



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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1980 SCHOOL BUS SAFETY WEEK

SHARE CONCERN FOR KIDS . . .

Thanks for caring!

Whatever your role in the community, there is something YOU can do. Read through the following and plan YOUR course of action for School Bus Safety Week. If we all help a little, it will go a long way towards reducing school bus accidents.

Thanks for Caring

The period September 24th -30th has been set aside for Canada's Second National School Bus Safety Week. Many organizations with impressive names are, or should be, involved in the special week.

These can include a number of provincial government departments, especially those dealing with traffic and education. Municipal organizations such as school boards and police forces or detachments have common interests.

Many voluntary groups are directly involved. Groups of teachers. Groups of administrators. Groups of bus operators. And certainly motoring associations.

But in the long run, the place where involvement is needed most is at the local level.

Kids need to be educated about traffic. But that's the easy part. It is educating the adult that proves more difficult. By concentrating attention on local school buses, and their drivers, local groups of teachers, parents, and service clubs can do much to raise the level of awareness of the fact that school buses are back on the road for another school year, and awareness of the regulations concerning school buses on the road.

When children have homework, we tell them "There is no substitute for knowledge". But do we practice what we preach?

Every province in Canada has a law requiring motorists to stop for school buses taking on or discharging passengers. The bus lights must be flashing, demanding attention, and drivers stop *no matter which direction they may be travelling* (except in the case of a divided highway).

The law, the teaching, and the flashing lights on the big yellow school bus all combine to give children a sense of security.

One might be tempted to say: "a false sense of security"!

Yet, surely, only the most careless and callous would drive past a stationary school bus full tilt. Ordinary drivers surely wouldn't. Would they?

According to the Canada Safety Council, based on reports received from school transportation authorities, the unfortunate answer is that they can, and they do. Frequently.

At this special time, the Canada Safety Council asks every driver in Canada to review regulations and laws about school buses.

TO THE MOTORIST:

Every province in Canada has a law requiring motorists, travelling in both directions, to stop when approaching a school bus displaying flashing red lights. Even so, many motorists either don't know this law or they do not care about it, or, they are so completely unaware of what is happening around them that they simply do not see the bus with signals flashing.

Students know this law exists and it gives them a sense of security when crossing the street going to or from a school bus. Students expect motorists to stop.

A defensive driver keeps up with changing laws and obeys them. The Canada Safety Council appeals to drivers to drive defensively.

TO SCHOOL BUS DRIVERS:

Do you feel you have been sufficiently trained to operate your school bus safely, to perform an inspection of your bus and to cope with varying forms of passenger behaviour? If not, there is something you can and should do about it: Express your concerns verbally or in writing to the school bus company, the school principal or to the school board. The school bus driver is an important person in the lives of the students being transported. You need and deserve proper training. Don't be responsible for an accident that could have been prevented had you been properly trained.

TO THE SCHOOL BUS OPERATOR:

Have your drivers been sufficiently trained? Are your buses in tip-top shape? Are they checked and maintained regularly?

Government statistics show that children are at least 10 times safer in a school bus than in the family car. Does this statistic apply to your buses?

TO PARENTS:

According to school bus drivers, one problem affecting school bus safety is the lack of passenger discipline. Students are responsible for their own behaviour both while waiting for the school bus and while riding in it. Away from home children learn from the example of their peers and older children. However, this example may not always be desirable. For this reason, children need to learn the rules of school bus safety and conduct to ensure their own well-being. It is up to parents and teachers to instruct children on proper school bus behaviour. Of no minor importance is the fact that the knowledge and conduct of today's children as school bus riders will be reflected in a few years when they will become the driving public.

TO SCHOOL OFFICIALS AND TEACHERS:

Is school bus safety being taught in the classroom? Whether students take the school bus to and from school or only on field trips, they should know how to behave and what to do in an emergency. Students should be taught the school bus safety rules and how to evacuate a school bus. Teach them how to protect themselves. When was the last time your schools had a bus evacuation drill?

TO COMMUNITY GROUPS:

It is part of the Canadian tradition to strive to create the best possible conditions in which to live. This has resulted in the emergence of a variety of community groups dedicated to improving the quality of life for its citizens. The Canada Safety Council asks for your support during School Bus Safety Week. Make your community a safer place to live.

TO CHILDREN:

1. Get to the pick-up spot on time.
2. Wait for the school bus in a safe place away from the road.
3. Don't throw things at people or cars.
4. Enter the school bus in single file—don't push.
5. Get seated quickly and stay seated.
6. Never throw things on the bus.
7. Keep the aisles clear.
8. Ride quietly.
9. Keep head, arms, and legs away from open windows.
10. Leave the school bus carefully—obey the safety patrol.
11. Cross the street safely in front of the bus.
12. Stay where the school bus driver can see you.
13. Stay out of the school bus danger zone.
14. Always obey the school bus driver.

For safety's sake, follow these rules, and remember the ABC's of safety:

Always Be Careful.



Available from: Home and School Office, 514-933-3664

Editorial comment

A recycling of family values

For years an underlying malaise has been felt about the role of the family. A recent Gallup poll showed that 45% of Americans—one might read North Americans—think that family life has grown worse since the mid '60s under the assault of a rising cost of living, alcohol and drugs, and the decline of religious and moral standards. A high 37% think the situation will continue to deteriorate. Yet the same poll indicated that the vast majority regard the family as "the most important" or "one of the most important parts" of their life and receive a high level of satisfaction from it. An overwhelming 91% favour more emphasis on "traditional family ties" in the years ahead.

Many positive signs are emerging to indicate that parents and children alike feel the need for a re-structured family life based not on the permissiveness of a past decade nor on the myths of the "extended families" and some golden age of family harmony, but on a desire to recover

the role and responsibility of the parent, and the rediscovery of the family as an arena committed to values. Across the continent parents are banding together to talk about their mutual problems—without the presence of professional child specialists. Parents are joining forces to improve television for children, to work for better schooling, and to demand that institutions be more sensitive to family life.

Home and School exists not only to be a pressure group or watchdog in the field of education, but also to help parents and families come together and examine the forces acting in the world today, forces causing stress and discomfort. Together we can work on our problems and discover the enormous amount of resilience and strength that exists in families.

Every generation has bemoaned the demise of the family. May this one rejoice in its resurgence.

**MAJOR
CHANGES
ARE BEING
MADE WITHIN
QUEBEC'S
EDUCATIONAL
SYSTEMS
AGREE WITH THEM
OR NOT
JOIN HOME
AND SCHOOL
AND BECOME INVOLVED**

Who's saving whom from what?

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

PART III: MYTHS AND FALSE STEREOTYPES

The justification most commonly cited for Bill 101 is that the French language and culture are threatened, that the French Canadian community in Quebec, surrounded by more than two hundred million anglophones, is in imminent danger of being assimilated.

Yet population statistics for neighboring Ontario and New Brunswick are revealing: Ontario, which at confederation had a mere 2% francophone minority, now has a 6% francophone population of over half a million; the francophone minority of New Brunswick, which was 15% at confederation, has grown to 40% of the New Brunswick population.

In Quebec, on the contrary, the English minority is not thriving. In the Eastern Townships the 61% majority anglophone community at the time of confederation has been reduced to 13%; in the Ottawa Valley, from 55% to 16%; in the Gaspé, from 36% to 12%; in Quebec City from 20% to a folkloric element of one or two percent. The vast bulk of the Quebec English community is now concentrated in the Montreal region. At the time of confederation Montreal

was majority English-speaking. Now it is 35-40%.

In the province as a whole the Quebec English-speaking community, 24% of the Quebec population at confederation, is now 19%; of this 19%, some 6% is of immigrant stock of neither French or English background who traditionally chose—before Bill 101—to join and become part of the English-speaking community.

The theory that the French fact in Quebec is endangered is a fantasy used to justify the repressive nature of Bill 101. The truth is that the French language and culture in Quebec were flourishing before Bill 101, are flourishing now, and have never been healthier. Instead of the elitist classical colleges to which only the very wealthy, plus the special few sponsored by the church, could aspire, universal high school education and the rapid growth of junior colleges (CEGEPs) and French-language universities are benefitting all young French Canadians in Quebec. Because of the changed educational system, business administration, engineering, the sciences, research, disciplines formerly dominant in the English educational system in Quebec, are now part of the life and

study of the French-speaking student.

With the institution of compulsory education in 1943, the French language and culture have acquired a new *élan vital*; today in Quebec there is a vibrant French university system, an active university press, an exciting literature, theatre, radio and T.V. And behind the educational and cultural aspects so visible in the metropolis in Montreal is the hinterland, containing a solid three million unilingual French Quebecers, a vast reservoir of 'Frenchness' that has little contact with, and remains 'uncontaminated' by the English-Canadian and/or American language and fact, and provides a bulwark against assimilation.

Contrary to what is stated to justify Bill 101, French is not endangered; it is the English language and the English community in Quebec that is the endangered species.

The demographer Richard Joy, in a C. D. Howe Institute study based on the 1971 federal census, has crystallized this trend: the diminution of the English language and the increase of the use of French in Quebec. More English Quebecers are becoming bilingual; fewer French Quebecers are bilingual. Far more English than French Quebecers are leaving the province. His conclusion, reached before the passage of Bill 101—measures such as Bill 101 are unnecessary.

Moreover, the immigration pattern into Quebec, which used to favor integration into the English milieu, has changed; now French-speaking immigrants (mainly from France and Haiti) tend to equal English-speaking immigrants. Jacques Henripin, another demographer who initially believed that restrictive measures

were justified to maintain French dominance in Quebec, reversed his position when the 1971 census information was released, and argued publicly that Bill 101 measures were unnecessary. M. Henripin's reversal of opinion, however, received little public or government attention.

Instead the Quebec government, in its White Paper which preceded Bill 101, made a selective choice of data, and proceeded to create demographic fantasies about Quebec's population. For example, the White Paper stated that Quebec had the lowest birth rate in Canada. However, an analysis of the natural growth rate in Canada (births minus deaths) shows that over the last two censuses, francophone natural growth rates are higher than anglophones'. Moreover, while the White Paper showed 70% of Quebec's immigrant population joining the English-speaking community in Quebec, it neglected to mention that 75% of people leaving Quebec were from English as opposed to French Quebec, and that Quebec rates of emigration were higher than its immigration in the 1970's.

In the business world there was a time when French Quebecers had genuine grievances, yet even without statistical studies it was becoming obvious to people living in Quebec that a growing number of French Canadians were earning more money and exerting more authority in Quebec business circles. Equally obvious, however, has been the tendency of Quebec nationalists to deny or minimize this improvement because it weakens their picture of anglo-Canadian oppression and gives them less justification for their grievances.

But this year a study by Jacques André Boulet for the Economic Council of Canada showed that, contrary to the traditional picture of French as the language of petty jobs and low income, francophones made up 70% of the people in the high income category (i.e., the upper income 15% on the income scale). M. Boulet's study, dealing with statistics from 1961 to 1977—before Bill 101, passed in 1977 had had time to have its effect on the work world—should write 'finis' to the myth of the low economic status of the Quebec francophone.

At last, what people living in Quebec seeing the reality of Quebec have known for years is being recognized in academic research—that the pessimistic portrayal of the downtrodden francophone was a gross distortion of reality.

Yet the government White Paper, preceding Bill 101, gave an altogether opposite impression of an economically underprivileged French-speaking population. "The White Paper," said the *Globe and Mail* correspondent William Johnson, "was peppered through with misuses of research, manipulation of language to give an erroneous impression by indirection, some flat untruths, and many distortions of meaning... How could they allow such a fundamentally misleading picture of Quebec to be published?"

Along with Quebec provincial spokesmen, the media and federal government circles continue to repeat this distortion and its corollary of a Quebec English-speaking community, arrogant, selfish, that controls more than its share of Quebec wealth and that needs to be punished.

(see BIG page 16)

OTHER PEOPLES OPINIONS



Quebec Home & School NEWS

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AGM CONFERENCE REPORT:

Cults attract . . . some are even good

Although Prof. T. Bird was unable to conduct this workshop, his replacement, Mr. Charles Small was a speaker much appreciated by the attentive participants. Mr. Small is an instructor with the Department of Religion at Concordia, and has assisted in a research project investigating new religious and para-religious groups, mainly in Montreal.

He began by pointing out that the word "Sects" would be more appropriate than the word "Cults" in many instances. "Cults" has an implication of originality, whereas such groups often have their roots in long established religious forms. These groups, sometimes break-a-way, or within a conventional religion, are not a new phenomena, and not peculiar to the adolescent of today. Some are contemporary, but many, such as Yoga, have their roots in antiquity. Many groups emerged in the early 19th century, e.g. Mormons, Shakers, 7th-Day Adventists.

The people attracted to cults, or sects, come from all types of society, all ages, and differing intellectual levels. Their motivation is diverse; perhaps a desire for independence; an escape from family ties; dissatisfaction with current lifestyle; peer pressure; to provide a sense of belonging; removal of responsibility for own actions; search for an authority figure; need to experiment; need for attention — a whole range of psychological, physiological, and social influences.

The type of group can be highly authoritarian, but these are in the minority, (e.g. Moonies, Jim Jones), and require total commitment. Others contrast completely in their minimal involvement of the individual person perhaps attending a Yoga class once weekly, to Mormon proselytizing and absolute personal commitment. Some are group/community organizations, with or without

a central leader, functioning in the daily world, to the other extreme where groups exclude themselves from society. The question of tolerance enters the scenario, one group saying they have the one and only truth, to others which permit exploration, being of the opinion that this adds to knowledge. Some are possessive, condemning those who wish to leave; others permit drift or flow from one group to another. Involvement of the para-religious type in most cases is of fairly short duration, in contrast to the institutionalized religions. Western traditional beliefs seem to allow parallel movements, whereas those of the East demand absolute-ism, and have escaped the crises of the Western with their element of choice.

The dangers of "Cultism" include the tendency to teach nothing is black or white, nothing is right or wrong; the authoritarianism provides an opportunity to abdicate personal responsibility; is open to manipulation and exploitation; removes conventional standards of judgement; establishes dependency. Positive aspects are that genuinely good guidance can be given, (yes, even by a Guru!), and involvement is non-stigmatizing (as seen by some in going to a psychiatrist).

When someone close to you is involved, try to retain dialogue. Avoid criticism, and attempt to find out what the group is all about before judging whether or not influence should be used in directing the person along another path; the group may not be necessarily harmful.

In general discussion the workshop also touched on another form of "Cult" — political movements. And if time had allowed, we would have discovered many more! Fascinating, topical, and maybe next year — Cults 111?

If you don't start worrying about education now it may soon be too late. Join Home and School today.

ELECTION RESULTS:

Parents don't care!

Here are the results of the school elections held on the Island of Montreal on June 9, 1980. In all there were 177 candidates running in the 104 electoral wards of the Island's eight school boards. Of them, 48 candidates were elected by acclamation on June 2, 1980.

As a result, elections were held in 56 wards in which there were a total of 685,019 eligible voters choosing from among 129 candidates on Monday, June 9, 1980. The rate of voter par-

ticipation in the school election was 13.46% for the 56 wards of the Island of Montreal where an election was held.

In 1977, the rate of participation for the school election was 23.26%.

Here are the results of the election as announced at the election center at l'école polyvalente Pierre Dupuy on June 9, as well as the rates of voter participation in each school board:

PRESIDENT'S MESSAGE

CAL POTTER
President



On a hot sunny day in early July, twenty members of the board of Quebec Federation of Home and School Associations met on the Lakeshore for an afternoon and evening 'brain-storming' session. Their purpose was to plot the path to be followed by Federation in the coming year. We found eight hours too few to explore the challenges and hear all the ideas. Nevertheless, enough emerged that we can map the shape of the future.

In the immediate foreground are some urgent issues: QFHSA's court action against Bill 101; the implications of the Ministry of Education's 'Plan d'Action'; the threat to Section 93 of the B.N.A. Act posed by constitutional reform, and the imperative of improving school bus safety. In the middle-ground, allowing a little more response time, were organizational issues: such as effective communication with and participation from members in local associations; effective co-ordination with school and parent committees, and effective assistance for those local associations confronted with school closures or amalgamation. These issues do not exhaust the list discussed at the meeting. But they are sufficient to illustrate we have a full platter of issues facing us for the coming year.

QFHSA, fortunately, has an executive with an appetite for hard work. But its efforts will only move us in the preferred direction if guided by the interest and participation of members in local associations. QFHSA is intended to be their voice and to respond to their needs and aspirations. It therefore needs widespread participation from them. Look at the list of committees reported on page 5. If amongst them there is a topic or issue on which you could work, give the chairman a call. What really constrains Federation, despite our shoe-string budget, is the shortage of volunteers. It's your Federation and the future of your children. Get active.

A further word about a couple of the immediate issues. In December 1979, QFHSA applied to the Superior Court of Quebec for the inscription of its action against Bill 101. We expect Chief Justice Jules Deschênes will set a hearing for early Fall. Through our Rights Fund we have raised enough money to pay for the legal research and the cost of the first hearing. It is a strong case, and we expect to win on several counts. We also expect, however, the decision will be appealed, and we will have to raise more money to see the case

through the appeal stages to the Supreme Court of Canada. For that purpose we will need volunteers to serve as organizers and as canvassers. Think about it. You can do something constructive about Bill 101.

In contrast to our confidence regarding our legal case, we are not so confident about the long-run protection given education in the constitution. Kites have been flying to test what direction the winds of change may be blowing. The Montreal GAZETTE, for example, carried a lead editorial on July 2, entitled "The CEQ Show the Way". What the CEQ is advocating, endorsed by the GAZETTE, is a unified school system for Quebec. To achieve that, of course, the constitutional status of confessional and dissentient school boards would have to be abolished. Section 93 of the B.N.A. Act — which guarantees parents freedom of conscience in the matter of confessional allegiance — would have to be discarded, possibly by the process of constitutional reform that is currently in process. QFHSA is not opposed to change. But we believe changes to Section 93 should enlarge the rights of individuals or groups, not curb them. The Board, therefore, has struck a Canada Constitution Committee to study what change QFHSA should advocate. As is our tradition, all such proposals will be circulated to all local associations. I hope every member will make it his or her business to have an input. Again, at stake is the nature of our country and the future of our children.

To enjoy the future, children have to get through the present. In that regard school bus safety is a growing gut issue. School buses are the safest vehicles on the road. But the whole process of getting children to and from school is not safe enough. And as neighbourhood schools close and the radius to the boundaries of the remaining schools lengthens, the busing problem proliferates. This Fall, QFHSA — in collaboration with the Quebec Safety League, the MUC police, Sûreté du Québec, the Fédération des Comités de Parents du Québec, and the School Boards — will launch a campaign during National Safety Week (September 23-30) to sensitize parents, motorists and children to the problem of school bus safety. We earnestly hope every local association will actively sponsor our program and that all members will put bumper stickers on their cars to proclaim our message of school bus safety — STOP/ARRÊT!

Commission des écoles catholiques de Montréal
VOTER PARTICIPATION: 12.12%
Protestant School Board of Greater Montreal
VOTER PARTICIPATION: 9.17%
The Commission scolaire Jérôme-Le Royer
VOTER PARTICIPATION: 19.63%
The Commission scolaire Sault-Saint-Louis
VOTER PARTICIPATION: 17.96%

The Commission scolaire Baldwin-Cartier
VOTER PARTICIPATION: 17.21%
Lakeshore School Board
VOTER PARTICIPATION: 19.90%
The Commission scolaire Saint-Croix
VOTER PARTICIPATION: 17.45%
The Commission des écoles catholiques de Verdun
VOTER PARTICIPATION: 23.6%

The Royal St. Lawrence Yacht Club in Dorval was the setting July 10th for an informal discussion of new and standing committees for the coming year. Members of the Board of Directors debated the mandates of the various committees and endeavoured to come to a consensus as to the priorities. A description of the committees follows. Many committees are still in need of chairmen and all would welcome interested members of local associations as participants. Should you be able to participate please call the chairman or Federation office at 933-3664.



RICHARDSON



LEE

These people are working for you . . .



CHANT



HAYES



ALEXANDER



DAVIDS



RAMSEY

Membership . . . and Membership Development

It was agreed that this committee should have the following goals and duties for 1980-81:

1. To set a target for membership.
2. To help in developing a dialogue with local school principals.
3. To seek to convince uncommitted parents to become Home and School members.
4. To promote membership in all schools.
5. To seek new members of the Membership Committee from all locals.
6. To develop better public relations with locals.
7. To have more area meetings.

Please call Federation's Membership Chairman, Fay Richardson at 739-5643 to become a member of this committee or if you can offer advice or assistance in any way.

This committee will continue its work in 1980-81 in an effort to stimulate membership development despite falling enrollments. Its mandate includes the following:

1. Develop local workshops, particularly off-island.
2. Develop resource material for use of local associations or prospective locals.
3. Develop leadership skills.
4. Help develop better communications.
5. Develop liaison and communication between groups.
6. Develop program for application for grant to continue membership development.
7. Target the high schools for 1980-81.

Please contact Fay Richardson, the chairman at 739-5643 if you can offer any assistance to this committee.

Conferences

There will be the same committees as in previous years for the Leadership Conference and the AGM. Margo Purvis will handle general arrangements for the Leadership Conference and Jim Thomerson the program. Dode Chant will again handle the general arrangements for the AGM and Norah Ramsey and Joan Kepron will handle the program.

The general mandate for the Leadership Conference is as follows:

"To teach local associations how to run a Home and School association effectively through workshops dealing with membership, publicity, fund-raising, leadership develop-

ment, communication; plus one or two others on topical subjects, such as the Plan d'Action, cooperation with School Committees or the Future of English Language Schools in Quebec." The mandate of the AGM Committee is to handle all the arrangements for the business meeting, registration, meals etc. and to provide a number of workshops, panels and speakers on subjects of current import such as education, health and safety.

If you can help in any way, either on registration, hospitality, kits, program book advertising, programming or displays please call the office at 933-3664.

Rights

It was agreed to rename the Bill 101 Committee the Rights Committee but with basically the same duties and objectives. These include the following:

1. To consult with our legal counsel with regard to the current status of our legal action against Bill 101.
2. To maintain liaison with our new committee dealing with proposed changes to the Canadian Constitution.
3. To plan in advance the details of the necessary financial campaign to ensure continued action against Bill 101 and similar legislation.
4. To plan a program of publicity in conjunction with the actual hearing of our case, in liaison with the Publicity Committee.
5. To ensure that receipts are promptly issued for all donations to this fund.

Please contact Alex Morris, the chairman of this committee if you would like to be part of this committee, or can contribute to its efforts in any way. He may be reached at 457-3440 (office) or 457-2098 (home).

Safety

The Transportation and Safety Committees have been combined under the chairmanship of Marilyn Ashby. They will be particularly involved with the problem of school bus safety, but will also endeavor to maintain a watching brief in all aspects of safety and transportation. To do so requires additional members.

If you are willing to become a member of this committee or can suggest someone please call Marilyn at 697-9199 immediately.

CEGEP

Irene Donaldson has agreed to continue to study all the legislation and directives coming out of Quebec dealing with CEGEPs, particularly proposed recommendations regarding compulsory courses in economics and Quebec studies, which would seriously reduce the number of options available to CEGEP students.

She would like to have more representatives on this committee from parents of CEGEP students, CEGEP teachers or administrators. She can be reached at 634-5371 (home) or 637-2502 (office) if you can volunteer your time or information.

Publicity

The duties of this committee remain the same as last year.

1. To assist the Membership Committee.
2. To help Quebec Federation's public image and profile remain high.
3. To organize Federation press conferences.
4. To develop media contacts.
5. To publicize Federation events, such as conferences, before and after the event.
6. To see that photographs are taken of such events.
7. To collaborate with the NEWS.
8. To encourage locals to have their own publicity chairman or liaison person with Federation.
9. To develop resource materials for the use of local associations.
10. To present a Publicity workshop at the Leadership Conference.

Please contact Sandra Keightley at 631-8400 or Gordon Perry at 870-2201 (office) or 631-8314 (home) if you can help this committee.

Resolutions

It was agreed that the scope of this committee should be expanded to review past resolutions, decide which should be re-affirmed and which were no longer relevant and then prepare a Statement of Policy to contain such re-affirmed resolutions which would constitute Federation's policy in such fields as education, language rights and safety the whole to be presented to the AGM for final approval. This existing mandate of the committee to request resolutions from locals each Spring for debate at the AGM should be continued, with improved follow-up and feed-back of approved resolutions. Please contact Cal Potter at 879-4374 (office) or 733-6337 (home) if you are able to participate in any of these facets of the committee.

Insurance

It was agreed that the mandate of this committee should be the same as last year, i.e.:

1. Check as to the best type of student insurance and to recommend it to our locals (including dental insurance).
2. Reply to questions from the local associations regarding insurance, liability, accidents, etc.
3. Ensure that Federation is adequately covered with regard to office insurance, fire and theft, travel, employee liability, conference coverage, etc.
4. To collaborate with Central Parents Committee in study and recommending student insurance.

Everett Alexander, the chairman of the Insurance Committee can be reached at 695-1701 (office) or 694-2155 (home) if you can contribute to this committee or have any queries.

1980 Leadership Conference

DATE: Saturday, September 27th, 1980

PLACE: Lindsay Place High School,
111 Broadview Avenue,
Pointe Claire, Quebec

TIMETABLE: 8:30- 9:00 a.m. Registration & Coffee
9:00- 9:30 a.m. Plenary Session
9:30-11:00 a.m. Workshops—Part I
11:00-11:15 a.m. Coffee Break
11:15-12:45 p.m. Workshops—Part II
12:45- 1:45 p.m. Lunch
1:45- 3:15 p.m. Workshops—Part III
3:15- 4:00 p.m. Wrap-up session & coffee

WORKSHOPS: Part I— 9:30-11:00 a.m.
1. Leadership Development (Part I)
2. Communications (Part I)
3. How to Conduct a Meeting
4. Introduction to Federation
5. Membership
Part II—11:15-12:45
6. Leadership Development (continued)
7. Communications (continued)
8. Consultative Role of Home & School (Part I)
9. Programme—Elementary Schools
10. Effective Public Speaking
Part III— 1:45- 3:15 p.m.
11. Consultative Role of Home & School (continued)
12. Programme—Secondary Schools
13. Resolutions
14. Publicity
15. Fund-raising

While primarily designed for local Home & School Association executive the Leadership Conference is open to anyone interested—parents, teachers, principals, School Committee members or School Board members. While there will be no charge for registration or lunch, registration is necessarily limited. Registration forms will be going out shortly to all local associations, but your school does not have a Home & School Association you may reserve directly by calling Quebec Federation IMMEDIATELY at 933-3664.

Past Presidents

Alex Morris will continue to chair this committee, which consists of all past presidents of Federation. They will act as a consultative body to make recommendations.

The mandate of this committee will be as follows:

1. To interpret the constitution.
2. Recommend changes to the constitution when required.
3. After approval of changes by AGM or Board of Directors, to send out immediately an amended version of the pages concerned.
4. To collaborate with the Resolutions Committee regarding the constitutionality of proposed resolutions.
5. To obtain legal opinions regarding the eligibility of local associations in English Catholic schools.

Please call the chairman, Ruth Pidduck at 634-1107 if you would like to serve on this committee.



PIDDUCK



MILNE-SMITH

Office Services

This committee's mandate includes the following:

1. To recruit free flow volunteers for general office tasks and train them in the operation of machines and procedures.
2. To set priorities for Executive Secretary and office resources in consultation with the Board and Executive.
3. To make recommendations re office space, equipment, etc.
4. To make recommendations re employee relations etc.
5. To encourage committee to develop their own support staff of volunteers to take the pressure off the Executive Secretary.
6. To see that the "to-do's" emanating from the Board and Executive meetings are immediately conveyed to the Executive Secretary.

Should anyone be able to volunteer to chair this committee or to assist its work by giving a few hours of time each month please call the office or the acting chairman Ruth Pidduck at 634-1107 to discuss the various jobs that always need doing. Even if you cannot type there are any number of jobs that anyone can do with no training such as collating or stuffing envelopes. Most jobs can be done at the convenience of the volunteer, although at certain rush times like the AGM or the NEWS deadline every two months when a great number of people are needed at once.



THOMERSON



KEPRON



AMARICA

Bilingualism Grants

This committee will have the same goals as last year.

1. Hold a watching brief on a) federal decisions in the field and b) provincial actions or responses.
2. Keep Federal MPs and others informed of our position — resolutions, re-affirmations, briefs, etc.
3. Consult with different as to their needs.
4. Continue to press Federal government to articulate their position.

NEWS

The NEWS Committee will continue to be responsible for the production of the NEWS. This will include the writing of editorials, regular columns such as Focus on the Locals, articles of general interest in the field of education, health and child-related subjects; the solicitation of more advertising to make the NEWS more self-sustaining. Suggestions as to future issues include greater coverage of school board and school committee news and the inclusion of more reports previously submitted to the Board or Executive meetings to ensure wider distribution, greater publicity of Federation committee activities.

If you would like to contribute to the production of the NEWS in any way, either in writing, proofreading, pasteup, advertising, etc., please call Doreen Richter at 731-3956 (office) or 457-5502 (home).

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATION COMMITTEES

COMMITTEE	CHAIRMAN	TELEPHONE
Constitution Resolutions	Ruth Pidduck	634-1107
Office Services	Cal Potter	733-6337
Rights (Bill 101)	Ruth Pidduck	634-1107
Insurance	Alex Morris	457-2098
Membership	Everett Alexander	695-1701
Development	Fay Richardson	739-5643
Membership	Fay Richardson	739-5643
Publicity	Sandra Keightly	631-8400
	Gordon Perry	631-8314
Bilingualism Grants	Celia Davids	739-5069
CEGEP	Irene Donaldson	634-5361
NEWS	Dorothy Chant	457-5502
Past Presidents	Alex Morris	457-2098
Conferences		
Leadership	Margo Purvis	695-3214
	Jim Thomerson	697-6082
Conferences - AGM	Dorothy Chant	457-5502
	Norah Ramsay	631-5078
	Joan Kepron	697-2525
Safety	Marilyn Ashby	697-9199
Plan d'Action	Owen Buckingham	697-5378
Educational Budget	Doreen Richter	631-0294
Moral & Religious		
Insruction	Alex Morris	457-2098
	June Ellingsen	487-4411
Canada's		
Constitution	Dorothy Frankel	737-1537
Examinations	John Labute	392-4294
Teaching of French		
(including Classes d'Acceuil)	Gisela Amarica	334-8878
Gifted Children	Rose Kandalgaonkar	363-9123
	Rod Wiener	658-6318
Area Rep Animation	Barbara Milne-Smith	695-9402
Major School		
Change	Val Carpenter	631-4186
Social Affairs -		
Support Services	Aldis Lee	365-6949
Drug and		
Alcohol Abuse	Joan Kepron	697-2525
	Norah Ramsay	631-5078
Education Policy		
Advisory	Owen Buckingham	697-5378
Educational TV	Gillian Hayes	733-9550

NEW COMMITTEES FOR 1980-81

Major School Change

This committee, formerly known as the Declining Enrollment Committee, will look into all the problems inherent when a school is under Major School Change Study. They will endeavour to accumulate resource material which might be of use to such schools and to study all the implications. The mandate includes the following:

1. To develop an information centre able to advise such schools.
2. Research implications and alternatives.
3. To develop solutions.
4. To study the effect on the Home and Schools in such schools.
5. To collaborate with other committees such as the Educational Budget Committee.
6. To contact other groups who have studies the subject, such as boards, school committees and schools in other provinces, to obtain their data and conclusions.
7. To study the costs of busing in such cases.
8. To look into the receiving schools' facilities.

Please call Val Carpenter at 631-4186 if you can help.

MRI

It was agreed to set up two committees under the Moral and Religious Instruction banner to monitor this very important subject. One, under Alex Morris to study legislation dealing with the subject and the other under June Ellingsen, to study curriculum.

They may be reached by telephone as follows: A. Morris 457-3440 (office) or 457-2098 (home) and J. Ellingsen 487-4411.

Examinations

John Labute has agreed to chair a new committee to look into the whole problem of high school leaving examinations, including the study of moderation. It will maintain liaison with QASA, PAPPT etc. and the Consultative Committee on Measurement and Evaluation.

John may be reached at 392-4294 if you can contribute to this committee.

Drug and Alcohol Abuse

Joan Kepron and Norah Ramsey will co-chair a committee to study the whole problem of drug and alcohol abuse. If you would like to get involved in any aspect of these committees please call Joan at 697-2525 or Norah at 631-5078.

Education Budget

Past President Doreen Richter has agreed to set up a committee to look into the whole problem of educational financing and school board budgets.

Please call her at 845-9163 (office) or 631-0294 (home) if you can assist this committee in any way.

Teaching of French

Gisela Amarica will attempt to study the various programs (including Classes d'Acceuil) for the teaching of French across the boards in Quebec.

Please call her at 334-8878 if you help.

Canada's Constitution

It was agreed that Quebec Federation would set up a special committee to study and make representations regarding proposed changes to Canada's constitution, particularly in the field of education. This committee, under the chairmanship of Past President Dorothy Frankel will work closely with the Rights Committee.

If you can contribute expertise to this committee please call her at 363-0210 (office) or 737-1537 (home).

Education Policy (Advisory)

Owen Buckingham will continue to head up this committee with the following responsibilities:

1. Monitor the educational environment a) legislation (PQ and others) b) regulations and c) educational conferences.
2. Recruit 5-6 members, request MEQ for liaison members.
3. Maintain liaison with Superior Council.
4. Seek input from representatives of different educational sectors: gather from boards information re teaching of French.
5. Review Parent Report and assess.
6. Act as an umbrella committee to co-ordinate the activities of other educationally-oriented committees such as the Gifted Children Committee, M.R.I. Committee etc.

If you would like to be part of this committee or can help in any way please call Owen at 695-3921 (office) or 697-5378 (home).

Plan d'Action

Under the chairmanship of the Education Chairman, Owen Buckingham, this committee will look into all the implications of the Plan d'Action.

Please call him at 695-3921 (office) or 697-5378 (home) if you would like to be part of this committee or can suggest members.

Gifted Children

Rose Kandalgaonkar and Rod Wiener will co-chair this committee to study the whole problem of identification and education of gifted and talented children. There is much study to be done and they would appreciate hearing from interested parents who would like to be part of the committee.

They may be reached at 844-4472 for Rose and 658-6318 for Rod.

Support Services

Aldis Lee will continue to monitor such services and attempt to develop an awareness program regarding CLSCs, particularly off-island. Phone 365-6949.

Area Rep Animation

Barbara Milne-Smith will head a new committee which will endeavor to animate the present area rep structure, recruit area reps where none exist now and possibly suggest amalgamation of existing areas or division into more areas. Suggestions included developing areas based on a high school and its feeder schools, the use of "missionary" area reps in an area without one, the effective use of alternates and June meetings to animate reps.

Barbara may be reached at 695-9402.

An Interpretation and Implications of the Course of Study and Curriculum Sections of the Ministry of Education's Plan d'Action and Document for Consultation for Schools and Education in Quebec.

by C. Owen Buckingham,
Education Chairman
Q.F.H.S.A.

The Ministry in its wisdom...

All programs will be revised and general program guidelines will be replaced by detailed courses of studies. The revision of elementary programs, according to the Plan d'Action should be completed by September 1979, this is now delayed to the school year 1981. The programs at the Secondary level were to be ready by June 1980, this again has been delayed with the introduction of the new document entitled "Document for Consultation" dated March 1980 which is a continuation of the Plan d'Action.

The Ministry will prepare detailed courses of study which will include objectives and basic compulsory elements intended to promote the attainment of the educational goals of the Ministry. This will be done for all subjects. The Ministry will monitor, by testing, all courses to see that the schools of Quebec are meeting the basic minimum standards of the Ministry.

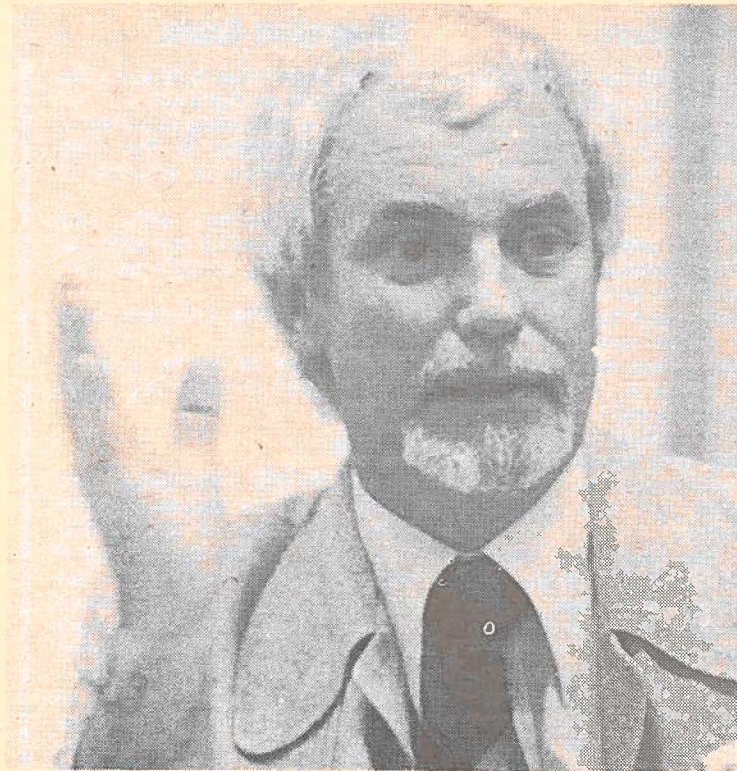
IMPLICATIONS

In providing detailed courses of study standardized for the entire province, the Ministry will have to provide textbooks and materials that are also standardized. An implication of this is that the Anglophone schools will have to use translated versions of the French texts. This will create a problem in that it will be difficult to meet the needs of specific groups along both language and cultural lines.

If the Ministry is to evaluate the detailed course by tests, it does not allow any flexibility to a School Board to meet the individual needs of its students, and the specific needs of the community it serves.

In providing detailed programs, at the Ministry level, the role of curriculum consultants at the School Board level would have to be changed from innovators to that of determining schedules and implementation of programs. It would seem that the Ministry feels that only they know what to teach and that consultants and teachers should only know how to teach, not the "what" and "why" of teaching.

The Ministry has established the number of hours that each of its detailed courses should be taught. Effectively this means that it is dictating the timetable for every school. The amount of time assigned by the Ministry to each course in the Primary School is as follows:



PRIMARY LEVEL List of Subjects and of the Time Devoted to Each One Language of Teaching: ENGLISH

FIRST CYCLE

SECOND CYCLE

Program-Year	1st	2nd	3rd	4th	5th	6th
English	7h/w	7	7	7	7	7
Mathematics	5h/w	5	5	4	4	4
Moral and Religious Teaching	2h/w	2	2	2	2	2
Physical Education and Sport	2h/w	2	2	2	2	2
Arts	2h/w	2	2	2	2	2
History and Geography	2h/w	2	2	2	2	2
Natural Science	1h/w	1	1	1,5	1,5	1,5
French				2	2	2
Industrial Arts				0,5	0,5	0,5
Latitude Allowed	from 2 to 4	from 2 to 4	from 2 to 4	from 0 to 2	from 0 to 2	from 0 to 2
TOTAL	23 to 25h/w	from 23-25	from 23-25	from 23-25	from 23-25	from 23-25

3 R's AID:

If you can't write it up you're lost

Actress Estelle Parsons, who has portrayed teachers in several plays on the New York stage, has joined an effort of the National Council of Teachers of English to encourage parents to help their children develop writing skill.

Actress Parsons stresses that "no matter who you are or what you do, your life is affected by how well you express yourself in writing." NCTE has prepared suggestions for parents who want to involve themselves in their children's writing development.

NCTE explains that individual children develop writing skills at different rates rather than in lockstep as they move through school. Here are ten suggestions parents can follow at home to encourage a child in writing:

—Build a climate of words at home. Go places and see things with your child. Then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults — particularly parents — share experiences.

—Let children see you write often. You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. Have children see you writing notes to friends, letters to business firms. Read aloud what you have written and ask the children their opinions of what you've said.

—Be as helpful as you can in helping children write. Talk through their ideas with them, help them discover what they want to say. When they ask for help with spelling, punctuation, and usage, supply that help. Rejoice in effort, delight in ideas, and resist the temptation to be critical.

(See HELP page 14)

TIME TABLE — PLAN D'ACTION

132 out of 180 credits needed

I			II			III			IV			V		
Subject	Blocks	Credits	Subject	Blocks	Credits	Subject	Blocks	Credits	Subject	Blocks	Credits	Subject	Blocks	Credits
Eng.	6	1	Eng.	6	1	Eng.	6	1	Eng.	6	1	Eng.	6	1
Math.	6	1	Math.	6	1	Math.	6	1	MRL	2		MRI	2	
Geog.	3	1/2	Hist.	3	1/2	Geog.	3	1/2	PSD	1	1/2	PSD	1	1/2
Fr.	6	1	Fr.	6	1	Fr.	6	1	P.E.	2		P.E.	2	
MRI	2		MRI	2		MRI	2		Inf.	1	1/2	Inf.	1	1/2
PSD	1	1/2	PSD	1	1/2	PSD	1	1/2		12	2		12	2
P.E.	2		P.E.	2		P.E.	2		Math	6	1	Math.	6	1
Inf.	1	1/2	Inf.	1	1/2	Inf.	1	1/2	Hist.	6	1	Opt.	24	4
Art	3	1/2	Art	3	1/2	Biol.	3	1/2	Fr.	6	1	Fr.	6	1
Ecology	3	1/2	H.E.C.	3	1/2	Tech.	3	1/2	Sc.	6	1			
(33)	(33)	5 1/2	(33)	(33)	5 1/2	(33)	(33)	5 1/2	(36)	(36)	6	(36)	(36)	1

IMPLICATIONS

The teaching of French at the Primary level (Elementary School) is less than most English schools in Quebec do now. The fact that no time is allowed for the teaching of French in Grades 1 to 3 has definite implications as this is a bilingual province. The Ministry does allow time in the section called "Latitude Allowed" but this amount is less than what is presently given. Again the Ministry allows borrowing of time from other subjects, but, one must bear in mind that

this must not affect the programs that they intend to monitor. At levels 4 to 6 there is no time to be borrowed from the "Latitude Allowed" column. It should be noted that the school week is 23 hours by negotiated contract, and also by Ministerial decision when it reduced the students' week by law from 25 hours to 23 hours. Again time can be borrowed from other subjects but what are the implications when it comes to write Ministry of Education Monitoring Tests to make sure schools have com-

pleted the basic standardized program.

A major implication at the Secondary Level is for our students when they leave Secondary to attend Colleges and Universities. As shown by the above timetable all subjects are compulsory in Secondary I, II and III. At Secondary IV and V there is only a possibility of 2 options. It is the Ministry's intention that specialization should take place at the C.G.E.P. (College Level) and that education at the Secondary level should be general. This

would imply that courses at the C.G.E.P. level would have to be changed as the students they receive will not have had the Mathematics and Sciences that they have had in the past.

Another implication coming from this is that our students will not be prepared for College (University) entrance at the end of the Secondary School as are students in other Provinces. They would be forced to attend Quebec "C.G.E.P.'s". Similarly if the courses at C.G.E.P. have to be adjusted in order to pick up the Sciences and Mathe-

matics that our students previously obtained in Secondary School, our students will not be as prepared upon completion of C.G.E.P. to move to other Universities other than those in Quebec, who will in turn have to adjust their courses to suit the new C.G.E.P. curriculum.

As seen by the above implications, consultation of the document produced by the Ministry entitled "Document for Consultation", rules and regulations regarding schools in Quebec is a must.



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 16, NO. 4

MONTREAL
4795 St. Catherine St. W. H3Z 1S8

September 1980

POSITIVELY

HOME and SCHOOL

Short play for parents:

The time of their life

Cast:

Mary Membership, mother of three
Doubting Thomas, father of one point eight.
Bystanders, helpers, teachers and parents

The Scene:

Meet the Teacher night in an elementary school in a small town in Quebec.

Left of centre stage is a table with a chair behind it. On the table are pamphlets and handouts. A poster behind the table on the wall pictures a larger than life sized western Canadian rodent with emblazoned above the words 'Go For Home and School!' The crowd is busily engaged in coming and going and chatting, while coffee is being served from another table at right rear.

As the curtain rises, Doubting Thomas enters right and is intercepted at centre stage by Mary Membership.

The Time:

Opening days of the school year in 1980.

Mary: Hi, Tom! Just the person I wanted to see! Will you and Nancy please join Home and School this year? I missed you last time round. This year we're really trying to get our membership up.

Tom: Well, now, Mary, I don't know. I thought we had a school committee. What do we need a Home and School for?

Mary: The school would really miss us if we weren't there, Tom. A lot of good things that happen for children are due to Home and School. Remember that Youtheatre show that your Billy was so excited about last year? First time most of the children had ever been to the theatre. We organized that, for a start.

Tom: Home and School set that up? Good idea. But couldn't the school committee do that sort of thing just as well — and no membership fee?

Mary: There are a lot of us who find that Home and School is a better way for us to do the things that parents and teachers see as useful to the school. So many of us in fact that we have more members on our executive than there are that turn up for school committee meetings!

Tom: Must be something in it, then. People don't like to waste their time. How do you decide what Home and School is going to do any year?

Mary: We meet with the principal and staff and throw out ideas. Each year there are some new people who have a good project in mind to meet a particular need. Sometimes it's the teachers who come up with something, another time the parents. We work well together. We all know that through doing practical things we learn a lot, get to know each other, and also the children.

Tom: Seems to me the Home and School just raises money round here. Why bother to ask for people to join?

Mary: It's true that a lot of activities need bankrolling, and sometimes the school would like some special equipment that doesn't fit its budget. For

that we think up ways of making money.

But often the fundraising itself has rewards for both children, teachers and parents. For one thing, we all work together in a cause we all believe in. For another our ways of raising money can in themselves be useful, for instance, the skate and ski sale we hold each fall. The kids get the equipment they need, the parents save dollars and the teachers get the chance to teach in a different way using the new resources we provide.

Tom: Seems to me so much of our tax money goes on education, there shouldn't be a need for any more.

Mary: There never is enough money for everything, Tom!

Tom: Maybe . . . but \$5 billion. That's what the education budget is, according to some newspaper that Billy brought home last term.

Mary: You learned that through the special issue of the Home and School NEWS that was sent to every English-speaking child's home, at school election time.

Tom: I found that good reading. Taught me some things I didn't know about how the school system is organized. Must have been a lot of copies of that printed, to go to all of us.

Mary: About 100,000, I'm told. The money for it came from a special grant that Home and School asked for from the federal government.

Tom: The Federal government? They are not involved in our education system!

Mary: Quebec Home and School asked for the money as a minority group organization, English in Quebec. But the money wouldn't have been much use without the organization and people with skills and enthusiasm to get a job like that done. That's what we have a lot of in Home and School!

Tom: You mean, Quebec Home and School makes a habit of putting out a newspaper like that? Is that part of the membership deal?

Mary: Five or six issues a year is what you get as a member! All done by Home and Schoolers.

Tom: That's a job all of its own! You must find it worth the effort?

Mary: Quebec Home and School, of which we are a part, believes parents need to be informed about education, its methods and its people. We believe information is what makes our opinions valid when we ask to be consulted about what goes on in schools.

Tom: I can see what you mean. But how does having your own Home and School help with that?

Mary: I have learned so much, Tom, about the aims and ways of schools since I have been on the Home and School executive! And a lot of it I have learned through working side by side with teachers and the principal on what seemed like rather unglamorous tasks. But they have given me the chance to see how children react to the schooling they are getting, and how children behave in the classroom, altogether a better

idea of the realities of schools, students and teachers.

Tom: But still, why don't you just leave it to the school committee? They are the ones the government says must be in on the decisions being made for the school.

Mary: Funny thing about that, Tom . . .

The way I see it is this. Mothers and fathers like me and you set up this Home and School over thirty years ago. Since then, the Home and School has found a philosophy and a way of working which very much fits the way I like to look at the school and its relationship with the home. Cooperative, respecting each other, and definitely task oriented — we always get things done. School committee work should be interesting, too, but somehow the way the school committee was designed in its legislation makes it difficult to know where its task starts and ends. Our executive committee in Home and School gives its members definite jobs to do. And when we do them, we do them as a service freely chosen, not legislated. Maybe that makes it easier for the principal and teachers to work with us too . . . they choose to do so.

Tom: Yes, none of us much like to be ordered to do things, do we? And our children take after us!

Mary: One of the high points of the year for us as an executive is meeting with other executive members at the Quebec Home and School conferences in fall and spring.

Tom: Don't hear about school committees meeting with others from across the whole province. What about Canada? Is Home and School a Canadian organization?

Mary: Of course it is. Since it started in Nova Scotia at the turn of the century, Home and School has spread to all the provinces. As members here in our own community, we also become members not only of the Quebec Home and School, but of Canadian Home and School, alongside Newfies and Albertans! And though our school systems differ in some ways, we have a lot in common. As Canadian Home and School we are spearheading a big project starting this year — helping parents to be aware of the problems of drug abuse and drinking.

Tom: For a home-grown group you certainly seem to be into a lot of things. You make me feel guilty at not lending a hand.

Mary: You keep on with the soccer league, Tom! My boys appreciate what you do there. But I would like you to show your support for us by joining Home and School and keeping in touch.

Tom: O.K., Mary, I give in, you've sold me. And we'll watch more closely what you and your group are up to. And also be ready to lend a hand if you need us.

Mary: Hand over your money then, tom! And thanks a lot, from all the children.

CURTAIN

Few, if any, would argue that our children do not deserve the best education possible. The increasing number of applications to Quebec's private schools confirms the view that our Public Schools are less and less equipped to provide this.

ENGLISH LANGUAGE EDUCATION THROUGH OUR PUBLIC SCHOOLS IN QUEBEC IS IN SERIOUS JEOPARDY! This includes the French Immersion Program which enables parents to educate their children in French without giving up the right to English Language Instruction.

Enrollment continues its decline—Representatives of the PSBGM report these figures: 1966-67: 65,000; 1979-80: 39,000; 1984-85: 25,000 est.

School Boards must now rely on diminishing Provincial Government budget allocations for operating funds— This results in: School Closures; Teacher Layoffs; Curriculum Cutbacks. Our students suffer.

Teachers fear for their jobs, distrust contract negotiations—PSBGM was recently required to reduce 100 teachers from its payroll. Government will not guarantee funds to back Teacher contract commitments.

Parents are often unintentionally pitted against one another in the highly emotional issue of school closures— Atmosphere is Tense!

"BUT WHAT CAN I DO?" Alone, probably not a lot . . . BUT together with others who share the fear that soon English Language Instruction will exist only in Quebec's private schools, and want this trend stopped—or even reversed—there is a chance.

Quebec Federation of Home and School Associations is an active and highly respected association of people committed to the whole development of our youth. Their meetings with those elected officials who determine the fate of our educational system are effective in direct proportion to the numbers Home and School represents.

Only increased membership will give Home and School a voice loud enough to be heard. **YOUR SUPPORT IS VITAL— SIGN UP TODAY!**

Betty Bouchett
Membership Chairman,
Edinburgh School

H & S is held in high regard



The Ministry considers the role of the parents in education in the 80's as being of fundamental importance. The Home and School was a positive force in Quebec Protestant education before the formation of the Ministry in 1964 and I trust it will continue to serve the best interests of Protestant schools in the present decade.

Ernest Spiller
Assoc. Dept. Min. of Ed.



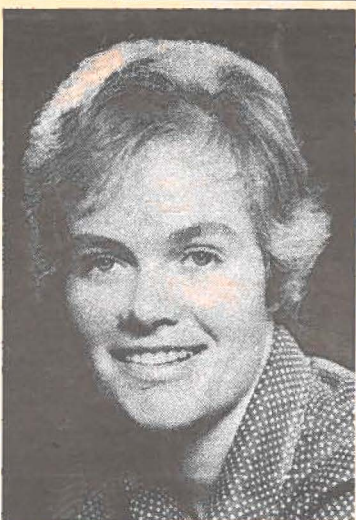
The Federation of Home and School Associations is one of the best structured organizations for encouraging parent participation that I know of. It allows parents to experience the school setting in a non-threatening way.

Constance Middleton-Hope
Assist. Dir. Gen.
School Council of the
Island of Montreal



What I have hopes for in "Home and School" is the and. The commercial media — on a scale unknown when we were kids — do more than either of us to influence the young. If education is to have a chance, it had better be a matter of "Home And School."

John Harley
Editor, McGill Journal of Ed.



The quality of the partnership we build between parents and schools will largely determine the quality of our children's education. Home and School has long recognized this essential truth. It is important to get involved.

Joan Dougherty
Chairman, PSBGM

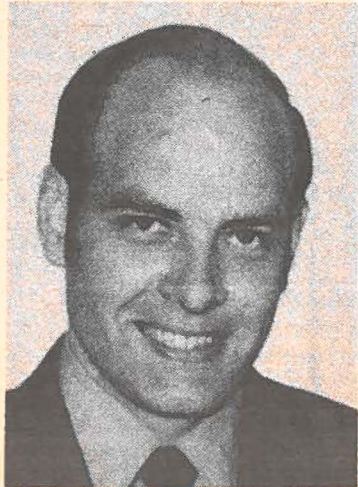


The first organized Home and School Association on the Gaspé coast was established in 1957 at the New Carlisle High School. Since that time Home and School groups have been organized in three other Gaspesian communities including Matapedia, New Richmond and Shigawake-Port Daniel.

As Chairman of the Regional School Board of Gaspesia since 1968 and as a parent I have become increasingly aware of the importance of this Association in the educational communities of our rural cities and towns. The Association is able to act as a real liaison between the school and the community in order that parents are made fully aware of the educational systems in which their children are being instructed. In a very real sense the Association, in our rural setting, can act as "the voice of the parent in education."

I have always as well, appreciated the support that this Association has given to this school board in educational matters while at the same time raising pertinent issues and problems directly related to the improvement of our educational facilities and system. With the present thrust of the government that is encouraging more parental involvement in our educational system, I would hope that Home & School Associations would continue to thrive and flourish especially in our rural areas where they are constructively needed.

J. (Buddy) Campbell
Chairman, Regional
School Board Gaspesia



The Quebec Federation of Home and School Associations has earned the respect of successive Government leaders and senior civil servants from the Ministry of Education. Its elected representatives work hard on behalf of parents and students to make known their concerns to the representatives of the Province's School Boards', Administrators' and Teachers' Associations.

Q.F.H.S.A. has been recognized as the most objective critic and the group with the fewest vested interests other than the welfare of students.

As the 1980-81 school year commences, I encourage each parent to get involved in the life of the school where his child attends; support, and if elected, participate on the school committee, but don't stop there. Join the Home and School Association and provide information and your concerns to Quebec Federation so that the Provincial bodies involved in education will be aware of parents' concerns and wishes for their children.

Parents and educators, and Home and School, must work together for the good of the child. When there is good co-operation and mutual respect between parents and educators, students benefit tremendously. Show that you are interested in your child's education by getting involved during this school year.

Wendell J. Sparkes
Director General
The Eastern Townships
Regional School Board (RSB)



Home and School has a unique and important place in public education in Quebec. Not only does Home and School contribute in a tangible way to the promotion of education at the school level, it is also in a position to comment independently on general developments in education, a role it has played with dignity and enlightenment over the years. Home and School deserves the support of everyone in public education in Quebec.

Robert Lavery
Director General
Lakeshore School Board (LSB)



There is a tendency for governments, and their bureaucracies, to exercise greater powers over the lives of its citizens. It is therefore essential that Home and School Associations be very active to give parents a greater degree of control over the decisions affecting the future of their children.

John Ciaccia
MNA, TMR Riding

I am delighted to have this opportunity to write a word of praise for the Home and School Association and urge parents to join and be actively involved in supporting it in the coming year. Home and School lives up to its name in bringing together the two basic units of our society. Together they prepare our children for life and work, moreover, Home and School gives parents a provincial voice and as President of the Quebec Association of Protestant School Boards I cannot speak too highly of the cooperative work the members do in this important arena. We have never needed them more provincially than at present.

John Simms
President QAPSB

An open letter to principals

Are all your parents actively interested in what is going on in your school? Do you have trouble even finding a half dozen to fill a mandatory School Committee? Do you get a large turnout for all school-sponsored meetings? Do you have a large complement of parent volunteers active in running the school library, tutoring children with learning disabilities, sponsoring after-school arts and crafts, ballet, music, Boy Scouts, Brownies, extra sports or similar activities particularly for those children whose parents both work and who

have nowhere to go after school? Do you have an active fund-raising group of parents to pay for all these things, plus subsidizing field trips, buying instruments for the school band, raising money for scholarships, bursaries, athletic awards etc?

If you do, chances are you have an active, hard-working Home & School Association who are responsible for establishing, maintaining and offering financial support for most of the above activities.

If your school does not presently enjoy all or most of these

parent-sponsored activities and an active, involved Home & School Association don't you feel you owe it to YOUR students to actively support one? If yours is an older school there might be a dormant Home & School Association which could be easily reactivated. Only the nucleus of an executive is needed initially. Quebec Federation of Home & School Associations is always ready to assist new or reactivated local associations get started. While a local Home & School Association does not require the permission of the principal to start up a Home &

School Association it obviously requires the co-operation of the principal and staff to co-operate their efforts to ensure the greatest benefits to the students of the school. Please call Federation today at 933-3664 if YOUR school could do with a more active involved group of parent volunteers. The School Committee is limited in numbers and scope by government regulations, but there is no limit to what a Home & School Association can and does do.

Calvin C. Potter
President QFHSA

H & S is a vital part of any successful school

An effective Home and School Association is a vital part of any successful school operation. Its purpose, of course, is to be a co-operative body which helps bring closer the link between the home and school. This, at any rate, is the manner in which the Home & School Associations have functioned in the New Carlisle, Hopetown and Shigawake-Port Daniel areas.

Naturally, a strong association depends on having a good executive, co-operative members, and an Area Director who maintains close "ties" with the local associations and the parent body. Fortunately, our associations have all three necessities.

It certainly would be impossible to even attempt to mention all the benefits that have been brought to the children of our schools through the work of our

Home & School Associations, but, undoubtedly, one of the major contributions and associations make is providing the opportunity for parents to meet the teachers and administration of the schools on a more informal basis than that of an appointment by telephone. In addition to providing such an opportunity, our associations encourage parental participation in the schools—participation whereby teachers and pupils are receiving benefits, rather than criticism.

The executive of successful Home & School Associations maintain close communications with the school administration to determine where their efforts can be best directed in the school. For example, at Shigawake-Port Daniel School, Hopetown Elementary and New Carlisle High School, parent volunteers have worked

with individual pupils during specific times throughout the school day in order to give them additional assistance in areas of difficulty. The library of New Carlisle High School has been operated for a number of years with the help of volunteer parents made possible through the efforts of the Home & School Association. Without this assistance, our library would have to be closed.

In addition to this, of course, the associations embark upon various fund raising activities throughout the year in order to assist the school in the many and varied student projects. By doing this, I think the New Carlisle High Home & School Association has found that it also has provided a valuable community service as well. The Christmas Bazaar, for example, made the general public aware of the many talented indi-

viduals in our communities and as a result gave a tremendous amount of publicity to these persons.

On an even greater scale, I should mention, is the fact that the New Carlisle Home & School Association established the first committee which eventually led to the construction of the C.L.S.C. (the medical clinic) in our area.

As a result of these accomplishments, it is very evident that Home & School Associations are an extremely valuable part of both school and community life.

With their assistance and co-operation many misunderstandings are avoided and as a result immeasurable benefits are reaped by those for whom we should all be working—the pupils.

Cy Journeau, Principal
New Carlisle High School

I hope their enthusiasm will inspire others

Dear Sir:

The purpose of this letter is two-fold. One, to express appreciation of the work done over the years by the Home and School Association of Dorval High School, a PSBGM school which has closed its doors on the past this summer, and will reopen in September in a new guise, merged with its Catholic counterpart, John XXIII High School, of the Baldwin Cartier School Commission. Two, to express the hope that the enthusiasm of this group will, in some way, encourage genuine and renewed interest in Home and School membership, and inspire others to offer their time and talents in whatever direction they can to keep the community school working well

and efficiently.

Seriously dwindling enrollment had plagued Dorval High for several years, and during that time, the PSBGM had placed it under Major School Change Study. The desire for a Community high school in Dorval was very strong, and the parent groups applied themselves assiduously to the study. There were countless meetings; sub-committees to study this or that facet; appeals to the School Board, etc., etc. After at least two years during which the life of the school was prolonged, it became painfully obvious, by the small enrollment, that the school could no longer go on, and would have to close. However, another avenue opened up and this led to the present merger with John XXIII High

School. How successful this will be is something that can only be known in the future, but the parent groups have approached the whole matter with open-mindedness and in a spirit of mutual understanding.

There is no doubt but that the Home and School Association was a very strong factor in the community aspect of the Dorval situation. But there is another very practical aspect. The Home and School have always been willing, quite unobtrusively, to take on some of the jobs and services that make for more efficiency; library help, telephone committee for absentees, bake sales and other fund-raising projects to help toward student bursaries, etc. And when Dorval High finally lost its Cafeteria Service, another

committee was set up by the Home and School Association which eventually ran a reduced Cafeteria Service on a daily, self-supporting basis over the past year. No mean feat!

All of these things have been much appreciated, and, not least, by the students themselves who, in turn have had a good practical lesson in teamwork.

In expressing my own thanks to the Home and School Association of Dorval High School, I would, at the same time, commend their example to all parents when Home and School membership is offered to them in the new school year.

Eric J. Adams, Principal
Dorval High School

There's no limit to Home and School's scope and action

VOLUNTARILY in a Home & School Association

The freedom that these parents have in influencing the administration of their own school, local school board, provincial ministry of education, federal government and other local bodies, is envied by many. Input to teacher's unions is also possible, as well as to all other groups serving children's educational and related needs.

Since 1945 associations in Quebec have pursued a multitude of matters with the help of the Executive Committee and Board of Directors of Quebec Federation of Home & School Associations, (QFHSA). A few of these are:

— accountability for the use of

federal funds for second language education

- English language television programmes on ETV
- traffic safety programmes
- proper marking of school buses
- MUCTC school bus passes
- provision of lunchrooms and hot lunches
- special classes for remedial work
- guidance programmes
- support for public and school libraries

Within the school, Home & School members identify closely with school affairs, as well as being most enthusiastic and enterprising in expanding extra-curricular programmes.

COMPULSORILY in School Committees

In 1972 the Quebec Ministry of Education and provincial government passed legislation creating a framework of parental representation beginning in each school, and, through a series of other committees, the opportunity for expressing opinions to local boards and the ministry.

As financing is provided by the ministry, parents are restricted to the dictates of government, and therefore vulner-

able to the whims of whichever political party is in power.

It is difficult to tell whether parental involvement has had any effect in achieving change in either board or ministerial policy via the route of school committees.

Within the school the mandatory existence of a school committee is as effective as those participating care to make it.

Home & School Associations and School Committees working TOGETHER

The complementary nature of these committees is evident.

School Committees do have the chance of reaching the board, their local and provincial teachers' associations, and perhaps the provincial government. Directly through their Home & School Association parents have a much wider scope as they are not limited by the constraints of government, unions, or province, and have the advantage of across-Canada contact with all the other provincial home and school assoc-

iations.

School Committees and Home & School Associations need not be entirely separate; in fact the interests of parents are probably better served by both functioning side by side, or jointly, in order that all matters pertaining to school life, within and without the school's four walls, are included in their sphere of influence. In this way parents can feel assured that they are doing their utmost in protecting the interest of their children.

Home & School
is not a
tea party

It's hard work
for your kids

BE A RESPONSIBLE
AND
ACTIVE PARENT

GET INVOLVED

Quebec Federation of Home & School Associations
4795 St. Catherine Street West
Montreal, P.Q. H3Z 1S8

Enclosed is \$4.00 for a year's membership in QFHSA

Name
Address
City
School attended by Child(ren)
Postal Code

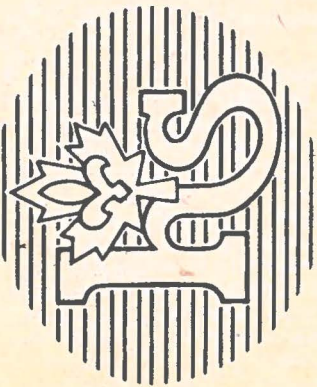
\$4.00 Makes You a Winner

Everyone who joins Home & School wins. Become aware and involved in what's going on in Quebec education.

If you are not a member of a local Home & School Association, but would like to support Federation, send \$4.00 (it includes a subscription to the NEWS) to:

JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION

"Invite a friend to join H & S"



HOME AND SCHOOL:

'A force in education'

Home and School is a link between the main partners in the education of our children—the parent and the teacher. This is the fundamental justification for the organization, but its scope extends beyond these boundaries as it aims for informed parents and teachers in the field of education and child development. Thus, parents may help to determine intelligently the quality of education their children will receive at home and at school, and in their community.

The structure

The local fee in Home and School automatically confers membership in:
— the local association
— the Provincial Federation
— the Canadian Home and School and Parent-Teacher Federation

Some statistics

Letters Patent—10th February 1951.
First association founded in Baddeck, Nova Scotia, 1895.
Canadian originator—Mrs. Alexander Graham Bell.
Provincial founding dates:
Ontario 1916
British Columbia 1922
Alberta 1929
Nova Scotia 1936
Saskatchewan 1938
Manitoba 1943
Quebec 1944
New Brunswick 1948
Prince Edward Island 1953
Newfoundland 1979
Northwest Territories affiliates with Alberta.
Yukon affiliates with British Columbia.

A Home and School or Parent-Teacher Association:

Is concerned with all problems that relate to the welfare of the child in the home, school and community.
Strives to interest all people in all children and to link in common purpose the home, the school and other educative forces in the life of the child to work for the highest good.
Learns at first hand all school conditions and all community conditions affecting the child.
Encourages all influences and conditions which will ensure the growth and safety of the child.
Works actively to supply to supply the school and community needs by creating public sentiment which will favor and provide good teachers, good school equipment and adequate recreation for leisure time.
Gives service to the home by training for parenthood and homemaking and to the school by adding parent power to the school power.
Is a cooperative effort to produce Canadian citizens who shall be capable of perpetuating the best of our national life.
Promotes the study of issues germane to the education and welfare of children and youth and after discussion presents considered proposals to appropriate authorities and levels of government.

Some of our activities include:

1971-1978 National survey on the smoking habits of over 78,000 Canadian school children in 1971-72, with a follow-up survey of 100,000 school children in 1978. This survey was done with the cooperation of National Health and Welfare and the University of Waterloo. 175,000 pamphlets were printed and distributed; these were directed to parents.
1974-1978 Represented on the board of the Canadian Council of Smoking and Health.
1976-1980 National surveys on priorities in education and guidance services in Canadian schools.

1976-1980 The preparation and distribution of "Friendship for Peace" (international education) brochures to school boards and teachers in Canada.

1972-1980 Represented on the executive of the Canadian Committee of the International Union of Family Organizations, and through them are represented on the board of directors of the I.U.F.O. in Paris, France.

1978-1980 Represented on the board of directors of the Children's Broadcast Institute involved in parent-child viewing programs.

1978-1979 To mark our contribution to International Year of the Child, 1979 and with the assistance of the Department of Health and Welfare Canada, a study on Child Abuse and Neglect was conducted. 300,000 pamphlets called "The Child... Everybody's Responsibility" were printed in English and French and distributed across Canada. A national conference on this subject was held in 1979.

Benefits to local associations

Home and School provides an opportunity to:
• promote a fine cooperative spirit between parents and teachers in the community
• promote a pride among parents in their school and its achievements
• learn the philosophy, procedures and objectives of the school
• participate in discussion groups on curricular changes, child development and new ideas in education
• cooperate in group projects to aid in providing school needs
• strengthen the child-parent-teacher relationship
• organize leadership training programs
• form and submit resolutions aimed at improving educational opportunities for all children
• join forces with a great provincial and national membership with similar aims.

Provincial benefits

A provincial Home and School federation:
• provides leadership in developing programs and projects
• provides leadership training for local executive members
• generates interest in the welfare of ALL children
• provides representation in other education and welfare organizations
• is your voice in presenting your resolutions to interested provincial agencies
• works with the department or ministry of education in fostering understanding of current events in education
• represents your province at the national level.

National benefits

The Canadian Home and School and Parent-Teacher Federation:
• is a strong voice, heard and respected by the federal government
• presents national briefs and resolutions directly to federal ministries and national agencies
• provides liaison with other national groups, for example Canadian School Trustees Association, Canadian Teachers' Federation, Canadian Education Association, Council of Ministers of Education Canada, Children's Broadcast Institute, etc., thereby presenting Home and School and PTA views to all interested organizations in Canada
• is a cooperative organization where provincial representatives consult, promote and exchange ideas
• strengthens the educational circle by calling for equalization of educational opportunities for ALL children in Canada.

Q.F.H.S.A. — It's on the record

During the many years of its existence QFHSA has been the only active independent group of English-speaking parents in this province.

QFHSA's aims and objectives and structure have remained unchanged and have continued to be implemented.

QFHSA and Government

In 1969, Bill 62, dealing with restructurization of school boards on the Island of Montreal, and supposed to be a model for a similar structural setup across the province, received first reading. Taking issue with the bill's important proposals, i.e. replacing Catholic and Protestant boards on the Island with eleven unified boards, introducing an appointed Island Council; placing all tax and other educational resources in the Council's hands and instituting School Committees with hardly any powers; QFHSA, after the usual consultation with its membership, submitted a brief early in 1970. In it QFHSA recommended that school boards be divided on a linguistic basis, nine French and four English, that the Island Council be a duly elected body with more limited taxation power, that the confessional responsibility be added to the functions of School Committees and that any reorganization of educational structures on the Island of Montreal start at the level of the school and be done in a democratic manner. Due to the change in government in 1970, Bill 62 did not become law.

French by choice

When Bill 63, an Act to promote the teaching of the French language in Quebec, became part of the Statutes of Education in February 1970, QFHSA agreed to it, because it gave parents the choice of having their children educated in French or English. However, when Regulation 6 was enacted in January 1971 to implement Bill 63, there were strong objections by Home & School members. While many parents expressed the desire that their children should become sufficiently fluent in French, and thus did not mind the proviso that French should be compulsory as a second language during the 11 years of elementary and secondary education, they objected in particular to French becoming progressively the teaching language for other subjects. A brief was submitted, asking for a change of the Regulation, i.e. it should take into account the special difficulties experienced by immigrants and slow learners; change the pupil-teacher ratio to permit the use of more teachers for French; allow the teaching of other subjects in French only with the consent of parents of students involved; while the degree and type of French instruction should be determined at the local school board level.

When Bill 27, an Act respecting the regrouping and management of school boards off the Island of Montreal, became law in July 1971, it retained confessional division of school boards. An important proviso of Bill 27 affecting QFHSA was the creation of School Committees and Parents Committees, thus instituting parent participation by law. One of the main reasons behind this move was the concern of the educa-

tional authorities about the lack of adequate parent participation outside of Home & School. Evaluations of these new committees established the following: School Committees are connected with a specific school and Parents Committees with a specific school board, and have limited terms of reference, determined by law and regulations. In contrast, Home & School, as an independent, voluntary organization can deal, province-wide, with any matter which its members feel warrants pursuing and on which they voice their opinion freely. Furthermore, where Home & School Associations existed, School Committees benefitted from their experience and functioned better than where there was no previous parent participation. QFHSA, together with La Fédération des Unions des Familles, La Fédération des Associations Parents-Maitres and Federation of English-Catholic Parent-Teacher Association, submitted a brief to the Minister of Education, with recommendations concerning duties and powers of School Committees, and recommending particularly participation of the above four groups in a committee formulating such regulations. As a follow-up, QFHSA's president made a further submission asking that voluntary parents groups, such as Home & School, be represented on School Committees as observers.

English & French Boards

In 1971, Bill 28, an act respecting the reorganization of school boards on the Island of Montreal, (replacing Bill 62) received first reading in the National Assembly. The existing school boards on the Island were to be replaced by 11 unified boards. On behalf of 85 Home & School Associations on the Island QFHSA submitted a brief to the government. The majority opinion asked for division on a linguistic basis, i.e. four English and nine French boards, considering such division desirable for better education in either language and for more effective communication between parents, teachers and administrators. The minority report, emanating from 16 associations of the 85 recommended unified boards. Both opinions stressed the importance of having the right of parents to have their children educated in either French or English properly written into the Canadian constitution. QFHSA also reiterated its recommendations regarding election of the Island Council and of school commissioners.

Bill 28 was subsequently withdrawn and replaced by Bill 71, an act to promote school development on the Island of Montreal, presented and assented to in December 1972. When QFHSA requested a delay in the passage of the bill to allow for the usual consultations and public hearings, the government replied that it was sufficiently aware of opinions of persons and groups involved in education. Bill 71 amended the Education Act so that as of July 1, 1973, there were to be six Catholic and two Protestant boards on the Island. It created an Island School Council, charged, in consultation with the Boards, with their financing, planning and development, and the organization of joint

services that might benefit them.

Book-buying policy

In September 1973, QFHSA asked its members to protest an order-in-council affecting book-buying policy, making it mandatory for all government-subsidized institutions, such as school boards, universities and libraries, to purchase their books from government-accredited booksellers or lose their grants. This in effect eliminated competitive bidding by book suppliers and meant higher prices and less available money for book purchasing.

In January 1974, QFHSA submitted a specially prepared brief to the Department of Education regarding teacher classification. It recommended that classification should take into account general education of teachers, knowledge of subject matter, training in the techniques of teaching and practical experience, how technical and vocational teachers should be classified, treatment of declassified teachers and the role of the government in teacher classifications.

School records

In March 1974, QFHSA submitted a brief in connection with an order-in-council regarding cumulative school records, based on many parents' concern that this order was unnecessarily broad and was an invasion of family and personal privacy. While QFHSA welcomed a formal system for the evaluation and recording of pupils' achievements, it expressed its conviction that any system would have to meet the following criteria: simple to operate, open, yet confidential (disclosure of contents of records not to be permitted without parents' consent), fair and objective, not subjective, organized to take into account the transitory nature of the data collected, inexpensive to administer. QFHSA voiced strong opposition to recording of data on family life, citizenship, religion and subjects of a similar nature, and personality evaluations.

CEGEP's

On December 27, 1973, QFHSA's special CEGEP Committee submitted a brief to the Superior Council of Education. This was submitted after study of the CEGEP system, and after having interviewed the academic deans, teachers and student representatives of Dawson, Vanier, John Abbott, Champlain Regional and Marianopolis Colleges. Some of the topics raised in the brief were: lack of coordination between high schools and CEGEPS, lack of awareness on the part of high schools of CEGEP requirements, inadequacy of many students in English language skills and mathematical concepts, support of three-year career programs, more parent participation, proper guidance for a smooth transition from high school.

When Bill 22, the Official Languages Act, was tabled in the National Assembly in May 1974 (assented to July 31, 1974), the government gave organizations three weeks to submit briefs. QFHSA's nine-member delegation made the presentation to the parliamentary commission in Quebec on June 12. QFHSA's recommendations

were: any language legislation should recognize the two official languages of Canada, French and English, all texts and documents in the public sector should be available in both languages, as stated in Section 2 of Bill 63, the concept of the parental right to selection of the language of instruction must be preserved, with the additional guarantee that the new Quebec school board provide instruction to the native people in their own language, each pupil in the English language educational system should acquire a working knowledge of oral and written French, the Minister of Education providing the necessary funds, the functions of the Language Board must be restricted to an advisory capacity. QFHSA concluded that a language bill not recognizing and protecting the French and English language communities of Quebec could only work to the detriment of all Quebecers, and thus was unacceptable.

After a committee had studied a Department of Education document on measurement and evaluation, QFHSA submitted in October 1974 a position paper. QFHSA emphasized that the welfare and progress of children was paramount, and that all regulations and procedures must be of benefit to the children. Measurement and evaluation could not be implemented as a distinct specialty, but must be integrated with a pedagogical concept embracing all aspects of education.

Reorganization

In 1975, QFHSA presented a brief on school board restructurization to the School Board Reorganization Committee of the Island School Council. The brief advocated parents' freedom of choice and expressed the concern of the English-speaking community over Bill 22. It asked for a more equitable and genuine representation by the English-speaking community at all levels. The brief rejected a single island school board. Under Bill 22, the English-speaking community had no guarantee for retention of its schools and culture. The brief suggested that the closest approximation to a guarantee for English language and culture was retention of confessional boards.

When the School Board Reorganization Committee of the School Council finally issued its report, QFHSA presented a response repeating its view that school boards should have more autonomy, should make decisions about curriculum and educational priorities and should have the right to impose a surtax to improve its educational program. At the end of its response, QFHSA defended strongly French immersion programs in English schools.

Financial aid

In 1970, the federal government concluded an agreement with the provinces whereby Ottawa would give financial assistance to the provinces for supplementary costs incurred by providing minority-language education and second-language instruction at primary, secondary and post-secondary levels. According to the official interpretation, English was the minority and also the second language in Quebec and consequently this province received the largest proportion of the

federal grants. However, when QFHSA strongly protested to the Secretary of State that the above interpretation did not allow for the teaching of French as a second language to English-speaking students in Quebec, he insisted that the agreement did not cover this type of teaching nor the teaching of English to French students outside Quebec. It became apparent that the federal grants were not used in accordance with the agreement in Quebec. Therefore QFHSA established a Bilingualism Grants Committee. A meeting was held in Quebec with the official of the Department of Education responsible for application of the federal-provincial agreement in this province. It was pointed out that the legal requirement for English-speaking students to have a sufficient knowledge of French put a financial burden on school boards which they could only meet by curtailing subjects such as industrial arts, music, physical education and home economics, and by losing related specialist teachers thus adversely affecting the all-round education of children. Consequently, English schools should receive monies received by Quebec for minority-language education under the agreement. The official replied that while availability of English-language schools was one of the objectives of the agreement, such schools were made available in Quebec for a long time and by putting the grants received into the Consolidated Revenue Fund of the province and not giving it to the Department of Education, the government was only taking back what it spent on those schools. In a subsequent brief QFHSA stated that English-language schools have not been a gift from the French-language majority but had been created through English initiative and paid for by the English-speaking population through various forms of taxation. The brief demanded that grants received for minority-language education be applied correctly. QFHSA put its case to the Prime Minister, members of the federal government and Quebec Members of Parliament.

In 1976, QFHSA issued a position statement on teacher contract negotiations.

Charter of the French language

In 1977, Bill 1, a Charter of the French Language, received first reading in the National Assembly. QFHSA prepared a brief for submission to a parliamentary committee of the National Assembly. However, the Minister of State for Cultural Development, after allowing only 30 days to prepare a brief, arbitrarily decided that there was nothing gained by hearing more briefs than already presented, thus leaving some 200 briefs, including that of QFHSA, unheard. Bill 1 was subsequently replaced by Bill 101. QFHSA rejected two premises of the bill, that French had always been the language of the people of Quebec, which ignored the presence of the English-speaking population, and that it dealt fairly with Quebec's minorities. In fact the bill denied the use of the English language in courts, the civil administration, semi-public agencies, in com-

(see HISTORY, page 14)

ACCOUNTABILITY FOR THE USE OF FEDERAL GRANTS FOR MINORITY LANGUAGE EDUCATION

WHEREAS, agreements are presently being renegotiated under the Federal/Provincial Fiscal Arrangements Act supporting the teaching of minority second languages during the period 1979/1984; and

WHEREAS, under the previous agreements accountability regarding the distribution of these funds by provincial Departments of Education to the school boards has not been required; and

WHEREAS, the provinces resist providing an accounting of funds received and the manner of their distribution for the purpose designated under these Federal Grants; and

WHEREAS, taxpayers are entitled to the knowledge that their contribution to federal funds is allocated in such manner that the intent of the program is fulfilled; and

WHEREAS, the sum in question amounts to \$852,000,000 over the five year term of the agreement; and

WHEREAS, in order to claim their share each province must supply evidence to support such claim; and WHEREAS, having supplied such evidence the provinces should be in a position to readily distribute funds received equitably to their school boards, and provide the Federal Government with an audited report; and

WHEREAS, the placing of these monies received for the purpose of minority and second language education in to provincial general revenues could be termed misappropriation; and

WHEREAS, the Federal Government should be ever watchful as to the proper expenditure of tax-

payers' monies; **THEREFORE BE IT RESOLVED** that CHSPTF request the Federal Government to require accountability from the provinces as to the distribution of Federal Grants for the purpose of minority and Second Language Education as a condition for release of public funds.

Destination: C.M.E.C.; The Prime Minister of Canada; The Secretary of State; The Auditor General of Canada; All Federal Members of Parliament; Provincial Home and School Federations.

This motion was carried by the meeting and will be forwarded to the above destinations.

GAMBLING

WHEREAS, the subject of gambling and lotteries raises many questions of a moral and social nature; and WHEREAS, CHSPTF is concerned with the moral well-being of all children;

THEREFORE BE IT RESOLVED that CHSPTF immediately undertake a study of the social, moral, financial and political implications of lotteries on the fabric of youth, and report back to the Mid-Term Meeting of CHSPTF with prepared recommendations; and

BE IT FURTHER RESOLVED that CHSPTF request the appropriate government agency or department to sponsor and fund a meeting of CHSPTF on the subject of lotteries and gambling; and

BE IT FURTHER RESOLVED that each Provincial Federation be requested to obtain the results of surveys and studies carried out in their provinces, and forward the same to this study committee.

Destination: CHSPTF — Home Influences Cte.; Federal Ministry in charge of lotteries; Provincial Federations.

Putting it all together in Canada

Brock University in St. Catharines, Ontario was the setting for the 1980 Annual Meeting of the Canadian Home and School and Parent-Teacher Federation May 14th to 18th. Quebec Federation was represented by the President, Dr. Calvin Potter, Fay Richardson, Celia Davids, Bev Smith, Ruth Pidduck and Jim Thomerson. Other Quebec members present were June Ellingsen, Joan Mansfield and Past-Presidents Betty O'Connell and Doreen Richter. Delegates came from all provinces except British Columbia, including for the first time a representative of the newly-formed Newfoundland and Labrador Federation.

The conference opened on Wednesday, May 14th with a meeting of Provincial Presidents or their representatives to discuss matters of mutual concern, and they were joined later by the three area Vice-Presidents. A Finance Committee was also held to draw up a tentative budget for 1980-81 plus recommendations to be presented to the meeting.

In the evening an Orientation and Get Together was held for all attending to meet informally and get to know one another better. This was followed by a reception hosted by the Ontario Home and School Association.

Thursday morning, May 15th, the outgoing president, Tom Wilkinson officially opened the 1980 Annual Meeting. In his opening remarks he predicted that the 80's will provide a much-needed revolution in our

educational system, which will see a much closer alliance between the home and the school and between the school, labour and industry. In the 60's and early 70's education went through a traumatic shift from the traditional basic university-oriented system to a much more flexible organizational structure, exemplified by the open-space school, ungraded classrooms, diversified educational options with the addition of literally hundreds of new course offerings, some of which met local needs and others specific national or provincial goals such as French Immersion, Vocational Education, etc.

In the latter part of the 70's however, a less buoyant economic climate coupled with declining enrollment combined to make fewer funds available for education. Provincial education budgets have difficulty keeping up with inflation, let alone additional programs required. School boards are becoming increasingly impatient of this situation and willing to introduce additional special tax levies. On the other hand there is increasing criticism of achieved educational results by many taxpayers, parents and businessmen, which inevitably results in a power and financial struggle in education.

He also reviewed the activities of the previous two years and reminded the delegates of his attempts to reinforce and build new avenues of communication between CHSPTF and other

national and international organizations concerned with the total education of Canadian students as well as his ongoing liaison with the provincial Home and School federations.

He reported, as well on the two national workshops held during his term of office, one on Child Abuse and Neglect and the other on Drug Use and Abuse in Canada, both funded by Health and Welfare Canada. He also gave a brief overview of the contributions made across Canada towards the celebration of the International Year of the Child by the various local and provincial Home and School Associations.

COMMITTEE CHAIRMEN

Board of Trustees, Dr. Cal Potter; Constitution, Resolutions and Policy, Joan Mansfield; Corporate Donations, George Maroulis; Abstract of Hansard, Douglas Walkington; Bilingualism, William Asherman.

REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

Canada Safety Council, Aldis Lee; Canadian Association for Young Children, Fay Richardson; International Union of Family Organizations, Canadian Committee, Alex Morris; UN in Canadian Association, Marilyn Ashby; National Council of Boy Scouts, Barbara Milne-Smith; Canadian Chamber of Commerce, Education Committee, Jim Thomerson; Metric Commission, Doreen Richter.

Other resolutions:

BUS SAFETY

WHEREAS, school bus safety is a matter of concern to parents in all Provinces; and WHEREAS, some provincial Federations presently have active committees and/or programs concerned with this program; and WHEREAS, The Canada Safety Council sponsors a safety week (which this year will begin September 23rd, 1980);

THEREFORE BE IT RESOLVED that CHSPTF establish a Standing Committee which will coordinate information on the activities of such provincial Committees and/or programs, and which will cooperate with other national and provincial organizations (in particular, The Canada Safety Council), with similar aims and concerns. This would not replace our present representation to the Canada Safety Council.

It was agreed by the delegates present that this would be referred to the Executive Committee following the Annual Meeting. At that time it was agreed to establish a Standing Committee on Bus Safety.

Other resolutions from the other Provincial Home and School Associations included the following:

SPONSORSHIP PLAN

RESOLVED that CHSPTF and the provincial Home and School Federations encourage families to sponsor through recognized international agencies, children of the developing countries.

BELL CANADA'S PROPOSED "USAGE SENSITIVE PRICING"

RESOLVED that CHSPTF inform the C.R.T.C. that it is opposed to any present or future applications for usage sensitive pricing by telephone systems such as Bell Canada.

METRIFICATION

RESOLVED that CHSPTF communicate the concern of our membership to the Federal Government requesting that government proceed forthwith in completing the transition to the Metric System, and provide adequate funding to complete this conversion; and

BE IT FURTHER RESOLVED that CHSPTF renew its support for the Canadian Metric Commission and offer its assistance with educational programs at the national, provincial and local levels.

Destination: Minister of Industry Trade and Commerce; Minister of Agriculture; Secretary of State; Departments of Education; Canadian Metric Commission; Canadian Chamber of Commerce.

SOAP OPERAS

RESOLVED that CHSPTF request the Canadian television networks to withdraw this form of programming, or at least to re-schedule same to a time when such programs would be less accessible to Canadian children and youth.

Destination: C.R.T.C.; C.B.C.; C.T.V.; Global T.V.; Secretary of State.

CANADIAN CONTENT

RESOLVED that CHSPTF encourage Ministers and Departments of Education as well as School Boards to support the Canadian textbook industry by giving preference to truly Canadian publishers when purchasing school learning materials, even though this may require additional financial expenditure.

Destination: Departments of Education; C.S.T.A.; C.T.F.; C.E.A.; C.M.E.C.; Canadian Materials Resource Centre, Halifax

BLOCK PARENT PROGRAM

RESOLVED that CHSPTF endorse and encourage participation in the Block Parent Program and request member Provincial Federations to do the same.

PEDESTRIAN CROSSWALK SAFETY whereby it was resolved that CHSPTF encourage other Provincial Home and School Associations to study their respective Highway Safety Regulations and, if applicable, to make recommendations to the Federal and Provincial Ministries of Transportation and Communications to amend their Highway Traffic Manuals accordingly. **CARRIED**

JUVENILE DELINQUENTS ACT whereby it was resolved that CHSPTF petition the Federal Government:

1. to legislate a uniform juvenile age of 16 in all 10 Provinces and the Territories
2. to establish liaison with each Provincial Government to ensure that proper provincial statutes are in place before final federal legislation is passed.
3. to consider raising the Young Offenders Age from the present 7 years to 9 years instead of the proposed age of 12 years.

Destination: The Federal Government

Other new or re-affirmed resolutions dealt with Sex Education, the Use of Tobacco, Smoking Areas in School Buildings, Friendship Families, Television Advertising of Alcoholic Beverages, Research on the Usage of Marijuana and Hashish; Treatment and Rehabilitation of Drug Users, TV and Radio Advertising of Mood-Modifying Drugs, the Manufacture, Sale and Possession of Amphetamines and Drug Education in schools.



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

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NATIONAL'S MESSAGE AT QFSA ANNUAL MEETING:

Wilkinson/Sawyer

Locals have say in National policy

You may or may not realize that when you become a member of the Quebec Federation of Home and School Associations you automatically also become a member of the Canadian Home and School and Parent Teacher Federation. When you purchase your membership a small part of your fee is forwarded by Quebec to Canadian to help cover the cost of operating your national federation. This is one of the ways Home and School maintains its grassroots orientation and the local associations maintain control and responsibility for the provincial and national organizations.

At the moment our national membership is at about the 60,000 mark in approximately 1,900 local associations. We have provincial federations in every province in Canada, the most recent one being the Newfoundland-Labrador Federation of Home and School and Parent Teachers Associations, which was officially formed on October 20, 1979.

Local benefits

It is important for Home and Schoolers to realize that their provincial and national Home and School organizations exist primarily to help local associations achieve desired action at the provincial or national levels. For example, your local association may be concerned about the amount of American television to which our children are exposed, or about the pathetically small amount of Canadian content that can be found in our children's textbooks. But it may be difficult for you to do anything very effectively about either of these two issues at the local level. By bringing this local concern to the attention of your provincial federation by means of a resolution, your concern may be very quickly become both a provincial and national Home and School issue. You might ask if this is important. Consider the difference of going to C.B.C., C.T.V. or C.R.T.C. or even the Secretary of State representing perhaps 50 or 100 local concerned parents, or taking your concern as a representative of 60,000 Home and Schoolers. Believe me, Home and School's opinion as a national voice for parents and teachers is highly respected. We are the largest parent volunteer organization in Canada.

Many aspects

Based on the local concerns which local Home and School associations brought to our attention through their provincial federations during the past year, your national federation has been working for you in many ways:

- Television programming and vehicle violence
- Home and School representation on the C.B.C. board of directors
- Second-language education in Canada
- Education—skilled manual work force
- Survey on guidance services in Canada
- Public participation in educational decision making
- Comparative study of provincial education systems
- Bicycle safety
- Drug use and abuse in Canada
- Child training publications for parents

- Movies suitable for family viewing
- Better Canadian T.V. programs for after-school hours
- Child abuse and neglect in Canada
- Marijuana under the Narcotic Control Act

These involvements are by no means a complete list of our concerns and efforts on behalf of local and provincial organizations this year. There are 23 standing or ad hoc national committees working to make your voice heard and respected at the federal level. We are in communication with cabinet ministers, numerous members of parliament and departments of the federal government providing Home and School input to various federal programs and legislation. As well, we present your concerns to national educational decision makers who very much need and frequently seek parental opinion through your Canadian Federation. These would include such organizations as the Council of Ministers of Education of Canada, Canadian Education Association, Canadian School Trustees Association, Canadian Teachers' Federation and many more.

We meet with and press for action on your concerns with the Canadian Radio and Television Commission, the C.B.C., C.T.V., National Film Board and other media agencies. Sometimes our requests are well received and action is taken promptly. In other cases we must do considerable research of our own before we are able to plead your case. In still other instances, we find that the mere fact that a group representing 60,000 parents and teachers across Canada, expressing an interest or concern, is often enough to obtain the desired results.

Community action

Unfortunately, some parents and teachers think that our concern is only with a child's formal education. As you can see from the few activities that I mentioned above, Home and School is concerned with all problems that relate to the welfare of the child in the home, the school and the community. Because of this total concern, the Canadian Federation participates in many joint ventures and liaison activities with other national organizations such as the

- Canadian Council for Exceptional Children
- Canadian National Council of Boy Scouts of Canada
- Canadian Red Cross Youth
- Canada Safety Council
- Canadian Commission for UNESCO
- Children's Broadcast Institute
- International Union of Family Organizations
- United Nations Association in Canada

These are only some of the Canadian and international organizations with which we enjoy ongoing liaison.

The incredible fact about all this activity is that for the most part it is carried out through the untiring efforts of dedicated volunteer parents and teachers like yourselves. Although we have a small national office in Toronto which houses our one very efficient part time employee, most of the work is done by the members themselves. We try, wherever possi-

ble, to obtain equal provincial representation on all of our committees. Consequently, if you are interested and willing to become involved at either the provincial or national level please contact Dr. Potter. All national committee appointments are usually made in consultation with the provincial presidents. Most involvement in Canadian is "non-travel"; we cannot afford to send people all over the country and therefore the activity within committees is carried out through correspondence and reports. I hope you will have the courage and willingness to volunteer and participate in the provincial or national level, not only for your own sake as a parent and/or teacher, but more importantly for your children's future.

I mentioned above that a provincial federation was formed in Newfoundland this year and we are very pleased about it. They have made contact with many schools and, within only six months, 31 local Home and School or parent-teacher associations are already participating, with many more expressing interest. This is being recognized by many as a giant step forward to a more meaningful parent participation in Newfoundland education. It has received warm support from both the Minister of Education and the Newfoundland Teachers' Association.

Child abuse

It has been said that every year is a "year of the child" when you are involved in Home and School, and that is certainly true. Nonetheless, we are very proud of the thousands of special projects which were undertaken or sponsored by Home and School associations across Canada during 1979. There is no doubt that we were one of the most active supporters of I.Y.C. in Canada. One cannot start to calculate the awareness and support which we were able to generate on behalf of our own Canadian children as well as all children throughout the world. The diversity of our support was encouraging as it recognized the diversity of the needs of children today. Thanks to your efforts I believe we are better parents and teachers as a result of I.Y.C.

During I.Y.C. the Canadian Board of Directors identified two areas of special concern which we felt deserved ongoing attention. They are child abuse and neglect, and drug and alcohol use and abuse. To date, with the financial assistance of the Department of Health and Welfare we have held a national conference on each of these topics.

As a result of the child abuse and neglect conference we have prepared, printed and distributed over 300,000 pamphlets on this topic. As well, we have just completed a special kit that we hope will be used by local associations in developing a greater awareness to this dangerous syndrome which is becoming more and more evident in our communities each day. The Department of Health and Welfare in Ottawa considers this kit to be one of the most researched and up-to-date documents available in Canada on this subject. I hope that this kit is on display during your annual meeting and I hope that you out there will make use of this excellent resource.

We are hoping to develop a similarly well researched kit on drug and alcohol use and abuse. This would be an information package for parents and teachers and would offer a series of five or six ready-made awareness programs for informing parents and teachers on this subject. Since at the moment this rests in the capable hands of your own Betty O'Connell and her committee, we hope to have further news of this in the very near future.

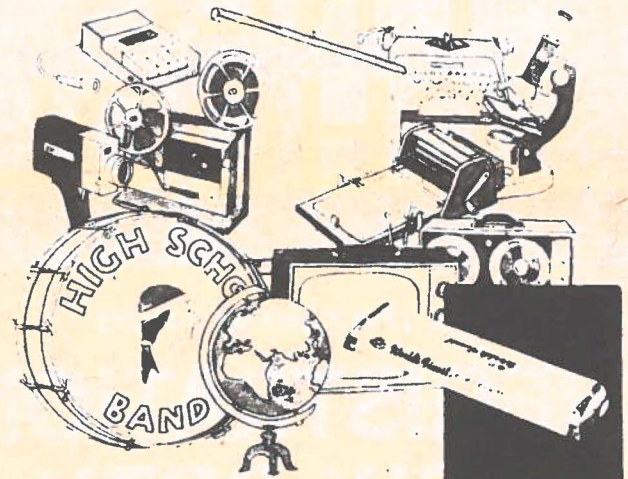
Since President Tom Wilkinson is at the moment attending the Manitoba Federation's annual meeting in Winnipeg he obviously cannot be with us here in Montreal. He wanted me to express to you his gratitude for the privilege of serving you as national president for the past two years, and I might add that he has done admirably in that position. He also asked that I thank on his behalf the executive, particularly your two presidents during his term of office, and all committee and

When you join your local H & S, you support all children in Canada

liaison people for their excellent support, assistance and confidence.

The executives of Canadian have met thousands of Home and Schoolers, all striving to do their best in their respective vocations. They have been a great source of inspiration and encouragement. Together let us continue to provide this unique channel of communication which can only lead to a greater understanding of each other, parent and teacher, and a better future for our children.

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HISTORY (From page 11)

merce and business, in the professions and in the field of education, viz. all violations of constitutional and human rights. QFHSA stated that the bill was unacceptable because it eroded minority rights and would bring about the destruction of the English presence in Quebec, while at the same time undermining progress of the French language.

Action Committee

In July 1977, QFHSA established a Bill 101 Action Committee to initiate and coordinate all actions on a province-wide level and to create a Bill 101 fund for supporting legal action. In September 1977, QFHSA petitioned the Prime Minister and the federal cabinet requesting references of Bill 101 to the Supreme Court of Canada. This was denied. After consultations with prominent constitutional experts and careful preparation, a writ was filed with Quebec Superior Court on behalf of QFHSA and 17 co-plaintiffs in December 1978, challenging Bill 101 (31 of its articles in particular), its constitutionality, enactment

and its discriminatory character. At the time of writing this update, the case was still pending.

When the Minister of Education tabled a Green Paper on primary and secondary education in Quebec, QFHSA presented a brief in 1978. In the brief, QFHSA made recommendations on a number of areas to which there was no reference in the Green Paper and which, it was felt, needed consideration to make intended reforms more effective.

QFHSA continues to be recognized by the government as an important educational organization. Whenever there is a vacancy on the Superior Council of Education or on its Protestant Committee, QFHSA is invited to submit nominations and has had several of its members appointed to this committee. QFHSA has received an annual operating grant from the Minister of Education.

As a member of the Association for Reform in Education, QFHSA supported a brief by this association to a special joint committee of the Senate and the House of Commons on the constitution of Canada in May 1971. This brief recommended above all an addition to Section 93 of the BNA Act guaranteeing protection for

English education in Quebec and French education elsewhere in Canada.

In 1975 QFHSA presented a brief to a committee of the Federal Parliament on immigration policy. The brief made recommendations for a new immigration act.

At QFHSA's 1976 annual meeting a brief on the federal grants to the provinces was prepared and presented to the Secretary of State in Ottawa in April 1977.

Freedom of choice

Following the federal government policy paper entitled "A National Understanding—The Official Languages of Canada" (1977), QFHSA objected strongly to statements indicating an implicit bias: that there was only one province in Canada (namely Quebec) where freedom of choice could be fully exercised and that, while Canadians had a right to have their

children educated in the official language of their choice, this principle also recognized that Quebec might decide to defer full freedom of choice until present elements of insecurity for the French language and culture were removed or reduced. QFHSA could absolutely not concur with statements implying that the federal government would concur with the abrogation of the rights of the English-speaking minority in Quebec.

In 1978, QFHSA made a submission to the Task Force on Canadian Unity.

After persistent representations and considerable effort, QFHSA in May 1979 received a grant from the Secretary of State for animation of anglophone groups in this province. Charitable status was granted, enabling QFHSA to issue receipts for donations.

There have been continued relationships with the Quebec Association of Protestant School

Boards, the Quebec Association of School Administrators, the Provincial Association of Protestant Teachers (PAPT) and the Provincial Associations of Catholic Teachers (PACT), the PAPT and PACT Curriculum Council, the Superior Council of Education and its Protestant Committee and Commissions, Citizenship Council and community health and social service centers. There was also continued close liaison with the Federation of English-Catholic Parent-Teacher Associations as long as they were active. In 1971, 1972 and 1973, QFHSA's annual conferences were held jointly with this federation. Furthermore, in 1976-77 QFHSA took part in the review of Canadian educational policy carried out by the Organization for Economic Cooperation and Development. Liaison has been maintained also with the New York Congress of Parents and Educators.

Federation — one part of pyramid

Organized parental groups date back to the latter part of the 19th Century, when parents, in concert with many concerned teachers, became increasingly dissatisfied with the education and the welfare of their children. They came to realize that banding together and speaking as a group gave them a greater chance of being listened to than they would have as individuals.

Both parents and teachers felt that only by increased co-operation between them could they achieve the goal of giving all children the best educational advantages possible in accordance with their individual needs and abilities. This was the goal of the earliest Home & School Associations and continues to be their aim in the 80s. They continue to work in harmony with all organizations devoted to the welfare of the child in all spheres—educational and social.

The first Home & School group in Quebec was organized in 1919 at Macdonald College High School by Dr. W. P. Percival and others. Since that time there has been a steady growth in local associations.

The grass roots of the H & S movement is the local Association—one to each school where it is desired. The wonderful thing about it is that a member needn't have children in the school nor be a teacher—just be enough of a good citizen to be

interested in children and subscribe to the aims and objects of the organization.

Because local associations in an area are most likely to have the same problems and situations to face, and in order to make for closer ties between local associations, the next step in the organization is the Regional Council. Each association in a district would have representation on its Regional Council. These Councils are fairly new and like everything in that category are still finding their way a little.

Next plane in the H & S pyramid is occupied by the Quebec Federation of Home and School Associations. This is the Provincial body which tries to deal with issues and problems of a province-wide nature and also serve as a clearing house for the local associations and regional councils. A Board of Directors which represents all areas and committees meets regularly, as does the Executive Committee which is composed of the Federation Officers. The annual meeting takes the form of a two-day Annual Conference in Montreal, usually in May. Any home-and-schooler may attend this Conference, by the way, but, of course, only the official representatives of each local association are entitled to vote on matters of business.

Finally, and logically, there is a national body made up of all provincial federations. Because the British Columbia or-

ganization uses the more common "parent-teacher" nomenclature (this is used in Great Britain, the United States, and in other countries) our national body is called the Canadian Home and School & Parent Teacher Federation.

Resolutions:

The following is a list of recommendations made over the years by QFHSA which have been implemented:

- Kindergartens in all elementary schools.
- The teaching of French from kindergarten up.
- French immersion programs, now in many schools throughout the province.
- Permission for Protestant school boards to hire Catholic teachers and resulting improvement in the teaching of French.
- Development of comprehensive secondary schools with both technical-vocational and academic programs.
- Expansion of guidance departments in schools.
- Introduction of school social services.
- Personalized student reports measuring individual student efforts as well as achievements, coupled with regular parent-teacher interviews.
- Family life and sex education courses as part of the school curriculum.
- School-leaving certificate marks based 50% on teacher assessment instead of wholly on provincial examination results.
- Withdrawal of the "Student Cumulative Record" by the Dept. of Education, protested an invasion of privacy, and its replacement with the much simplified and clearly controlled "Fiche Scolaire".
- Removal of junk foods from many school cafeterias across the province and subsidies encouraging nutritional lunch menus.
- Improved school bus safety through proper bus markings; regulations against passing stationary school buses; regular safety inspection and government safe-driving courses for school bus drivers.
- Cross-border agreements to permit Quebec students to attend nearby schools in New Brunswick and Ontario.
- Reclassification of technical and vocational teachers so that work skills as well as academic courses received recognition in salary scales.

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Help'em write it proper-like

(From page 6)

—Provide a suitable place for children to write. A quiet corner is best, the child's own place, if possible.

—Encourage (but do not demand) frequent writing. Recognize that the desire to write is a sometime thing

—Ask to see the child's school writing, either the writing brought home or the writing kept in folders at school. Most writing should be kept as an important means for helping both teachers and children see progress in writing skill.

—Be primarily interested in content, not the mechanics of expression. What matters most in writing is words, sentences, and ideas. Perfection in mechanics develops slowly. Be patient.

—Find out if children are given writing instruction and practice in writing on a regular basis. Daily writing is the ideal.

If classes are too large in your school, understand that it may not be possible for teachers to ask as much writing practice as they or you would like. Insist on smaller classes.

—Ask if every teacher is involved in helping youngsters write better. Worksheets, blank-filling exercises, multiple choice tests are sometimes used to avoid having children write. If children and youth are not being asked to write sentences and paragraphs about science, history, other school subjects, they are not being helped to become better writers.

—Work through your Home and School and your school board to make writing a high priority. Learn about writing and the ways youngsters learn to write. Encourage publication of good student writing in school newspapers, local newspapers.

FOCUS on the LOCALS

VALOIS PARK

Wrap-up for a busy year

Valois Park Home and School volunteers were busy at the school from the first day of school onward. Mrs. Debbie Ibberson started them off by having the bookstore operating at full capacity and processing 390 children in one day! That was a tremendous accomplishment considering that the bookstore stocks all necessary items from erasers to school bags. The library co-ordinator, Mrs. Ruth Master, was busy organizing her staff to get the often-used library running smoothly. There was some bookbinding done by the volunteers who give of their time to first learn a new skill and then practice it. Mrs. Master has noted the shortage of French-language books in the library and hopes that either by donation or a sale Valois Park can increase its number of very popular books.

Fund-raising efforts were well attended and successful. The Annual Skate Sale and Exchange was held in September. Although it does not realize a large profit it does offer a very necessary service to the community. Movies were shown after school on a regular basis and were always popular with the students. The most elaborate event in the schedule was a mid-winter dance which was held in February of this Leap Year and had for its theme "Sadie Hawkins". The mood of "Dogpatch, U.S.A." was expertly conveyed through the decorations artfully conceived and executed by the mother and daughter team of Peggy and Wendy Tillett. The decorations were so good that it was quite a while after the dance that they were finally removed and stored away. The Home and School made a tidy profit on the dance due not only to ticket sales but also to their volunteers' contribution of salads and desserts for the buffet table. There were also some very nice door prizes donated

by local merchants as well as some Valois Park parents.

With the monies collected from these events the Home and School was able to purchase seven filing cabinets, which were distributed to various teachers and one typewriter which was given to a Special Education class.

It was possible to hold only one fun event for the students this year. Due to a lack of winter weather plans for a Winter Carnival had to be shelved this year, which was a big disappointment to everyone. Despite this setback Mr. Sandy Tyndale and his crew of volunteers worked diligently to organize a Bike Rodeo for the Spring. The children who attended this event thoroughly enjoyed their morning being checked out and tested in all manner of bicycle operation and safety. As a table full of very tempting door prizes had been collected these were drawn for after everyone had been tested. Andreas Zergiotis, Grade two, came up the big winner when his number was drawn for the grand prize of a bicycle donated by Wilson's Sport Shop, Pointe Claire. Two other children, one representing Grades Kindergarten to 3, the other Grades 4-6, were awarded first pick from the prize table for having scored the highest marks in their divisions. More volunteers staffed the refreshment table where weary parents could recharge with coffee and overheated children with soda pop from the Pop Shoppe.

The Membership Chairman, Mrs. Donald Walker, was very pleased to see twenty-five more names on her membership list this year and is already working hard to ensure an even more successful Membership Night this September.

Mrs. Ann Chippendale and Mrs. Dawn Baxter, co-ordinators with the Home and School in the Block Parent Program reported at year end that they had a very strong group of 134 Valois Park households involved in this service. They are anticipating implementing other measures in the coming school year to ensure the safety of Valois Park students.

All the parents of Valois Park were amply rewarded for their efforts with two presentations this Spring. In May they were treated to a gym display that was enjoyed as much by the participants as the audience. In June they were invited to attend the School Concert where they experienced the metamorphosis of gymnasium to theatre

and children to entertainers. The decorations in the lobby and gym were very professional in appearance and helped to make the atmosphere festive. The Home and School Association of Valois Park School congratulate the staff and students for their tremendous efforts in these enterprises.

MOUNT PLEASANT

Students to be mixed

Agreement has been approved between the Commission Scolaire de Vaudreuil and the Lakeshore School Board to provide English-language education for 31 Roman Catholic students in the Hudson area at Mount Pleasant and Hudson elementary schools. The Lakeshore Teachers Association and the West Island Teachers Association have agreed upon a protocol concerning working conditions for the Catholic teachers who will be in charge of the classes. The Council of Commissioners empowered Director General Robert Lavery to sign the agreement on behalf of the Lakeshore Board. The agreement in question covers the period July 1, 1980 to June 30, 1982, and is subject to the approval of the Protestant and Catholic Committees of the Superior Council of Education and the Ministry of Education of Quebec.

ALGONQUIN

Planning well ahead for new year

As a new school year approaches, Algonquin Home & School officers are busy planning a year full of activities. Once again this year, Miss Pam Jones will be returning with her ballet classes. A used clothing drive is planned under the supervision of Mrs. Katsounakis. The clothing will be distributed to needy families. The fund raising committee has decided to have a chocolate bar sale in the early fall to raise funds to sponsor activities as it did last year, such as a jazz ensemble from the MSO, a puppet theatre of Peter Pan and as always, ice cream and juice on field days etc.

This year again, Algonquin Home & School will be meeting the second Monday of every month. Any concerned parent is urged to attend. If you are interested in doing volunteer work, Mrs. Rosen will be delighted to hear from you. Last year, as we had no librarian, the students were able to take books out, thanks to volunteer mothers who gave of their time to keep the library open, at least 2 days a week. Several field trips by different classes were made possible with the help of volunteer parents who accompanied the children to, among other places, Macdonald

COURTLAND PARK

Silver dollars for awards

Late in June presentations were the order of the day as children were recognized for their achievements in the Awards Program, in the 50 Kilo Club and as recipients of the Elfride Kaspar Award for General Proficiency. The Principal, Miss McNab, officiated at the ceremonies, assisted by Physical Education teacher, Miss Kealy and by School Committee Chairman, Dr. Sepp Froeschl.

The objective of the Awards Program was to encourage the children in Punctuality, Courtesy and Initiative. The Home and School and School Committee funded the award of a silver dollar to each student who maintained 100% in each

category. Sixty-seven silver dollars were awarded and 210 certificates presented.

Silver dollars were also presented to Kevin Peffers and Timothy Rozon who both ran over the 50 Kilo Club's 50 kilometre goal.

Wendy Svistunenko and Danny Dichman were given a miniature plaque to commemorate their selection as this year's students who demonstrated an all-round student performance.

Plans are already underway for this year's "bigger and better" Country Fair. This is the Home & School's annual fund-raising event. Do your Christmas shopping early. Put aside October 25th. See you there!

NEW CARLISLE

Students get inside view of government working!

The Home and School Association held its annual meeting on May 23rd, at which the new slate for 1980-81 was introduced and Anne and Gordon MacWhirter reported on the 36th Annual Convention which they attended in Montreal. A slide presentation on Entry Island, one of the Magdalen Islands, was given by Mr. Bill Griffiths, who had been Head Teacher there for three years.

Grade 8 students from New Carlisle High School finally enjoyed their long-awaited trip to Quebec City in June thanks to the efforts of students, teachers, parents and Home and School. Students visited Parlia-

ment where they attended a session of the National Assembly and saw René Lévesque and Claude Ryan in action and later spoke to Gérard D. Lévesque, their M.N.A. for Bonaventure County. They also spent time roaming around the old city of Quebec and Port Royal in small groups learning all they could of their history. During the evenings they managed to squeeze in a ferry ride to Lévis, an exciting trip to a roller skating rink and a tour of the Aquarium. After four tiring but exciting days of travel and exploration they arrived back in New Carlisle with a renewed appreciation for their history.

EDGEWATER

School extension

A bid has been accepted from Construction Canvar Ltée. totalling \$722,380 for the extension of Edgewater School, Pin-court, by a total of six teaching stations accommodating approximately 140 students. As well certain modifications will be made to the existing building in order to allow space for a library and for a remodelled kindergarten room. Construction Canvar cited the time for construction as five months.

JOHN RENNIE/BEACONSFIELD

Chaplaincy Service extended

The chaplaincy service at John Rennie High School will be continued for 1980-81. A similar service is to be offered at Beaconsfield High School starting in September. A request has been sent to the Ministry of Education, that it grant the sum of \$4,000 to assist this project, as it has done during 1978-79 and 1979-80. Cost of

the two-school project will be \$9,000 with the result that the Lakeshore Board will be required to meet the difference between the grant and the cost (\$5,000) with funds from its School/Community budget. The chaplaincy service is operated in collaboration with the Lakeshore Ministerial Association.



While visiting at Macdonald Farm last June, from left to right Nicol, Ruth, Mrs Diane Laborde (Teacher of a Classe D'Accueil at Algonquin) and Mina.

'The Big Lie' technique

(From page 2)

How frequently when he was the Commissioner of Official Languages did Keith Spicer use the term 'Westmount Rhodesian' in reference to English-speaking Quebecers?

At the time only 5% of the Rhodesian population elected their government; in Quebec all citizens of voting age have the franchise, and 81% of these are francophones. How appropriate was the term? Why the big smear technique?*

How appropriate was it when 85% of the Quebec English-speaking community consists of senior citizens, students, farmers and blue collar workers?

Neither researchers nor media men have seemed to notice the large number of anglophones passed over for promotion or persuaded to take early retirement while craven boardrooms parachute in French Canadian nationalism—and this long before the advent of the Parti Québécois to power.

* Ironically, Jacques Henripin, the demographer, has pointed out that Westmount is one of the most bilingual areas of Canada. But the smear remains.

Instead the media's tendency has been to zero in on little old ladies, looking very 'olde English' playing at lawn bowling on a Westmount green, or luxurious swimming pools adjacent to private homes (assumed to be arrogant anglo homes), and then move on in contrast to the working class quarter of St. Henri, but not showing the working class anglos living there with the French-speaking neighbors.

This has been the Big Lie, repeated over the years, an outdated stereotype of Quebec society which has become an accepted truth in the Canadian consciousness. The Big Lie, the false stereotype is one of the devices in a psychological war of attrition whereby the other side, the anglo-Quebecer and/or English Canadian, is enervated and immobilized by a sense of guilt for crimes of which he is really not guilty.

This Big Lie technique is one factor which has made the implementation of the vindictive and vengeful Bill 101 possible. There is tragic irony in this, for given the increasing competence and expertise of French Canadians in business circles because of new orientations in their educational system, a normal course of events, a natural

evolution—without the coercive language policy of Bill 101 or other legislation—would have led, and was indeed leading, to an increasingly French Canadian assumption of dominant business roles. Bill 101 was totally unnecessary.

Already the effects of Bill 101 are apparent: the English-language school system is in precipitous decline, businesses are leaving, new investment is uncertain, head offices depart or, to avoid public and government criticism, move out the decision-making sections, leaving a skeleton head office behind.

As the language, so the community; until the next federal census one can only speculate on the extent of the exodus, but there's meaning in a United Church minister's concern that his church's activities must be carried by 225 families instead of the usual 350 families; it's significant when 90% of the doctors who leave Quebec in one year are anglophones, when more than 50% of nurses leaving Quebec do so because they have failed the French test. It's significant when a study shows that one third of anglophone high school students graduating between 1971 and 1976 in an off-island area have left the province by 1976. It's significant when the annual report of the Office de la langue française shows that 43% of English-speaking university graduates left the province after graduation as opposed to 5% francophone.

Surely it is tongue in cheek when the Office ascribes this departure to the 'weak integration of the English-speaking university graduates into the Quebec economy.'

How can young people of the Quebec English community remain in Quebec, even when they are bilingual, when there are so few job opportunities available to them? The Quebec civil service is 99% from the francophone community;* the federal civil service in Quebec is 94% francophone. Articles in Bill 101 demanding the 'generalization' of the French language and an increasing French presence in business make even the fairest of employers apprehensive at hiring personnel from a non-French background, even though they are bilingual.

"Examine the hiring practices of the federal, provincial and municipal governments," says William Shaw, member of the Quebec National Assembly. "They certainly don't encourage anglophones to apply, and they don't hire them when they do. Try as a bilingual anglophone to get a job in Quebec with Air Canada, C.N., Hydro-Québec or any other federal or provincial Crown corporation. Try and get a job with the MUC police, the RCMP or the Sûreté du Québec. Even in the private sector there is discrimination in hiring against anglophones. Inquire about entering apprenticeships in trade as a plumber, electrician or carpenter as well as many others, and you will find discrimination. Try the language tests to enter a profession and you will find cold-blooded discrimination practiced by the test evaluators."

So the young people in the Quebec English-speaking community are leaving—especially those in the child-bearing age

* During the question period at a meeting between Premier René Lévesque and teachers and parents at MacDonald-Cartier High School on March 12, 1979, Mr. Levesque disputed this figure of 99%. The Quebec civil service was, he told the writer, only 97.5% francophone.

LESLIE N. BUZZELL



All Home and School members will be saddened to hear of the death of Mr. Leslie N. Buzzell, Federation's Honorary President for a number of years. He died suddenly on June 27th at Mont Tremblant at the age of 81.

Mr. Buzzell was particularly concerned with education and in addition to his long service to Quebec Federation he served for a number of years as chairman of both the Protestant Committee of the Council of Education of Quebec and of the board of the Order of Scholastic Merit (Protestant). In addition he served as chairman of Stanstead College's Board of Trustees and as president of the Fraser-Hickson Institute of Montreal.

His involvement in health and welfare included serving as president of the Royal Edward Chest Hospital and Laurentian Chest Hospital, a director of the Welfare Federation of Montreal (Red Feather) and an executive member of the Canadian Cancer Society.

Born in Abbotsford, Quebec, he was educated there, at Granby High School and McGill University. He was for many years a senior partner of McDonald, Currie and Company, now Coopers and Lybrand. At the time of his death he was a director of Gray Rocks Inn Ltd. and Slack Brothers Ltd.

Mr. Buzzell was, in 1931, the first president of the Montreal Board of Trade and its honorary president in 1955-56. He also served as a member of the council of the Montreal Board of Trade and was president of the Montreal Chapter of the Society of Cost Accountants and In-

dustrial Engineers and vice-president of the Canadian Club of Montreal.

Mr. Buzzell was the donor of the Buzzell Award given each year for outstanding service to Quebec Federation and to the cause of furthering the aims of Home and School and education in general. In recent years it has been awarded to someone who would not become president of Quebec Federation. Mr. Buzzell made it an invariable practice to return from the South each year in time to be at the AGM to present the award in person. His presentation was always one of the highlights of the convention and he will be sadly missed at future Annual Meetings.

Quebec Federation takes this opportunity to publicly extend its sympathy, personally and collectively, to Mrs. Buzzell and his two daughters. His death will be a great loss to Federation and to education in general, but we are grateful that he was able and willing to give such long and unswerving dedication to our cause. He will be long remembered for not only his expertise and varied talents, but also for his personal qualities which made him universally loved as well as respected. All who met him even fleetingly at an Annual General Meeting were immediately impressed by his graciousness and warm personality.

group, those with whom the future of the community rests. What remains is a community increasingly of the middle-aged and elderly, a community whose future will be that of senior citizens whose children and grandchildren live elsewhere.

It is a Big Lie that what is taking place in Quebec with Bill 101 is, in René Lévesque's words "simply the natives taking over." After two hundred years the English-speaking people are as much an indigenous people on the terrain of Quebec as are the French-speaking.

It is a Big Lie that Quebec is generous to its minority. The Quebec English-speaking community is being made to accept injustices and hardships im-

posed by a culturally biased government which feeds on grievances which the government itself is artificially keeping alive.

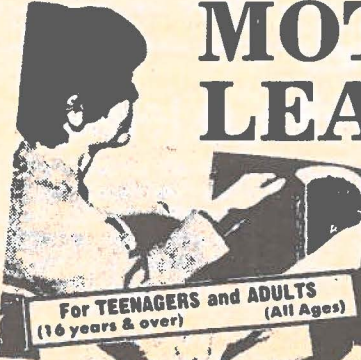
What is taking place is a cynical power play to deprive the Quebec English-speaking community of their right to exist as a viable community in their own province; what is taking place is barefaced cultural aggression to deprive the minority of economic power which they themselves established; to deprive them of control of their educational systems, the social services and health services they established, in a word to strip them of their culture and identity and to reduce them to an insignificant folkloric remnant in their own province.

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