



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

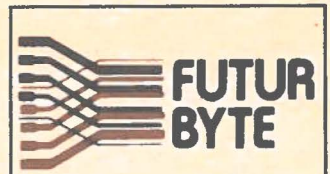
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QFHSA Court Case:

Justice delayed is

One of the oldest maxims for cynical lawyers is: justice delayed is justice denied.

The contributors to Quebec Federation of Home and School Associations' Rights Fund, whose donations finance Home & School's action in the Superior Court of Quebec against Quebec's Bill 101, have cause to ponder the maxim.

They have witnessed the Government of Quebec formulate a duality thesis to justify its assertion of an unwritten right to a veto power on amendments to the constitution of Canada, use that thesis to refer the issue to the Appeal Court of Quebec for an opinion on the constitutionality of the procedures used in the amendment of the Constitution in

1982, lose at the Appeal Court level and proceed to the Supreme Court of Canada, where it lost its case again.

The debate in the National Assembly, the referral to the Appeal Court, and the subsequent appeal to and decision of the Supreme Court were all encompassed within one year. Yet, for years after QFHSA filed its case, based on provisions of the Constitution and other Statutes, it still has not been heard in the first court, the Superior Court of Quebec. If we are not to be cynical, there must be an explanation.

Quebec Federation of Home and School Associations' action was carefully prepared. Its eighteen coplaintiffs included six parents

affected by Bill 101 in respect to ten of their children. The ages of these children at the time of the deposition was filed in the Superior Court in Montreal, December 7, 1978, ranged between six and fifteen.

One year later to the month, QFHSA applied for the case to be inscribed on the court rolls for a hearing. Numerous delays then ensued until, in January 1982, QFHSA made a special application to the Chief Justice of the

Superior Court for an early hearing. It was turned down on the grounds of lacking urgency. At the time of this writing (December 8, 1982) the date for the hearing still has not been announced, although we are told it

Two examples are usually cited:

- that regarding the status of English in National Assembly debates and in the Courts, and
- that regarding the right of the English speaking educated in Canada outside Quebec to have

JUSTICE DENIED

may be in February 1983.

To a layman, it is a shocking record on institutional delay and indifference.

Freedoms and liberty that have been the inheritance of generations of Canadians have been allowed to be attacked with seeming impunity.

Victims who were children entering elementary school are now in their penultimate year, and still their parents' assertion of rights under the constitution has not been heard.

Many subscribers to the Rights Fund have reacted with disbelief to this delay. Their searching questions sometimes imply the existence of an internal conspiracy in QFHSA. How, they ask, do you explain those legal actions initiated after QFHSA's action that have come before the court and have succeeded?

their children attend English language schools.

The appropriate explanation is simple.

Both actions were for Declaratory Judgements on single issues that are specifically dealt with in the Statutes: Section 133 of the B.N.A. Act, and Section 23(1)(b), The Constitution Act, 1981. Their violations by Bill 101 were so patently clear, that removal of the violation actually has a band-aid effect on the Bill. It patches it and makes it more acceptable, without remedying the Bill's basic disease — its intolerance of another language and culture.

Quebec Federation of Home and School Associations' action is not for a Declaratory Judgement on an isolated aspect of Bill 101. It is

see Justice page 10

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A.G.M.

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White Paper

Outright Rejection of Plan

Quebec's second-largest Protestant school board categorically stated on January 1st that it rejects in its entirety the White Paper on school reorganization authored by provincial Education Minister Dr. Camille Laurin.

The Lakeshore School Board, which serves the Protestant community living in the Montreal West Island and off-island Vaudreuil-Soulanges regions, was appearing before the Superior Council of Education, Quebec's senior educational consultative body which reports directly to Dr. Laurin.

The Lakeshore Board's spokesman was Dr. Joel Hartt of Beaconsfield, Chairman of the school board's 17-member council of elected commissioners. He was accompanied by several other elected trustees, parents' representatives and the Lakeshore system's top appointed administrator, Director General Dr. Robert Lavery of Lachine.

Termining the White Paper proposals as "simply unacceptable", the Lakeshore Board described the Laurin plan as one which

"will dismantle a system based on valued traditions and which may disrupt the school for some years to come."

The brief recognizes that the educational system is not perfect, and supports an increase in parental participation, improved administrative efficiency, the rationalization of resources and services, and an improvement in the quality of education. These improvements, states the brief, can best be accomplished in an atmosphere of calm and within the current framework of Quebec public education.

Specifically, the brief's authors offer a series of nine recommendations in lieu of implementation of the White Paper proposals.

The Superior Council has for the past several weeks been holding public hearings on the controversial White Paper "The Quebec School: A Responsible Force in the Community". The Lakeshore School Board's 30-page submission was written over a period of several weeks, and finalized after a period of consultation with the local school community.

Editorial comment

A dangerous program . . .

A number of years ago a cartoon appeared in a popular magazine, showing an elderly teacher saying to a class of obviously bored ten year-olds, "The school board requires me to teach you about sex and other dirty things."

That is one end of the spectrum. The other end is exemplified by the more recent attitude that any type of relationship, every lifestyle is acceptable as an alternative to any other as long as it is sanctioned by a higher authority such as government or one of its departments.

The program of (stated simplistically) sex education as proposed by the M.E.Q. is dangerous.

Given the number of programs produced by the ministry of education over the past few years, and given the educational, social, cultural and at times personal upheaval

that has resulted, however co-incidentally, parents would do well to ask why a program of this nature is being introduced at this time, what are the motives and what will be the results, particularly as it is such a controversial one among both educators and parents alike. The cynic might suggest that it is simply another attempt at control over people's lives and their future. In a socialist society envisioned by the Parti Québécois, the less sexual homogeneity there is, the more equal all would appear to be, thus achieving one of the goals of that particular form of social structure.

Parents must become aware of the content and process of this program of sex education and ask themselves if these are the norms on which they want their children to formulate their ideas of sexuality and their relationships with others. A.M.

Local v. Central Control in Quebec Education

by Dr. Donald A. Burgess
Administration & Policy Studies in Education,
McGill University

INTRODUCTION

Now that Dr. Laurin's White Paper proposals for structural reform have been postponed, it might well be opportune to re-examine these structural changes in the light of the curriculum reforms — the *régimes pédagogiques* as they are called — that became law by Orders-in-Council passed in April last year.

In the opinion of many informed educators, these curriculum reforms are, in the long term, far more important and potentially far more dangerous than any of the structural changes that the Minister may or may not have in mind.

Whereas structural changes basically effect the organization and distribution of powers, the really crucial element of any system of education is that which takes place in the classroom. It is here, at the interface of teacher and learner, that future generations and the nature of society itself are nurtured and developed.

For this reason, we should not allow our concerns about structure to dominate or to divert our attention from the critical issues that are now being introduced into the schools themselves.

It has already been suggested (see: "Les parents et l'école selon la réforme: beaucoup de responsabilités, peu de pouvoirs," *Le Devoir*, 24 septembre 1982) that

many of the powers that parents will supposedly exercise are in fact an illusion.

Although the school, according to the reform, is to be established as an independent legal entity and parents are to be a majority on both the new school councils and on the new school boards, it appears that the power of parents to make any meaningful educational decisions will be severely restricted.

The thrust to "democratise" the schools and to make them "a responsible force in the community" is apparently to be very strictly limited. As Dr. Laurin has recently stated: "We intend to give more power to parents, but I have always said it must be within the parameters described by the law and the department of education".

STRAIGHTJACKET

It is now becoming clear that these parameters and regulations have become a straightjacket.

This became dramatically obvious when the Ministry of Education sought an injunction to prevent the teaching of English for 46 minutes per week in the 1st cycle elementary grades of the Châteauguay Catholic School Commission. Although supported by 81 per cent of the parents involved, the *régime pédagogique* does not permit the teaching of

English in French schools prior to grade 4. The spectacle of Dr. Laurin promising more power to parents on the one hand and sending his officials to court to seek an injunction against the parents on the other, illustrated four important issues in the current debate:

- It highlighted the fact that local communities have no legal right to decide what shall be taught in local schools;
- It demonstrated the restrictive nature of the *régimes pédagogiques*;
- It showed the determination of a Ministry to impose its will on local interests, and
- It underscored the necessity to have intermediary bodies, with power, between the Ministry and the schools.

The Châteauguay experience was not an isolated example. Another school commission on the South Shore was recently refused permission to teach physical education in English for just one lesson per week; and the Baldwin-Cartier School Commission has been told by the Ministry of Education that its Grade 6 English-Immersion program is illegal, is contrary to the *régime pédagogique* and must be stopped. But the teaching of English in French schools in Québec is not a good example to illustrate the limitations of the *régimes pédagogiques*. In the case of second language instruction there may very well be important cultural and pedagogical reasons why it is thought undesirable for English to be taught in the early grades of French schools.

RESTRICTIONS

A far better example of the restrictions inherent in the *régimes pédagogiques* is a program in Human Sexuality that was recently developed by a Québec school commission for use in Secondary grades 1-V. If any subject should be left to the

discretion of the parents and of the local communities concerned then surely it should be in areas of the curriculum such as personal and social development. One would think that in these areas the Ministry would be only too happy to leave the initiative to local interests. Unfortunately, this is not the case.

Two years ago, in response to a growing community concern about the needs of children to have accurate information about their sexual identity and morality, the school commission in question established a committee with a mandate to prepare a program in Human Sexuality for use in its secondary schools.

The committee was broadly representative of the community and included, *inter alia*, a registered school nurse, a guidance counsellor, a Catholic school chaplain, a consultant in religious education, departmental heads of religious studies and physical education, principals and teachers. The draft report of this committee was subsequently circulated to both the parents and to the local clergy for consultation.

The final proposal included a prominent and positive emphasis on Catholic values and was approved by the local clergy, the regional parents committee, l'Office de Catéchèse du Québec and by the school commission itself.

PROPOSAL REJECTED

The program was then sent to the Ministry of Education on April 19, 1982 for approval for use in the local secondary schools.

The Assistant Deputy Minister in charge of elementary and secondary education responded to the request of the school commission on June 22, 1982. After stating that the proposed program was "well constructed and clear" the Assistant Deputy Minister indicated that it could not be approved for use in local schools.

OTHER PEOPLES OPINIONS

Two reasons were stated:

- "In the first place, it does not seem to us appropriate to approve a locally-developed program when a national program is about to be implemented", and
- "In the second place, the Ministry has decided to implement a separate sex-education program based on commonly accepted values within the context of Québécoise culture."

Now, this is nonsense!

In the first place, given the diversity and pluralism of contemporary Québec society, it is extremely doubtful that there are commonly accepted values with respect to sex-education.

In the second place, because values in sex-education are personal and primarily an extension of values developed in the home and family, this is one area where individuals and local communities — and not government — should be able to determine their own priorities and values.

This example of one school commission's experience in developing local curriculum to meet local needs serves to illustrate the fact that, in spite of the rhetoric that speaks of "the growing diversity of values and orientations in Québec society" (White Paper p.10), the *régimes pédagogiques* impose a common core curriculum and a common set of values on all schools. The freedom of local communities to develop local programs to serve local needs has been severely limited. In this case, Ministry actions speak far louder than its words.

Most educators and most citizens would probably agree that the state does have a legitimate role in establishing broad policy priorities for public education. It may also have a legitimate role in establishing broad curriculum guidelines.

IMPOSED VALUES

It does not have a right, in a democracy, to use the schools and the curriculum in order to impose its own values on society, particularly when that society is admitted to be pluralist and

see 'Power' page 3



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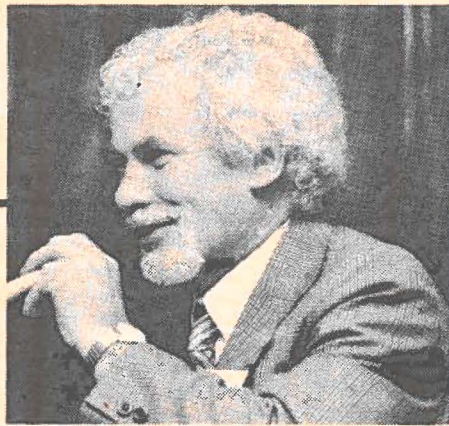
PRESS CONFERENCE**Parents and kids now wiser?**

Dr. Laurin presented his new booklet entitled "Pre-school and Elementary Education Information Document". It basically is a booklet for the students and the parents to understand what is going on in the first two cycles of the school system, namely elementary education. It gives the content of material that will be taught and the goals that each subject hopes to attain at the end of that subject. Dr. Laurin, at the

end of his speech, thanked the Parents Committee for the work that they had done on the booklet and the cooperation of his department, the Ministry of Education, for their work as well.

There was a light lunch and coffee served at which time the minister stayed and talked with several of the people present.

Ruth Castonguay
Area Rep., Quebec City

**PRESIDENT'S MESSAGE**

OWEN BUCKINGHAM
President

Power centralized

from page 2

subscribing to a diversity of values. The imposition of common objectives and common values by means of a centralized, government-controlled curriculum, can lead only to totalitarianism.

The fundamental question concerns the extent to which the state should exercise its legitimate and constitutional role in education without trespassing on the rights and freedoms of individuals in

whose name the state is supposedly acting. The current government in Québec is clearly in some difficulty over this question.

There have now been sufficient analyses to demonstrate that the ultimate effect of the structural reforms in education will be to effectively centralize power in the hands of the Ministry. It is also becoming clear that the ultimate effect of the régimes pédagogiques will lead to the same end.

It would appear that the pendulum of power has swung too far on the side of central authority with too little remaining for local initiative.

What is basically required if both structural and curriculum reform is to go forward, is the emergence of a general consensus concerning the division of powers and responsibilities between central and local school authorities. If the Ministry is prepared to listen and if good sense can prevail then such a consensus can be found. If such a consensus cannot be found then the schools of Québec will remain the object of bitter and acrimonious debate and the quality of education will surely suffer.

SHOW YOUR CHILDREN YOU CARE FOR THEIR FUTURE!
JOIN HOME & SCHOOL TODAY

As I look back over the President's Messages that I have written over the past two years, the theme seems to have always been Bill 101, School Board Re-Organization and/or political issues. There are other things that happen in Home & School other than the problem of re-organization, although that issue has taken up most of Federation's and my time.

During early November I attended the Annual General Meeting of the New York State Parent-Teachers Association. It was interesting to find that the problems they have are very similar to our own. Resolutions were tabled and passed and workshops were conducted on:

- 1) Drug Abuse
 - 2) Child Abuse
 - 3) Cults
 - 4) Communications
 - 5) The Latch Key child — the child that comes home to an empty house.
- Workshops were also conducted on

Leadership, Membership and Finance. If I did not know I was in New York, I would swear I was conducting our own A.G.M.

At the end of November, I attended a meeting of the Canadian Home & School Parent-Teachers Association. This meeting was attended by, amongst others, the President of each Provincial Home & School Association. Again, the interesting factor was that many of the problems are similar from one Province to the other.

The one factor that stood out at both the New York Meeting and the Canadian Meeting was that without the interest and dedication of parents, as shown through Home & School, many of the problems in education would not be solved or at the least take a lot longer to solve.

For the sake of the children in our schools, I urge you to keep informed and active in your school and our school system.

C.H.S.P.T.F. communique

JOAN MANSFIELD
PRESIDENT

My colleagues have asked that I help them keep you in touch with your organization on the national level, because the activities of the Canadian Home and School and Parent-Teacher Federation can seem rather remote from you, the members, in the farflung towns and villages.

There is no doubt in my mind that there is a need for Canadian Home and School on the national scene. Its influence is essential to the interests of parents, children and their schools, even though there is no federal jurisdiction over education. Other national organizations in many fields depend on our cooperation and advice. In fact, if Canadian Home and School did not already exist, we would have to invent it!

Health

For instance, last November the CHSPTF Drug Abuse chairman (Tom Wilkinson of P.E.I.) and I were summoned to view on behalf of Canadian parents the set of print and video materials being prepared by Health and Welfare Canada for its anti-cannabis campaign later this year. We were impressed by the approach the campaign is to take and spoke of our experience in informing young people and their parents of the hazards of drug use.

CHSPTF's work against child abuse earned further financial support from the federal government for translating and producing our child abuse 'kit' in French. 500 copies will soon be ready for distribution to French

Home and School and P-T associations across Canada, through the provincial federations. This work against child abuse is crucial to far too many children in this country.

Stress

The Canadian Teachers' Federation has invited me to participate in a meeting on the effects of economic and social stress on families and schools in Ottawa in January.

Jobs

That same week I will also be present at a federal-provincial conference on 'Occupations for the 80s' as a step in the development of a system for projecting the needs of the labour market and for educational planning.

Mid-Term

At CHSPTF's mid-term executive meeting in Toronto in November, two intensive days of work were spent reviewing progress and confirming directions for the future. Such meetings are expensive in travel costs and it was extremely encouraging to find that the provincial federations placed a high value on their president's attendance at the meeting.

F&N

One decision made was to ask Fitness Canada for funding for the next stage of the 'fitness and nutrition' project, for sets of audio-visual materials of a type which can be

used by local associations for presentations to parents and school authorities. We decided to seek private funding for the printing of the pamphlet already prepared by the national committee under Sylvia Adams of Québec. Some \$2,000 for 100,000 copies will be needed for circulation of the pamphlet will be brightly coloured and explain in simple terms the significance of sound eating and exercise habits at an early age.

Donations

Kirsti Jarvis (past president and corporate donations chairman) has the unenviable task of persuading corporations and individuals to make donations for such Home and School projects. Many companies have a donations committee which reviews requests from such organizations as ours. Perhaps you are a member of such a donations committee and could exert your influence on our behalf. Kirsti will be very grateful for any assistance you can give her.

Already the New Year is under way and I am looking forward to the next months of working with and for you, during a time when our support for children and their schools is more important than it ever was.

Happy New Year to you all!

Joan Mansfield
President

THE GOVERNMENT IS TURNING EDUCATION UPSIDE DOWN AND INSIDE OUT — WHERE DO YOU STAND — WRITE YOUR MNA

Provincial Parent Committee Meeting Report:

Laurin: "The reform is in response to parents . . ."

It should be pointed out that contrary to some media reports no position regarding Mr. Laurin's White Paper was taken, and that parents present indicated that they were not prepared to take a position at this time.

The format of the FCPPQ meeting of parents' committee chairmen was designed to disseminate MEQ information on reorganization, either through addresses to the group by Mr. Laurin, Minister of Education and M. Rousseau, Deputy Minister of Education, or through workshops where a resource person from MEQ answered questions.

The personal opinions of the people present could in most cases be gauged only by inference from the tenor of their questions or their reaction to other people's questions. It appeared that the workshops varied both in the manner of participation and the dialogue allowed between the members. The members of one workshop refused to take written notes for the use of the FCPPQ.

Two of the questions asked at the plenary sessions are worthy of note as these questions received applause from many of the people present.

Q. to Mr. Laurin:

You said that the reform is a response to the demands of the parents. We (the parents) wish to have a right to speak, we wish to be consulted but we do not wish to be forced to participate. We do not want to become unpaid functionaries. The reform is going too far too quickly.

In your mind is there a means of proceeding by stages or is this a fait accompli?

A. The consultation is over. The question of remuneration remains open. As for going too far too quickly that is a matter of opinion.

Q. to M. Rousseau

If the parents really are responsible then they ought to be part of the decision on the governments project. Are you ready to consult and to give them the final decision?

A. The consultation took place with the green paper of 1977. The orientation of this project is already decided. Parents cannot be given power over the final decision.

The following points of "clarification" were made during talks in answer to questions by M. Laurin (L) or M. Rousseau (R), and also from comments by M. Theriault (T), resource person from the MEQ.

Reason for Reform:

Reform is necessary so that the school can assume all its responsibility.(L)

Reform will not turn over the system; it is adding elements to make the school the base of the system. The new school will become the base of the new regional school board.(L)

Consultation:

The parliamentary commission to be set up between the first and second reading will receive briefs from all groups: local, regional and provincial ("national").(R)

The consultation is finished.(L)

The major consultation took place on the green paper of 1977. 29,000 replies were received and 700 briefs. The result demonstrated that a great number of parents want a greater place in the school. The White Paper is a result of five years work following the results of the green paper. The legitimacy of the White Paper is not in doubt. It is the duty of the elected government to make the laws.(R) The orientation of this proposition will not be changed. Parents will not be given power over the final decision.(R)

State control:

This plan will not lead to state control.(R)

School Corporation:

Only by making the school a corporation with parents as decision makers on the school council (trustees) can the parents be guaranteed their right to enter the school.(L)

Parent Participation:

If parents are in the school there is less of a gap between the values of the home and those of the school.(L)

Now with real responsibility, we conclude that the new method of parent participation will work.(L) Experience as a parent is sufficient basic training to participation on a school council. Parents have the same capabilities and

availability as present commissioners.(L)

Parents will have the same power of choice of textbooks and supplementary materials as present commissioners.(R)

Parents will not have to do things for which they are not capable.(L)

School Boards (Regional):

The new regional school board

will handle management of common services: pay, repair, borrowing, buying, collective agreements. The new regional school board will also have responsibility for: handicapped, exceptional children, professional improvement, adult ed.(L)

Taxation:

Taxation at 6% will be collected

by the MRC and sent to the regional school board to use for non admissible expenses.(L)(R)

Education project:

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see "Reform" page 5

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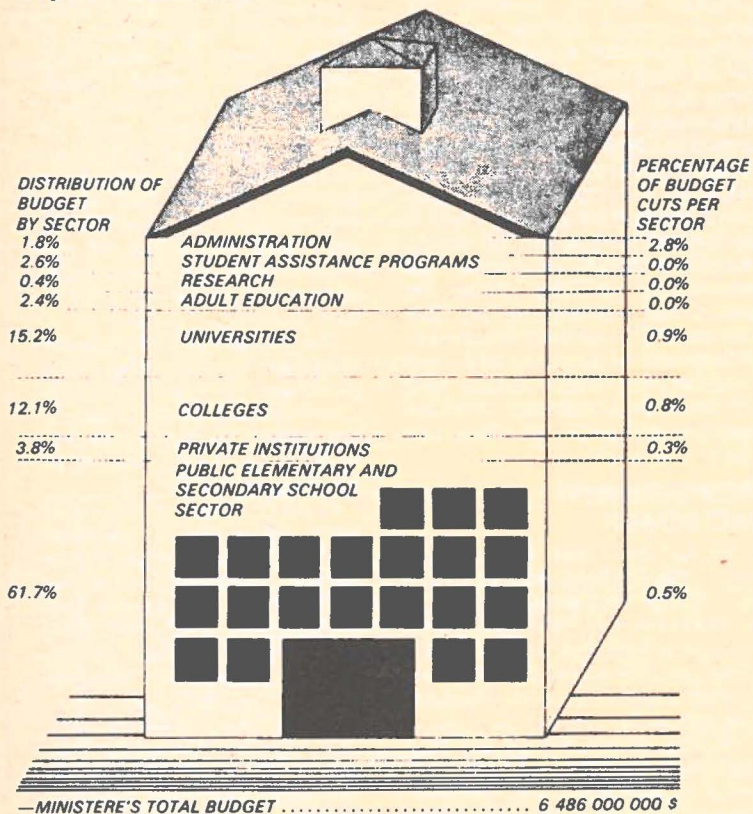
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Dr. Suzanne Parenteau-Carreau, md, has brought the booklet up to date. She has been involved in public education in the fields of sexology and family planning for several years.

Well documented (over 40 illustrations and a rich bibliography) and treating the problems in depth, without dehumanizing them in any way, this booklet fulfills a great need for information. Often unhappy with contraceptive techniques the modern couple more and more wishes to be in control of their fertility. SERENA hopes that this publication will be of help.

The booklet, available in either English or French for \$1.00 (to cover postage and handling), can be obtained from SERENA Quebec, 6646 rue St. Denis, Montreal, Quebec H2S 2R9.

What's in a Name?

Parents who wish to change the surname of a minor child who was born before April 2nd, 1981, can still do so up to April 2nd, 1983.

If they wish their child to bear both their names, parents must write to the Service du changement de nom of the Ministry of Justice of Quebec.

The consent of both parents is usually required. However, the law is going to be modified in order to permit either the father or the mother to request a name change in cases of separation, divorce or custody, where the request by both parents is not possible.

"Reform" from page 4

after school activities, calendars, adoption of régime pédagogique, building administration and library.(L)

School Closings: (reconciling the fact that there are 3,600 schools now and the White Paper refers to 2,700 decision centres). 3,600 buildings could be equivalent to 2,700 schools.(R) Small schools could be grouped under one corporation: this suggestion might be made for schools under 250 students.(T)

Linguistic situation: The linguistic committee (where it exists) will act like a real school board and its decisions may not be overturned by the regional school board.

The English will work within the mainly francophone regional school board in the same way that the English Catholics work within the CECM (Montreal Catholic School Commission). (L)

Confessionality: Every student has the right to receive Catholic or Protestant MRI. This right must be respected even if requested for only one child in the school.(L)

This right applies only to Catholics or Protestants. Courses in other faiths may be given where warrent - say 20.(T)

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SUPPORT QFHSA—THE INDEPENDENT VOICE OF PARENTS IN QUEBEC

THE ROLE OF PARENTS AND THE SCHOOL

An Analysis of the Government's White Paper on School Reorganization

Donald A. Burgess
Administration & Policy
Studies in Education,
McGill University

INTRODUCTION

The Government's White Paper entitled *The Quebec School: a responsible force in the community* was published in June 1982. Whereas the White Paper addresses a number of important issues, such as confessionality, universal suffrage, the powers of school boards, linguistic minorities, etc., it would appear that all of these issues are addressed within the context of the schools themselves. As the title indicates, all the proposed changes are predicated on certain basic reforms concerned with the schools, their responsibilities, and their communities.

The purpose of this analysis is to take the White Paper at face value and to examine the proposed changes insofar as they directly effect the school.

Also examined will be the degree of responsibility that will be permitted to each school and the role of parents and the community in these new arrangements.

In the analysis that follows the only source of documentation is the White Paper itself. (All the page references are to the official English-language version of the text.)

RATIONALE AND RHETORIC

According to the White Paper, "the major objective of the government's project is to redefine the schools, to give them

responsibility... to make them the focus of our educational system, and to put them back into the hands of those who use and run them" (p. 37).

Presumably, few will argue with the intention to make schools the focus of our educational system. We will return later to the question of responsibility. There is a bit of a problem, however, about putting them "back into the hands of those who use and run them." At a superficial level one could state that children and parents "use" them and that teachers and principals "run" them. But a moment's reflection will reveal that there is far more to it than that. School board commissioners, the Ministry of Education, the teacher unions, and even parents help to "run" them; and governments, other groups, and society in general "use" them.

Schools and educational systems are political institutions. The author(s) of the White Paper know this very well; they say so. "We all know that it is in the schools that the future of society and culture is being worked out and built" (p. 31). It would therefore be naive to think that schools can somehow be isolated from the larger society to which they belong. The important thing is to see that they do not fall into the hands of any one controlling influence.

The question of who controls and uses the schools, and to what ends, is an important issue. In a

democracy, it is crucial.

How then does the government propose to "redefine the schools", "to give them responsibility", and "to put them back into the hands of those who use and run them."

We are told that "the schools and the communities to which they belong are now completely capable of taking charge" (p. 44) and that "Redefining the school implies redefining the role of its leading participants, the parents" (p. 38).

Parents, then, are to become the key to school reorganization.

Parents, of course, are reasonably representative of society at large and they also have the added advantage of having a vested interest in the success of the schooling process. On the face of it, this seems to be not an unreasonable proposal.

The really important question is will they have any real powers and, if not, who will? Again, on the face of it, it looks as if they will. "The powers of the school... will be vested in a school council" and "parents should always constitute a majority on the school council" (p. 56). Parents will thus "have new experiences in decision-making and administration" (p. 41) we are told. But, in a somewhat contradictory statement, we are also told: "Obviously, it would be rare indeed to find parents who wanted to run the school, instead of the professionals hired for this purpose" (p. 20). Maybe there is no contradiction here at all; maybe it is just ambiguous.

But the same ambiguity occurs elsewhere in the document too. We are told that parents will acquire "more power in directing and guiding the school" (p. 47) but we are also told that "a school can only become responsible if it is put on the right course and is guided by those whose profession it is to support and provide impetus for that course" (p. 38). It would appear that there is considerable potential for conflict here.

Unless the intention is spelled out more clearly, one can foresee

numerous squabbles and difficulties arising between the school council and the professional team that will do absolutely nothing for the quality of education. Who will "run" the school appears still to be an open question. Will it be the parents with a majority on the school council? Or the professionals hired for that purpose? Or will it be the Ministry with "its thinly disguised desire to impose its views"? (p. 30). The answer, in fact, is not too hard to find. The clue is clearly stated in Chapter 2: "There can be no true democracy without real responsibility and no true responsibility without real power" (p. 23). Who then has the real power?

RESPONSIBILITY AND POWER

On the one hand we are told that "the government proposal is... really very simple: it is just a matter of institutional reorganization that will allow the transfer to the school of the school system's main focus of attention and reference" (p. 47).

On the other hand we are told that the proposal is not very simple at all and that "to opt for a responsabilization of the school is in fact to become involved in an extensive realignment of our school system for if the school is to have a new place in the system, all the powers, roles and responsibilities must be re-examined and modified" (p. 46).

The stated intent seems to be that powers and responsibilities, now presumably held by others, will be returned to the school. Bearing in mind that: "Redefinition of the school is not an attempt to crush it with administrative burdens" (p. 51), and "without overwhelming it with administrative duties which could distract it" (p. 54), it would appear that henceforth the school (meaning the "school-corporation", p. 52) will have the following responsibilities and powers:

"It is the school which will determine how the pedagogical system will be ap-

plied" (p. 53); "the school will also draw up its school calendar" (p. 53); "each school will also select the teaching methods to be used" (p. 53); "will choose the textbooks" (p. 53); "will also have to establish a system for evaluating what has been learned" (p. 53); "will keep records of performance" (p. 53); and "will formulate all the rules needed for its own efficient management and for student discipline" (p. 53).

The school will also "have the power to choose the school principal" (p. 54); and "will also be empowered to evaluate the principal and to recommend or refuse the renewal of his contract" (p. 54).

Further, "the school will work out a staffing plan for each of the categories of personnel" (p. 55); and "the school will distribute duties and assignments" (p. 55); and "will determine the needs for advanced professional training for its staff" (p. 55).

In addition, the school "will make decisions about the sale, maintenance and replacement of didactic materials, tools and equipment" (p. 55); and "the school will be responsible for preparing its budget estimates (and) will also administer its budget" (p. 55).

Finally, "the school will provide special services to pupils with behavioural or learning difficulties" (p. 52); "will also be able to organize pre-school education" (p. 52); "can also organize day-nursery care or act as a family service agency" (p. 53); and offer "adult training programs" (p. 53).

Now, all of this sounds like very 'heady' stuff. The reaction of some will perhaps be euphoric; while others will perhaps wonder if volunteer parents are willing or capable of assuming all of these responsibilities. But before we get carried away, and recalling the statement that there can be "no true responsibility without real power" (p. 23), let us examine these responsibilities in a little

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Liberals Demand Major Overhaul of Plan

The Quebec Liberal Party recently outlined its position regarding the school restructuring plan proposed by the Minister of Education. The MNA for Vaudreuil-Soulanges, Daniel Johnson, feels that the Laurin plan is particularly inopportune. "One wonders who was going to benefit, given the protests that have been raised by so many different groups and that have caused the Minister to temporarily shelve the plan."

According to Mr. Johnson, the government must opt for school boards elected by universal suffrage and provided with real powers, while at the same time assuring that parents will have a say in decisions affecting the general orientation of the school.

The school boards, while retaining their general authority over the schools must delegate to them more real powers and responsibilities.

The proposal contained in the

report prepared for the Liberal Party by its education critic, Claude Ryan, rests on the fundamental postulate that the system of public education in Quebec consists of three essential components — the school, the school board, the Ministry of Education — each playing its own indispensable role in the unity and balance of the whole system.

Dr. Laurin's White Paper must be severely criticized for attempting to deliver a mortal blow to the democratic equilibrium of the educational system by stripping the school boards of their powers and their traditional role.

The Liberal Party rejects two of the major points in Dr. Laurin's White Paper that would make the school a public corporation directed by an administrative council composed of a majority of parents.

"The school needs many clearly defined powers, both of a pedagogical and administrative

nature" said Johnson. In addition, parents must be able to participate in decisions affecting the general orientation of school life. To do this, it is necessary to maintain the direct link between the school and the school board. But it is equally necessary that the basic authority in the school be in the hands of individuals competent in pedagogical matters and particularly with a principal responsible to the school board.

In view of the tremendous diversity that exists in the religious leanings of citizens and families. Mr. Johnson concludes that it would be more practical to set up school boards along linguistic rather than confessional lines, but at the same time ensuring that the catholic school be maintained and given a legal status guaranteeing its particular character, its financing and its freedom to function within a public education system.

more detail; for as the White Paper itself points out, "we all know that control over the means is often more crucial than the choice of objectives themselves" (p.54).

We will note that nearly all the responsibilities are "qualified" in some way or other. In other words, they are hedged about with rules and regulations that are established and controlled by agencies operating from outside the school. Let us look at a few examples.

"The school will be required to provide its pupils with instructional services, personal services and supplementary services prescribed by laws and regulations" (p.52). "In accordance with the rules in effect... the school will provide special services" (p.52). "Within the context of appropriate policies, the school will also be able to organize pre-school education" (p.52). "In accordance with the plans defined by the S.E.A... the school will provide the activities that are prescribed by the official adult training programs" (p.53). "The school will also draw up its school calen-

dar in accordance with the regulations in force" (p.53). "Using the prescribed methods the school will keep records" (p.53). "Course performance is evaluated according to uniform methods" (p.43). "The school will distribute duties and assignments as described in the general regulations" (p.55). "The school will be responsible for preparing its budget estimates in accordance with the budgetary guidelines established by government regulation" (p.55). The textbooks will have to be chosen from "approved lists" (p.53) and other supplies selected "in accordance with the purchasing policy for which the school board will be responsible" (p.55).

There is more, much more, but it gets somewhat repetitious after a while. A careful reading of the White Paper itself will prove the point. Pages 68-69 are particularly salutary in this regard, as is the fact that henceforth it will be "compulsory" to use only the Government's computer for the storage and retrieval of information (the "Rosalie" system p.63).

Thus, it is surely not an unreasonable question to ask just how much power will in fact be permitted to the schools? The answer, it would seem, is very little. In the important matter of the curriculum (the Régime Pédagogique), the Government took this into its hands by passing Orders-in-Council last year. The White Paper tells us that it is now being "applied in all schools" (p.43). Even in the few remaining optional areas, we are told that "the school board will make sure that these decisions are in keeping with all the laws and regulations" (p.53).

In the area of the assignment of personnel, we are told that it is the school board, not the school, that "will assign administrators, teachers, professional and support personnel to the schools" (p.62). But, you might argue, at least the school can choose its own principal. True, but only "from a list of candidates submitted by the school board" (p.54). "As for the other members of the staff, both teachers and others," we are told that "the school itself is obviously not in a position to hire or make any decisions on its own with regard to their selection or

their assignment" (p.55). In fact, we are quite clearly told: "there is no question of splitting up our school system into 2700 decision-making centers" (p.43).

CONCLUSION

Chapter 2 of the White Paper states: "the Ministry has become intrusive and inhibiting, leaving little room for local and regional initiative, despite its rhetoric to the contrary" (p.29). Truer words have rarely been spoken.

It is hard to escape the conclusion that once again the Ministry has been blinded by its own rhetoric; for this is not a plan that will lead to decentralization as claimed (p.70), nor is it a plan that will lead to the exercise of more local autonomy (p.80).

The powers that are supposed to devolve to the school are in fact an illusion (one hesitates to use the word deception but it is

perilously close), for the Ministry has so surrounded the school with decrees, norms, regulations and standardization, that there is precious little left for local initiative.

Only in the area of the Educational Project can the school exercise any real choice and even here the choices have been severely limited.

The school will indeed have plenty of responsibilities — but it will have very little power. If we apply the White Paper's own dictum about the relationship between democracy, responsibility and power, we are left with a very serious and very disturbing conclusion.

"There can be no true democracy without real responsibility and no true responsibility without real power" (p.23).

— "Caveat emptor"

Superior Council

A Definite Role for Catholic Schools

The Catholic Committee of the Superior Council of Education has reaffirmed that the Catholic school has a place in a public school system which must become increasingly diversified. The Committee reaffirmed this deep conviction following meetings with many educational bodies and various parent groups.

The Catholic school has a role because it provides a specific educational project in a world which seeks coherence and desires to open itself to relevant values; and more particularly, because it reflects the expectations of the population and provides a direct link with our historic development. Some will call it discriminatory. The Committee has paid particular attention to this objection and has analyzed its various aspects at great length. It is inevitable in a pluralistic society such as ours that certain groups have to affirm their own identity when faced with a majority which shares a different vision of the world, and which can

more readily provide itself with institutions that conform to its convictions. What is essential, however, is that freedom of conscience be fully respected, and that an arrangement be found which best satisfies expectations, within the historical and cultural context, of the whole political community. There is no simple solution to this complex question of individual rights, particularly when it touches upon the concept of education itself, and the role that religion should play.

This is why a sustained dialogue is required in order that diverse types of schools may flourish. The Committee felt it necessary to insist on the importance of permitting the expression of democratic choice likely to encourage this necessary diversity in our school system.

During the coming year the framework will be developed within which the choices can be made. Hence the importance for each to participate in the debate which will unfold and to ap-

proach it in a true spirit of pluralism.

"Isn't true pluralism that which assists each to be aware of its own identity and that of others, in order that the exchange and dialogue result in concrete arrangements which will permit each to feel respected and to blossom forth?"

Education Exchange

Quebec/Britain swap teachers

During this school year 15 English instructors from Britain are helping English second language teachers in Quebec school boards. At the same time 15 Quebecers are in Britain as French instructors. This exchange program, which is now in its third year, is organized by the Central Bureau for Educational Visits and Exchanges in London and the Ministries of Education and Intergovernmental Affairs of Quebec.

This year six school boards are participating in the program, compared with three last year. The instructors are each assigned to one school and have the choice of living with a family or in an

apartment.

The majority of instructors from Britain are languages and education students at the university level. Their course of study calls for a period of practical training; most go to France, but a certain number select other francophone regions such as Quebec.

These training periods permit the instructors to acquire valuable professional and personal experience. As for the Quebec students, the fact that they are in contact with a person whose culture and language is different from theirs is surely going to expand their horizons.

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ANNUAL REPORT REVIEW:

Here's what Language Commissioner

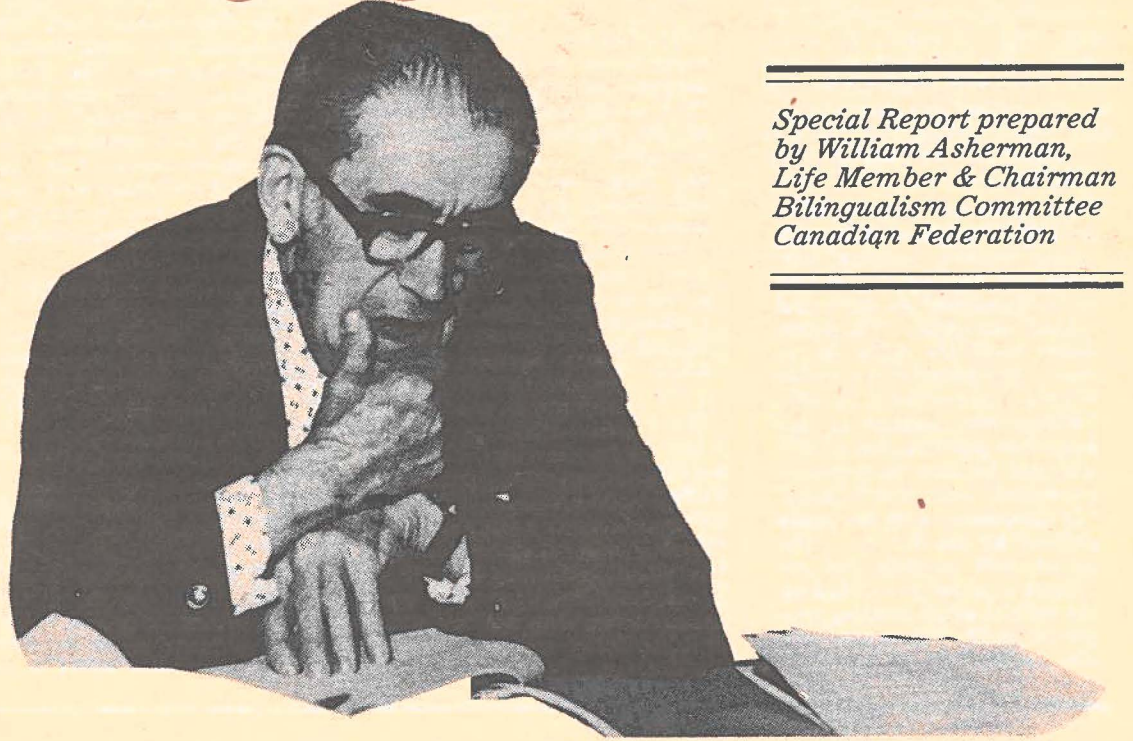
In his report for 1980, Commissioner M.F. Yalden, who succeeded Keith Spicer, the first commissioner under the Act, welcomes the setting up by Parliament of a SPECIAL JOINT COMMITTEE ON OFFICIAL LANGUAGES to review the whole range of official languages questions, to carefully examine departmental performance and to contribute to better public understanding of official languages policy. While the Commissioner feels that the Act has served well, he is of the opinion that the Special Committee should consider the question of amendments, even though the basic provisions of the Act have been incorporated into the Canada Act 1982. He urges particularly that the still unresolved matter of bilingual districts be acted on at last and also that the uncertain status of the right of federal employees to work in their preferred official language be clarified.

In discussing the CANADA ACT 1982, in Part One of his report for 1981 Mr. Yalden describes constitutional language guarantees as an important step forward. However he feels that the search for a constitutional statement of official language rights has resulted in some rather "knotty and not unambiguous legalise" which in his opinion may be just ambivalent enough to cause confusion and discord. Language guarantees include the right to education and to federal services in English or French but still subject to "where numbers warrant" and "significant de-

mand" rules which he believes will remain a limiting factor in the range of services available to Canadians in both official languages. He hopes though that the interpretation of those terms will be as far-reaching as possible.

Mr. Yalden refers to a proposition accepted by all ten provincial premiers at a conference in Montreal in 1978 that each child of the French-speaking or English-speaking minority is entitled to an education in his or her language, in both primary and secondary schools in each province where numbers warrant. However, he finds that official minority-language education rights had to be defined against a background of educational facilities in each province, i.e. good facilities in some provinces and hardly any in others. These differences seem to favor the linguistic majority and can cause suspicions about a double standard.

Comparing the situation of the English minority in Quebec to the one of the Francophone outside that province Mr. Yalden favors Quebec's retaining whatever controls needed to prevent abuses of a legitimate linguistic regime favorable to French but he regrets the contention, calling it an invention, that the security of French is threatened by extensive immigration. On the other hand, he says that the new constitution does not get off to a good start, as it does not give Francophones outside Quebec sufficient linguistic guarantees. He thinks that the minority should be given a deter-



Special Report prepared by William Asherman, Life Member & Chairman Bilingualism Committee Canadian Federation

mining voice in and responsibility for its own language-related institutions.

According to Mr. Yalden, the right of Canadians to use their own official language before the COURTS remains essentially unchanged, i.e. either French or English in any court established by Parliament. But to be served with documents in one's own official language may be possible, according to current judicial interpretation but is not a right.

Besides the reference to MINORITIES in the Canada Act, Mr. Yalden discusses these in a

special section of Part One of his 1981 report. While it has been easier for the Anglophone minority in Quebec to maintain its identity, he states that they are increasingly affected by curtailment of many of their traditional liberties and by a painful sense of being less than fully welcome in their home province. Anglo-Quebecers are up against a spirit of dualism: the feeling that speaking French is not being French. In Mr. Yalden's own words, "what began as a legitimate language reform on behalf of French has deteriorated at times into something a good deal less commendable." "It is necessary and acceptable that people learn to conform to the general linguistic good; it is not acceptable to make them scapegoats for linguistic problems of national dimensions which are not of their making".

As to the Francophone minority, Mr. Yalden endorses the view that French-language communities outside Quebec must have educational, cultural and social alternatives comparable to those of other Canadians. He cites as example New Brunswick, where parallel structures for English and French schooling as well as for some social services have been instituted along with legislation to recognize the equality of the province's two official language communities. But he criticizes Ontario which province, while having made substantial efforts in providing services to its

French-speaking citizens, hesitates to have them control their institutions. Elsewhere in the country, outside the area of education, he finds that concessions to Francophone communities are scarce.

MINORITY-LANGUAGE NEWSPAPERS can and do make a unique and irreplaceable contribution to the Canadian scene. As they are close to the survival line, continued government assistance is of considerable importance. Broadcast services too remain vital to minority communities and the CBC's accelerated coverage plan will eventually provide the great majority of Canadians with radio and television in their own official language.

As to OTHER ETHNIC GROUPS, governments should go beyond encouraging cultural diversity and should develop institutional support for languages other than English and French.

Mr. Yalden stresses the importance of FEDERAL LEADERSHIP in language reform. While there have been improvements in the administrative direction of official language policy to the public service, what has been lacking is an effort by federal authorities, for instance the Department of the Secretary of State, to explain the official language policy to the public and to the public servants concerned and to set it against other national goals such as multi-

Responsibility of Commissioner

The position of Commissioner of Official Languages was established in the Official Languages Act 1968-69 (Section 19 to 34). The Commissioner is appointed by resolution of Parliament for a term of seven years which is renewable. He has the rank and all the powers of a deputy head of a department and has appointed officers working for him. The Commissioner's main task is to watch over implementation of the provisions of the Official Languages Act (hereunder referred to as Act) and to make investigations, representations and recommendations, if he finds such implementations unsatisfactory, or acting as some kind of an ombudsman, if he receives com-

plaints that the spirit and intent of the Act is not being followed. The Commissioner's representations and recommendations are made to the Clerk of the Privy Council and to the government departments or other institutions concerned and, if the Commissioner feels that these steps do not bring about improvements, he may send copies to the government and parliament. In addition to any such individual reports, the Commissioner has to prepare and to submit to parliament each year a report relating to the conduct of his office and the discharge of his duties during the preceding year, including his recommendations.

Here are other principal provi-

sions of the Act.

English and French are the official languages of Canada for all purposes of the Parliament and Government of the country and have equality of status and equal rights and privileges as to their use in all the institutions of the Parliament and Government of Canada (Section 2).

Services in every department and agency of the government and in any judicial, quasi-judicial or administrative body or crown corporations established by parliament should be made available in both official languages within the National Capital Region and in federal bilingual districts, also in federal institutions outside Canada (embassies, consultates, etc.).

The Act gives details of setting up such bilingual districts in areas where both official languages are spoken and where the linguistic minority comprises at least ten percent of the total number of people residing in that area (Sections 12 to 18).

Contrary to still existing widespread belief and opinions, based on a misinterpretation that equitable treatment of French and English-speaking people means attempting to establish mathematical equality in the use of the two languages from coast to coast, there is nothing at all in the Act which would indicate that everybody would have to become bilingual nor that the official language of one nationality is being forced upon the other one. On the contrary, the Act distinctly says in Section 38 that it does not in any way affect status or use of any of the non-official languages spoken in Canada.

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Yalden thinks of the French-English scene

culturalism.

Standards for BILINGUAL POSITIONS are being raised so that service in either official language in clearly defined areas is actively offered. In 1981, the proportion of bilingual occupants of bilingual positions reached 84% of almost 60,000, about double what it was only 6 years ago. The practice of appointing unilingual deputy ministers without any effective plans to ensure that they become bilingual, still remains one of the weakest elements in the system.

The government's language training system for public servants has been changed recently so as to match training more to departmental needs and employee aptitudes. But Mr. Yalden expresses concern that employees should not be adversely affected by the changes, particularly those with lower aptitudes.

Regarding TRANSLATION CONTROL, in 1968/69, the federal Translation Bureau translated some 78 million words at a cost of 5 million dollars. In 1980/81, the volume was up to 250 million words with a 60 million dollar price tag. While this has resulted in a much greater availability for public information in both official languages, it can lead to wasteful translations, unless a cost-effective use of the translation process is implemented which has been outlined by the Treasury Board.

The specified ADMINISTRATION and PROGRAM COSTS of the official languages effort in the 12 years of life of the Act are in the order of 4 billion dollars, which on an annual basis means that official languages programs represent less than 1% of the federal budget. The Commissioner feels that, while the programs have not worked badly, as far as providing services in both languages is concerned, more federal funding is necessary to go to national priorities like effective language education in the schools.

The BILINGUAL BONUS bill in 1981 was about 40 million dollars or 6 million dollars more than in 1980. This represents about 10% of all federal expenditures on official languages and Mr. Yalden states that, for instance, with just 1 million dollars of that money one could finance several thousand more bilingual exchanges for Canadas young people or for the same amount of 1 million one could run an INFORMATION CENTRE for languages in education. He comes to the obvious conclusion that expenditures on the bilingual bonus should be reduced or the program should even be eliminated.

While Mr. Yalden refers to education when discussing the Canada Act, he devotes a large section of Part One of his report to BILINGUALISM IN EDUCATION.

He criticizes that, to date, the federal and provincial governments have failed to agree on a new long-term agreement on official languages in education. Although according to the Secretary of State these programs remain a government priority, a spending freeze and inflation have substantially reduced the resources allocated to the programs. Mr. Yalden calls it not only anomalous but even preposterous to cut funds on one hand and enhance minority-language education in the constitution, on the other. He is of the opinion that a solution will be

frustrated, as long as the present struggle between the federal government and the provincial governments continues, federal authorities stressing accountability and visibility, against provincial governments defending the inviolability of their jurisdiction.

Mr. Yalden speaks about an urgent problem caused by disproportionate allocation of formula funds to the disadvantage of

(In some instances, the review quotes verbatim from the report. The opinions expressed by the Commissioner do not necessarily reflect the opinions of Mr. Asherman or that of Home & School.)

French-minority language education and in favour of second-language instruction for Anglophone students. He warns that only correcting the allocation would not solve the problem, as it would downgrade the second language program, but that additional federal funding is necessary.

MINORITY-LANGUAGE EDUCATION. There were signs of progress at the provincial level in 1981. For instance, legislation in Nova Scotia guaranteed the right of French-speaking students to an education in French in Aca-

dian schools;

Legislation in New Brunswick led to the replacement of bilingual school districts by separate English and French ones; Newfoundland and P.E.I. both created advisory bodies on bilingualism in education to which minority representatives contributed.

However, there are handicaps that continue to cripple French-language education outside Quebec. Mixed or bilingual schools, for instance, still place Francophones at a disadvantage. Francophone minorities outside Quebec continue to press for better educational opportunities (such as establishment of French-language school boards in Saskatchewan, Ontario and P.E.I.).

A decade of legislation and policy changes has placed the once substantial English educational services in Quebec in doubt. Even the Quebec Ministry of Education could hardly deny that, overall, the provinces English schools were losing enrolment about twice as fast as the French schools.

According to Mr. Yalden, it would be worse than ironic, if English Canada awoke to its responsibilities towards French-speaking minorities, just as Quebec was in the process of detaching its Anglophone community from one of its most im-

portant means of determining its own linguistic and cultural base.

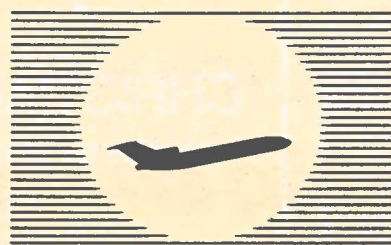
SECOND-LANGUAGE EDUCATION. French immersion continues to increase particularly as Anglophones now realize that the trend towards linguistic polarization in this country is bound to become more pronounced, unless there is a reasonable measure of bilingualism among the English-speaking population.

Mr. Yalden shows in the appendix to his report that French Immersion enrolment across Canada increased from 37,881 in 1977/78 to 60,506 in 1981/83; according to Statistics Canada, Alberta is not included, since it makes no distinction between programs designed for Francophones and French immersion programs for Anglophones. In Quebec, such enrolment varies from 17,800 in 1977/78 to 18,500 in 1981/82. However, there are problems with immersion, such as: More often than not, immersion programs are set up on an ad hoc basis, little attempt is made to define objectives in terms of educational and vocational aspirations on the kind of linguistic competence to be expected. There is a critical shortage of qualified teachers to meet the increasing demand for immersion programs and those now in the classrooms are often trained inadequately. Dealing with pro-

blems emanating from a policy and planning vacuum is the ultimate responsibility of Ministries of Education but none of them has so far attempted to develop curriculum guidelines for French immersion. Equally vital is the role to be played by faculties of education across the country. In some cases, children are being denied access to immersion programs, because of shortage of teachers, although equality of access is considered essential.

Core Programs. In spite of the growth of immersion, well over 90% of all students taking French as a second language and virtually all French-speaking students in Quebec studying English as a second language are enrolled in core programs. There is a widely held conviction among parents and teachers that, in far too many instances, these traditional programs are badly serving our needs. Students themselves give the harshest verdict of all by dropping out of second-language classes as soon as they can. Core programs simply come nowhere near doing what is required of them. One can only concur with the conclusion arrived at by the French Second-Language Commission of the Canadian Teachers Federation: There is an urgent need for basic research into the

Continued on page 13



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	BASIC	SHOULDER	PEAK	
FORT LAUDERDALE	244.	275.	396.	196.

BASIC, SHOULDER & PEAK SEASONS EXPLAINED BELOW

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The fares quoted above are given as examples only. They are the lowest fares available if you purchase your ticket at least 14 days in advance of departure. The actual fare you

pay will vary according to day and date of departure. Slightly higher fares will apply if tickets are purchased less than 14 days in advance of departure.

If you book between 14 and 7 days before departure a limited number of seats may be available for reservation. Minimum stay: first Sunday return. Maximum stay: 60 days or 180 days or until the end of the programme. Full meal with wine included.

If you book at least 14 days in advance. Minimum stay: first Sunday return. Maximum stay: 60 days or 180 days or until the end of the programme. Full meal with wine included. Children's fare: Valid for those 2 to 11 accompanied by an adult.

*Meals will be served appropriate to time of day and flight duration.

CONDITIONS
For reservations 28 days or more prior to departure: non-refundable deposit of 10% of the fare must be

paid within 10 days of booking. Balance of payment required not less than 27 days prior to date of outbound travel. 7 to 27 days prior to departure, full payment required at time of booking. With weekend departure small additional charge for weekend return.

Fare and conditions are subject to change without notice. However, full payment at time of reservation will assure fare. Canadian transportation tax not included. All flights are governed by Air Canada's charter tariff CH-18-CTC (A) No. 236 and regulations of the Canadian Transportation Commission. Some flights may be sold out.

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Florida
The Sunshine State of Mind

Justice . . . from page 1

a global action with eighteen complainants whose rights are jeopardized by various articles, asking the court to set aside thirty-one articles of Bill 101, and to declare the Bill itself unconstitutional. Our intent is not to patch Bill 101 but to scuttle it. Sink it below the surface of reality in the hope such a social monster will never rise again.

In Quebec, where linguistic nationalism has so tainted both traditional political parties that despite our democratic tradition the province sometimes seems like a one party state, QFHSA's action is the voice of the unrepresented. Having gathered its complainants — surgeons, teachers, tradesmen, clergymen, housewives, scientists, publishers and businessmen — QFHSA has fashioned their private and incommunicable suffering into a public utterance for the community.

Those who have seen QFHSA's videotape of some of the complainants, know first hand how well our case speaks for the rights of all Canadians — English-speaking and French-speaking, native born and naturalized. Those who have not seen it should ask their local association to arrange a showing. You will be deeply moved and you will agree it is a peoples' cause.

Unlike the piecemeal approach of Declaratory Judgements, our action reveals we will not be pacified by language rights merely in the National Assembly, nor by discriminatory favouritism for Canadian born over foreign born in the matter of rights in education for their children. These aspects are not neglected in QFHSA's action.

But there are also features of Bill 101 that violate ethical and social precepts that are uncompromising elements on one's very

being. In that regard, we want back all of our inherited rights, not only for our sakes, but for the sake of what we pass on to our children whether their first language is French or English.

Liberty and justice are precious elements of our Canadian heritage. We will not accept their extinction to serve the ephemeral ends of politicians in Quebec City and Ottawa.

As Edmund Burke said over two hundred years ago in that era when constitutional rights were being first established for Canada (the Royal Proclamation of 1763 and the Quebec Act of 1774): liberty is 'social freedom'. It is that state of things in which liberty is secured by equality of restraint. Indeed such liberty is another name for justice.

As the file of ludicrous incidents under the aegis of Bill 101 thickens — such as the language police investigating what language the doctor spoke at the death bed — one wonders how long the administrators of justice in this province are going to allow this 'theatre of the absurd' — it's like a version of Marat Sade — to continue before the court will rule on the constitutionality of inequality of restraint on liberty. Are they, one wonders, using administrative prerogatives to delay justice and suppress liberty?

Fortunately, we have testimony from the Quebec Bar that court delays are not deliberate.

They are just normal!

On December 2nd it presented a brief to the provincial Minister of Justice on the administration of justice in the province.

The Bar pointed out that for the hearing of an ordinary case, the average delay in Montreal is 74 months.

For urgent cases, indeed, the average is 41 months.

Such delays, the Head of the

Bar commented, puts the judicial system in jeopardy, and with it all the values of liberty that system protects.

Right on, M. Bâtonnier!

Mr. Bédard, the Minister of Justice, felt the problem was in hand. He explained it was his intention to have seven more judges named to the Superior Court and to raise the amount for the jurisdiction of the Provincial Court to \$10,000, thereby transfer-

ring 20 percent of the files from the Superior Court.

No doubt those changes will ease the burden on the present judges of the Superior Court. But they do nothing swiftly to correct the added injustice suffered by our complainants.

Because of the failure of the Federal Government to do its duty, some of our complainants have been kept in a protracted state of non-violent civil disobedience for

four years — challenging a provincial law that violates a higher law, the Constitution of Canada. What will remedy that state, ally suspicions, and begin to answer the deeply felt convictions of all supporters of the Rights Fund, is the immediate announcement of the date for a hearing.

If need be, to that end all of us should be willing to go to Quebec City to make representations to the Minister of Justice.

Repatriation of the Canadian constitution**Bill 101 to continue to apply in entirety**

By Marc Dufour, MEQNEWS
May-June 1982.

Once it became clear that Canada's constitution would at last be repatriated and that the Canada Act would be assented to, two questions dominated people's mind: Who would now be eligible for English-language instruction and what would happen to students illegally attending English schools? The answer to these questions hinges on just what affect the Charter of Rights, which is entrenched in the Act, will have on the Charter of the French Language (Bill 101).

At a press conference held when Bill 62 was introduced, its purpose being to exempt the province of Quebec from applying certain provisions of the Canada Act, the Minister of Education, who is responsible for the application of the Charter of the French Language, stated that Bill 101 would continue to apply in its entirety, in all its parts.

In referring to budget guidelines set by the Ministère for the 1982-83 school year. Camille Laurin specified what was meant by the term "student", namely: a person legally registered as at

September 30, 1982, and recognized by the Ministère.

Mr. Laurin added: "This means that, by using the Ministère's control system, we'll continue to subtract the total number of students registered with a school board by the number of ineligible students.

Consequently, the school board will receive no grant for "illegal" students based on level of instruction. Private institutions will be hit even harder, as they will be completely excluded from receiving grants if even only one illegal student is registered at their institution.

The Ministre went on to remind

school commissioners and academic staff of the guideline concerning recognition of secondary school studies for the 1982-83 school year.

The educational achievement of students who are considered ineligible to receive English-language school.

The Ministre felt it necessary to reiterate this guideline in order to avoid any possible confusion on the part of students, parents or the educational institutions themselves.

Reprinted from MEQNEWS - numbers 67-68 - May, June 1982 page 5.

**I Love to Read**

Over the past several years more than 100 school boards, schools, and libraries province-wide have participated in the "I Love to Read" project. The main purpose of this project is to encourage children to want to read and to view reading as an exciting and meaningful event.

This celebration of literacy is sponsored by Reading-Quebec-Lecture through the Montreal Reading Council and the Chateauguay Valley Reading Council. Participants are asked to complete a registration form and

enclose \$2.00 to cover the cost of materials. They receive a newly rewritten idea booklet and two buttons. More buttons are available for classes or schools wishing to distribute or sell them.

Although each school decides upon the type and length of it's project, most allow at least one week (usually around Saint Valentine's Day), and organize book fairs, assemblies, button sales, or guest speakers which supplement individual classroom activities.

In the past we have been quite

successful in attracting the participation of many English schools in the Montreal area. This year we hope to retain their support, and propose to double our efforts in reaching the English schools outside our area. For the first time in 1982 we have produced all our materials in French in order to enable the French schools to participate as well.

Please don't delay! Register your school without delay. The "I Love to Read" Project, St. Gabriel School, 600 Dublin street, Montreal H3L 2S4, (514) 935-0825.

Registration for The "I Love to Read" Project

Name _____

School _____

School Address _____
no. street _____ city _____

post code _____ telephone _____

School Administrator _____

Please enclose \$2.00 to cover registration and idea booklet

Please indicate type of participation:

Individual classrooms

total number _____

grades _____

Entire school

total number of classes _____

grades _____

Would you be willing to have a photographer visit your school during the project?

YES

NO

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Norman J. Gentry
GENERAL DIRECTOR



SOME GOOD NEWS

"Six newspaper Ideas For Parents"

The newspaper is an extremely valuable learning resource. Its contents are timely and appeal to a variety of interests and reading appetites. It has "something for everyone" and many teachers have capitalized on the fact that the newspaper does have widespread appeal for youngsters.

Newspaper usage should not be reserved exclusively for classroom use. Newspapers arrive daily in millions of homes and are usually read by all members of the family. Many parents often ask teachers to recommend materials their children can read at home. The newspaper is one answer. Here are six ideas designed for parents to use the newspaper at home with their children:

Question of the Day

Parents can stimulate thinking skills by picking a question children can look up in the newspaper to find its answer.

This "Question of the Day" can be posed orally or tacked on the kitchen pegboard. For example, the parent might ask: "What's the main feature at the Orpheum theater this week?" or "What's tomorrow's weather forecast?" Newspaper sleuths will find it fun supplying the needed information.

Spelling Spotters

At times typographical errors appear as misspelled words in the newspaper. Youngsters can be encouraged to spot these errors overlooked by proofreaders, circle them, and then look their correct spelling up in the dictionary.

Comparison Shoppers

Children often like to shop with their parents, especially for toys. A shopping list can be prepared by the children from newspaper advertisements. These ads can be clipped and prices compared. Map skills can be reinforced by developing with the child a map with the location of these toy

stores marked on it.

Pick a Word

Children can be encouraged to find one new word daily in the newspaper. Children should be helped to define each word as it appears in context. This can be done by having the child write the word and the sentence as it appears in the newspaper. The dictionary can be used to check word meanings.

Newspaper Scrapbooks

Using a scrapbook, scissors and paste, children can be encouraged to make their own scrapbook from the newspaper. Parents can assist children in finding pictures that are interesting and appealing to them. These pictures can then be used to stimulate verbal discussions with the children. A sentence or two that is dictated by the child can be written beneath each picture.

Family Nite Search

Children can be encouraged to use the newspaper in planning for a family night activity. Many families today include in their weekly budget money for dining out. Parents can assign the child the task of looking in the dining out section of the newspaper for restaurants that have family night specials. When is the family night? What is the special for the evening? How much is the special? Where is the restaurant located? These are all possible questions in developing this newspaper activity for children.

The newspaper is a veritable gold mine for parents to use in reinforcing reading skills. These six ideas for using the newspaper by parents are just a sampling of many other activities parents can use profitably with their children.

Bibi's Column

Dear Bibi:

My son and his friends are spending their weekends getting bombed. At least they are not on pot. Can he become an alcoholic? Is alcoholism hereditary?

"Parent"

Dear Parent:

Most high school students, at least 80% in a recent survey, drink. This is not necessarily bad. It depends on the situation.

If your teen is introduced to alcohol as part of a family occasion, sees his parents treat it with respect and learns to drink in moderation without pressure, then the battle against alcoholism is partly won. If, however, alcohol is forbidden to him but he sees his parents getting bombed at their parties, then he wants to do the same.

At least 10% of the population become alcoholics. Some studies show this may be hereditary. But other studies show that the ability to drink in moderation or to refuse a drink is learned from family and peers. Attitudes towards alcohol are cultural and environmental. When a parent passes on a message that alcohol is an essential part of having fun, the adolescent will quickly learn this message.

Some adults drink to escape reality. In today's depressing economic times, this may seem especially relevant. But alcohol is really a depressant and the drinker only ends up becoming more depressed and less able to function.

Some adults drink for business reasons. The martini lunches are often part of clinching the deal. It is really necessary? Before yelling at your teen, you must examine your own habits.

Dear Bibi:

What do I do if I catch my teenager with marijuana?

"Father"

Dear Father:

First of all, do not yell! Kids into drugs are usually those with low self-esteem who feel they must do the "in" thing to be accepted by their friends. A hostile, rebellious, antisocial teenager will only tune you out if you yell.

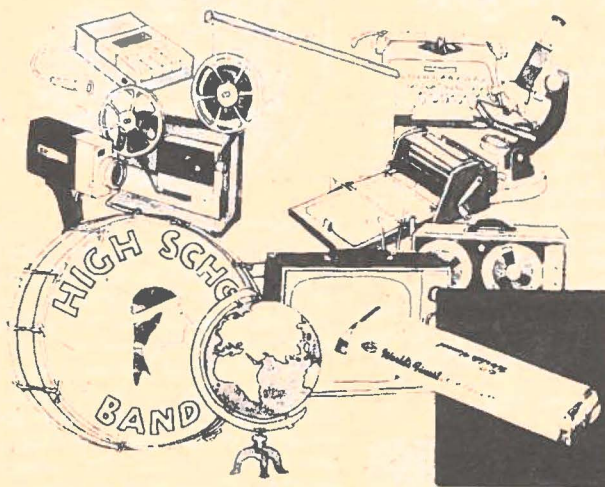
The most important method of handling teens and drugs is open communication between you and your child. Can he/she come to you freely? Can you sit quietly and discuss the drug scene and its implications with your own child? Can you find an adult who knows both you and your teen to help? If not, try to get a drug information program set up in his/her school. A quiet discussion with all the relevant information is the best approach.

How alive are you?**Lifestyle Questionnaire**

Answer yes or no to the following questions.

- | | Yes | No |
|--|-------|-------|
| 1. Do you restrict your intake of coffee, tea and cola beverages? | _____ | _____ |
| 2. Do you exercise regularly? | _____ | _____ |
| 3. Do you choose lean cuts of meat and trim away any visible fat? | _____ | _____ |
| 4. Do you limit your intake of alcohol? | _____ | _____ |
| 5. Do you salt your food only after tasting? | _____ | _____ |
| 6. Do you replace saturated animal fats with polyunsaturated vegetable oils? | _____ | _____ |
| 7. Do you limit your intake of empty calorie extras such as pop, chips, cake, etc.? | _____ | _____ |
| 8. Are you a non-smoker? | _____ | _____ |
| 9. Do your eating habits stay the same even when you are upset? | _____ | _____ |
| 10. Do you control your consumption of high sugar foods? | _____ | _____ |
| 11. Do you include a good source of iron in your diet, eg., red meats, organ meats and whole grain or enriched breads and cereals? | _____ | _____ |

SCORING
Score one point for each yes answer.
9-11 points - Excellent! Tell your friends about your good habits.
7-8 points - Not bad, with a little extra effort you could improve your lifestyle.
4-6 points - Start a new lifestyle program today.
Less than 3 - You are lucky to be alive! Better shape up now!

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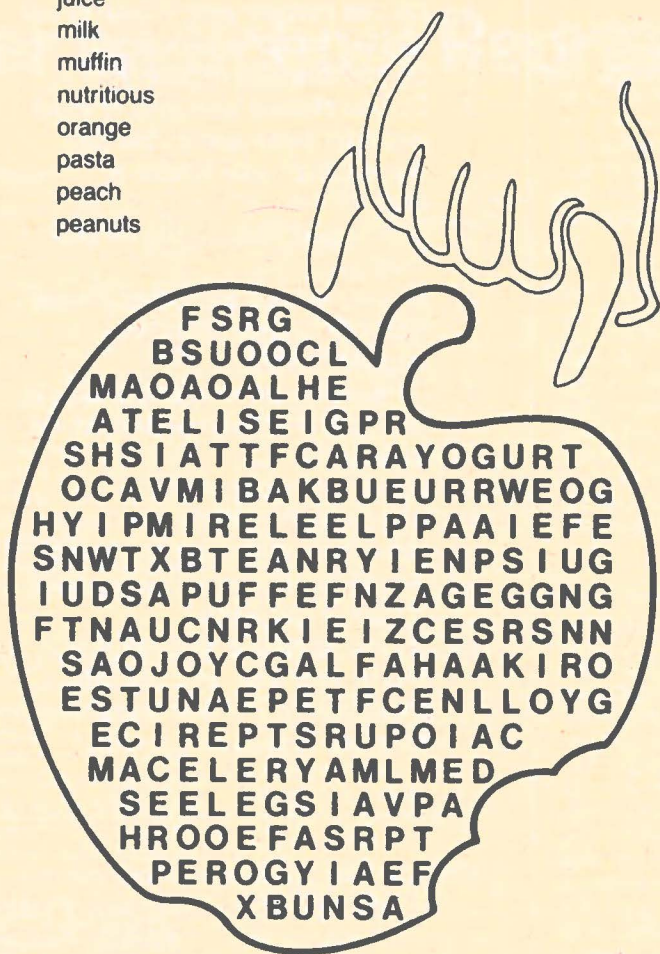
FITNESS AND NUTRITION

Anne Macwhirter, Chairman,
Fitness & Nutrition Committee.

Pushups and pounds

- appealing
- apple
- bagel
- bun
- celery
- cheese
- chicken
- corn
- cracker
- dates
- egg
- eggnog
- falafel
- figs
- fish
- fun
- granola
- grapes
- ham
- hamburger
- juice
- milk
- muffin
- nutritious
- orange
- pasta
- peach
- peanuts

- pear
- peas
- perogy
- pineapple
- pizza
- raisin
- rice
- roast beef
- roll
- salad
- salami
- sandwich
- soup
- soynuts
- toast
- tofu
- tuna
- yogurt



Try to find the 'Right Bite' words in the puzzle.

General comments: Fitness and nutrition have to go together. Food IN — Energy OUT

People become less fit from age 13 on. If even 100 extra calories are eaten per day without increasing energy output, the result is a ten pound weight gain in one year.

By the age of 65 the average person has slept for 21 years and has spent 9 years watching T.V. - 30 years on inactivity!

Regarding fitness

Dr. Lorne Verabioff said that the classroom teacher must realize that simply more Phys. Ed. does not mean better fitness. The heart must increase to a rate of 150 beats/minute in order for the activity to promote fitness. There is time and money available for daily Phys. Ed. If the principal wants it, he will have it in the school. School Boards want to know what the parents think. Parents have to make the personal contact to make their wishes known. Parents should:

- 1) Know what they want, what is supposed to be there and what is there.
- 2) Not create an adversary position by pushing too much at outset.
- 3) Realize that the Board has to approve a Fitness Program, so the parents' wishes should be documented in a brief, then followed up.
- 4) Attend Board meetings and be prepared to present their views.

Remember that it is hard to reverse a decision so parents must work for the correct decision for fitness in the schools.

Alternatives for Implementing Daily Phys. Ed.

Hames Honsberger stated fitness begins at home. We must set an example. The whole community must be educated in order to get its support. Lobbying for improved Phys. Ed. can be done through the provincial Phys. Ed. Association and through local coordinators.

In many schools, cross-age tutoring is used. Grade 8 students could team up with Grade 2 "buddies" to do a daily program of physical activity. This would not replace Phys. Ed. rather it would supplement it.

Music provides a pleasant background for physical exercise and activity. The heartbeat has to be escalated to 150/min. for a 10-12 minute period.

A Fitness Trail can be constructed on the school playground. Signal markers showing (ex.) TOUCH TOES 10X, RUN ON SPOT 100X etc. can be arranged at intervals along the playground. Then students and teachers could follow the route and do the exercises together at each marker.

Literature to send for:

Fitness Head On (booklet) - Occidental Life Insurance, P.O. Box 69, Station K, Toronto, Ontario. M6P 2G4.

Together (kit) - Canadian Parks & Recreation, 333 River Road, Vanier, Ontario. K1L 8B9.

Intramural Sports

Intramural has the following characteristics:

- sports are within the school
- everyone participates
- more games that are less competitive

Questions and considerations:

- Identify aims for intramural activities.
- How often is Phys. Ed. given?
- How long are the Phys. Ed. classes?
- Who will coach the teams and supervise the activities?
- What training does the P.E. teacher have?
- Can we modify established sports and activities?
- Are there equal opportunities for boys and girls?
- What equipment is available?

For resource books, films, etc. it is advisable to write to: Canadian Intramural Recreation Association, 333 River Road, Vanier, Ontario, K1L 8B9.

Nutrition Month — March 1983

Grab a Bite That's Right

The national Nutrition Month in March focuses attention on proper eating habits even though we have a hurried life style. Many people have to "eat on the run". The good news is that we don't have to sacrifice good nutrition when we only have time to 'Grab a Bite'!

Grab a bite from the Milk Group, nibble on cheese cubes, spoon some yogurt, or sip a tall, cool glass of milk.

The bite is right from the Bread and Cereal Group is you choose a bran muffin for breakfast, a

whole-wheat sandwich for lunch, or curried rice for dinner.

It's a cinch to get the right bite from the Fruits and Vegetables Group because anyone can carry raw fruits and vegetables in a purse, briefcase, or lunch pail. Most restaurants feature a salad bar, so even when you must eat out, you can munch on "greens" and stay slim at the same time.

Try out some new bites from the Meat Group. Try some ethnic bites of ravioli, tacos, tortillas or moussaka.

Try out new ideas in the



classroom. Hold a food tasting party and let children try tasting various bite sized morsels. Have a recipe contest for nutritious bites and judge winners on the basis of nutrition, convenience and cost.

Remember that it's better to eat on the run than to miss a meal. Good eating habits and the proper amounts of exercise and relaxation are essential for happy, healthy, productive Canadians.

For more information, the contact point in Québec is: Hélène Tremblay Corporation professionnelle des diététistes du Québec 934 est Ste. Catherine, Bureau 240 Montréal, Québec H2L 2E9 Telephone: (514)842-7923

—Anne Macwhirter
Fitness & Nutrition Chairman

Four suggestions for a healthier diet.

Salt.

Taste food before you salt it. If salt is listed in the first three ingredients, it is JUNK. In most cereals there is an overabundance of sugar. It would be advisable in some cases to throw away the cereal and eat the box!

Decrease sugar.

Read labels; have your children become label conscious. If sugar is listed in the first three ingredients, find an alternative food.

Fitness and Nutrition.

Check your food to determine fat content. Cut down on fried foods and red meats which contain marbled fat.

Increase fibre.

Make more use of whole grains. Change to whole grain (i.e. wheat) bread. Choose cereals like shredded wheat, hot cereals, etc. Divide daily calories as follows:

- Breakfast 35%
- Lunch 45%
- Supper 20%

Eat smart and KEEP TRIM or is it TRIM THE EATS and keep smart

How to develop positive eating habits.

Consistency or regularity

Most eating habits are established by age 5. Any negative attitude stays the longest. We need breakfast, lunch, dinner, and for youngsters an additional snack. The quality of the food is the most important aspect. Divide the calories so as not to be eating most in any one meal.

Positive attitude towards food.

Say goodbye to 'diets'; call them rather 'weight management programs'. Food is often given as a reward when we are young. We soon learn that food does not solve problems.

Awareness of hunger/appetite.

Eating should be a pleasant time. Don't eat on the run. Try out some new foods on a regular basis. Give children a small serving at first. Let youngsters take turns in planning meals.

We should become aware of non-hunger stimuli. We have to ask ourselves, "Am I really hungry?". If the answer is NO then we have to turn to some other activity.

We have so many choices that we have to make the best of those choices. At a buffet, we can take a tablespoon of a rich food just to taste. Remember that fats and sugars are the "extra" calories that put on those extra pounds.

Yaldon sees need for research

Continued from page 9

aims, objectives, limitations and legitimate expectations of the core programs which are supposed to meet the needs of the overwhelming majority of English speaking students.

The need for a thorough evaluation of the English core programs in Quebec is scarcely less pressing, as studies in that province have shown that the expectations of parents and teachers are often not being met. More time and greater program continuity are important but the objective remains to ensure that both

teachers and students make much better use of the time and effort they do devote to second language learning. It is difficult to believe, however, that we can begin to make any serious progress toward this goal as long as a second language remains optional, as it is in most provinces. Parents and students draw the obvious conclusion that, whatever importance ministries of education prefer to attach to second-language competence, languages are not really serious subjects.

Universities. The universities

are not giving the lead to be expected of them in language education. The argument that languages were best acquired at a more tender age and that seats of higher learning should be able to take language skills for granted, fails to acknowledge any responsibility on the part of universities for creating standards for young language learners. But there were some positive developments in 1981. Based on a recommendation by a study group that the University of New Brunswick should commit itself to the principle of

offering a variety of courses taught in French beginning not later than 1985, a decision was made to approve it. The University of Alberta is taking a leadership position in enhancing the role of second languages by encouraging faculties to examine the merits of re-introducing a second-language entrance requirement. Mr. Yalden thinks that such requirement would help give definition to our often lackadaisical language programs at the secondary level.

Exchanges. Nothing could be

more instrumental in freeing young Canadians from linguistic xenophobia than the bilingual exchanges that take place every year. All the experts agree that there is nothing quite like using a second language in its own natural environment to complement formal learning and generally predispose people to a healthier view of their linguistic neighbours. Much of the traffic, however, is still confined to exchanges between Ontario and Quebec, the neighbouring provinces that pioneered these programs. In 1981, a total of around 22,000 exchanges were reported by the various groups involved but this figure continues to fall well short of the numbers that could be enlisted, if the programs got all the backing its success deserves. (More provinces, parents, and children become involved; financial resources be solicited from a wider range of sources).

In his summary of observations and recommendations regarding Part One, Mr. Yalden stresses the need for the Federal Government to increase funds for bilingual education and for provincial governments to account to the electorate for how the money is spent. He also recommends that both federal and provincial authorities collaborate in developing a national information centre and clearing-house for information on languages in education.

Four parts deal with Federal situations

2 WORK & SCIENCE

Part Two of the report comprises **Language of Service, Language of Work and Language and Science.**

The implementation of the Act boils down to an effort to raise the federal capacity to provide its services in French and English on a more or less equal basis. Mr. Yalden explains that this is adversely affected by some obstinacy of departments and federal agencies, which still question whether the Act applies to them. The Act does not provide for any mandatory rectification, when a federal institution persistently fails to give satisfactory service to a recognized official language minority. There were some policy changes announced by the Treasury Board in 1981 to improve the situation. Service must now be "actively offered" in the so-called bilingual belt as well as in Toronto and Winnipeg. This raises the inevitable question: What about service in other areas? For instance British Columbia or Windsor-Essex, which has a well recognized minority-language population, or in outlying areas of Quebec? To alleviate the scarcity of bilingual resources outside the so-called bilingual areas, inconsistencies in defining demand will have to be ironed out and a greater and more genuine bilingual capacity be established by departments. Minority communities will have to be consulted on the best ways of concentrating bilingual capacity to meet their needs. Federal authorities must intervene more actively to prevent individual departments and agencies from adopting a polarizing policy of French in Quebec and English elsewhere.

There is a lack of comprehensive federal government PUBLISHING POLICY and that is why a policy revision on federal publications should take account of the complexities of publishing in two languages and give serious consideration to the idea of a centralized editorial review committee.

Language of Work. According to government policy, Anglophone and Francophone public servants should be free to choose to work in either English or French in the bilingual areas of Canada. By and large, it is fair to say that federal agencies describe their language-of-work achievements less in terms of who is using what language than in terms of the volume of paper that exists in both languages or the increase in bilingual positions. The overall pattern of language use in the bilingual areas has changed little since 1978. The most noteworthy change in recent years is a tenden-

cy for qualified Anglophones in bilingual positions to use rather more French, an increase since 1978 from 18% to 23%. Some changes in language use have come through by the end of 1981. For instance, simultaneous interpretation has become available to committees of the Cabinet. This availability should be extended. This should also be done with the habit of a department to use French only, one day of the week. Problems have to be overcome to achieve a more **EQUITABLE PARTICIPATION** of Anglophones and Francophones. For example, the range of Anglophone-Francophone representation among major departments goes all the way from 90:10 in the Department of Fisheries to about 30:70 in the Department of the Secretary of State.

Mr. Yalden also notes how few Francophones are to be found among Deputy Ministers or even assistant Deputy Ministers of strategically placed federal institutions like Treasury Board or Finance or Federal-Provincial Relations Office. Language and Science.

Language and Science. One of the phenomena which increasingly affects status and use of both official languages, is the fact that English has become the language of international scientific and technological communications. There is great uncertainty what to do about it. The linguistic and cultural impact of this development is pretty well ignored by the federal authorities and there is still no realistic and co-ordinated federal policy for the use of French as a language of work and publication in scientific and technical areas.

3 INFORMATION

In **Part Three** of the report, Mr. Yalden speaks of **INFORMATION**, provided by his office. The Commissioner's long-term aim has been to cause Canadians to think about language issues and to persuade them that the linguistic future of this country is in their hands. Offices were also opened in Moncton, Winnipeg, Edmonton, Sudbury and Montreal. Besides, the Commissioner travels all over the country. He mentions the continued need for documentation on language questions and the special youth projects of 1981 (Explorations and Oh Canada!).

4 COMPLAINTS

Part Four deals with **Complaints.**

Some government institutions have most mechanisms in place for providing, at least to some extent, service to the public in both

official languages. Others still have rather rudimentary notions of effective service, according to Mr. Yalden. Consequently, he does not find it surprising that the number of complaints received by his office in 1981 is almost identical to that received in 1980, 1696 compared to 1673. Members of the Parliamentary Press Gallery complained the government failed to ensure that French texts contained the same information as English ones. Press releases are not always available simultaneously in both official languages and journalists have told the Commissioner that the quality of French texts sometimes leaves a lot to be desired. There are language lapses not only in French government communications but also in English ones as well. Complaints also arose from telephone answering, English on-

ly in Ottawa, French only in Montreal. As an improvement it is noted that visitors to Parliament will find now a considerably better bilingualism on the part of attendants.

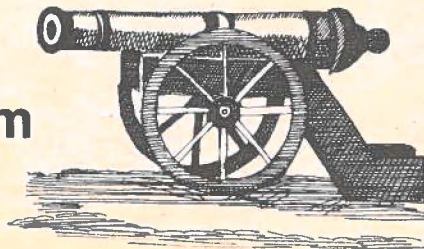
5 EVALUATION

Part five of the report provides evaluations of the linguistic performance of 86 federal departments and agencies, listed in alphabetical order, over the course of 1981. The examination focuses on 3 main aspects of official languages policy — language of service, language of work and equitable participation of both major language groups.

As Mr. Yalden puts it: "The annual check-up is meant to be rigorous but the ultimate aim is to discharge the patient with a clean bill of health."

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FOCUS on the LOCALS

NORTHVIEW

Live action demonstration aids baby care for teen groups

A group of Grade 6 students at Northview Elementary School in Pointe Claire are learning all about babysitting in an eight-week course sponsored by their Home and School Association.

The course is based on excellent materials developed by the Red Cross Society and the Canada Safety Council, and co-ordinated by Joyce Wainwright, a pre-school teacher. Northview teacher Sherie Utter acts as school liaison.

Another teacher, Valerie Aspin-Barett, brought her baby to class for a lively demonstration of infant care.

Ann Braid, of the Pointe Claire aquatic department, lectured on accident prevention and basic first aid. The students practised rescue techniques on a lifelike infant mannequin called Resuscibaby.

Future classes will deal with child behavior and the responsibilities of the babysitter and the employer.

The students have to write a

test and do some practical babysitting to earn their Red Cross Babysitting Card.

On the final day of class, each student will bring a young child as guest to a lunch party. It will be a chance to observe child behavior, discuss toys and games and celebrate the end of an interesting course.

Adventure Club

Two groups of Grade 6 students from the Northview School Adventure Club have completed fall backpacking trips. As part of the Experiential Education Program, the outings provide students with special opportunities for adventure, leadership training, and development of outdoor skills.

During Thanksgiving weekend, one group camped in tents and hiked in the Mont Tremblant area. Another group of students and their teacher supervisors enjoyed backpacking at Mont Chauve in the Eastern Townships.



Throughout the school year, about 70 Grade 6 students will have an opportunity to participate in the outing of their choice. Appropriate training is provided before each trip.

Future excursions include cross country skiing, spring backpack-

ing, bicycling, canoeing, and a combination of bicycling and canoeing.

The Adventure Club is sponsored by two Northview School staff members, Principal Fred Argue and physical education specialist, Martine Blue.

Towne Fair

School spirit, dedicated parent volunteers and teacher cooperation combine in a spirit of fun to produce the annual December extravaganza known as the Towne Fair.

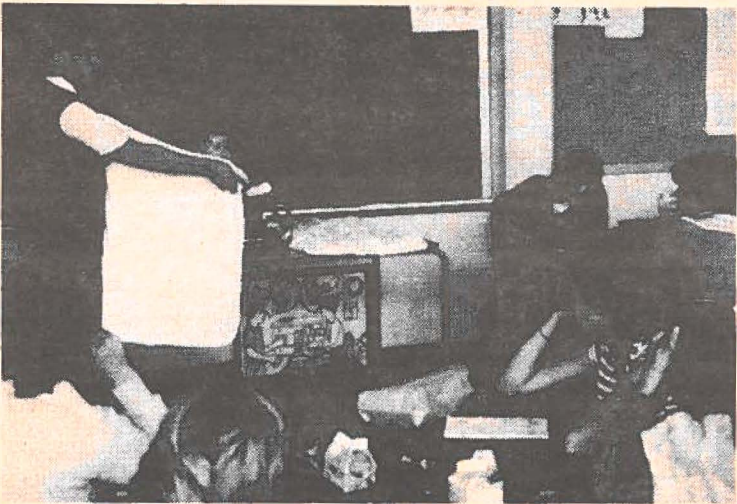
It's based on the idea of a village fair, with a variety of booths: the Simon Pieman Bake Shop, the Mug & Muffin, the Piggy Bank Arcade, Buttons & Bows, Treasures and Trinkets.

Children from each class contribute Christmas crafts. All sorts of ornaments and decorations, sewing and knitting are donated by the parents, and there's a raffle, a bottle baffle, a hot dog stand and other tables.

This year the Towne Fair earned more than \$3,000. Happy smiles wreathed the faces of everyone who had helped to make the day such a success, especially convenor Frances Kalman.

Another successful fund-raising effort at the Pointe Claire school has been the sale of Oka cheese in co-operation with Agropur. Home and School members Vivien Dagher and Peggy MacArthur and principal Fred Argue, spent many hours on this project.

Carol Ohlin



Attentive students enrolled in the Northview School babysitting course learn the mysteries of folding a cloth diaper during a demonstration on infant care.

VALOIS PARK

Volunteer bookstore enriches learning

The Home and Schools local at Valois Park Elementary School in Pointe Claire runs a bookstore as a service to children and parents.

It's particularly busy at the beginning of the school year, of course, but continues to function two days a week from 8:45 to 9:15 a.m. The organizers deal with Scholarex, formerly known as Fry's.

Valois Park Home and School has been able to buy a variety of enrichment materials for the use

of staff and students: solar calculators, reading material for the French immersion classes, records and tapes, arts and crafts supplies, stopwatches, film and library books. And there was still some money left over the field trips!

Recently the school raised \$156 with a skate sale, and \$430 with a sale of apples—more than two tons of them! They just held a Christmas fair, and they're now publishing an illustrated cookbook.

HERBERT PURCELL

Chocolate bars turn into chips

A chocolate bar sale was held recently at Herbert Purcell Elementary School in Pierrefonds to raise money toward the purchase of a minicomputer, and brought in \$1,800. Students attending the sale enjoyed a draw for silver dollars and transistor radios.

Herbert Purcell has just installed a safety program and a buddy system to keep track of absent students.

A highly successful skate and ski exchange sale was held in November.

The Home and School local helped finance an exciting December field trip to Ottawa by Grade 5 and 6 students.

Michael Longford and Susan Wrench

*Red Cross Guidelines:

Rights and Responsibilities of the Babysitter and the Employer

1. Conditions of employment should be set at the time of hiring. What are the hours of employment and the rate of pay? Are there any pets to be looked after?
2. The sitter should be informed beforehand if he or she is to take care of children of another family and should be paid by both sets of parents. It is unfair for the sitter to take on the added responsibility of caring for children unfamiliar in a house without extra pay.
3. Babysitters are not housekeepers and should not be expected to do extra chores.
4. The sitter should check sleeping children once an hour. He or she should not sleep unless permission has been given by the parents.
5. Personal friends should not be entertained, thereby taking the babysitter's attention away from the care of the children.
6. The phone should not be used for personal calls. It is for emergency use only.
7. The employer should state what the sitter may eat, whether T.V., etc. may be used.
8. Sitters should respect the privacy of their employers and never open closets, etc.
9. Sitters should know at all times what the children are doing, both in the day or night.
10. Babysitters should NEVER administer medicines on their own—including headache pills. If parents request that the babysitter administer medicine, be sure to follow instructions exactly. Check before the parents leave that the directions match those on the bottle.
11. Sitters should not babysit if they, themselves, are not well. Parents should be notified IN ADVANCE if you get a cold or have been ill recently.
12. Babysitters, including minors, could be held legally responsible for injuries sustained by children in their care, if negligence can be proven.

*These useful guidelines for babysitters and their employers were provided by the Canadian Red Cross, and included in an eight-week course currently being given to Grade 6 students at Northview Elementary School in Pointe Claire.

CEDAR PARK

Skating thru lunch break

Volunteer mothers are making it possible for children at Cedar Park School in Pointe Claire to stay for lunch and go skating at a nearby park during their lunch hours.

Cedar Park had a busy pre-Christmas season. The junior and senior choirs, as well as the classes of Ruth Toohey and Beatrice Oram, sang carols for senior citizens at Cedar Park United Church.

The children raised \$123.40 for the West Island Volunteer Bureau's Christmas baskets program. Contributing children were eligible for a jelly bean guessing game, and the winner was François Bourquin.

The kindergarten class celebrated the season by going to see the film "Heidi's Song".

Wilma Jelley

FOCUS on the LOCALS

GREENDALE

Bus depot brings a sigh of relief

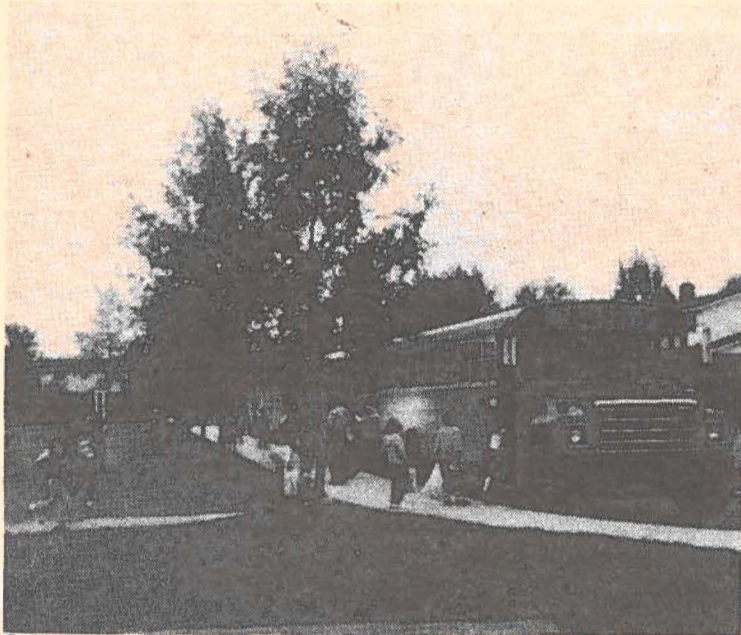
Chronic worry and annoyance over the traffic situation outside the main entrance have been banished at Greendale School in Pierrefonds. Parents, staff and residents love their new bus depot, built especially for the five school buses, by the Lakeshore School Board in answer to many requests.

Greendale students are taking great interest in music these days. They have organized a choir, the Greendale Nightingales, and the beginnings of an orchestra. The group of over 70 children provided Christmas music at a school concert, and for shoppers at a nearby mall.

Harpist Suzanne Berthiaume brought her lovely music to the school, thanks to Home and School funding.

A book, bake and craft sale was a huge success, and the \$835 raised will go towards a much-needed creative playground. Plans for the facility are well underway.

Pat Schwindt



Everyone loves the new bus depot at Greendale School in Pierrefonds, where school buses can load and unload away from other traffic.



Vice-principal John Swain of Greendale School is proud of his school's new Apple II. Every child will have a chance to use it.

COURTLAND PARK Folk dancing keeps 'em hopping

The children at Courtland Park Elementary School in Dorval have had fun this term raising money for themselves and for others, and taking part in some unusual activities.

Two busloads of students enjoyed a Montreal Symphony Orchestra concert at Place des Arts, while a group of Grade 2's visited a bakery for a class project.

Children are meeting at noon to publish a school newspaper and to study film animation. After school, they're playing Newcombeball and basketball, and learning on computers.

However, the most popular extra activity is folk dancing, which has to spread over three noon hours weekly to accommodate all the dancers. As many as 70 Grade 1's and 2's have been seen jiggling around the gym at one time!

The annual Country Fair, a well-established pre-Christmas sale of crafts, baked goods, books and used articles, brought in a record \$2,800, and a skate-a-thon on a professional day in December netted over \$600. Some of this money has bought the

school a minicomputer.

In addition, the children collected \$800 for the Quebec Society for Crippled Children, \$570 for UNICEF, and \$247 for sleeping kits for children in orphanages abroad.

Barbara Peden

ECOLE PRIMAIRE POINTE CLAIRE

New local is thriving

Although it's barely three months old, the Home and School Association of the Lakeshore School Board's newest school has already started disbursing funds.

Family portrait photographs and a craft and bake sale brought in the cash, and the local has given \$600 to the school library, \$150 for teaching aids, and \$200

for completion of the playground.

The French-language elementary school was opened in September in the former Lakeside Heights School. Parent involvement and enthusiasm is high; so far, 102 families have taken out memberships.

Janet Fogel

EDINBURGH

Sweatshirts raise funds

Edinburgh School in Montreal West has held several successful and profitable events this term.

An after-school movie with refreshments during the intermission was a hit with the students.

This fall they were able to buy matching sweatpants and sweatshirts through the school. Parents were very enthusiastic about this idea, and it went over well.

In November the school held a chocolate sale, and awarded prizes to the students who sold the most. There was also a draw among all the students.

Now everyone's looking forward to a skating party in February.

Frances Pellatt

School in Magog held a successful Fall Fun Fair to raise money for their hot lunch program and the school library. Local merchants donated prizes and food.

The Ecole Primaire de Waterloo local has just donated \$260. to the school to cover the cost of workbooks and readers for two classes.

... and at:

- Ayer's Cliff Elementary School proudly reports that with an enrolment of only 97 students they were able to raise \$1,200 at a fall Spell-a-thon. Correspondent Cathy Hortop says the Eastern Townships school will use the money for its cafeteria and school activities.
- Princess Elizabeth Primary

Publications

Canada-wide education source book

The second edition of *The English El-Hi Report on Canadian Education and Publishing in Canada* has just been released by Pepper Wood, Research and Publishing Services. It presents a

great deal of information about the present status of, and trends in, education in Canada. Included are province by province analyses of: High School enrolments by subject for 1980-81 and comparisons with 1977-78 levels; spending levels for learning materials with projections to 1988-89; curriculum trends; highlights of reports on continuing

education; cross reference of the main learning materials in use by subject and grade; the effects of inflation and lower per pupil spending.

The report which received financial support from the Federal Department of Communications, costs \$50.00 and is available from Pepper Wood Inc., 29 Peppertree Drive, West Hill, Ontario M1C 1Y5.

Bilingual in Britain

Canadian school opens

A Canadian bilingual school has opened in London and its pupil population amounts to 15 students, seven Canadians, five Americans and three British, between the ages of 6 and 13 years. Some thirty potential students have had to be turned away because of lack of space.

The school will follow the Ontario course of study, slightly modified to permit students to take British school certificate examinations or matriculation or the international baccalaureate.

Chairman of the board of governors of the school is Mr. Paul Martin, one-time Canadian High Commissioner to London.

PRINCESS ELIZABETH

Spooky Day at Princess Elizabeth

Ghosts and goblins took over the cafeteria at Princess Elizabeth Primary School in Magog when the children enjoyed a Halloween party, complete with candlelight, "witches' brew" and special desserts.



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Bus and School Bus Safety: Action being taken

Dear Mr. Hannigan:
Following an unfortunate child pedestrian death last May 22, 1982, in Pierrefonds, at the corner of Gouin Blvd. and Jacques Brizard, where a nine year old boy forgot the difference in traffic laws between the school buses and the CTCUM buses and walked across in front of the CTCUM bus expecting the traffic to halt, the Quebec Federation of Home and School Associations would like to solicit the support of you and your drivers in developing a plan of action which might avoid this type of tragedy in the future. One suggestion we might offer is that all bus drivers make an effort to caution their youthful passengers, each time they allow them to disembark, regarding the differing circumstances, for at

least the first few weeks of the school year.
For our part, we will be promoting safety education with emphasis on these laws.
We hope that the CTCUM can offer its support.

Your letter of November 30th last, addressed to our Chairman, Mr. Lawrence Hannigan, has been passed on to me for action.
We will immediately issue a reminder to our bus drivers calling for particular care for young children alighting our buses. We intend to repeat our message during the first few weeks of the school year.
Henri Bessette, Eng.
Director of the Transportation Department

Terry Fox Centre: Super learning for youth



The Terry Fox Canadian Youth Centre in Ottawa was officially inaugurated on October 28, 1982 by Their Excellencies the Governor General and Mrs. Edward Schreyer and by the parents of Terry Fox, Mr. & Mrs. Rolland M. Fox. The Right Honourable Edward Schreyer stated, "It is a very significant addition to youth education and development in Canada."
Terry Fox gave permission from his hospital bed in June of 1981 to have the centre named in his honour — a tribute to a young man who set an example for Canadians of all ages because of his courage and his determination.
The idea of a permanent residential conference centre was

conceived in 1978 by The Council for Canadian Unity, a national, non-profit and non-partisan organization. The Council wanted to use the centre as a means of developing a spirit of understanding and brotherhood. A survey of high school students showed there was a definite interest in the project.
The Council's dream became a reality on September 19, 1982 when the first group of sixteen and seventeen year old Canadian students arrived from across the country. They were about to take part in a one week bilingual programme of Canadian studies which consists of a central theme based on Canadian governmental, cultural and judicial institutions.

There are six weekly themes presented on a rotation basis including Arts & Culture, Science & Technology, Canadian Studies, Natural Resources and the Environment, The Economy and the Law.
The participants (approximately 130 per week; 3,200 per academic year) are involved in discussions, seminars, case studies, simulations and workshops on their chosen weekly themes. They also visit sites of specific interest to that particular theme, as well as visit museums and art galleries; they see audiovisual presentations and are taken on a tour of the national capital region.
Students wishing to attend the centre need only to fill out an application form and have a school authority sign a recommendation. Once selected, applicants must send a \$25.00 non-refundable cheque with the admission form to cover the registration fee. The total cost of a one week session at the Centre is \$475.00 per participant including travel and living expenses. The Federal Government and Council for Canadian Unity pay \$300 (\$150 each) while the student pays or arranges funds from the community for the remaining \$150.
For further information write: The Terry Fox Canadian Youth Centre, P.O. Box 7279, Ottawa, Ontario, K1L 8E3

Requiem for a School Bus Driver

Reprinted from: Safety Canada Nov/Dec 1982

First stop. It's 7:30 a.m. "Driver, you're late."
"Yes Ma'am. What time do you have?"
"I don't have a watch, but I've been standing here a long time."
"Yes Ma'am."
Second stop. "Driver, can you wait for my brother? Mom says you are early today."
Third stop. "Driver, why can't you pick up my child on the other side of the street?"
"Well, for one thing, I'd be going in the wrong direction."
Fourth stop. "Driver, why are those kids standing up?"
"They won't stay seated."
"Yell at them. That's your job."
"Yes, Ma'am."
Fifth stop. "Hey you, what's the idea of yelling at my kid?"
"Well sir, he had a little girl by the throat. She was turning blue."
"She deserved it. She called my son a creep."
Sixth stop. "Driver, can't you come half an hour later? I have to make breakfast for my husband."
"No Ma'am — then I'd be late with the kids."
"Can't you change the schedule?"
"Bye Ma'am."

Between sixth and seventh stops: "Driver, Mary threw up all over my coat."
At the school. "How many kids you got today?"
"Seventy."
"Principal wants to see you."
"Hello Mr. Principal."
"I received a call from the President of the PTA and she said you ran a stop sign on Fourth Street."
"My route doesn't go near Fourth Street."
"She took your bus number."
"Look sir, you have five numbers written down. My bus has only three."
"Oh."
Driver endures two more trips in the morning, two more at noon, and three more in the afternoon.
Day is over at last. Parks bus.
"Hello dispatcher."
"Got a call you were speeding on Tenth Street and almost hit a dog."
"I wasn't speeding."
"Got your bus number. Look."
"Hooray for the dog — he got the bus number right."
"Boss wants to see you."
"Hello boss."
"You're fired. You didn't pass your annual physical. Something about high blood pressure and nerves."

Worthwhile venture says HS girl

If ever there was a Canadian who brought this country together, it was Terry Fox, and he would be proud to know that a centre named for him in Ottawa, the Terry Fox Canadian Youth Centre, is bringing young people from all across the country together in a manner which has never been done before.
Michelle McLaughlin, 16, a Grade 10 student at Beaconsfield High School recently returned from a week (October 31 -

November 6) at the Centre where she and 118 other young Canadians (79 girls, 39 boys) learned more about their country and one another.
Michelle found that the experience really heightened her awareness of Canada. "We got information about everything Canadian you can imagine," she said. "The core program of the Centre is based on the study of Canadian institutions, and includes visits to Parliament Hill,

the Supreme Court, and other points of interest. We had films on Canada, on Terry Fox, speakers from the Senate, the House of Commons, the National Capital Commission. People say the youth of this country are apathetic. No way!" said Michelle. "There was always a question period after each speaker or event, and we asked tons of questions. Everyone participated."



UNLESS YOU STAY COOL AND IN CONTROL WINTER SPORTS ARE HAZARDOUS TO YOUR HEALTH HAVE FUN