how they see educators). At the third plenary, *Towards an Education System Better Adapted to Youth*, the speaker will discuss the shortcomings of the present system and how education is responding to change. The final session will present the views of a famous Canadian on the place made for young people in today's society and on what place

The Federation finds programs in English/Second Language and in French/Second Language acceptable when the curriculum, materials and methods promote competence in communication, and when they are taught by qualified teachers. To ensure that this is so, the Federation believes that all regular (core or basic) programs currently being delivered should be reviewed and upgraded in content and teaching.

Alternative Second Language Programs

The Canadian Home and School and Parent-Teacher Federation also supports the development and delivery of alternative programs for teaching the Second Official Language. *Intensive* French or English is a concentrated program over a period of time. *Extended* French or English includes one or more subjects taught in the Second Language. *Immersion* (early, intermediate or late) applies the concept of 'language across the curriculum' by using the Second Language as the language of instruction for all or most of the school day over one or several years of schooling.

By providing for a greater number of hours to be spent in Second Language learning over the student's school career, intensive, extended and immersion programs provide enhanced opportunities for students in English and French schools to learn the Second Language and achieve a high level of communicative competence in French or English by the end of secondary school.

Heritage Languages in School

In secondary education, students should be offered opportunities to learn or to extend their knowledge of languages other than the Official Languages of Canada.

Adopted unanimously
Annual Meeting 1985

should be given them in tomorrow's world.

The presidential address, scheduled for Thursday, September 19, too, will stream into the main theme. In it, Fernand Paradis will review what famous authors have said about young people's values and priorities in the past; he will also suggest possible ways of better tuning the education system to the next generation.

FOUR SUB-THEMES

In concurrent sessions four sub-themes will be followed.

Values and Lifestyles of Young People (how to identify subcultures, their characteristics, and their meanings; peace and violence, ecological values, drugs and sexuality).

Young People and Alternative Education will be concerned with dropouts, stop and go progression, alternative schools, continuing education, and the ways of the future.

Youth and the World of Work will deal with the place of work in young people's lives, and questions such as whether the education system adequately prepares youth to enter the working world and if it will do better in the future.

Equal Opportunity for Young People. What is youth's reaction to discrimination based on socio-economic factors, racism and sexism? What is the education system's responsibility? These topics will form the focal point for discussions under the fourth sub-theme.

A Timely film about women and technological change

Head Start: Meeting the Computer Challenge is a new half-hour production of the National Film Board in collaboration with the Federal Women's Film Program. Made for young girls about to choose a career as well as for women already in the paid work force, the film examines the challenge of technological change and offers practical advice.

Head Start won a certificate of creative excellence at the 18th annual United States Industrial Film Festival in Elmhurst, Ill. in May of this year. Our own National Action Committee on the Status of Women has called it "an encouraging document, replete with motivating role models for young girls and women."

Part drama, part documentary, the film features Patricia Nolin as Michelle, a 38-year-old office worker, and Charlotte Laurier as Maureen, her teenage daughter. Maureen, who is learning about computers in school, is enthusiastic about the potential applications of microtechnology. Her

mother, however, is extremely wary, especially when she discovers that her new computer has enabled her boss to nearly double her workload and lay off a co-worker on maternity leave.

Viewers observe Michelle and Maureen in school, on the job, and at home — learning about computers, sharing their concerns, discussing how computers will affect their career aspirations, and deciding how to achieve their mutual goal of financial independence. Intercut with the dramatic sequences are scenes illustrating the vital role computers now play in all aspects of our society — in schools, in offices and in a water filtering plant and an engineering firm.

Several women who hold senior positions in the field of microtechnology outline their responsibilities and their career paths.

Anne Bodnarchuk, an Air Canada vice-president, says that women faced with computers lack self-confidence. Among her staff of 800 in the computer and systems serv-

ices division, women have rapidly advanced into middle and senior management, with her encouragement.

Heather Menzies, author of **Women and the Chip and Computers on the Job**, explains in the film how offices and service industries, where so many of the employees are women, have suffered from widespread lay-offs. Adult education specialist Michele Jean says that women must

demand training programs and paid education leave to equip themselves with skills for the future.

Head Start is the second in a series of films by this coalition of federal government agencies. The first film was **Attention! Women at Work!** Both are available for free loan in 16 mm and for purchase in film and video formats from the NFB office. Phone (514) 283-4823 for more information.

SURE, YOU HAVE INFLUENCE

Join Home & School and

PUT IT TO WORK!

Adolescent girls vulnerable to health problems

"They have so much going for them, and so much to look forward to."

That's what our generation thinks of teenage girls, but delegates to a recent meeting organized by Health and Welfare Canada were given some serious facts about the state of health of our girls. And many of their problems are self-induced.

Smoking

Smoking is a good example. Adults are trying to quit in droves, and fewer boys are taking it up, but teenage girls are smoking up a storm. Since 80 per cent of the women who now smoke started in their teens, and many women find it harder to quit than men do, this is not an encouraging trend.

Teenagers believe that there are benefits to using tobacco, alcohol and marijuana. They believe more people smoke marijuana than actually do. Their knowledge that these substances are harmful doesn't affect their use of them. Teenage girls don't know that

they're out of step in the general trend away from smoking. A girl who smokes is likely to have troubles in other areas.

Nutrition

Teenage girls depend, sometimes to a crippling extent, on what their peers think of them. This makes them highly vulnerable to eating disorders as a result of dieting.

Bulimia involves binge eating followed by induced vomiting. It usually starts between ages 19 and 24 among high-achieving girls with a conventional lifestyle who have low self-esteem and a distorted body image. Anorexia, or aversion to eating, starts at a younger age, and may be associated with a dominating or intrusive mother. The anorexic has an acute awareness of other, more socially-skilled girls, and uses mastery of food as a way of coping.

Adolescents are nutritionally vulnerable, because they are in a period of rapid growth. But many girls don't get as much calcium,

iron and thiamin as they need, and they could probably do with more folic acid and vitamins A and D, too. Teenagers may opt for vegetarianism at a time when their energy needs are very high. They need more information about nutrition.

Fitness

Many adolescent girls are not interested in organized sports. The sports they might enjoy — walking, biking, swimming and skating — are not in school programs. Girls point to lack of time and lack of facilities as obstacles to their physical activity. Their priority for fitness is often weight control, and for this purpose they are likely to use tobacco.

Girls need encouragement to take part in regular physical activity, even if they are not athletically "talented." They need more upper-body activities for the prevention of later back problems, more outdoor activities where smoking is difficult, and more activities in groups.

Reproductive health

Adolescents are very aware of the physical aspects of sexuality, and they feel pressured to conform. Data from abortion clinics shows that 95 per cent of young clients has some knowledge of contraception, but only 46 per cent used it. Girls 15 years and younger are twice as likely to get pregnant during the first six months of becoming sexually active as are girls of 19 years or older.

Fear of pregnancy is no longer a deterrent to having sex. As a result, adolescent pregnancy is a major health problem.

Women are four times more likely to contract sexually trans-

mitted diseases than men. Diagnosis is trickier, and the results are often more devastating, resulting in loss of fertility or high risk pregnancies.

Risks at work

Young people are even more sensitive to poisons than the rest of us. But there are no regulations concerning the working conditions of girls in jobs such as car-washes, dry-cleaning establishments, high-tech assembly lines and food-processing plants, where they are exposed to chemicals, cuts, falls and back problems.

October 7-13, 1985

National Family Week

The primary purpose of National Family Week is to focus on the important role of the family in caring for its individual members and thus contributing toward society. This week gives us an opportunity to acknowledge the efforts of all family members who show concern and care for each other. We all need reinforcement and encouragement to fulfill our roles in life; families are no exception.

The need for a National Family Week is reflected in the requests for such an event by members of Family Service Canada who see, on a daily basis, the results of the economic and social pressures Canadian families are facing. Internationally we are also becoming more sensitive to the fundamental role of the family as reflected in increasing UN interest.

Family Service Canada is a national voluntary organization representing the concerns of families and family serving agencies across Canada. Its two major roles

are to support family serving agencies and organizations and to assist in creating a national family movement in Canada. The coordination of National Family Week is an excellent way of fulfilling these roles.

An information kit was prepared by Family Service Canada in conjunction with suggestions of a national planning committee representing all Canadian regions. It is available to all member agencies and community organizations wishing to join in National Family Week.

The kit is essentially designed as a guide for local agencies and groups to create awareness and organize events to celebrate the week. That is why it contains suggestions for events, a model proclamation and press release, publicity material, a message of support from the Governor General, and camera-ready articles that can be included in weeklies.

never been out of print since then.

The latest paperback edition, by Bantam, includes a 12-page study guide prepared by Richard Elias, a U.S. professor of English, to help students use *Hiroshima* as a basis for class discussion. Biographical material on John Hersey, and an appendix of books and audio-visual material on nuclear weapons are included. For more information, write: School and College Dept., Bantam Books, 666 Fifth Avenue, New York, NY 10103.

Educating for the nuclear age

The August 31, 1946 issue of the *New Yorker*, a magazine better known for its witty cartoons and short fiction, was completely devoted to a long feature article of a very different character.

John Hersey had just come back from Hiroshima, Japan, where he had interviewed half a dozen ordinary people about the harrowing event, the dropping by the U.S. Air Force of an atomic bomb, which had changed their lives. His article shocked everyone who read it. It was published as a book, and has



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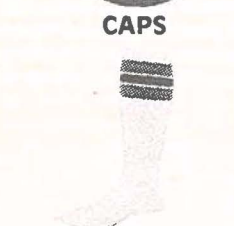
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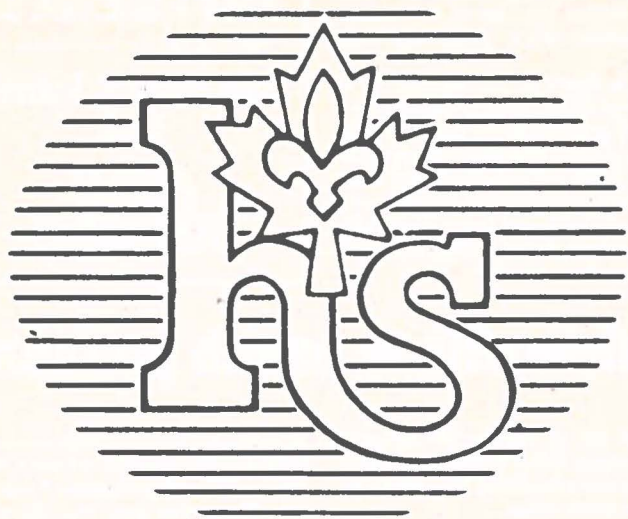
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(514) 481-5619

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

VOLUNTEERS

You really do count

The voluntary sector plays an important role in promoting public awareness of and participating in "bottom-up" community level responses to local, national and international problems and opportunities through institutions which are directly accountable to those providing funding and receiving services.

Participation in the voluntary sector is more than three million Canadians who have organized themselves in almost 100,000 registered charities and other non-profit groups to put in over 400 million hours of unpaid work annually to meet community and special groups' needs and address priority issues.

Individuals associate to provide services for:

- assistance to the disadvantaged,
- advancement of religion, education, leisure and cultural activities, health and the arts,
- advancement of equality of all persons in society,
- development of wholesome communities,
- conservation of the natural environment,
- other purposes beneficial to the community.

THE CONTRIBUTION OF THE VOLUNTARY SECTOR TO CURRENT NATIONAL PRIORITIES

The economic contribution of the voluntary sector is somewhat "invisible" but fundamental to Canada's economic and social growth. It plays a major role in human resource development and the values, processes and institutions that make us a creative, productive and progressive society.

Economic Growth:

- human resource development
- sustainable long-term environment
- broader participation in debate and action

Social Programs:

- enables self-help and self-reliance
- raises billions of dollars annually for service programs
- hundreds of millions of hours of unpaid service
- innovates new services in response to changing social and economic conditions

Human Resource Development:

- trains more adults than university system
- enables those unemployed through discrimination or handicap

Financial Resources and Debt:

- fewer dependent populations
- efficient provision of social service

- facilitates multi-sectoral collaboration

Job Creation:

- responsible for informal economy and community development approach
- matches tax expenditures with voluntary contributions
- employs young, women, part-time
- on the job training leading to employment and entrepreneurship in other sectors

and part-time workers . . . who frequently go on to other types of employment in other sectors. The wage bill of paid staff who support volunteer work is in excess of \$2 Billion (larger than the direct employment of the forest industry). The economic activity of voluntary organizations generates an additional \$5 Billion for the G.N.P.

SECTOR THREATENED

The contribution of the voluntary sector is currently frustrated

ROLE OF THE VOLUNTARY SECTOR

- Developmental & sustaining services for Individuals, families & communities
- Advocacy of the public interest
- Human and natural resources for business, labour & government sectors

SCOPE

- 3 million volunteers providing 400 million hrs/yr service
- 50,000+ registered charities
- 200,000 paid employees
- \$2 billion wages
- \$5+ billion "value added" to G.N.P.

CONTRIBUTIONS TO THE ECONOMY

Values

- Sharing
- Caring
- Belonging
- Questioning
- Innovation
- Advocacy
- Pluralism
- Participation
- Learning Opportunities

- International Contact
- Informal Economy
- Innovative Employment
- Voluntary Services
- Safety Nets
- Management of Change
- Stability
- Self-Help
- Self-Reliance
- Skills

External Relations:

- voluntary organizations work directly and efficiently with developing countries at community level
- provides vehicles for discussion of peace and disarmament

De-regulation

- facilitates transition and adjustment
- provides direct "market" connection among providers, funders and users of social services

Expenditures in the voluntary sector create more jobs and deliver more services per dollar of financial support or tax expenditure than direct programs, through the 3:1 ratio of volunteer to paid staff, and the matching charitable contributions of citizens and business. The jobs created tend to be innovative responses to emerging demand and the employment and training of young people, women

and threatened by lack of recognition and support from other sectors despite rapidly increasing demands for our services resulting from large-scale economic and social change. The voluntary sector requires the following commitments from the conference in order to continue to try to meet these demands:

- Recognition of the role and value of the voluntary sector alongside the other sectors in economic and social growth.
- A clear legal definition of "charitable objectives" which charities can pursue rather than the current arbitrarily enforced rules against advocacy by charities.
- Promote increased equitable direct resources of voluntary activity through increased philanthropic support and 50% tax credit for charitable donations.

OWL gives a hoot about young Canadians

*"Every month I try to beat my sister home from school so I can start reading Owl before she can."
 "I think your magazine is great. I read it and do what is in it. Please send me another one as fast as you can."*

This is the kind of fan mail that comes in regularly to OWL magazine and its "little sister," *Chickadee*. Established in 1976, to fill the need for an all-Canadian science magazine for children, it now has a circulation of over 110,000, making it one of the ten largest circulation magazines in Canada. *Chickadee* was established in 1979 for children under the age of 8, and has a circulation of 85,000.

What will you find in these lively magazines? Lots of big, bright photographs of animals and natural phenomena, games and activities for bright, curious kids, and unusual information to pique their interest.

Most libraries stock back and current copies, but a monthly magazine makes a great year-round gift, so why not get a subscription?

Ten issues of either magazine cost \$15. Contact OWL or *Chickadee*, 59 Front Street East, Toronto, Ontario. M5E 1B3.

OWL publishes books, too

Here are some new publications by the Young Naturalist Foundation, which publishes the successful children's nature magazines, OWL and *Chickadee*:

The Kids' Dog Book: Everything you want to know about dogs. Amazing facts, puzzles, jokes, stories, breeds, family history and more. \$6.95

Granny's Gang: A true, funny and touching story of injured and rescued owls, who lead productive lives in captivity. \$8.95

The Kids' Cat Book: All about cats, wild and domestic. Their history, habits, breeds and more. \$6.95

Slip the Otter Finds a Home and Flip the Dolphin Saves the Day: Well illustrated, scientifically accurate, poignant stories for younger children. \$3.50 for the two-book set.

Hickory Dickory Duck, All-time favourite nursery rhymes turned into funny picture puzzles for younger children. \$8.95

There are also the *Dr. Zed* series of science experiments, and the little OWL question and answer books.

All of these books are available or can be ordered through Montreal's all-Canadian bookstore, The Double Hook, 1235-A Greene Ave. in Westmount.

Education for international understanding

From its beginnings in 1953, Unesco's Associated Schools Project has been designed for integration into existing structures, just as its basic theme — education for international understanding — is intended for incorporation in existing curricula and not as an additional syllabus or subject for insertion into a convenient gap in the timetable.

Associated Schools are, quite simply, educational establishments in Unesco's Member States at the primary, secondary, vocational and teacher-training levels of education which agree that teaching for tomorrow's world must involve teaching the basic principles of international understanding and co-operation for peace, the neglect or refusal of which may well deprive the world of its tomorrow, and which assume the responsibilities of providing such teaching, both on their own and in collaboration with other partners in the Project.

To the greatest extent possible, Associated Schools are left to devise and implement their own activities, but they are expected to concentrate on four basic topics: world problems and the role of the United Nations system in solving them; human rights; other countries and cultures; and man and the environment.

Over the years, the point of focus has shifted from the institutions themselves, i.e. their history, structure, functions, machinery, etc., to the world problems they are called upon to solve. Thus, although the contents of the teaching remain basically the same, the point of departure is different. A world problem such as hunger, the arms race, development, etc., is studied by the students. Once they have become sensitive to the problem and understand some of its implications they search for possible solutions.

The value — as a means of stimulating interest and imparting knowledge — of organizing days or weeks devoted to specific organizations and their activities (e.g. Human Rights Day, United Nations Day, World Health Day, International Literacy Day, etc.) remains uncontested and can be accompanied by a problem approach, in which students are led from an awareness of and involvement in social, cultural and economic issues which are of direct concern to themselves and their communities, to an understanding of the broader international implications of these issues.

The study of human rights has always occupied a key position in the experiments of the Associated Schools Project, since it is clear

that a grasp of the principles involved is a prerequisite to international understanding.

Teaching is based on two complementary approaches. The first which may be termed "historical" deals with the evolution of the concept of human rights throughout the ages in different societies, and their contemporary significance; the second approach is "comparative," and is concerned with social relationships at all levels — from the local to the global — where human rights are an important issue (the rights of women, individual and national self-determination, racial or other forms of discrimination, the status of minorities, problems of immigrant workers, employment and unemployment, the citizen and the law, etc.)

Respect for human rights should be perceived as a reality rather than an ideal, and should be reflected in the organization and conduct of school life, in classroom methods and procedures, and in relations between students and teachers as well as between the teachers themselves.

Outside the classroom and in the direct contact with the realities of their community — an essential element of the activity of Associated Schools — students have ample opportunities of learning from personal experience and of bridging the gap between awareness of problems and action designed to alleviate or solve them.

Comprehension of other countries and cultures, which is simply a paraphrase of "international understanding," essentially implies recognition of their right to be different. But recognition of this right is not always concomitant with the will to co-operate.

Experiments conducted during the early years of the Associated Schools Project showed that it was not enough to create a passive tolerance of differences by showing how other countries and cultures were different from those of the students concerned; active interest depended on objective explanations of why such differences existed, and thus of their social, economic and cultural particularities. Moreover, the study of world problems involves the study of the countries where the problems are most keenly felt, and of the specific circumstances of environment and history which make each country different from its neighbours.

Awareness of the universal implications of immediate, local issues can lead to a thorough analysis of the social, economic, ecological and other problems which

all converge on the environment crisis, and place on-the-spot initiatives in the broader context of the struggle to preserve or restore the fragile balance of the earth's resources — a balance which affects not only the relations between the different elements of the biosphere but also the relations between the industrialized countries and the countries of the Third World.

"Awareness, investigation and exchange" are all important and essential components of any complete education program.

But how are the special activities designed and implemented? As already pointed out, "Education for International Co-operation and Peace" should not be considered as a separate subject for insertion in the timetable. Experience has shown that this education can be effectively provided within the framework of existing courses and without overloading or disrupting the curriculum. What is frequently required, however, is some measure of reassessment of the programme as a whole, and its realignment in accordance with the principles of international education as referred to in the Unesco Recommendation on education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.

What is essential is that the topics for study should be selected by agreement between teachers and pupils, and that the special activities should be designed co-operatively, with the participation of all concerned, including parents and members of the local community when extramural projects are envisaged.

Courses in history, geography and social studies certainly lend themselves more readily to this type of education, and have most frequently provided the framework for special activities. But foreign languages, civics, current events, natural sciences, art and music have also made their contribution in many programmes.

Education for international understanding is closely related to the formation of attitudes. Hence the efficacy of experience-centered teaching, particularly with younger classes.

It might be pointed out that the fundamental assumption of this experiment is that awareness of international problems cannot be realized by cognitive elements alone but supposes a socio-affective dimension, based on a better understanding of oneself and one's immediate environment as a prerequisite to a better understanding and appreciation of other people and other countries.

Classroom activities

■ Projects intended to develop a better knowledge and appreciation of other countries benefit from correspondence and exchanges with schools abroad.

■ Teachers and pupils engaged in special projects have found that visits from persons belonging by birth or association to a country chosen for study, experts engaged in work or technical assistance and staff members of United Nations agencies can make an invaluable contribution to their programme.

■ Essay and drawing contests have been successful in encouraging students to reflect more deeply on specific world problems or concerns.

■ Simulation games and exercises in perception and communication can be helpful in establishing stronger intellectual and psychological foundations for international understanding.

■ Audio-visual projections of films, slides, video-tapes, etc., produced by Unesco, the United Nations, Member States or schools and followed by discussions are useful in making young people more aware of the work and role of the United Nations system.

■ The preparation of exhibitions and displays is useful in marking the culmination of special projects.

For further information, you can contact QFHSA UN liaison chairperson through the Quebec Federation office.

An invitation from Planned Parenthood

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 counselors 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

Students meet sourdoughs in one-man show

Charles Hayter has been entertaining student groups all over Canada for the past decade with his lively production of the poems of Robert W. Service.

Now virtually unknown by many young Canadians, Robert Service was, for our grandparents' generation, the best-known Canadian poet in the world. He was born in England in 1874, and like many boys of his class, went to work in a bank at 14. But he dreamed of poetry and adventure, and at 20 he came to Canada with \$5 in his pocket. He roamed along the Pacific coast, doing odd jobs, then worked in banks in Vancouver and Victoria.

From 1904 to 1912 he was a bank clerk in Dawson, which was then a wide-open, brawling town still feeling the effects of the Yukon

Gold Rush.

Service turned out books of verse extolling the glamor and hardship of the North. His *Songs of a Sourdough* were an instant success all over the world, especially the melodramatic "The Shooting of Dan McGrew" and the comic "The Cremation of Sam McGee," in which a dead panhandler, a native of Texas who has succumbed to the cold, miraculously thaws and revives when his body is thrown onto the funeral pyre.

Like a true instant Yukon millionaire, Service cleared out of the North when the royalties started coming in, and settled for the remainder of his life on the French Riviera.

Like Service, Charles Hayter was born in England, though he

lives now in Toronto. He impersonates Service on stage, complete with tight-fitting Victorian banker's collar, and takes other roles as well to bring Service's characters to life.

His one-hour production costs \$200, but fees can be halved if he is doing a tour of several schools. A longer production is available for the senior high school grades and gifted children's programs. Mr. Hayter recommends the one-hour show for Grades 4 to 6, but can perform a half-hour program for younger children. He has done his show in cafeterias, genuine Victorian theatre-houses and small living rooms.

If you think your students would like "A Taste of Robert Service," call Mr. Hayter in Toronto at 691-5994 or 694-6703.

SOFT DRINKS. THE HARD FACTS.

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

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

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

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

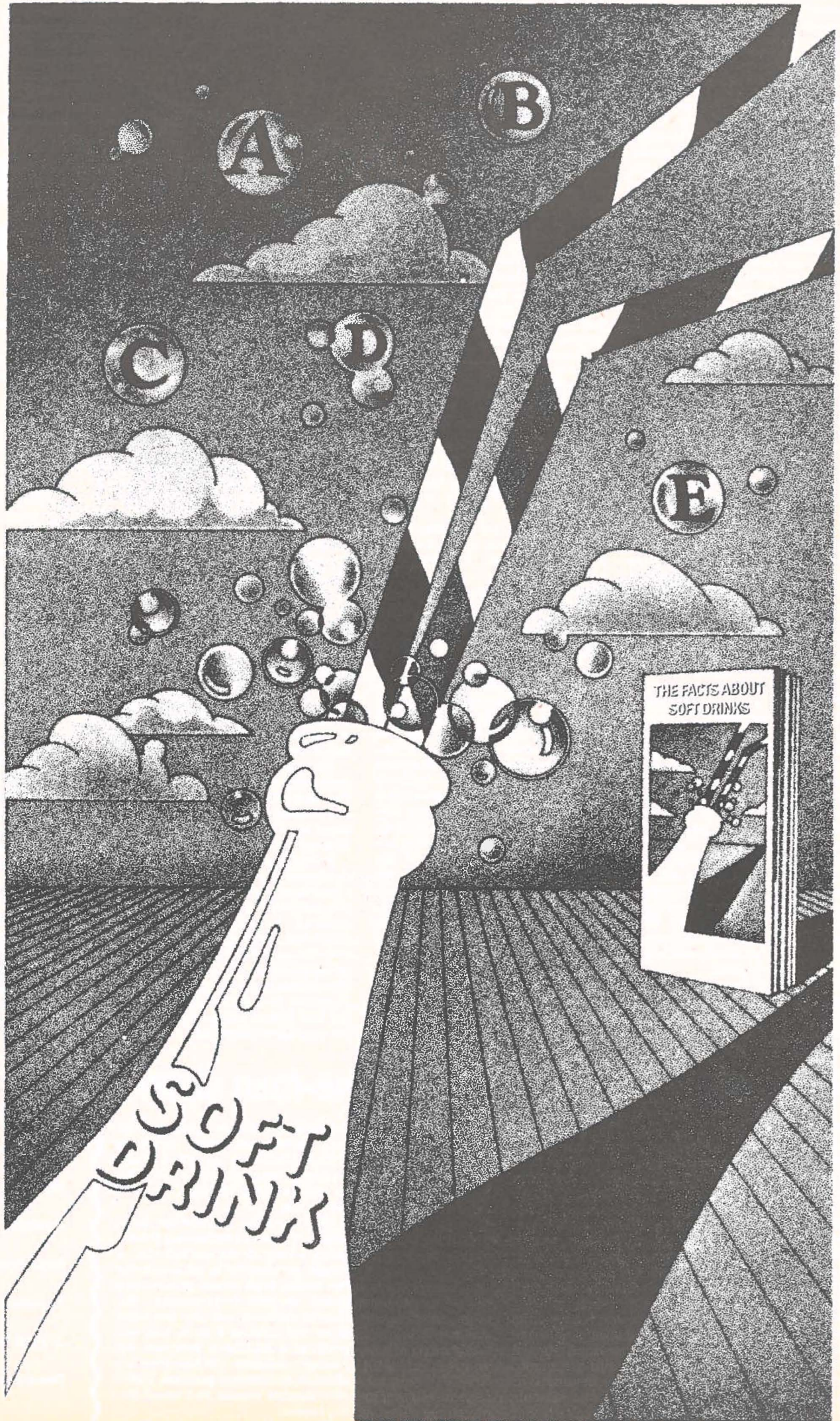
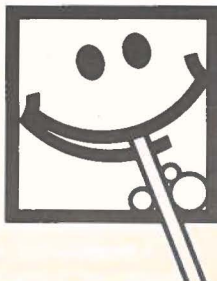
The booklet, poster and brochure are free for the asking. If you are interested, just drop us a line.

For enquiries into the film, please contact:

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Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Everyone benefits from the talent of young people...

The Federation of Parent Committees of the Island of Montreal has unveiled a new logo-sign. This symbol has the particularity of having been conceived by an artist... of age 17! The artist Michael Reece is a student at John Rennie High School of the Lakeshore School Board. Michael is the big winner of a graphics contest organized last fall by the F.P.C.I.M., among a group of final year students of high schools on the island of Montreal. This contest offered the 50 up-coming young artists who participated, the possibility of winning prizes of \$100 (1st prize), \$50 (2nd prize) and \$25 (3rd prize). This contest was taken to encourage the creativity of the young students as well as to find a new logo-sign for the F.P.C.I.M.

Other winners

The second prize was given to Mélanie Rose, a student at Rivendale High School in Pierrefonds, and the third to Luc Asselin of Calixa-Lavallée High School in Montreal. Because of the very high quality of entries received, the jury, comprised of a professional in graphic arts, the president of the F.P.I.C.M. and three members of the F.P.C.I.M., decided to give mentions to three other participants. They are Jean-René Leblanc, Marc Brosseau and Stéphane Michaud, all three of whom are students at Mgr Richard High School in Verdun. These students received a prize of 10 \$ each.

The new logo-sign of the F.P.C.I.M. represents eight people grouped around a circular table:

"The roundtable, explained Michael Reece, has always been the most democratic arrangement, that is why I chose it for the basic geometry of the logo. The design symbolizes graphically the unification of the eight schoolboards who might be able to achieve together what they could not individually. The students are the *raison d'être* of the system. The outer circle

is the community at large which chooses an inner circle. The outer circle could also represent the parent community that looks over the inner circle consisting of students."

NEW COMPETITION

The university goes back to school. From October 19 through 27, 1985, National Universities Week will be celebrated across Canada. To mark the event and International Youth Year as well, Quebec universities will address the 508,000 young people in Quebec's secondary schools. Their goal? To promote learning, support higher education, and provide information about the university's role in society.

A competition, **UNIVERSITY AND ME**, will call upon the active participation of Quebec's young people. They will be asked to devote some thought to university and how it relates to them. Competitors may enter one of two categories — art or written composition. Teaching consultants in art and French at the secondary school level have helped prepare a **Teacher's Guide** to inform teachers about how the competition can be integrated into their courses.

Although it starts at the school level, the competition will be organized on a regional basis. For practical reasons, the administrative regions of the Ministère de l'Éducation will serve as competition sites; regional offices of the ministry will provide contact points with the Conference of Rectors and Principals of Quebec Universities (CREPUQ), which is organizing the project. Teaching and promotional material will be distributed in the schools by the Ministère de l'Éducation, and the ministry's regional offices will form regional juries to choose winners from among the best works selected by the school boards or the schools.

The winners from each of Quebec's twelve school regions (220 in all, 20 per region) will take part in



a host of activities to be held in Montreal and Ottawa next October 24, 25, and 26. Provincial winners will be announced during a gala on Saturday, October 26. The first-prize winners for each grade, in art and written composition (10 in all), will win a one-week trip to Paris.

The ten second-prize winners will spend four days in Epcot, Florida.

Documents about the competition (including the **Teacher's Guide**) reached the schools at the beginning of June for use when school opened in August, 1985. Watch for them in the weeks to

come.

For more information contact: **CREPUQ**
c/o Mr. Onil Dupuis
PO Box 124
Succursale Place Desjardins
Montreal, Quebec H5B 1B3
Telephone: (514) 288-8524

Smokers stopped...

1 in 4 quit (or were snuffed out)

New information is available on the smoking behaviour of Canadians. The recently released report on the 1983 survey contains a number of interesting findings, several of which are highlighted below.

In December 1983, 5.8 million Canadians, or 31% of the adult population, were regular cigarette smokers. Approximately 34% of men (an estimated 3.1 million) and 28% of women (2.1 million) smoked cigarettes regularly. Quebec had the highest proportion of regular smokers in the country (35.5%) while British Columbia had the lowest (25.3%).

Between 1970 and 1983, the proportion of regular smokers in Canada 15 years of age and over fell from approximately 40.6% to 31.1%, its lowest level in 18 years. Conversely, the proportion of non-smokers rose to 64% (from 53.9% in 1970). The decline of regular smoking among males was, however, more marked (14.9%) than it was among females (4.1%).

In the 15-19 and 20-24 age groups, males and females were regular smokers in the same proportions (20.3% for 15-19 years olds, 37.3% for 20-24 years olds). However, in all other age groups, males were more likely to smoke than females.

An examination of sex differences in smoking behaviour, according to age and region, reveals interesting variations between the sexes in the younger age groups. For example, considerably more male than female teenagers were regular cigarette smokers in the Atlantic Prairie Regions, while the opposite was true of Quebec. Approximately one-third of female teenagers in Quebec were regular smokers, compared to one quarter of male teenagers in the province.

There is some evidence that regular cigarette smokers are smoking more. In 1983, 31.1% more males and 57.1% more females were smoking over 25 cigarettes a day than in 1970. In absolute terms, approximately 16% of males and 8.8% of females smoked more than 25 cigarettes per day in 1983.

However, many Canadians seem to be taking the anti-smoking message to heart. Nearly 40% of the

regular smokers interviewed, especially those under 24, said they had tried to quit smoking in the preceding year. A higher proportion of smokers from Quebec (41.5%) than from any other region reported attempting to kick the habit.

Between 1975 and 1983, the proportion of ex-regular cigarette smokers in the population rose

from 11.7% to 18.6%. Respondents over 45 accounted for the largest share of this increase.

This bilingual report, "Smoking Behaviour of Canadians — 1983", is available free of cost from the Health Promotion Directorate, Health Services and Promotion Branch, 4th Floor, Jeanne Mance Building, Tunney's Pasture, Ottawa K1A 1B4, (613) 990-7862.

Smoke-free spaces for kids

The Canadian Heart foundation launched a new program called "Smoke-Free Spaces for Kids." This program promotes a courtesy policy towards non-smokers: creating smoke-free spaces should initiate respect for the children's environment.

A closer examination of what is already known on the effects of tobacco use links premature death and disability with the inhalation of tobacco smoke. Smokers have a 50 to 200% higher premature death rate than non-smokers. Cigarette consumption increases the risks for a heart attack, particularly on persons with high blood pressure, high blood cholesterol, or with symptoms of hardening of the arteries.

The Quebec Heart Foundation supports research to cure heart diseases, in order to increase life expectancy for present and future generations. This is why "Smoke-Free Spaces for Kids" aims at preventing and eliminating tobacco use in Canada.

The program emphasizes this motivation by making the population aware that most smokers tried their first cigarette when they were young and vulnerable, before they got stuck with the addiction.

Peers and heroes create the major social pressures for a child; parents, teachers, trainers and friends represent the elements composing the child's immediate environment, they become their models.

Statistics show that, in 1982, by the age of 12, 50% of children have smoked their first cigarette. Furthermore, by the age of 14, 22% of girls and 17% of boys are daily

smokers.

The "Smoke-Free Spaces for Kids" program is an excellent tool to promote not smoking as an excellent social habit, especially if mechanisms restricting the number of spaces where smoking is tolerated have been implanted.

This program can easily be integrated to preventive programs in schools, at home or in recreational areas, where a 100% smoke-free space can be created. The Quebec Heart Foundation offers flags, plaques and certificates of merit, as rewards for becoming 100% smoke-free.

It is a belief that young children would not start to smoke, if their models would publicize their opinion on cigarette smoking, and serve as non-smoking examples. This way, it would be easier to identify smoking as an intolerable behaviour, and perhaps provoke a decrease in the number of smokers.

Other statistics show that if both parents smoke, 22.2% of boys and 20.7% of girls adopt the habit. However, it is encouraging to notice that if neither parents belong to the smoking population, only 11.3% of boys and 7.6% of girls become regulars. If another sibling smokes, the incidence is of 20 to 38% for boys, and 20 to 25% for girls.

"Smoke-Free Spaces for Kids" must create a greater awareness on the phenomenon of tobacco use, and promote the creation of smoke-free spaces. Beacon Hill School was the first school to qualify as a 100% smoke-free space, WHO'S NEXT?

CM or IN

Metric here to stay...but

Regulations requiring the mandatory use of metric measurement alone will be revoked and will be replaced by new provisions which will permit the use of metric units only, or the use of imperial units along with metric units in three principal sectors of retail trade, it was announced by Consumer and Corporate Affairs Minister Michel Côté.

The new provisions, which will apply in the sectors of gasoline and diesel fuels, home furnishings and individually-measured foods, will permit consumers who are unfamiliar with the metric system to continue to refer to imperial measure while purchasing products in these areas.

Mr. Côté noted the process of metric conversion has been voluntary, and has been undertaken with the cooperation of industry in more than 100 sectors of the economy. However, in the three retail sectors, regulations were introduced under the Weights and Measures Act which required the mandatory use of metric only.

"Canadians feel and we agree that compulsory metric only is a heavy-handed and insensitive approach," the Minister said. "As a Government, we favour metric conversion. But we believe that the changeover must be eased for those individuals and businesses which are having difficulty adjust-

ing to it." The new provisions will permit the use of imperial units along with metric units in the advertising, displaying and weighing and measuring of goods.

Small retailers who experience practical difficulties in complying with the new policy, or those for whom considerable hardship and unreasonable expense would result from the full application of this policy, will be exempted from the weighing and measuring provisions. This will mean that they may continue to use their imperial scales, although they will have to advertise, display, and label in either metric alone or dual.

"This decision has been taken following extensive consultation at all levels — retail merchants, trade associations, consumer groups, businesses, provincial governments and individuals. We believe this policy is in the best interest of all Canadians," the Minister said.

"Metric is here to stay," Mr. Côté said. "Industry and retailers have made substantial investments in converting to metric, and children coming out of school have been educated in metric only. This Government is committed to metric, but more importantly it is committed to a conversion process that is flexible and compassionate. It takes into account the legitimate concerns of Canadians."

Public School and Private School: Changes in school populations

The recent publication of school enrollment figures for the public schools of the island of Montreal at September 30, 1984 does not challenge the general downward trend in the school population that has been observed for nearly fifteen years. However, the rate of decrease has been slowing for several years now, and it can be expected to turn into a slight increase starting in 1988. Two reasons are usually given for the decrease in school enrollments in the Montreal Island School Council territory: first, the drop in the birth rate, seen in Québec since the mid 1960s, and second, the migration of families to suburbs off the island.

A study of changes in school populations on the island of Montreal since 1980, however, indicates the existence of another, by no means negligible factor: the shift of students from the public to the private sector.

FALLING PUBLIC SECTOR

A study prepared by CSIM demographer Albert Coté indicates that between 1980-1981 and 1983-1984, the population of Montreal's public schools decreased by 10.8%, falling from 244,345 to 218,058 for a loss of 26,287 students in barely three years. Broken down by level, there were 3,104 fewer preschoolers (accounting for 11.5% of the drop); 10,106 fewer pupils at the primary level (or 38.4% of the drop); and 13,167 fewer secondary school pupils. This was the largest loss, accounting for 50.1% of the total.

RISING PRIVATE SECTOR

According to the same study, while the public schools of the territory of the School Council have experienced sharp population declines over the last three

Gaspé Area Enrolment holds steady

Enrolment projections for 1985-86 in Regional School Board of Gaspesia schools do not appear to be hit by the rate of decline experienced by many boards across the Province.

Early indications suggest a 2% decline in school enrolment overall for the 1985-86 year, much less than the 5% projection anticipated two years ago. The Provincial rate of decline is around 10%.

Five of the thirteen schools under the Boards jurisdiction show a slight increase while others will drop marginally.

Most schools have demonstrated a stability in numbers over the past couple of years without major gains or losses despite the perennial apprehension, associated with small rural school populations.

*What's happening
in your school?*

**JOIN
Home & School
and
Help it Happen!**

years, private schools recruited more students on the same territory.

WHO WINS MORE? WHO WINS LESS?

With these statistics, it becomes obvious that there has been a shift of school populations from the public sector to the private sector during the period observed. At the very least, it is clear that the factors which are causing a drop in the public school population are having little or no effect on the private school clientele.

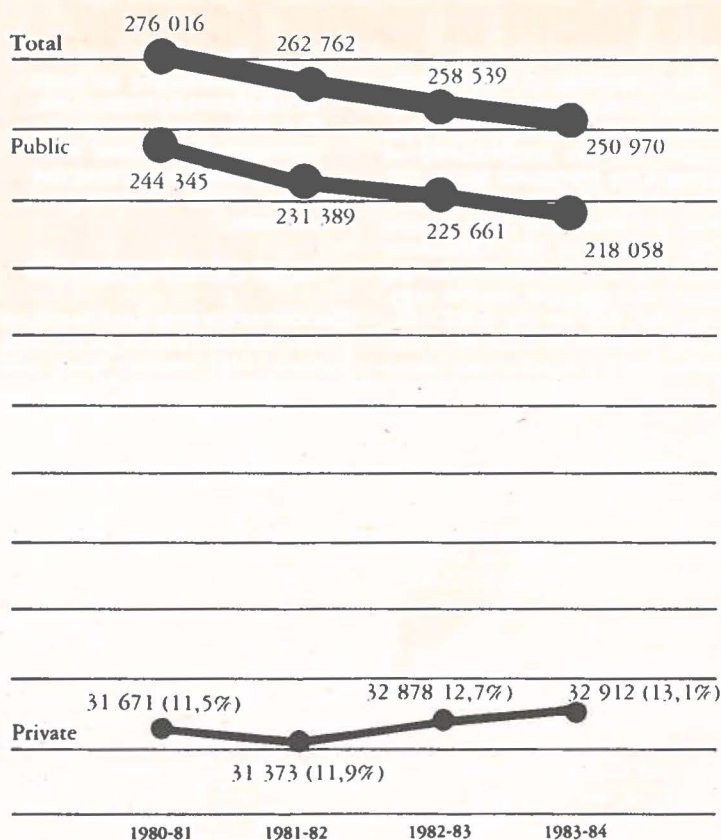
There can be many causes of these "defections": dropping out, population shifts, movement of clientele from one school board to another, attendance in special classes, etc. However, study of the rate of passage between grade six and secondary I indicates that for a number of school boards, the drop in enrollments cannot be totally explained by these reasons. The French-speaking sector of the Baldwin-Cartier school board recorded constant rates of passage of ± 1 between each grade in primary school, but the rate drops suddenly to 0.66 between grade six

and secondary I. The same occurs at the other end of Montreal island, in the Jérôme Le Royer school board: the rates of passage remain at ± 1 in primary school then drop to 0.85 between grade six and secondary I.

CONCLUSION: CAUTION

One fact is obvious: private education is competing with public education, and since the population seems to be more susceptible to the attractions of the private sector when children are moving from primary school to secondary school, there does seem to be a transfer of school populations from the public to the private sector at this stage. The statistics must be interpreted cautiously, however, since it remains extremely difficult to obtain more specific details on the subject. What is clear is that between 1980-1981 and 1983-1984, the private sector has continually increased its "market share": in 1980-1981, 11.5% of the school population on Montreal island (31,671 of 276,016 pupils) attended private school; in 1983-1984, it was 13.1% (32,912 out of 250,970).

Changes in school populations in public sector and private sector



Projections for the average rate of passage of pupils in each school board from one grade to the next, for the period from 1983 to 1993. This report has been tabled in september 1983.

School Boards	Sector	Pre-school and Elementary								Secondary			
		Kid. → 1 st	1 st → 2 nd	2 nd → 3 rd	3 rd → 4 th	4 th → 5 th	5 th → 6 th	6 th → Sec. I	I → II	II → III	III → IV	IV → V and VI	
Jérôme-Le-Royer	FR.	1,035	0,985	0,985	0,98	0,98	0,98	0,85	1,025	1,03	1,02	1,00	
	ENG.	1,05	0,96	1,015	1,01	0,965	1,01	1,025	0,99	0,95	1,01	0,95	
C.É.C.M.	FR.	1,10	0,96	1,00	1,015	0,99	0,985	1,06	* 0,955	0,985	0,95	1,15	
	ENG.	1,18	0,965	0,995	0,96	0,98	0,99	1,02	0,95	0,975	1,02	0,925	
Sainte-Croix	FR.	1,41	1,05	1,025	1,04	1,02	1,02	0,90	1,08	1,08	1,07	0,945	
	ENG.	1,15	0,995	1,00	1,00	1,00	0,97	0,965	0,97	1,03	1,04	0,93	
Verdun	FR.	1,025	1,00	0,985	0,96	1,01	0,97	0,925	0,975	1,15	1,02	1,18	
	ENG.	1,10	0,95	1,00	1,02	0,90	1,05	1,20	1,055	0,97	0,90	0,90	
Sault-St-Louis	FR.	1,15	0,95	0,99	0,99	0,99	0,95	0,77	1,10	0,965	0,975	0,91	
	ENG.	1,00	1,05	1,00	0,95	0,95	0,985	0,96	1,00	1,00	0,95	1,05	
Baldwin-Cartier	FR.	1,16	1,005	1,00	0,98	0,98	0,965	0,66	** 0,98	1,075	1,15	0,935	
	ENG.	1,05	1,01	0,96	0,97	1,01	1,02	0,88	** 0,95	1,01	1,00	1,12	
C.É.P.G.M.	FR.	1,55	1,05	1,03	1,055	1,10	1,065	1,10	1,04	1,05	0,75	0,80	
	ENG.	1,07	0,945	0,98	0,98	0,97	0,965	0,96	0,99	1,015	1,025	1,075	
Lakeshore	ENG. only in Island	1,03	0,98	0,965	0,965	0,965	0,955	0,90	1,01	1,02	1,03	1,02	

Kids & Older Kids

How you should write a job application letter

by Gary Dessler
Knight-Ridder Newspapers

What's the most common error job seekers make when answering help-wanted ads?

According to Jack Erdlen of the Massachusetts-based Employment Management Association, the biggest mistake is using the same standard cover letter for every reply, a tactic that gives the (often accurate) impression that you're sending the same letter to hundreds of other employers.

The best approach, he says, is to be more selective and to zero in on what the employer is seeking. Then, construct your letter to address those needs.

Here's what a consensus of other experts in the field suggest you do:

- Cite accomplishments. Underline the qualifications requested in the ad. Then select your one accomplishment that most nearly corresponds to the qualification that's of greatest importance to the job advertised.

Include this accomplishment in the first sentence of your letter to attract the recipient's attention.

Also, in this sentence, express a genuine interest in the job. Give a specific reason for your interest, based on accomplishments.

- Respond to the advertised needs. For each, underscore the need at the start and provide a paragraph to show you're qualified for the job. In a separate paragraph, describe a relevant accomplishment.

- Summarize your experience. In a separate paragraph at the end of your letter, summarize other experience you consider relevant including your education.
- Request an interview and indicate how you can be reached.

Always send your response letter and resume five to seven days after the ad first appears. Most responses come in within four days, and you're more likely to be noticed if your letter comes after this initial group.

QACLD Conference

Play with your children

The Quebec Association of Children with Learning Disabilities celebrated their 10th anniversary this year in conjunction with their annual conference. As a parent of three school-age children, as well as serving on School Committees, I have discovered that many of our children have a learning difficulty of one sort or another. Parents find themselves suffering with their children — through long hours of homework — and both become frustrated and unhappy.

The QACLD conference offered a special parents' program on the final day of the conference. The first lecture, "Practical Tips for Helping Your Child with Special Work," was given by Margie Golick, Chief Psychologist at McGill-Montreal Children's Hospital Learning Center. Ms. Golick stressed that play is a natural way of learning and that after a full day of school parents and children should have time to play together. She demonstrated how specific games can be helpful with specific learning disabilities.

Twenty Questions helps a child with deductive reasoning, vocabulary building, listening and other skills. Other language skill games which stimulate discrimination,



sequence of words, etc., are riddles, rhymes, puns and spelling games — like Boggle, Hang Man and Scrabble. Ms. Golick has written a book, *Deal Me In*, which uses card games to teach many math skills as well as reasoning.

Since the conference I have discovered that our Public Libraries have a number of books on riddles, limericks, puzzles, etc., that we can share with our children. With a little guidance these tools can be used by parents to make difficult learning a bit more fun.

Mary Ann Brasba
Royal Charles School

Bedford School**The World in miniature . . . working together**

In the Côte-des-Neiges area, the PSBGM has an elementary school that is an accurate portrait of the diversity of its community. The school is Bedford, located on Goyer Street. The neighbourhood includes businesses that offer products from a variety of countries. There are restaurants and grocery stores with exotic specialties. And there are children at Bedford School from more than 25 different countries: Japan, India, Greece, Jamaica, Bangladesh, etc. All of these youngsters play and eat together.

The school has few integration problems from either an educational or a linguistic point of view. So many nationalities coexist in the neighbourhood that no one is surprised by the diversity. Moreover, the school board has provid-

ed the school with two liaison officers who come from the two largest groups in the school: Blacks and Greeks.

The teaching staff is extremely devoted to the needs of these students. It is common to see teachers who stay after class to give individual help to students in difficulty.

Because the students come from a number of ethnic origins, the teachers attempt to interest them in their families, their neighbourhood and in society. They assure that the students have a clear idea of their own value system and that they learn to work and play together.

These youngsters often have educational problems due to the

fact that they are learning a third language. However, problems also arise because the family cannot always give the child the help necessary to do well in his or her studies. The solution proposed has involved the Black Community Centre, which found students from CEGEP and university to act as tutors for these youngsters.

In addition, with the cooperation of the Côte-des-Neiges CLSC, the school board provides the students from this school with education in good eating habits and a programme to help prevent health problems.

Among the many other activities organized in this school, a well-articulated programme for autistic children also deserves mention.

LSB news

COMPUTER POLICY

The Council adopted in principle a policy that states that the Lakeshore School Board "supports and encourages the use of computers in the education of its students and in its administrative operations."

A computer advisory committee of 14 members, including Commissioners Christopher Campbell, Mary Battershill, Elizabeth Leslie and Jean-Jacques Gauthier, will develop a computer plan and report back to the Council by December 1985.

LAW 29

Labelling Law 29 as being "unnecessary, unwanted and unjust," the Council empowered its representatives to urge the legal committee of the Quebec Association of Protestant School Boards to contract for legal advice as to what action should be taken, and what strategy adopted, regarding the law and the government's interpretation of a Supreme Court judgment.

SCHOOL SOCIAL WORKERS

The Council approved a resolution to inform the Ministers of Social Affairs and Education, as well as the Director General of the Ville Marie Social Service Centre, of the grave concern with which a proposed transfer of school social workers is viewed. "We believe that the transfer of school social services to CLSCs will mean the loss of not only a quality service, but also the destruction of a well-coordinated program," read the message in part.

PROFESSIONAL CAREER CENTRE

The Council voted to maintain and enhance its Professional Career Centre at Lindsay Place High School, Pointe Claire. One of the changes will see the establishment of an industry-school advisory committee.

PLANNING PROPOSAL

The Council referred to its Executive Committee for recommendation a proposal submitted by the Parents' Committee of the Board. The proposal seeks a response by Oct. 31, 1985, regarding long-range planning, school closure policy, enrolment and student population trends, school boundaries, and the appointment of a specific staff member to deal with these issues.

SUNNYDALE PARK PLAYGROUND

Because the issue required

detailed study, the Council delegated its Executive Committee to deal with a request to cede to the City of Dollard des Ormeaux a small piece of land on the west side of Sunnydale Park elementary school. On this land the City would build, install and maintain playground equipment.

STUDENTS HONOURED

In the annual Montreal Board of Trade achievement program, Douglas Hofmann of Lindsay Place High, Deborah Ferguson of Beaconsfield High and David Goodger of Hudson High received recognition. Douglas Hofmann was named Bronze Medal winner in the Fine Arts category, while Deborah Ferguson and David Goodger were finalists in the Liberal Arts and Science/Maths competition.

Deborah Ferguson of Beaconsfield High received a second high honour, as she was named recipient of one of the Avon Scholarships, which provide for four years' tuition at a Canadian university.

In addition, the five winners of \$500 awards from the Lindsay Place Memorial Fund have been named. They are Tamara Lynne Guttman of Hudson High, David Hayden of Macdonald, Diane Hatherall of John Rennie, Alain Berinstein of Lindsay Place and, once again, Debby Ferguson of Beaconsfield High.

OPERATING BUDGET 1985-86

The Council approved for submission to the School Council of the Island of Montreal (SCIM) its 1985-86 operating budget in the amount of \$43,453,040. The predicted expenses are actually \$43,854,752 but due to the government's recognition for the purpose of funding grants of the "Canada Clause" students, who have been attending Lakeshore schools for three years, the Board anticipates ending the current year with a surplus of \$401,712.

CAFE CONTRIBUTION

The Community Action Fund for Education, a group of parents who, over the course of the controversy surrounding school board reorganization, have raised money to offset the cost incurred by the Lakeshore Board, presented a cheque totalling \$2300 to the Council. It was noted that since CAFE was conceived, a total of \$45,700 has been turned over so that the impact on the educational budget of the Board would be lessened.

HAROLD SMITHMAN HONORED

Council extended congratulations to Dr. Harold Smithman, the LSB's Director of Instructional Services, who was recently named the 1985 recipient of the Distinguished Service Award of the Quebec Association of School Administrators (QASA). This award is made once a year to the educator who, over a period of years, has made an outstanding contribution to education in Quebec.

LSB AWARD OF MERIT

Council approved the creation of the Lakeshore School Board Award of Merit, to be granted annually to up to five individuals who have endeavoured to build the Board's reputation through outstanding performance. A series of guidelines governing the award and the naming of a selection committee were also approved.

RESIGNATION OF COMMISSIONER CANTLE

With regret, the Council accepted the resignation effective August 1, 1985 of Commissioner Shirley Cantle, Ward 4 (Beaconsfield West). Mrs. Cantle will be moving with her family to Windsor, Ontario. Council directed its Executive Committee to carry out the process for naming a replacement, the first step of which is the notification of the School Committee and Home & School groups throughout the Board's territory. Council must name a replacement prior to August 31, 1985.

PARENT REPRESENTATIVES

The Lakeshore School Board swore into office two "Parent Representatives," elected by the Board's Parents' Committee to sit on the Council of (elected) Commissioners for 1985-86.

These two parents will have all the rights and responsibilities of a Commissioner save one, that of the right to vote on resolutions coming to either the Council or the Board's Executive Committee.

Irwin Kashetsky succeeds Archibald Greaves, who served as High School Parent Representative in 1984-85. Mr. Kashetsky is a resident of Dollard des Ormeaux.

Returning to sit on the Council of Commissioners for a second year will be Elementary School Representative Robert Walker, a Pointe Claire resident.

The term of office for these two Parent Representatives will expire at the end of May, 1986.

There is a heaven for volunteers

Many will be shocked to find,
When the day of judgement nears,
That there's a special place in Heaven,
Set aside for volunteers.

Furnished with big recliners,
Satin couches and footstools,
Where there's no committee chairman,
No group leaders, no car pools,
No eager team that needs a coach,
No bazaar and no bake sale,
There will be nothing to staple,
Not one thing to fold or mail;
But a finger snap will bring
Cool drinks and gourmet dinners
And rare treats fit for a king.

You ask, "Who'll serve those privileged few
And work for all they're worth?"
Why — all those who reaped the benefits
And NOT ONCE
Volunteered on Earth!

(Author anonymous — Reprinted from the
Northview Hibou)

Vocational training in the USSR

(TASS) About two thirds, or 2.4 million of the young people who join the Soviet Union's work force every year are graduates of the country's vocational school system.

The USSR has more than 7,400 vocational institutes throughout the country providing training in more than 1,400 trades. In the next five years, this system will fully train 13 million trades people.

Students in the Soviet Union are free to choose whatever career path they wish and vocational schools make no restrictions in terms of sex, race or any other factor. However, some trades are more popular than others so that students must compete for class spaces in an entrance exam. The most popular trades are power engineering, plasma and laser metal working and machine tool building.

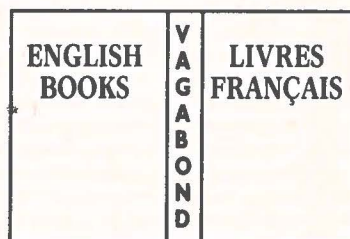
Tuition and books at these

schools are free and students also receive monthly grants much like the stipend allocated to students of colleges and universities.

Young people are admitted to vocational schools after completing their eighth grade at a general education secondary school. A program of study at a vocational school lasts for another three years at the end of which students are fully trained in their chosen trade.

The program of study at a Soviet vocational institute combines trade training with a solid general education. Thus students are broadly educated rather than being confined to their specialization and workers are therefore more able to adapt to an increasingly technological world. If they so wish, in fact, vocational school graduates may continue their education at a college or university rather than entering the labour force.

VAGABOND CHILDREN'S BOOKS



Discounts
for all
schools and
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Specializing in kindergarten
and primary grades.

Supplying fine inexpensive books for
— school libraries
— classroom teachers
— book fairs.

Call 684-9636

LSB Libraries

How they started, where they are going . . .

photographs by Maureen McCourt-Benak

by Diane Hibbard and Ann Walker

Are you volunteering next year? If so, you are among the decreasing library personnel upon whom the elementary school libraries of the Lakeshore School Board depend.

When asked, Joan Coulter, library consultant for the seventeen elementary schools, said, "After the formation of the West Island School Commission (now the Lakeshore School Board), the parents raised funds and pressed for the establishment of libraries in those schools where they did not already exist." The libraries developed unevenly, although the Macdonald Regional School System had the strongest library organization at the time of the merger into the West Island School Commission. Many schools had few or no library facilities.

The development of the West Island suburbs in the 50s boomed! Many of the new homeowners were well educated with young families, and were looking for an outside interest. They turned their efforts to the schools. The Home and School Associations were infused with eager dedicated women who wished to contribute something positive and substantial to their communities. They immersed themselves in various projects — the most time-consuming and long-lasting being the school libraries. It is interesting that the public libraries' establishment and development parallel that of the school libraries.

With very little coordination from the Boards at that time, the quality of the libraries varied from school to school. This is partly due to the differences in the expertise of the volunteers. Some areas were more fortunate than others in that women with some library background became coordinators.

During the early 70s the Board realized that they would have to provide some centralized organization. This led to the establishment of the Instructional Media Centre (IMC), under the direction of Griff Hodge, former librarian of the Macdonald School Library System. His main efforts were focused on fostering the infant concept of providing, developing and producing instructional materials. Some advancements were made for the school libraries, and card reproduction facilities were made available.

School libraries continued to develop with "volunteers who were more active than could reasonably be expected of them". Today, Joan Coulter's main responsibilities are collection building (in support of the curriculum) and developing policies and procedures that assist the school library volunteer to maintain the high quality of service to students and teachers alike.

NO DECREASE IN SERVICES

There has been no decrease in library services offered to the staff and students. Joan Coulter has directed her efforts toward developing policies and procedures to enable the volunteers to perform more efficiently. The centralized cataloguing and classification service brings uniformity to all seventeen elementary school libraries. A new service offering partial processing has facilitated the quick introduction of new materials into the collections. In order to ensure that all the schools have the same basic materials to support the core programme, Mrs Coulter has secured funds enabling her to purchase books in multiple copies. All of these services enable the volunteers to concentrate their efforts on supplementary activities, including storytelling, displays, collection

maintenance, and coordinating special projects with the staff.

ADMINISTRATIVE SUPPORT

As there are no long traditions in the LSB, it has been easier for volunteers to be accepted into the fabric of school life. They did not have to overcome some of the attitudes that are found in other school boards. Generally, the principals, administrators and commissioners do realize the importance of a strong, vibrant library, but some differences do exist. The continued support of the parents is necessary. In the future if there is a further decline in the numbers of volunteers, the LSB will have to seek a permanent solution to the problem if it is to keep the high quality of service. Perhaps the Pilot Project will provide some insight into one possible solution.

Without the continued support from the Home and School Associations, the "extra" materials essential to enhance the collections would not be available. Not only does the Home and School provide the finances, but also a means of recruiting volunteers. Dale Cushen, centralized library services technician and former volunteer, said, "Volunteers are really necessary for their special gifts." The greater the number of volunteers, the greater the likelihood children will have a special library experience.



The manner of scheduling often leaves the volunteers with little contact. Except for an initiation general meeting they have little chance for "comparing notes". The coordinators attempt to provide some continuity but even they must limit the hours they devote to their "job". Many creative solutions to this problem have been tried. While they work temporarily, they are not a permanent solution. In order to maintain the high standards attained by the volunteers, the school board should be seeking some options. There is a Pilot Project in progress at Greendale School. A trained library technician has been employed part-time to provide the needed stimulus and support to their volunteers. She has attracted people who wanted to help but did not want the responsibility of being a coordinator. An added benefit has been the improved relations with the teaching staff.

Budget cuts have affected all areas; school libraries are no exception. The new Language Arts Programme focuses on a wide selection of materials to support

the course. The library figures centrally in this concept — "learning how to learn". The programme emphasizes the individual child and his learning style. The library must be able to supply an extensive range of up-to-date materials for all abilities and interests. This is a difficult task in a time of rising costs and decreased funding. It is important to note a trend remarked on by Margaret Mulkins, "Teachers are generally using the library more frequently and very effectively."

**SUPPORT
YOUR KIDS
BE A
VOLUNTEER**

**JOIN
HOME & SCHOOL!**

CHANGES

The recent changes in the economy have been reflected in the availability of women willing to devote the necessary time to the library. Margaret Mulkins, a nine-year volunteer coordinator of the Dorset School Library, remarked, "We have always been fortunate in having enough responsible volunteers, but I realize that this is not the case in all the LSB schools."

What has the change been? Generally, there are fewer women available to help. A growing number have chosen to return to the workforce. Joan Coulter provided some statistics to support this statement. In 1980 there were more than 800 volunteers; now there are fewer than 500! People's attitudes toward volunteerism have undergone a change. The commitment and the freedom to accept responsibility are lacking. This is not helped by the particular problems facing those who do volunteer: working in isolation, lack of continuity, decreasing budgets, and hesitant administrative support.



Teach children that most of TV is not real

By CLAUDINE GOLLER

Television has dramatically changed family life today. Many children rarely experience the family mealtime around a table, as they are accustomed to eating in front of the TV set.

Some families have two, three or even four sets, so the various members don't watch TV together or even know what shows the others view. This lack of communication is a source of serious concern because it spreads to other aspects of family life.

The TV set has become a new member of the family. It sits in the corner and talks to anyone who cares to listen. It is never too busy to be good company, doesn't give orders, and is dependable. It has become so firmly entrenched that adults and children are unable to imagine what life would be like without it.

Parents should be concerned about the importance of TV in their children's lives. We teach our children the skills they need to get along in the world — how to communicate, eat nutritious meals, obey safety rules, handle money, dress properly, get along with others. But many parents do not realize that there is a greater influence in their children's lives the programs children watch on TV.

These shows also teach our children "life skills". If we do not want them to learn such skills and values from TV, we must teach youngsters TV literacy.

As parents, we want our children to learn to read and write, to be literate in the old-fashioned sense. But TV communicates much more to our children, at a much earlier age, than do reading and writing. It is crucial, therefore, that we teach our children the skills they need to handle this form of communication.

In his book *The Hurried Child*, David Elkind writes: "Television impacts most upon young children, extending their sense experience in ways that were not possible

before." Youngsters do not even have to interpret what they learn.

But there is a problem with children having all this knowledge at an early age. With TV, youngsters experience events and feelings they would not have faced until much later in life. As Elkind says, they grow up too fast.

Children are treated as adults by most TV programmers, because shows are geared to the 18- to 49-year-old audience. The young see what everyone else views on TV, but what they do with it is a different matter.

Children may absorb ways of dealing with situations that are inappropriate in real life but seem fine on TV. They may decide to behave in a precocious manner because that is the way youngsters on TV usually behave. They may learn to want a lifestyle that is unsuitable or impossible for them.

Many children watch countless hours of TV without thinking about what they are viewing. But

Claudine Goller is a Toronto specialist in television literacy for children. This article first appeared in Transition, published by the Vanier Institute.

they do pick up subtle values and ways of behaving, and these surface in their day-to-day life at school.

And why shouldn't children do this? They see that kind of behavior all the time on TV, and no one objects. It must be all right, they feel.

They have spent so many years believing that those strong men on TV are living normal lives that they find it difficult to realize the characters are really actors performing roles. These children think the women in soap operas truly are experiencing terrible crises and that the viewer should

pity, admire or scorn them as they might the woman next door.

Children should be taught that much of what they see on television is not real. Because it is not real, it should be treated in the same way as any other fantasy.

Many children like violence. They are naturally aggressive and would like to control some parts of the world in which they live, so they are attracted to television violence. But since TV is real to these children, the violence they see on the small screen is also perceived as real.

Research at Stanford University in California found that children who watch TV are exposed to new behaviour and characters, copy that behavior, and eventually accept it as their own.

"This applies to violent behavior as well. Fighting as it appears on TV is exciting and often glamorous. Violence, especially verbal, is frequently funny. Life must be like that, children conclude, because

TV is not different from real life. Therefore, it is acceptable to behave that way.

TV has a powerful effect on children's lives. Most parents realize this but do not want to pull the plug. What they then must consider is how to deal realistically with this medium.

Parents can talk about television, about the programs their children watch, the amount of time they spend watching TV, what they learn — values as well as ideas — and the techniques that convey messages.

They must also talk about why TV is such an important medium in our society, and how television programs are used to sell commercial time which in turn is used to sell products, services and ideas to viewers.

It's fine for TV to be a member of your family. But it cannot become the family dictator that controls everything in the household — values as well as time.

△ SAFETY SCENE △ SAFETY SCENE △

Schools to tackle road safety as part of regular curriculum

By SUSAN SEMENAK

Quebec high school students will have to take road safety courses beginning next year as part of the provincial government's attempt to curb the rising rate of highway deaths and injuries.

Celine Coulombe, an official of the Régie de l'assurance automobile, which has been developing the program for three years, said it will be extended to pre-school and elementary school children in 1988.

Gaston Bernier, responsible for pre-school and elementary school programs at the Education Department, said the courses will be translated and introduced into English schools within three years.

"This is a formal, precise attempt to change the attitudes and behavior of Quebecers on the road," Coulombe said in an interview. "It's our biggest single program to date tackling road safety."

Statistics show Quebecers are the worst drivers in Canada. Transport Canada says the province has the highest highway mortality rate in Canada — 1,222 deaths last year.

And traffic accidents are the No. 1 cause of death among Quebec youth. The Régie says teenage drivers are involved in two to three times more injury-causing accidents than all drivers put together.

A recent study by the insurance board indicated that many Quebecers are aggressive, impatient drivers who recklessly run red

lights and pass other motorists at dangerous intersections.

Coulombe conceded that the school lessons are not likely to change immediately the rapidly rising accident rate.

"Attitudes don't change quickly," she said. "We're addressing a whole generation of future drivers, hoping to instill courtesy and responsibility."

Secondary school students will be required to take one-hour weekly courses covering road safety for motorists, cyclists and pedestrians and drunk driving.

Road safety is already offered by some school boards as an optional course.

The Régie has developed audiovisual presentations and teaching

guides at a cost of \$2 million.

Younger students will be taught "how to be better pedestrians and cyclists," said Coulombe. The road safety material will be covered in other classes.

But critics say driver education is not enough.

"The trouble is simply that there aren't enough police on the road enforcing traffic laws," Liberal transport critic John Ciaccia said in a telephone interview.

The road-safety lessons are part of a new course called "personal and social development" introduced into the school curriculum last year. Other topics include sexuality, health, consumerism and interpersonal relations.

Reprinted from The Gazette, Montreal.

Invasion of the nerds

High school students' opinions tend to be refreshingly blunt. Here's a case in point, from the editorial page of the LaSalle High School newspaper, *Modem*, signed by indignant student Jean Nelson.

"The computers have taken over and nobody cares! LaSalle High, which once had a vibrant and dynamic arts program, has become a veritable Land of Phillistines.

"A school which once had three enormous bands, bustling arts and drama departments, and pride in her ability to entertain, is now a school of computer 'nerds' who breathe, sleep and eat floppy disks.

"The music department closed in 1982 from want of interest and thousands of dollars worth of instruments gather dust in some closet. The theatre arts department is desperately short of players. Courses which do not teach about bits and bytes are avoided like the plague by students. What a deplorable state of affairs!

"There must be a way to teach students that English and history are just as important and as worthwhile as the math subjects. If this state of affairs continues as it has, LaSalle will be a factory turning out 'computer-literate' students who are illiterate. Something must be done!"

Ed. — However, the Modem is a fine student newspaper, well printed and laid out, with features, interviews, balanced news, and lots of personality — and no spelling mistakes.

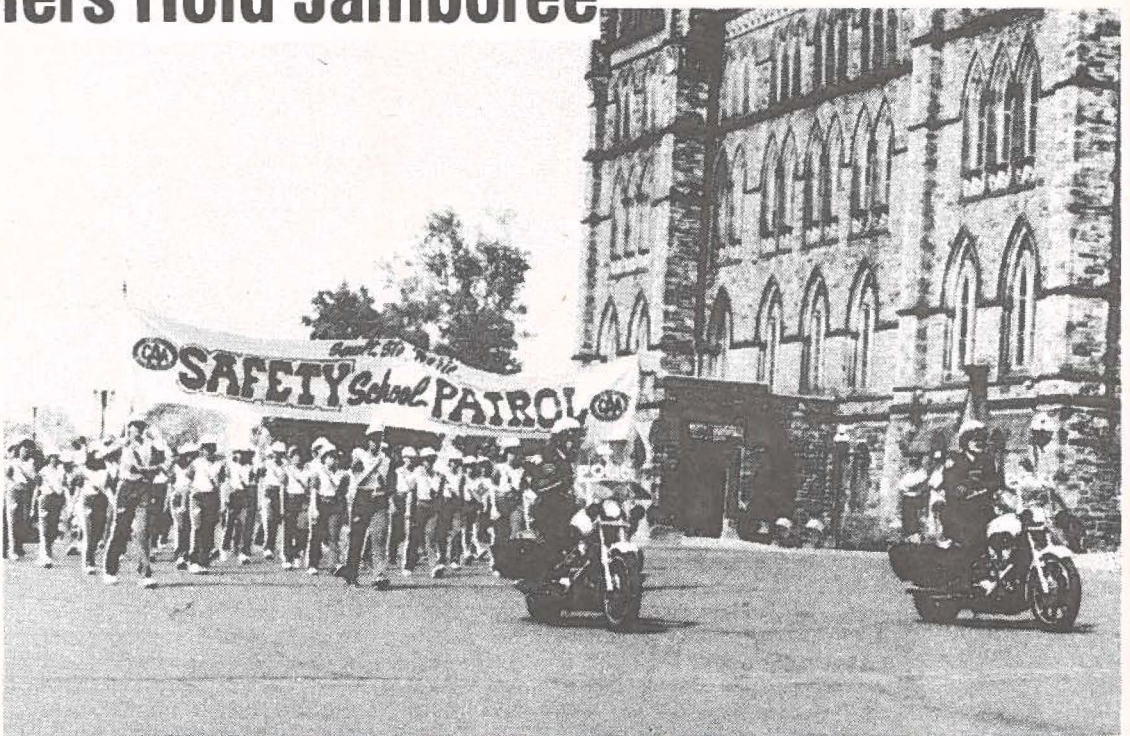
Safety Patrollers Hold Jamboree

Safety patrollers from Windermere and Northview Elementary Schools of the Lakeshore School Board joined students from across Canada in participating in the 26th annual National Jamboree of Safety Patrol Schools held May 23-25 in Ottawa.

This three-day event, generously hosted by the City of Ottawa and organized by the Canadian Automobile Association, recognizes the outstanding service which these youngsters provide for the safety of their fellow students. Regardless of the weather, these specially-trained students volunteer to supervise the traffic intersections near their schools, permitting pedestrians to cross the street only when traffic is stopped. For their safety and for identification, they wear distinctive bright-orange patrol belts, orange rain ponchos when necessary, or other uniform.

Among the activities planned for the jamboree was a reception at the Governor General's residence, where the patrollers were greeted by The Right Hon. Jeanne Sauv . Afterwards, lunch was served at the Ottawa Civic Center, with transportation to all events provided by city buses reserved for the students. Concluding the day's events was a trip to the RCMP Stables, where the Musical Ride was performed.

On Saturday morning, all the patrollers gathered in front of the Supreme Court Building for the



parade. Wearing their uniforms and displaying a variety of colorful banners and signs, they marched in front of the reviewing stand of dignitaries and proceeded to the Museum of Man and Natural Science led by Marc Garneau, the Parade Marshall. Block Parents and other child safety programs were represented in the procession, while bands, drum corps, majorettes and floats from the patrol units contributed to the festive atmosphere.

Once again, buses transported the patrollers from the museum to the Civic Center for a box lunch. During the afternoon, entertainment was provided by a rock group, impressionists, a magician, and other performers. Flags of the provinces were paraded in by representatives from each province.

During these three days, almost 6000 students had the opportunity to make new friends, exchange

provincial pins and other mementoes, and to learn more about the safety programs. It was a memorable way to express appreciation for the contribution of these special youngsters, and the educators and volunteers who organize the Safety Patrol Program. This year, the Windermere and Northview patrols participated in only the Saturday events, but next year they hope to attend more of the fabulous Jamboree.

FOCUS on the LOCALS

LINDSAY PLACE

A busy year for parents as well as students

At a September meeting of the Home and School and the school committee, Keith Morris and Leo Lafrance presented parents with an outline of the moral and religious instruction taught to students in Cycle I and Cycle II (or Secondary I and II).

In October, Angela Thomas, membership chairperson, co-ordinated a telephone chain for Cycle I. This later became useful when informing parents of special school activities. Because messages are difficult to get home in a high school, we found this method to be the least costly and most effective.

Our publicity chairperson, Sue Ramer, put together a very informative newsletter called *The Lindsay Herald*. It was distributed in November, 1984 and April 1985.

Lindsay Place High School was host to the QFHSA fall leadership conference. It took place Oct. 13 with enlightening workshops relating to the theme, the International Year of Youth.

On Jan. 21, Maureen Haynes, chairperson of the QFHSA child abuse committee, gave a presentation on that subject, and demonstrated a kit prepared by the Home and School in collaboration with Health and Welfare Canada.

On Feb. 12, 13 and 14, the school committee sponsored a presentation on the prevention of alcohol and drug abuse, with the co-operation of the Home and School local and Schering Canada Inc. Norman

Panzica, representing the Council on Drug Abuse, spoke to students, parents, and students of our feeder schools.

Our Home and School gave full support to the student council's Students Against Drunk Driving campaign in March.

At our March meeting, Miss Dorothy Lavigne and Tom Bird gave a presentation on the role of school counsellors, especially with regard to the Youth Protection Act, which protects the right to secrecy of children 14 years and older.

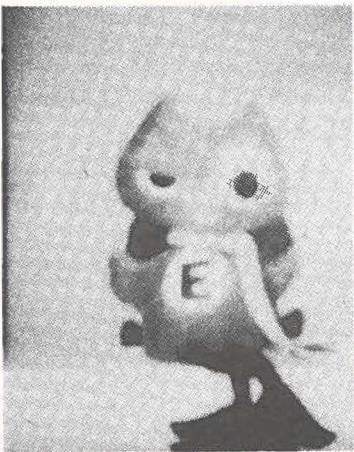
On March 27 we had a talk by Dr. Reeva Soicher, who gave parents "Strategies for Dealing with Stress."

With the help of Bill Merry, our Home and School co-ordinated the Vito Nitti Awards to the "most improved student" of each of the career Centre departments, that is, auto mechanics, business education, hairdressing/cosmetology and metals technology.

As membership chairperson for the coming year, I would like to extend a sincere invitation to parents to join our Lindsay Place Home and School committee. It will give them an opportunity to express ideas and become involved in the education process of their children.

Lindsay Place High School will again be host to the QFHSA fall leadership conference on Sept. 28. It's open to all parents.

Marcia Paci



Thompson. Look for "Edgie" at next year's bazaar.

Hope you all had a nice summer.
Ann Gagne

EDGEWATER

New "Edgie"

Edgewater Home and School enrichment programs had a very successful finish. Several plays were put on by the drama club at a school assembly. The children all enjoyed parts of *Around the World in Eight Days* and *Don Quichotte*. The fine arts group decorated the school walls with some beautiful drawings.

There was great excitement as 63 Grade 7 students received their certificates to move on to MacDonald High next year. Most of these students had spent their entire school careers together at Edgewater.

As you can see, we have a new school mascot, thanks to Lynn

NORTHVIEW

School balloon found in Nova Scotia

What are the odds that a small helium balloon, released into the

winter sky on the last day of January by a group of school children in Pointe Claire, would be found almost a thousand miles away in Nova Scotia?

To the delight and amazement of Colin Legault's Grade 2 class at Northview Elementary School, the white index card with student Pam Robinson's name, address and self-portrait, was returned to the school by the kind lady from Meteghan, Digby Co., Nova Scotia, who found it.

The project developed from a reading unit on how balloons work. The class had learned about weather balloons, and after reading a story called "Air Mail," which featured helium balloons, had decided to send a message of their own. On January 31, five pairs of students attached their

EARDLEY

Spring concert fills the Gym



Spring came officially to Eardley on April 18 with Mrs. Croll's music concert.

Families lined three walls, and filled the back. Before such a devoted audience, the 88 performers put their hearts and souls into their music.

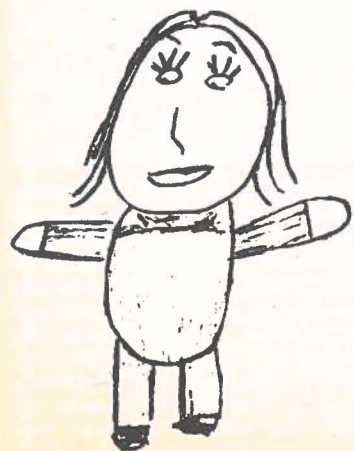
The combination of singing, movement and instruments in such pieces as "The Window of the

Clock Shop," "Music Time had Come," and "All Kinds of Homes" charmed young and old. Everybody listened.

As the grand finale drew to its close with "Goodbye, Our Day is Done," the audience looked sad. Like all good things, it was over much too soon.

(Reprinted from the Eardley News and Views. We notice editor

Gisela Cote is advertising for a replacement. If she really is retiring, we offer her congratulations for a job well done. The one-page monthly News And Views from western Quebec is a charming school newsletter, laid out in columns, with lively drawings and a "For Better or Worse" cartoon, usually about Michael's school career, in every issue.)



identification cards and drawings of themselves to five balloons and released them into the snowy air.

Months passed and the class had almost forgotten the balloons, when at the end of April, the response arrived from Cynthia Robicheau of Digby County. She returned Pam's weather-beaten white index card, including her own name and address, but, unfortunately, gave no details about where and how the card had been found.

After examining a Canadian atlas, the class determined that the balloon had travelled almost a thousand miles due east, following the jet stream. Curious to find out more about the balloon's landing, the students composed a "language experience" letter and sent it to the lady in Nova Scotia. At the

close of school in June, there had been no answer from her and efforts to contact her by telephone had not been successful, but the children remained hopeful that she might yet write back to them during the summer. Nevertheless, the thousand-mile journey of their helium balloon made this school year a very special memory for these young students and their teacher.

Eliza Doolittle and Higgins

"Wouldn't It Be Lovely" and "I'm Getting Married in the Morning" were two of the many wonderful songs heard at Northview Elementary School in Pointe Claire, as this year's annual spring musical was the popular 1960's Lerner

and Lowe creation, "My Fair Lady."

Dual casting provided the opportunity for many students to assume roles during the dress rehearsal and two evening performances. Almost all students in Grades 4, 5 and 6 participated, and choir members also included Grade 3 students. Parent volunteers joined the Northview staff in helping to coordinate the many roles necessary involving sets, costumes, and choreography, and the choir was under the direction of music specialist Sheila Stanley.

The script, adapted to the Quebec milieu, drew appreciative chuckles from the audience, with such touches as "The Rain in Maine," and guest appearances by Rene Levesque and Ronald Reagan look-alikes.

FOCUS on the LOCALS

CEDAR PARK

Field trips and party for two

The last weeks of school were even busier than usual at Cedar Park as the end of the school year was celebrated with a variety of activities. Classes went on field trips to such places as Fort Chambly, Old Montreal, Canadiana Village and a harbour cruise.

Grades 5 and 6 presented "Tom Sawyer" on stage, and a gym show was held by Grades 4, 5 and 6. The junior and senior choirs and the Ukelele Club held a spring concert at the end of May. The Outers Club wound up the year with trips to Mont Tremblant and Saranac Lake. A family barbecue was held on the school grounds, and slides of the year's activities were shown in the gym.

Our fondest memories of this

year will certainly be the retirement festivities of two wonderful ladies, Betty Moore and Ann Popars have retired after teaching at Cedar Park for 35 and 27 years respectively.

A reception in their honor was attended by more than 200 former students and colleagues. During the last week of school, the students held an assembly at which they presented plaques to Miss Moore and Miss Popars, and sang farewell songs which they had composed themselves.

Cedar Park has been fortunate to have two such fine teachers on staff for so many years. They will certainly be missed, and we all wish them health and happiness in their retirement.

Carole Manger

Nothing is so delectable



...as ice cream

Anne Shirley gets her first taste of homemade ice cream from her tormenter-turned-beaux, Gilbert Blythe, as the other schoolchildren of Avonlea, P.E.I., look on. The scene was part of Lachine High School's production of the lively Canadian musical, *Anne of Green Gables*. The cast featured Jenepher Henaff as Anne, the red-haired orphan with the splendid imagination, who beguiled generations of readers of Lucy Maude Montgomery's classic.



Students from Grades 5 and 6 at Cedar Park School have the opportunity to choose a variety of outdoor experiences throughout the year, such as canoeing, back-packing and winter camp. This photograph was taken in Mont Tremblant Park.

VALOIS

Community celebrates a local with a long history

The parent education committee of the Valois Park Home and School Association gave a pot luck supper on Friday, May 3 to celebrate the local's 40th anniversary. Staff, and 14 members of the community at large who had made valuable contributions to Valois Park over the years, were invited to join the families of students.

First, a flyer was sent to all the parents in the school, advising them of the day, time and place. The school's telephone chain was used to find out how many families were coming. A second call went out to find out what food they would like to make for the supper.

We estimated that 50 per cent of those coming would bring a hot casserole of eight or 10 servings, 20 per cent would bring a large salad and 30 per cent would bring a des-

sert made in a 9-by-13-inch pan. Four families would bring bread and butter. Coffee, tea, milk and orange drink from McDonald's were provided.

We also canvassed for volunteers to set up, serve and clean up afterwards.

Approximately 170 people attended. The food was delicious, as it usually is at a pot luck, and we even played bingo afterwards. Everyone seemed to have a good time and the consensus was that we should do it again next year.

Margo Heron

WINDERMERE

Clouds can't darken family fun

Our Family Fun Day was fairly successful, despite the threatening skies on June 8. Proceeds are to go towards the purchase of a piano for our school.

We also held a mini-raffle, from which the proceeds are going to

QFHSA to help ease their financial problems. Other events at our Fun Day were pony rides, games, races, a bake sale, white elephant table, toy table, crafts, refreshments and clowns.

Norma Rennie

WESTHILL

High School Band tours Gaspé



The West Hill High School Band, a 42-piece ensemble with a 30-year history, brought cheer to most schools on the Gaspé coast this spring. They toured the region, playing classical pieces, marches and Broadway numbers in exchange for home-cooked meals.

MACDONALD HIGH HOME & SCHOOL CRAFT FAIR

Saturday, October 26
10:00 am-4:00 pm

17 Maple Avenue, Ste-Anne de Bellevue

Approximately 30 professional artisans, plus:

- bake table
- white elephants
- used books and records
- coffee shop.

Support our students by shopping at our

CRAFT FAIR



SAFETY SCENE



SAFETY SCENE



SAFE NOT SORRY

CHILDREN AND ANIMALS: TEACH SAFE INTERACTION



Bites from pets and other animals are common. Children are most vulnerable and often the victims of these injuries. Bites can cause death or significant injuries; such as, facial disfigurement, loss of sight and other serious physical or psychological problems. A thorough understanding of animal behaviour and respect for animals will help to prevent bites.

ability to care for it. This ability is unusual in children under 6 years of age.

9. Never hold your face, or allow a child to hold his or her face, close to animal.
10. Do not permit a child to lead a large dog.
11. Do not run, ride a bicycle or

skate in front of a dog. It will be startled.

12. Do not overexcite an animal, even in play.
13. Do not keep an animal confined with a short rope or chain. This may make it aggressive and vicious, especially if teased.

14. Tell children to avoid a dog raised in a home without children, as such a dog may resent children.

15. Do not allow inexperienced children to feed a dog. They may pull back when the animal moves to take the food, and the dog may become frightened. This practice is potentially dangerous.

16. Teach children, when approaching a pet, to stop, stand still and speak softly. Never reach your hand out towards a dog. Allow the dog to make the first overtures of friendship with you, letting the dog sniff you first.

17. Teach children that each animal has the right to a free

existence and to freedom from pain inflicted by human beings. Set a good example by your own behaviour.

In many areas of Canada rabies is still an important consideration, so do not let your pet come into indiscriminate contact with other animals. Be sure that your pet is vaccinated every year and examined regularly by a veterinarian.

Adapted from: Mofenson HC, Greensher, J: Childhood Accidents, in Hoekelman RA et al (eds), *Principles of Pediatrics: Health Care of the Young*. New York, McGraw-Hill Book Co.; 1979:1791-1823.

Canadian Institute of Child Health, 17 York Street, Ottawa, Ontario, K1N 5S7.

1. Teach children to avoid all strange animals, especially wild, sick or injured ones.
2. Notify the health department or police of any wild, sick or injured animals.
3. Never permit children to break up an animal fight, even if their own pet is involved.
4. Be aware, and make children aware, of the danger of mistreating or teasing pets. They are not toys and will bite if mauled, annoyed or frightened. Never pull an animal's tail, take away food, a bone, or a toy the animal is playing with.
5. Tell children to avoid riding bicycles or tricycles on routes where dogs are known to chase vehicles.
6. Never disturb an animal that is eating or sleeping. Set a good example by your own behavior.
7. Have children make friends with pets in their immediate neighbourhood, under adult supervision.
8. Do not purchase or obtain a pet for children until they demonstrate enough maturity and

"Back to School" Safety Programs available

Dear Friends:

There is a Safety Committee, of which I am a member, operating under the aegis of the Ministry of Education and Automobile Insurance Board of Quebec. This group meets several times a year to discuss safety, particularly with reference to children.

I want to advise you that they have prepared "Back to School 1985" safety programs for use in the classroom, K to Grade 6. These programs are available for teachers to use in French and English. Write Mr. J.P. Roy, Régie de l'assurance automobile du Québec, 1134 chemin St-Louis, 5e étage, Sillery, PQ, G1S 1E5, for a copy.

Our own QFHSA office will try to obtain copies of the kit for distribution at the Fall Leadership Conference, September 28th.

I would also like to mention that they have a Halloween Safety Program available, should your school be interested.

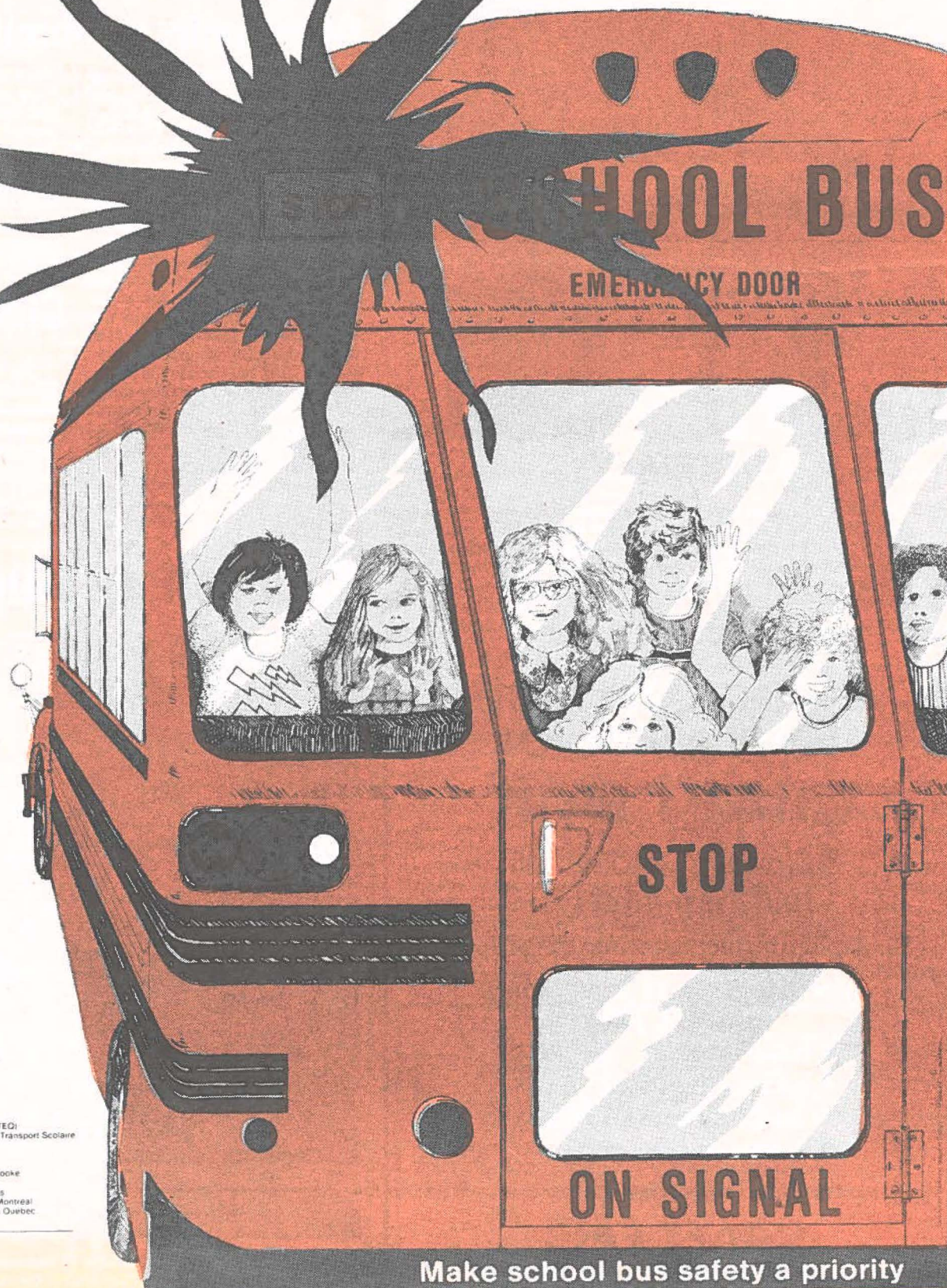
I will tell you more about other programs "in the works" in future editions of 'Safety Scene'.

Yours for an accident-free school year

Don Smith
Editor, Safety Scene

Editor's note: Don has been busy moving his family from Pincoart to Three Rivers and apologizes for his short 'Safety Scene' this month.

yours, mine, ours ... BE ALERT



Gouvernement du Québec
Ministère des Transports

in collaboration with:

Association du Transport École du Québec (ATEQ)
Commission Professionnelle des Régisseurs du Transport Scolaire
Conseil Scolaire de l'île de Montréal
Club automobile du Québec
Sûreté du Québec
Corporation Municipale de Transport de Sherbrooke
Fédération des comités de parents du Québec
Québec Fédération Home & School Associations
Service de police - Communauté Urbaine de Montréal
Association des chefs de police et pompiers du Québec
Ligue de sécurité du Québec

Make school bus safety a priority