



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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1977 Conference Theme:

## Our Home, Our School, Our World

# CARE, SHARE & SURVIVE

**"If I were to ask you what was the best way out of this town, you would ask me where I wanted to go. If I then said that I didn't care where I went, all I wanted was the best route out, you would think I was crazy. Only if we know where we want to go can we decide which of the short run steps; the near tactical decisions open to us, is the best one."** John Holt

Lost in the woods of indecision, the forest of bureaucracy, the morass of anxieties?

"This year's Conference will not be an instant personal survival kit," says Alex Morris, QFHSA Program chairman, "but an aid to living in the present. It will provide positive means to maintain one's personal integrity in the midst of a threatening,

apathetic and sometimes hostile environment."

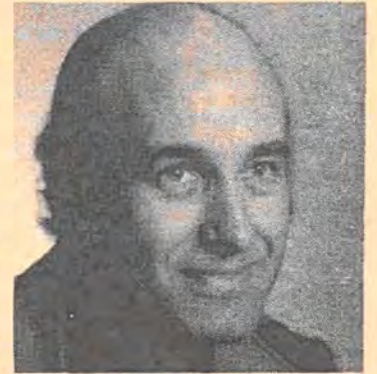
"OUR HOME, OUR SCHOOL, OUR WORLD"—the theme of the 1977 Conference will seek to examine the relationship between the individual and his immediate society, and the individual and the world at large, with which he must deal.

Says Morris: "Workshops will treat in a very personal sense how we live with each other, how we manifest our sense of caring in the world and its natural and personal

resources and ways in which we can share ourselves, our knowledge and skills and our resources with others in the world of the home, school and society."

Participants will have an opportunity to explore several aspects of life through the workshops and to participate in several sessions during the two days.

Morris invites everyone, "to come and share your knowledge and experience for survival."



MORRIS

### Quebec's White Paper on the French Language:

# LE CHARTRE DIABOLIQUE

It may indeed be regressive, discriminatory, totalitarian and repressive but, more than anything else, the PQ government's white paper on Quebec's policy on the French language is diabolical in nature. Conceived in vengeance and flouting the Canadian Constitution, the white paper is prolix, graceless and repetitious. Its statistics are outmoded and, in most part, inapplicable, and the contradictions too numerous to cite. As the basis for a new language policy for Quebec, it is nothing short of a blueprint for disaster—an unmitigated disaster at that—not only for Quebec's non-French-speaking community but for its French-speaking majority as well.

If indeed, as it has sometimes been said, Nothing succeeds like Defeat, this white paper, as a prelude to a new French language law in Quebec, contains all of the ingredients necessary to ensure an apocalyptic solution, not only to Quebec's language problem, but to its society as a whole. It bears all the earmarks of the proverbial watershed.

No matter that the white paper usurps the hallowed status of a CHARTER with which to clothe the proposed language law. CHARTER, which mankind throughout the ages, from the time of the Magna Carta to the modern-times Charter of the United Nations, has become synonymous with the grant of rights and freedom, is now to be subverted in Quebec by applying it to laws which more than anything else restrict rights and limit freedoms. The thrust and contents of the white paper bear as much resemblance to a CHARTER of Rights—as did the passage of The Law for the Protection of the State in the early stage of Nazi persecution.

While it is true that the paper envisages such a Charter as granting every Quebecer the right to work in French, in effect it charts a course which, by and large, seeks to eradicate, perhaps gradually, every last vestige of bilingualism (i.e. English) in Quebec. In a nutshell, the paper dwells much more and in greater detail on the restrictions to be placed on the use of English in the public administration, education,

business and nearly every other sector of Quebec society except religion, than it does on the grant of rights that one normally associates with the aims of a lofty Charter.

In fact, these rights, in the words of the white paper, are few but to the point:

"The Quebec we wish to build will be essentially French.... There will no longer be any question of a bilingual Quebec.... To sum up, Quebec is a French language society."

Nor does the white paper attempt to minimize the vast and sweeping revolutionary changes envisaged in establishing the primacy of French. As the paper goes on to say, "the list (of changes) scarcely enables one to grasp the extent of the changes which the French Charter will make in Quebec. But, continues the white paper, "It is necessary to go THAT far!"

Obviously, a white paper which, with one fell swoop, seeks the suppression of the English language in the interests of French primacy, could be expected to make out a convincing case to justify such a provocative course of action. It doesn't. It falls embarrassingly short.

What does come through plainly and clearly in the 109 page document of contradictions, myths, illogic premises and sterile arguments is the author's two principal "hangups": First, the English domination of

Quebec's economy resulting from the "conquest" (the words "conquest" and "re-conquest" are used liberally by the paper's author); second, the threatened existence to Quebec's French language and culture allegedly brought about by the assimilating quality of Quebec's English environment and North America's vast English-speaking population.

The author's solution to these "hang-ups" would have Quebecers believe that in converting every Quebecer (i.e., Quebec's 1.2 million English-speaking residents) to the common language of Quebec, French, which the law would oblige every Quebecer to speak, that this would somehow bring about the "re-conquest" of the economy and thereby remove the threats, to the French language and culture, whether real or imagined. And for good measure, to ensure the attainment of the objective, French speaking Quebecers will refrain from learning the English language "until the survival of the French language is assured."

Therein lies the diabolical aspect of this white paper. It would have French Canadians believe that their interests would be best served by legislating away the English language in Quebec in the interests of re-conquering the economy. It's the type of emotional approach designed to sway every French Canadian. We hope they don't fall for it. The so-called Charter

of French language rights has all the earmarks of a CUL DE SAC.

Why? Because in the final analysis, making (forcing?) everyone of Quebec's one and a quarter million English speaking residents speak French and rendering them bilingual while at the same time restricting its French speaking residents to the limited use of the French language will tend only to convey more, not less, control of Quebec's and North America's economy to supposedly assimilating English speaking Quebecers. What follows next?

Surely, during the course of the language debate (if there is to be one, or has that also been rendered superfluous?) someone, preferably French Canadians, will have to tell it like it is, and convince French Canadians of it.... That taking control of economy in a democratic society is carried out by means of the market place. That the practically exclusive use of the French language in just about every part of this Province (except for the west portion of Montreal Island and some isolated pockets here and there) belies the imagined threats to the French language or culture; that French Canadians do not place their language and culture in jeopardy one iota in learning English, which is the language of the market place of North America and that no coercive legislation can change this fact.

Perhaps the most serious defect of all in the white paper is its total lack of introspection, its total absence of self-criticism. Indeed, if there exists a threat to the French language and culture (a highly questionable premise) such threat surely emanates from within rather than from without. It is therefore from within French speaking

Quebecers themselves rather than from without by restricting the rights of others, that the French majority must strive to achieve their goals as a people of North America.

The failure to acknowledge or accept this fundamental fact raises serious question as to the integrity or intellectual honesty of the white paper as a basis for the proposed sweeping language changes.

Quebec's minorities should not be deluded into sacrificing their language and their culture because it is fashionable to be willing to accommodate the aims and aspirations of the French speaking majority. If these aims and aspirations are to be attained by suppressing the rights of others, they should be resisted, not accommodated. The net sum total of the proposed language changes are so devastating in its end effect, that it would be naive to judge the proposed language changes merely as to its impact on any given sector of our society, rather than its overall ramifications.

In the final analysis, while the passage of a repressive and coercive language law against the use of English in Quebec, accompanied by the concurrent loss of rights, freedoms and liberties, may give some emotional comfort and act as a psychological crutch to some segments of Quebec's French speaking population, we predict that it will be a short-lived and myopic victory.

For, it is axiomatic, and should not be easily forgotten, that a suspension of the liberties of even the most reviled group in a society will dilute the liberties of all, since each discretionary suspension of rights, whatever the pretense, leads more easily to the next one.

The text of the White Paper is reprinted within as a 12 page pull-out section, from material provided by the the Montreal Star.

## Editorial:

### Comments & opinions

## Use your vote

Democracy is founded on the principle of universal suffrage, the right of the citizen to elect his representative by casting his vote in an election. School board elections have a deplorable record with respect to the number of commission seats contested and the number of electors that turn out to vote in the event of a contest. So bad, indeed, that the Organization for Economic Cooperation and Development in its review of Canadian education questioned the system of school government and suggested that local school boards might be better formed from representatives of the professions, industry, labour and others appointed to the task.

The system of parliamentary democracy of which the school commission is part does leave room for error, especially error of omission if the electors fail to carry through their responsibilities in the selection of candidates and the election itself. But, as Winston Churchill said, there is as yet no better system, and many have tried to find one.

Communities resent the interference of central government in decisions which closely affect them. In the school system, both citizens and government have indicated the desire to move away from 'centralization' to more local autonomy. Local autonomy is of little value if local elected representatives are unwilling to use or incapable of using such power as they have for decision-making and financial control with wisdom and vigour.

The quality of the candidates in the coming school elections, and the participation of the public in the voting will have a longterm effect on the course of educational affairs in this province. When the votes have been counted on June 13th, we will be left with the school commissioners that we deserve.

J.E.M.

## Quebec out of step:

In what can only be described as an effort to lull us into a false sense of security, the PQ Government has been telling Quebec's one and a quarter million English-speaking citizens that the English language rights which they enjoy are 100 times greater than those enjoyed by French-speaking residents in the other provinces of Canada. Canada's Official Languages Commissioner, Keith Spicer, has recently been quoted as suggesting that our English language rights are at least 3 times better.

Disregarding, for the moment, the 97% disparity in estimates, one must surely question whether they are not missing the point entirely.

In their evident haste to outdo Ontario by making Quebec more French than Ontario is English, the PQ Government has embarked on a legislative program, affecting our rights in education, business, labour and the public administration which is as repressive, coercive, repugnant and discriminatory as any ever proposed, let alone adopted, in this province.

The irony of the situation is that it comes at a juncture in our history when the other provinces are moving in an entirely opposite direction... a direction tending to redress the grievances of their French

Continued on page 4



## Quebec Home & School NEWS

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## Dedicated teachers in minority

PLEASE NOTE: I have crossed out corporal punishment, as I don't feel it and discipline go hand in hand. They should be separate issues. Physical violence of any kind, including corporal punishment, has not or ever will be the answer.

I disagree that teachers are well-trained professionals. Although more and more teachers are obtaining their "degrees," better teachers are not the end results. The truly dedicated teacher is in the minority. For each good teacher you will find at least five who are at the schools for the salary only and don't give two hoots for the children they are supposed to be teaching and guiding. This is especially more prevalent in our oversized, depersonalized high schools than at the elementary level. I say this tongue-in-cheek, as I am presently studying toward my degree, but I really see little relevance in the subjects I am taking to what I hope to be teaching. From what I hear about the year of education I will be taking after my degree it is similar. Hopefully I will be a dedicated teacher in spite of my education.

Parents can have a large voice

## No excuse for failure

The more I study the problem of providing our children with a sound education, the more discouraged I become, but I refuse to give up the struggle. It seems to me with the vast financial resources, technical, physical and personal expertise, there is no excuse for failure. I find I don't have to rely on popular magazine articles to inform me that at present the public school systems across the country are so involved with new methods and philosophies that they have lost sight of their primary duty, which is to provide the children with the basic tools of literacy and numeration. Of course we all have wishes that go beyond this basic goal, but I doubt that there are many of us who feel we should eliminate the basics.

The term "Back to the Basics" sounds so negative. It implies that a group of people who are frightened of what the future holds want to return to the "simple" life of yesteryear. I suggest that providing our children with the basic tools of learning will equip them to eagerly embrace the future without fear. My present concern is that in the name of innovation we are providing them with toys instead of tools. Moreover, I'm

## CEGEPs:

# The pros and cons

Although the CEGEP [Collège d'Enseignement Général et Professionnel] system was introduced during the late 1960's, the concept is still far from fully understood or accepted.

Graduating high school students apply directly to the individual campus of the CEGEP of their choice. There are five English-language CEGEPs in Quebec, as well as English-language wings at two francophone campuses.

All the CEGEPs have the same pre-university profile; 24 courses, of which eight are in compulsory subjects, 12 in a field of concentration and 4 'complementary' courses. There is still some difficulty in com-

in the school life, but as yet have not developed their potential to the full. Having been on school committees since their beginning, I feel we have only begun to tap the power that is available. Our chairman this year received observer status at our local teacher-board contract negotiations. I'm sure it will not surprise you to hear that opposition to this came from the local union officials. Observer status has also been granted at Staff Council meetings, a request

Hearing from you...

## CHSPTF Questionnaire

# Parents' concerns in education

In the last issue of the H&S News, a questionnaire from the Canadian H&S and Parent-Teacher Federation was printed on the back page. The questionnaire involved ranking items selected as of prime concern to parents and public picked from national periodicals, newspapers and education journals during recent years. Replies to the questionnaire from all over

previously denied. It is only when parents really get involved that their voice is heard. There is too much political "hot-mouthing" going on, so that unless talk is accompanied by action it will have very little effect.

Children are not getting a good education. What they are receiving is a piece of paper testifying that they were successful in a certain number of subjects. These academics in no way prepare the student for the life which is waiting for him or her out there in the world. A return to an emphasis on basics would be a step in the right direction. Coupled with this should be some practical skills such as typing, basic finances (banking, credit, budget, etc.) and another much-forgotten art—respect for people and property. Although I certainly would not wish to return to the rigid methods of yesteryear, a certain compromise is feasible.

In closing I would like again to express my appreciation for the fantastic work QFHSA is doing. Please don't give up, but hang in there. Your provincial voice is much needed in the same way that school committees can operate at the local level.

Patricia Morgan

Canada will be analyzed by CHSPTF program chairman Cathy Schoen.

At the time of printing this issue of the News, 108 replies had been received at QFHSA office. Many of these had additional comments added to the sheet and some even had explanatory letters attached. Two of these are reprinted here.

concerned that we are urging them to be satisfied with mediocrity and encouraging them to avoid situations which require hard work, concentrated effort and even success and failure.

I would hope that our schools will continue to experiment with new methods, but only with the most careful controls and assessments. Different children will learn in different ways, and I would hate to see rigidity become the order of the day. We need to have confidence in the flexibility of our teachers to meet many challenges. Our teachers need to be able to count on parents for cooperation in achieving our

mutual goals. Our teachers have the right to know what the community expects of them, and in their turn parents must recognize that the school plays only one part in the education of a child and that the broader and ultimate responsibility lies with the parents themselves.

Thank goodness the Home & School is providing us with a vehicle for conveying our concerns to those who are charged with public education. For those of us who are transferred across the country, Home & School is able to provide an excellent forum for our concerns. Keep up the good work!

Heather Macdonald

munication among the high school, CEGEP and university levels in the area of course selection, which can create problems for students moving from one level to the next.

The CEGEP system may have been created initially to solve problems most prevalent in the francophone sector. In the anglophone educational sector, there was a certain amount of resistance to the new system at first, but experience has shown some positive results. The failure rate in first year university has been reduced, and a source of technical education has been provided.

There is still some concern

within the Anglophone community in Quebec about the five-year post-secondary requirement for a bachelor's degree, two years at CEGEP and three at a university. Those students who wish to attend university in other parts of Canada sometimes find admission procedures unduly complicated because Quebec's two-year interim CEGEP system is not really understood.

Industry is not fully in touch with the system either, which probably accounts for the fact that companies have been critical of the capabilities of the graduates of the CEGEP technical stream.

# Provincial exams necessary says Quebec - teachers maintain their boycott

A system of province-wide examinations is a necessary basis for a high school leaving diploma. That sums up the thinking of Ministry of Education officials in the present tussle with teachers.

"The return to the provincial examination in other provinces clearly illustrates this," continued Jean-Guy Godbout, Assistant Director General of Pedagogical Development in the Ministry. Godbout was speaking to a delegation of PAPT, PACT and student representatives at a meeting January 14th.

The Government team of Godbout, Halley, Thériault and McNevin claimed that they are considering a system in which there will be a very significant reduction in the number of provincially-set exams. For example, there are about 130 exams at present but a future system might include only half this number or fewer.

Examinations in the proposed system would be based closely on a specific course of study. The

Reprinted, with permission, from the March 1977 Sentinel.

government representatives failed to explain, however, how the new system would succeed in doing this in areas where the present one has failed. The system would be based on the premise that the school boards would manage the results.

## TEACHER BOYCOTT CONTINUES

The teacher delegation was asked if there were any plans to soften their stand and ease up in their boycott of Provincial Examination Preparation Committees. The policy of non-collaboration appears to be causing some anxiety on the part of Ministry officials. Although they didn't come right out and say it in so many words, the government team obviously has one eye on the calendar as the period for June examinations approaches.

## WATER FROM A STONE

There were no significant moves by either party at the end of the meeting. The government promised copies of their decentralization plans (they are already almost a month late). Teacher leaders will study the plans and a second meeting will be held to clarify the document. The box score as we go to press is as follows:

**Government:** No change in the present system announced insufficient personnel to prepare examinations for this June.

**Teachers:** The boycott continues because there are no concrete government proposals to end the present examination empire of provincially-set June examinations.



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The National Society of Published Poets is compiling a book of poems. If you have written a poem and would like our society to consider it for publication, send your poem and a self-addressed, stamped envelope to:

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## PRESIDENT'S MESSAGE



Elizabeth  
O'Connell  
President

In 1899 the National Convention of the P.T.A. in the United States adopted a plan for organizing "parent-teacher associations as schools for parents." What a wonderful educational opportunity Home & School has been for me!

Fourteen years ago this coming September my son began his formal education—he entered kindergarten—and I began another form of education—I joined Home and School. The school was Westmount Park, and it too was having its beginning (through the amalgamation of King's School and Queen's School). I knew very little about Home and School, and when asked one day by the principal, Mat Craig, "Should there be a Home & School?", I remember my answer quite clearly—"Yes, if it will be more than just a social gathering and will be of benefit to the children and the school." I am sure my remark was not the deciding factor on whether or not there would be an association, for many of the parents had been members of the Home and School at King's School, which was one of the first associations in the province.

At the elementary school and, to some degree, at high school, I participated in all the "parent courses"—class mother, committee work, library assistant, teacher aide, field trip monitor, etc. Being a volunteer in the school was particularly rewarding, as it offered the opportunity to work closely with the children and teachers.

After five years I was promoted! I was appointed the Westmount Area Director to the Board of Directors of Quebec Federation, which gave me a broader view of education in this province, and later in Canada. To this very day I am benefitting from a continuing process of learning about many aspects of education. At Quebec Federation level I have had the opportunity of working with so very many people at all levels and areas of education, from the parent level through to the Department of Education, all sincerely dedicated to the education and well-being of children and youth.

With a family background in this province of more than 200 years, I knew the province well before "entering" Home & School, but had not had the occasion to visit areas such as Noranda-Val d'Or, Thetford Mines nor the lower North Shore, and I feel quite certain I would never have gone to the latter if it hadn't been for Home and School.

My geography course has been further extended through Quebec Federation's role in our national association, where I have attended meetings from Prince Edward

Island to British Columbia. Wherever Home & School has taken me I have found, as I have said before, parents' concerns about their children and their education, their health and welfare, are the same no matter where they live, what race they are, or what language they speak.

Society today is facing many increasingly serious social problems and education, for all the efforts and millions of dollars, is not producing the desired results. As I step down from the office of President in May, I would like to be able to wave a magic wand which would change everything for the better, and that the future for all children would be bright and beautiful. But that is not to be. What the future will hold for them and for those yet to be born will, to a very great degree, depend upon parents and all concerned people and the extent of their participation in these areas. And what is most important, we must put aside all of our differences and work in unity for the protection of children's rights to a future in a healthy environment, undisturbed by social unrest, and an education that will prepare them for a meaningful, useful and fulfilling life in Canada.

The program for our Convention this year is an example of a united effort by a teacher, a school commissioner and parents. It will demonstrate that Quebec Federation cares about the concerns I have expressed and that the panelists are willing to share their knowledge and expertise so that, with your support, Quebec Federation can effectively pursue a path of action resulting in a future for all children which will not be one of hopelessness. Jacques Cousteau, many other scientists, and the world-renowned historian of the United States, Henry Steele Commager, predict realistically the dwindling of the world's resources and pollution of the environment.

In May, the Canadian Home and School and Parent-Teacher Federation is celebrating its 50th anniversary of the national federation at Beddeck, Nova Scotia, where it was founded by the wife of Alexander Graham Bell. Will Quebec Federation have a fiftieth anniversary to celebrate? I am confident it will, providing we care.

I look forward to meeting you at the Conference—my graduation!

# Editorial: *continued* Comments & Opinions

... out of step *Continued from page 2*

language residents. The improving of services and educational opportunities in French in Ontario; and the instituting of French immersion courses in elementary schools in Calgary; to mention only a few illustrations. This, in addition to the massive federal program toward bilingualism and biculturalism throughout Canada.

Surely, the guide or standard as to language rights enjoyed in Quebec or the rest of Canada should not be measured on the basis of what those relative rights may have been at a given point in time but rather should be judged on the basis of what Quebec and the other governments in Canada are doing presently in order to accommodate and increase those rights.

Measured on this basis we must conclude that the PQ government and our outgoing official languages commissioner would agree that while the rest of Canada is moving to meet the challenge of the needs and aspirations of their French-speaking residents, the government of Quebec is moving with undue haste to assure the decline and eventual virtual disappearance of the English language in Quebec.

Would it therefore not be more appropriate to suggest that the other provinces and Canada in general are doing 100 times more than Quebec to meet minority language aspirations?

Wm. M.

## Unilingual certificates:

Among the various Resolutions being presented to the delegates at our forthcoming Annual General Meeting is Resolution 4 which deals with the French unilingual secondary five certificates being issued by the Department of Education.

We're aware, of course, that computers do funny things, sometimes, such as the mailing out of not one, but two Certificates which have been received lately by graduates. But if these French unilingual certificates being issued to graduates in English language High Schools is another of those computer jokes, we don't think it's funny.

This practice is asinine and should stop. If the Department of Education believes that English language students graduating from English language High Schools are not entitled to the "privilege" of receiving their certificates in English, then by all means let them be bilingual. It is asking too much in obliging many of these graduates applying to schools and universities in other parts of Canada and the United States to incur the cost and spend the time necessary to obtain translations.

Let's give this resolution a hefty vote and carry it through to action.

Wm. M.

## Lesson for schools

WHEN QUEBEC'S teachers and school boards finally conclude their agonizing, protracted negotiations and agree to new local contracts throughout the province, they might look to, of all places, Rapid City, South Dakota, before launching their next round of bargaining in a couple of years.

That school district has demonstrated that the climate in the system can be good even during negotiations. Unfortunately, the approach is so simple that counterparts in this province evidently have never thought of it.

The key in Rapid City has been good communications. That means the ability of each side to listen to the other, as well as to articulate clearly its own demands and counter-offers. How was that achieved during the last contract talks? Before discussions began, the superintendent of schools, Marven Rosen, insisted on prerequisites: Negotiators from each side had to agree to take courses in conflict management and listening skills.

They did. And while there were the familiar wide differences when negotiations began between what the teachers were asking and what the board was offering, they eventually came to a settlement without rancor or disruption.

It would be an ideal way to go about negotiating a teachers' contract in Quebec—if anyone were listening.

Reprinted from *The Montreal Star*

## Block Parents' works in Guelph

A September incident in this Ontario city recently again proved the worth of "Block Parents" to a community.

A four year old had missed his bus home from school, and became lost.

Fortunately, he had been taught about Block Parents, and went to a home with a Block Parent sign displayed. He did not know his address, but fortunately this was sewn inside his coat.

Police were called and drove him home without delay.

Without the operation of Block Parents, there is quite a possibility that the young child might have become injured or hurt, and that a full scale search involving many community resources might have had to be used to find him.

The Canada Safety Council is hearing good things about the program all the time, but this one seemed particularly appropriate and worth a mention here!

## ARE YOU INVOLVED IN A BLOCK PARENT PROGRAM?

Block Parent programs have been established in many communities in Quebec in the past few years, and particularly during the current school year.

Groups wishing to consider such a project will find most of the necessary information in the Block Parent Program Manual edited by the Quebec Safety League in cooperation with the Rotary Club of Montreal. The manual is an adaptation from the manuals published by the Canada Safety Council and the London and Ottawa "Block Parent Committees."

An organization chart shows details of a workable committee structure, and a guide to other groups whose cooperation is vital.

Adult occupants of at least two homes per block are asked to provide an emergency haven to any child in need. Block parents are not expected to act as casual baby-sitters.

The manual outlines the responsibilities of organizers at the school or local level, a central committee to provide coordination for a town or city sector, principal and teachers, and the police department.

Suggestions for an educational program, publicity and samples of standard forms for use at various stages of program development are all included, so that a community needs only desire, manpower and a bit of financial aid to get a Block Parent program underway.

Some municipalities have provided financing for central committees. School committees and Home and School groups may wish to provide impetus, meeting arrangement assistance and financial support for the printed information sheets and copies of necessary forms.

Further information may be obtained from the Quebec Safety League, 5576 Upper Lachine Road, Montreal H4A 2A7, or by telephone, [514] 482-9110.

## SCHOOL COMMISSIONERS:

# Here's what they earn!

### The Representation Allowance

By order-in-council, the remuneration payable to a school commissioner is set at certain rates according to the size and function (elementary or regional) of the school commission. The council of commissioners of each school board was also given the right to adopt a different system of remuneration provided that the sum dispensed was no larger than the total prescribed by the order-in-council.

### Elementary school commission

Each commissioner .....\$1,300  
Chairman, an additional .....\$520  
Vice-chairman, an additional.....\$260  
Executive committee member,  
an additional .....\$1,170  
Chairman of executive, an additional .....\$1,950

### Regional school commission

Chairman of Council, an additional .....\$520  
Vice-chairman, an additional.....\$260  
Member of Executive committee,  
an additional .....\$1,170  
Chairman of executive, an additional .....\$1,950

### Elementary & secondary school commission (less than 25 students)

Each commissioner .....\$1,300  
Chairman of Council, an additional .....\$780  
Vice-chairman of Council, an additional ....\$390  
Member of executive committee,  
an additional .....\$1,755  
Chairman of executive, an additional .....\$2,925

### Elementary & secondary school commission [more than 25,000 students]

Each commissioner .....\$1,950  
Chairman of Council, an additional .....\$1,170  
Vice-chairman of Council, an additional ....\$585  
Member of executive committee,  
an additional .....\$2,632.50  
Chairman of executive, an additional ..\$4,387.50

### Montreal Catholic School Commission

Each commissioner .....\$4,550  
Chairman of Council, an additional .....\$3,900  
Vice-chairman of council, an additional ...\$1,950  
Member of executive committee,  
an additional .....\$6,500  
Chairman of executive, an additional .....\$7,800

### Protestant School Board of Greater Montreal

Each commissioner .....\$2,600  
Chairman of Council, an additional .....\$2,600  
Vice chairman of Council, an additional ..\$1,300  
Member of executive committee,  
an additional .....\$4,550  
Chairman of executive, an additional .....\$6,500

### Island Council of Montreal

Each member .....\$3,900  
Each alternate .....\$1,950  
Each member of executive committee  
an additional .....\$6,500  
Vice-chairman of executive  
and vice-chairman of Council  
an additional .....\$2,600  
Chairman of Council & chairman of executive,  
an additional .....\$7,800

### Limit

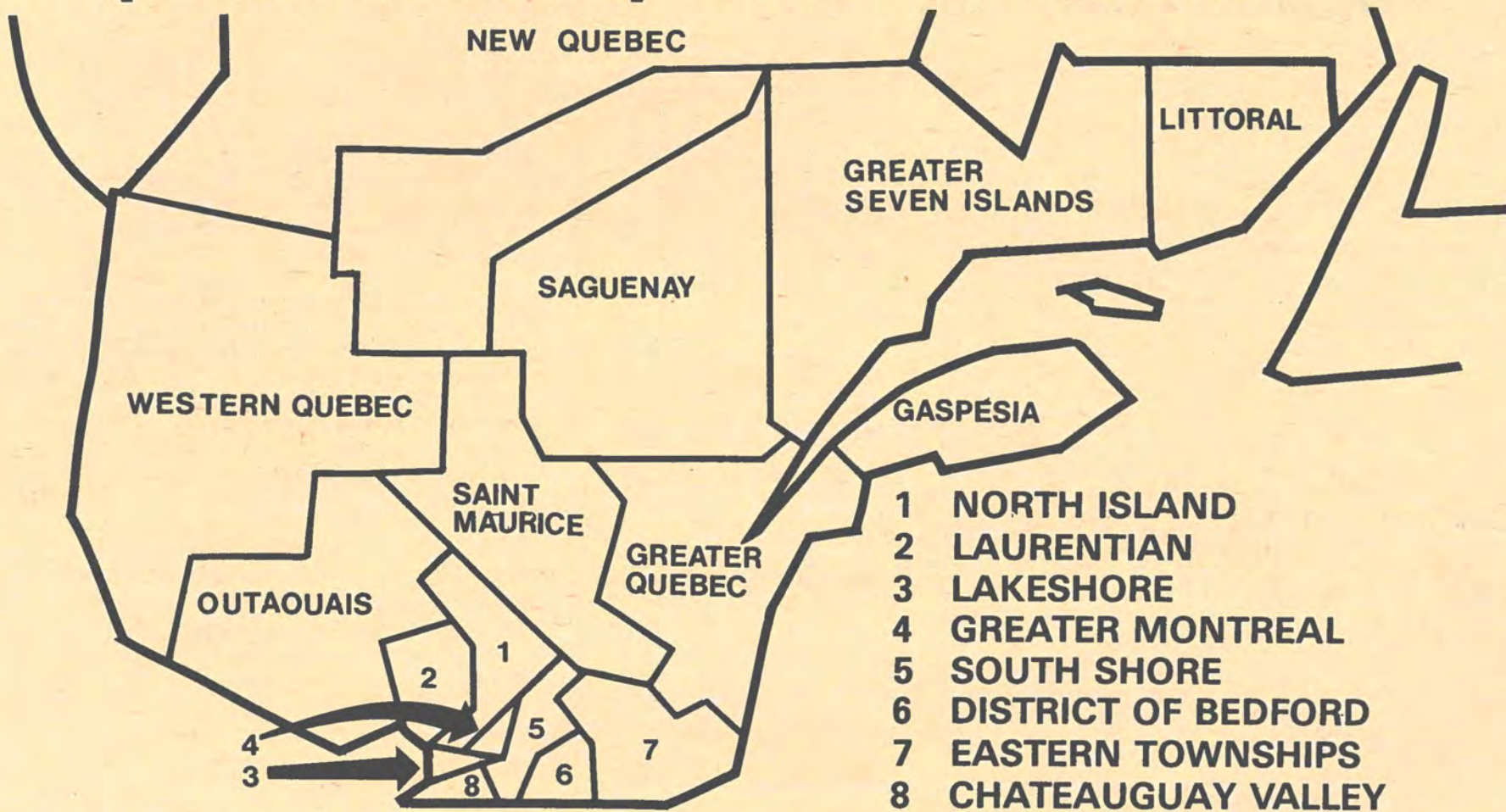
The sum payable to the chairman of the Island Council cannot exceed \$30,000, including amounts payable by the school commission.

### Tax-deductible

One-third of the amounts paid to school commissioners under orders-in-council are regarded as expenses inherent to the job, and are not taxable.

School Board Elections:

# Preparations underway all over the Province



On Montreal Island and in school municipalities outside Montreal, voters will have the opportunity to nominate and elect school commissioners during the month of June.

All seats on the Island school commissions will be up for election this year, approximately one hundred of them in both the Catholic and Protestant sectors. Island school commissioners are responsible for the education of 300,000 students and for a combined budget of over \$600,000,000.

Off the Island, in the 'Bill 27' school boards, approximately one third of the school commission seats will be up for election. Each year in these municipalities elections are held for the same proportion of school commissioners.

**MONTREAL ISLAND**

Preparations for elections on Montreal Island are well-advanced. A budget of \$3,000,000 has been approved, with \$2 per voter being paid by the Department of Education and the balance of 54 cents per voter funded by the Island Council. The population is being enumerated from census lists and mail-in and door-to-door collection of names.

Voting lists will be available for scrutiny in accessible locations during the month of April. Everyone who is 18 years of age and a Canadian citizen should be on the electoral list in order to vote.

**OFF THE ISLAND**

Off the Island, voting lists are prepared from census lists and school board tax rolls for the ward or section of the municipality whose commissioner's seat is up for election.

The same conditions apply regarding eligibility to vote. But someone who is 18 years and a Canadian citizen, but whose name does not appear on the voting list, will not be able to cast a vote. Consequently it is up to the citizen to make sure that his name is on the electoral list during the revision period which runs from April 1st to April 30th. The office of the secretary-general of a school commission will be able to tell citizens where and when the list can be examined during this period.

**CANDIDATE'S QUALIFICATIONS**

To be eligible to stand for

election as a school commissioner, the candidate must qualify as an elector and be on the voting list, and also have been resident WITHIN THE SCHOOL MUNICIPALITY for six months. To be nominated, at least two electors WITHIN THE WARD must put the candidate forward

in nomination.

Nomination papers are available from the office of the secretary-general of the school commission and must be handed in, duly completed, between the hours of 12 noon and 2 p.m. on the first Monday in June; for 1977 this is Monday, June 6th.

When nominations are closed, the school commission office will announce the holding of elections in wards where more than one candidate has been nominated. In the absence of more than one candidate, the seat will be reported as filled 'by acclamation.'

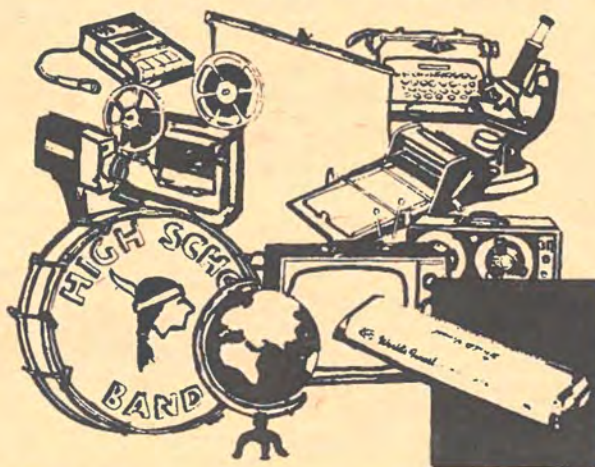
**CHECKLIST FOR A RESPONSIBLE CITIZEN**

1. Reply to the enumerator's efforts to get you on the electoral list.
2. Check during April to see that you and your eligible neighbours are on the electoral list.
3. Make sure that the name of someone you trust and respect is put forward in nomination for the school commission.
4. In the event of an election, turn out to vote and encourage friends and neighbours to do the same.
5. Make sure that your school commissioner is acting in the best interests of your community, by taking an interest in school board meetings and decisions.

**YOUR CHILDREN'S EDUCATION AND YOUR TAXES ARE AT STAKE!**

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Raise the funds to outfit a classroom or a schoolful of classrooms.



*The World's Finest Chocolate Way.*

It's the way that's been proven successful time after time in school after school. World's Finest Chocolate has the best record of success in the fund raising field. Sales of this great-selling chocolate have financed everything from classroom teaching aids to tubas; it's bought special activity equipment, paid the way for student trips

all over the world. Whatever your goal, we'll help you meet it. With personal, professional assistance. Sales aids. Control sheets. Planning charts. Finance reports. We've got the World's Finest Chocolate and the world's finest fund-raising team. And we're ready to put them to work for you right now.

**Be sure to stop in at our Booth during your Convention May 5, 6 and 7 for details about winning a "FREE TRIP TO SWITZERLAND."**

Call or contact:  
Carol Oss  
731 Valiquette St.

Verdun, Quebec

Tel. A/C 514-767-2776

National Museum of Man and NFB

## Canadian History on Slides

Home & School organizations across Canada have for many years passed resolutions requesting the development and production of a variety of teaching materials to improve Canadian history courses.

In 1975 the National Museum of Man in Ottawa and the National Film Board published the first eleven volumes of "Canada's Visual History," a series of bilingual text and slide sets. Last December a further ten volumes were ready for distribution. Each volume comprises thirty slides and a comprehensive bilingual booklet, researched and written by a noted Canadian scholar. The booklet contains a short essay to give background to the topic, a discussion of the historical significance of each slide, a reading list and suggested projects.

Aimed at high school and college-level students, the series contains units on such subjects as immigration, lumbering, Indian culture, furniture, mining and major labor conflicts. The theme of the volumes is interdependence. National themes cross regional boundaries and this comparative study gives students an appreciation of the richness of Canada's historical diversity.

The series is distributed in Quebec and Ontario by the Visual Education Centre, 115 Berkeley Street, Toronto, Ontario M5A 2W8. The information pamphlet is available from the Communications Division, National Museum of Man, Ottawa, Ontario K1A 9M8.

Quebec Safety League:

## Accident Prevention Stressed

People who are familiar with the "Elmer" safety program may be interested to know that children in Quebec will soon have available to their schools a Road Safety Show, a 45-minute presentation involving a safety village with appropriate props.

This project, sponsored by BP Canada, will have its scheduling coordinated by the Quebec Safety League.

Those attending the QFHSA convention will have an opportunity to see this presentation on May 6th, the première performance, coinciding with Child

Lakeshore Teachers' association:

## Rebuilding Educational & Community Programmes

Having finally reached agreement on their provincial and local negotiations, the nine hundred members of the Lakeshore Teachers' Association are gladly re-directing their Association's energies into educational and community programmes which had been set aside by the negotiations.

The following projects have been approved by the policy-making bodies of the LTA and working committees are beginning work on the implementation.

1. The long-standing question of educational alternatives within the Lakeshore School Board will be explored in depth by the joint teacher-board committee on educational policies. At the Annual General Meeting last spring, LTA members directed their Association to explore ways and means of providing differing educational philosophies in the various Lakeshore schools. In view of the fact that the Lakeshore School Board has recently established a similar committee, it is hoped that a real beginning can be made in this area by June.
2. A social studies curriculum unit on the history of the labour

movement will be developed in co-operation with PAPT, the Quebec Association of Teachers of History and the Lakeshore School Board. This project will represent the first time LTA has attempted to produce learning materials for use by teachers.

3. The LTA annual seminar on educational topics will be resumed this spring. This seminar has traditionally attracted up to a hundred and fifty parents, teachers, students and administrators to a discussion of curriculum, student rights and educational objectives. A topic being

considered for this year is the "Back to Basics" movement.

4. In order to contribute to the community discussion of educational issues, LTA is preparing a proposal for submission to the community newspapers. The proposal would entail LTA acting as a collecting agency for individual teacher and parent contributions on educational issues. The articles would be then hopefully used on a weekly basis in the community newspapers to initiate discussion and analysis on the topics covered.
5. A standing committee of the

LTA responsible for community relations has been re-established to examine general topics including: the re-establishment of teacher-parent relationships which were strained during the conflict of the negotiations and the development of proposals to increase parent involvement in the school.

Further information on these projects can be obtained from the LTA office at 84J Brunswick Ave., Dollard-des-Ormeaux, Quebec, phone numbers 683-4800 or 683-9330.

Family French Immersion?

## Learn French Out of School

In recent years, large numbers of English-speaking children have gone through 'French immersion,' either by attending French school for two or three years or by staying within the English school system but receiving all or most of their daily instruction in the French language.

The time comes, however,

when these young people return to regular English courses of study, perhaps with a subject or two taught to them in French to enable them to keep up their fluency and comprehension and expand their vocabulary.

### KEEPING UP FRENCH

But parents still put pressure on schools—this time not with the cry 'Teach my child French!' but with the appeal to 'Keep up my child's French!' The school seems to them to be the only means for providing opportunities for students to hear, speak, read or write in the second language.

Some of the responsibility for their child's French education must be accepted by the parents. Only so much French is possible at school. Other ways must be sought whereby young people with a good grounding in French can build on this foundation by making use of whatever opportunities are available in Quebec.

### SUMMERTIME FRENCH

In a recent issue of 'Education Quebec' there is a series of stories about summer camps and holidays for both youngsters and for families, within the French-speaking milieu. The camps described are for young people with special interests, but the family holiday fits everyone.

### HEBERGEMENT A LA FERME

Farm holidays are organized all year round, Christmas, Easter as well as summer, through the Fédération des agriculteurs du Québec, 515 avenue Viger, Montréal. Prices in 1976 were from \$13-\$15 per day for adults and from \$9-\$11 per day for children, meals included. Lodging can also be supplied without meals. For urban dwellers in the present economic conditions, a French family holiday of this kind would likely fit the bill in more ways than French.

### MUSIC CAMP

The Lac St. Jean music camp offers two sessions for a total of 170 campers each summer. Facilities include a concert hall, 56 studios and more. Besides a daily practice session of two

hours and two 50-minute music lessons per week, there are group studies in theory, choral singing and so on—as well as traditional camp activities run by a team of monitors. Campers must have studied a musical instrument—piano, wind, string, brass—for two or more years. Costs are low for the camp is highly subsidized by government funds and by local fund-raising efforts. 60% of the campers come from the Lac St. Jean/Saguenay area, and the rest from all over Quebec.

### SCIENCE CAMPS

The Conseil de la jeunesse scientifique de Québec sponsors six camps. Two described in 'Education Québec' are for boys. Camp Rolland Germain, near the Vermont border, has two-week sessions for secondary students interested in natural sciences. Grade 7 level students learn how to observe nature, dissect, use a microscope. Students from older grades carry out individual research on a subject of their choice, with guidance at hand from resource people.

Camp Jeunes écologistes is at Saint-Nérée, Bellechasse county. Last summer sixteen boys between the ages of eleven and fourteen spent twelve days expanding their interest in botany, limnology and entomology. Ornithology is also sometimes asked for. There is a meteorological station and an observatory. Information on these and the other science camps can be acquired from the Conseil de la jeunesse scientifique, 1445 rue Jarry est, Montréal, telephone 374-4700.

### STUDENT EXCHANGE

The program of the Quebec Intra-Student Exchange in Montreal has been going for many years. It is aimed at students ten to thirteen years old who are matched with a French-speaking youngster and exchange visits of one week in length. Some activities at each end of the visit are organized for the whole group during the period of stay—a visit to Jarry Park in Montreal, and so on. In many cases, the initial exchange has led to long term friendship between children and families. The cost is \$15 per student. Information can be obtained from Intra-Student Exchange, 1117 St. Catherine Street West, Suite 521, Montreal, telephone 845-9164.

## HOMework!

2nd grader: Why's Daddy always bringing home papers and working every night?

Mommy: Daddy has so much work to do at the office that he can't get it all done so he has to bring some home with him.

2nd Grader: Why don't they put Daddy in a slower group?

Thanks to Ms. Magazine

## FEDERATION OFFICE NEEDS VOLUNTEERS

We are in urgent need of volunteers willing to do ANYTHING in the office or even at home—typing, filing, stuffing envelopes, collating, checking postal codes and addresses, running off stencils, telephoning, sticking labels on envelopes etc.

If you can possibly give us a hand in any way, please call our new executive secretary, Donna Sauriol, at 933-3664 or 933-3665 at once. Travelling expenses will be reimbursed and there are facilities for making coffee or a snack.

Safety Week.

The Quebec Safety League is a non-profit, public service organization dedicated to the prevention of accidents everywhere but on job sites. The latter area of safety prevention is covered by a separate organization. Safety concerns in the area of traffic, home, recreation, farm, and all aspects of child safety are dealt with by the Safety League, which is located at 5576 Upper Lachine Road, Montreal. Its telephone number is (514) 482-9110.

Public education programs are

carried out through the media, distribution of literature and development of specific programs. At the beginning of the school year free school bus safety leaflets were offered to all school boards. Of the 400,000 distributed, over half resulted in contest entries being returned to the Safety League. A 12-part series entitled "Bits About Wheels" was also offered to school boards for use in their secondary schools.

A series of 10 safety posters, with a corresponding teacher's guide, is available for elementary schools for about \$6.00 a year. A bicycle safety program may be purchased for use by school or other groups. Also in the area of bicycle safety, a possible life saver is available in the form of a 29-cent kit of silver and red reflector tape, with instructions on its use to make a bicycle visible at night, from all angles.

The sale of kits and programs such as these, motor fleet safety programs and a family safety magazine help to cover the costs of distribution of free materials.

The Quebec Safety League has recently been involved in assisting local and provincial police in two specific initiatives: campaigns to promote driver observance of 20 m.p.h. school zones and stopping at the signal of flashing lights on stopped school buses.

Reading

by Al MacDonald

Al MacDonald is principal of Heroes' Memorial School, Cowansville, Que., and known provincially for his work in promoting basic skills while serving as an educational development officer in Language Arts for the Department of Education, and as a promoter of "Playgrounds for Free."

# "A pain when you have to, enjoyment when you don't"

An Administrator recently suggested that some teachers create reading problems because of their program and attitude. Certainly a successful reading teacher is one who has her pupils reading. The least successful reading teacher, from my experience, appears to be the one who concentrates solely on basal reader, workbook, dittos, spelling book for the 2 hour Language Arts period and who does not provide reading "for pleasure" time—all drill, very little practice. It is said that many of us learned to read by just reading and having materials around us to influence us. Have some of us forgotten how we learned to read?

### How Did You Learn To Read?

"Seeing Jane run. Older brothers and sisters. Being read to. Having a lot of books at

home. Labels and signs. Bible school."

### What Do You Remember Most About Reading Classes?

"Groups. Drilling. Took forever for my turn to come to read. Hoping to be picked for the best group. Being bored when the slow readers read aloud. Stars or stickers on our foreheads for good work. Never being allowed to take my reading book home. Being afraid to read aloud in front of the class. Reading the same thing a million times. Teacher hollering 'stop' when your turn was over. Stories that we read outside of our regular reading text."

### What Prompted Your Interest In Reading?

"Allowed to browse around the library. Picking out my own stories to read. If anything, the teachers I had dissuaded my interest in reading. I cannot

remember one teacher who did anything special to enhance my interest. Teacher read excerpts from books to encourage us to read them. Free reading periods. Teacher made the stories seem like real situations. I was in charge of a group of slow readers and this made me want to read more."

### What Qualities Did The Teachers You Liked Best Possess?

"Smiled all the time. Had fun with children. Really interested in students as people. Always took time out to read to us, we used to beg her to read to us. I can still remember her reading 'Charlotte's Web.' She expected a lot out of us, had a positive

attitude. Made us feel comfortable in class. First day she asked us to tell her anything we'd like to do during the coming school year; we did it, too."

### What Qualities Did The Teachers You Most Disliked Possess?

"Never received praise for work well done. We didn't learn to respect her, just to be afraid of her. I really think she disliked children. My sister was in her class seven years before I was and half the year was over before she stopped calling me Vickie. I feel that her job as a teacher was just a 'job.' Never smiled. Called me a liar because I said I couldn't see the board. Watched over us to make sure

that we didn't even glance ahead in our readers. We had to copy parts out of books to teach us reading. Walked around with a ruler, ready to hit someone."

The previous statements point out several solutions to our problems.

- "Older brothers and sisters" - tutors, tutees, high school tutors.
- "Being read to" - parental influence, adult example, teacher aides, adopt a grandparent.
- "Having a lot of books at home" - surround them.
- "Labels and signs" - relevancy and filling a need.
- "Took forever for my turn" - tutors and aides could help give more individual attention.
- "Grouping" - were you a Bluejay or a Buzzard? Once you're down, you tend to stay down.
- "Browsing - free reading time, U.S.S.R."
- "Expected a lot of us" - do the pupils know where they are going? Should they not be made aware of our goals and objectives?

Bilingual Grants

## READY TO GO

It could be said that the work of the Committee on Bilingualism Grants is "ON HOLD."

At the provincial level, Quebec Federation's Brief on the use being made of the federal grants for bilingualism in education was resubmitted to the government at the meeting with the new Education Minister, Jacques-Yvan Morin, on February 14th, 1977. The meeting was to encompass the Federation's concerns, so time to discuss the federal grants was very limited. We stressed the Parti Québécois invitation to members of the English-speaking community to participate fully in the new Quebec and our desire to do so. We pointed out that additional funds would be necessary to do this and at the present time English-language schools were being forced to do less in general and cultural education, in order to do more in French. The Minister indicated that he would be responsive to documented evidence of this statement so, with the endorsement of the Quebec Association of Protestant School Boards, individual boards have been asked for this information. When it has been assembled we shall ask for another meeting with the Education Minister.

At the Federal level, although a meeting with the Secretary of State has been promised for "after the Easter recess," no date has been set—we are pressing for a firm appointment. The draft of a short brief has been prepared, based on the resolutions passed at last year's Annual General Meeting. It is planned to use this Brief as the basis of discussion at our meeting with the Secretary of State and to send it to all Federal Members of Parliament next fall, reminding them that the agreement will be up for renewal in the spring of 1979 and must be changed in order to ensure that the funds are used for bilingualism.

Until the meetings at the Federal and Provincial levels can be held, the work of the Committee on Bilingualism Grants is "ON HOLD."



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Homecooked meals — Individual beds.

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Sessions	Date
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1 week	July 17th to July 23rd
2 weeks	July 24th to August 6th



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# The Conseil supérieur de l'Éducation studies the parent's participation in the school system

by Claude Fortier

The question of parents' participation in the Québec school system has been a matter of concern for some considerable time now.

Over the years a great deal of time and energy has been devoted to this problem by parents, teachers, school commissioners and administrators.

Thanks to their efforts there has been greater collaboration between the school and the family, and this has had beneficial results on the students' learning process. A great number of successful projects bear witness to this affirmation, projects which have been carried out in the schools and in school boards in all parts of Québec.

However, in certain regions these experiments seem to have given poor and even negative results, to judge by the reaction of those concerned. The parents themselves seem discouraged and complain that they are treated as nothing more than suppliers of funds, welfare clubs, or simply grievance committees.

This is why the Conseil supérieur de l'Éducation has sponsored a study whose purpose is to EVALUATE the various modes of participation by parents at each level of the school system. It is hoped that the result of this study will allow the authorities to take concrete measures in order to make the parents' intervention more efficient.

### MAIN AIMS OF THE STUDY

The general objective of the study is as follows.

- To analyse what has been done and to try and identify what could and should be done, where, and by whom, in order that the participation of parents in the school system may be as effective as possible.

- By this we mean that there must be a level of participation which is sufficient to increase the pertinency and efficacy of the students' learning process, while respecting the necessary independence of the teachers and ensuring a minimum level of standardization or apprenticeships on a province-wide level.

With this aim in mind, the study is oriented towards a description of present reality concerning parent participation. What sort of contribution do they in fact make to the school? What is the level and intensity of their participation?

We will try and discover why the participation of parents in general is so weak, what are the characteristics of those parents who have little to do with the school, and how can one best stimulate them to greater involvement. We will, at that point, investigate the question of certain parents who do not go through the usual administrative channels when they have demands to make or wish to bring pressure to bear in an *ad hoc* way.

Within this study, we shall also try to define the limits of the parents' role in the development and orientation of the school. To this end, we will pay particular attention to those projects which allow parents to influence major decisions, and to the phases of the decision-making process in which parents' intervention can be influential.

Furthermore, since several categories of people are likely to influence the participation of parents, we must gather information from the principal educational officers who are in touch with parents, i.e. teachers, school administrations, commis-

sioners, school board executives, and (at secondary level), the pupils themselves.

We must also take into consideration the modifications to these educators' tasks and the various changes (professional improvement etc.) which increased participation by parents might imply.

Finally, in this study, we are interested in the participatory role of local people who are not necessarily parents. It is quite possible that the school can benefit considerably from local educational resources which do not include parents, and in turn can offer assistance to other categories of people than parents and their children.

### THE STUDY: THREE APPROACHES

The research service of the Conseil supérieur de l'Éducation has mandated Mrs. Marthe Henripin to implement the present study. It was, in fact, Mrs. Henripin who, in collaboration with Mr. Vincent Ross, drew up the initial project a few months ago.

Three research approaches have been used in order to give an overall picture of parent participation in Québec, and at the same time to indicate in greater detail those elements which make participation difficult or impossible, and those which facilitate parents' intervention.

#### 1. An analysis of the contents of parents' committees annual reports

These annual reports constitute a basic document. The Council has undertaken an analysis of the 1975/1976 reports and likewise intends to analyze those of the current year. This analysis will allow

the Council to draw up an initial overall table of the real activities of parents' committees and to obtain certain data concerning the functioning of the school committees. It will also help to bring to light cases where parent participation was especially fruitful, and others where it seems to have been almost non-existent.

#### 2. A few case-studies

Case-studies allow one to analyze in detail the real functioning of the system of communication - participation set up between parents, or between parents and other persons or groups working in the school milieu (teachers, school administrations, school board executives, school commissioners, etc.).

In particular, such case-studies should allow one to discover what factors really affect parent participation, to bring out the various ways of achieving the same objective (for example by a local policy of consultation). They can also reveal a range of models which work, and which could be of interest and have information value for parents in places where it doesn't work.

The dimension of the cases under study can vary. One might be dealing with a network of communication-participation between parents and the school board; again, it might simply be a participation project within one school, or the action of a specific group of parents vis-à-vis one particular problem.

The Council intends to publish the results of the analysis of the Annual Reports and the case-studies towards September 1977, so that they can be used by parents and other persons concerned by the question.

#### 3. A quantitative enquiry

At a later stage, there will be a survey on a province-wide scale. This seems essential, if one wishes to make recommendations of general application. The analysis of the Annual Reports and of the case-studies (which are more qualitative) will permit the orientation of the survey towards a limited number of pertinent elements.

The survey will deal with questions of fact: the personal characteristics of interviewees (age, number of years of schooling, previous experience in the field of education); the modes of financing parent activities; modes of information; the aims of consultation; the impact of participation on daily tasks, etc. It will also deal with questions of opinion: the problems that are seen to exist; the solutions proposed; the level of participation desired.

The survey will not be limited to parents working on official committees. It should in fact, reach persons of other categories, and not only parents, but school principals, commissioners, school board executives and perhaps Secondary-level students (members of student councils).

### YOUR COLLABORATION IS EXPECTED

The Conseil supérieur de l'Éducation has always attached great importance to the participation of parents in school affairs. Over the years, this has been made abundantly evident by the number of statements to this effect issued by the Council.

The Council is convinced that all those concerned will once again collaborate in the present study.

**NOTE TO ALL HOME & SCHOOLERS — WRITE THE SUPERIOR COUNCIL, c/o FEDERATION OFFICE AND LET THEM KNOW WHAT ARE YOUR VIEWS**

Reprinted from March 1977 issue of MEQNEWS. For your own copies of MEQNEWS write Minister of Education, Edifice G 16th Floor, 1035 de la Chevrotière, Québec G1R 5A5.

## ARE YOU MOVING THIS SUMMER?

**Be sure to add your P.O. Code**

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CITY ..... P.O. CODE .....  
SCHOOL .....

### NEW ADDRESS:

NAME .....  
STREET .....  
CITY ..... P.O. CODE .....  
SCHOOL .....

Send your change of address to: Editor, The News, QFHSA, 4795 St. Catherine Street West, Montreal H3Z 1S8



## Bonisteel to speak at Convention

Since its conception, Roy Bonisteel has been host of MAN ALIVE. He began his career working on a newspaper in Trenton, Ontario, in 1949. Later, in 1950, he became a newscaster at CBJQ and from there went to CKTB St. Catharines in 1953. He worked in various capacities at this radio station for twelve years.

In the 1960s Roy produced "Checkpoint" and "Dateline"—radio programs widely distributed in Canada. In 1965 he was appointed Regional Director of Broadcasting for the United Church in British Columbia. In this position he worked with radio and television stations throughout the province.

In 1967 the Anglican, Roman Catholic and United Churches appointed Roy National Radio Co-ordinator, a position he held until 1970.

In 1967 Roy Bonisteel became host of CBC's MAN ALIVE.

He also conducts communications workshops across the country—working with a variety of people—teachers, hospital personnel, clergy and military groups. He is in demand as a public speaker.

Roy and his wife Donna live with their two children on a farm in the Bay of Quinte area of Ontario.



## PROPOSED CONSTITUTION CHANGES

At this year's ANNUAL GENERAL MEETING the following amendments to the CONSTITUTION AND BY-LAWS will be presented for approval:

**ARTICLE VII**  
**PARAGRAPH 2**  
Cheques on the Federation's bank account shall be signed by any two of the following officers: President, Treasurer, a Vice-President designated by the Executive.

**ARTICLE III,**  
**SECTION 3**  
The Board of Directors will also include - e) President of Area Councils  
These proposed changes will be submitted to the general business session by William Asherman  
**CHAIRMAN OF CONSTITUTION COMMITTEE**

### Resolutions for 1977

# Mixed bag for consideration

#### Resolution 77/1

### Improve Health Education in the Schools

Macdonald High School parents are concerned over the lack of a meaningful health education program in our schools. Students need to be guided concerning smoking, drugs, alcohol, recreation and physical fitness. Attitudes formed early in life can last for a lifetime. Let's help form good health habits.

**THE RESOLUTION STATES:**

That a comprehensive and compulsory program of health education be developed, introduced and maintained by qualified teachers into the curriculum for all children in the educational system from grades Kindergarten to Secondary Three.

#### Resolution 77/3

### Bus Safety Needs to be Improved

Better bus safety is required in the area served by the MUCTC buses. LaSalle High School parents point out that in spite of many protestations to the authorities children are still the victims of bus accidents. Accordingly a previously passed resolution should be reaffirmed to express our Federation's concern over this matter.

**THE RESOLUTION READS:**

That immediate priority be given to ensuring that all MUCTC buses, when used for school bus service, be clearly and properly marked to indicate that they are transporting school children and that all drivers be officially and clearly instructed that they are not to drive the buses on this service unless the buses are so marked.

#### Resolution 77/2

### Sufficient Funds a Must for Improved Teaching of French

Better teaching of the French language in our schools requires adequate equipment and sufficient qualified teachers to be effective. Funds must be made available to support this better teaching. Lindsay Place High School parents are concerned that the present government does not fully recognize this need.

**THE RESOLUTION READS:**  
That the Quebec Federation of

#### Resolution 77/7

### Rural Schools Endangered

Rural schools under the English Protestant Boards are hardest hit by the declining school-age population. A way must be found to preserve these schools so that all English Protestant students in the Province will have the opportunity to attend a school in their area.

Home and School Associations should continue to pressure the Minister of Education [and whatever agencies might be necessary] to make available sufficient funds to English schools to guarantee enough specialists to develop a proficiency in French on the part of all students that will enable such students to work and prosper in the Province of Quebec.

These resolutions dealing with health, safety, administration and language are being circulated to all locals in plenty of time for discussion before the Annual General Meeting on May 5th, 6th and 7th. Please discuss, form your opinions, and come to the Convention ready to vote.

#### Resolution 77/6

### Contract Negotiations

Teacher negotiations over the last two years have disrupted classrooms, leaving dissatisfied pupils, teachers, administrators and parents.

This resolution asks for a better negotiation system.

#### Resolution 77/5

### Superior Council of Education - Translation Facilities

Concerns participation in the meetings of the Superior Council of Education, Quebec's top advisory body to the Department of Education. For both English- and French-speaking Quebecers to participate fully in the meetings a system of simultaneous translations should be arranged.

#### Resolution 77/8

### Freedom of Choice - A Cornerstone of Democracy

Your Board of Directors tries to speak out for all citizens of Quebec, not just members of Federation. They firmly believe that the choice of language instruction in our schools is a matter for each family to decide, not a state-dictated ruling.

This resolution forces attention on the present arbitrary rules of the government regarding choice, or more accurately lack of individual choice, in the language of schooling for the children of this province.

#### Resolution 77/4

### French Only?

Resolution 4 deals with the question of why only French High School Leaving Certificates are given to our graduates of English schools in Quebec.

## Convention site

The site for the 1977 Quebec Federation Convention is Hotel Loews La Cité. Situated at the foot of Mount Royal at 3625 Park Ave., La Cité is easily accessible by car or by métro.

The Place des Arts métro station is two blocks from the site.

For those who plan to drive, there is a 1000-car underground parking facility with an elevator taking you directly to the Hotel.

The facilities at Hotel Loews will please out-of-town delegates. More information re rates and rooms has been included in the program preview sent to each local.

Hotel Loews is one part of the innovative, multi-purpose La Cité development which has been shaped out of the city's inner core—part of Montreal's urban rediscovery.



# QFHSA CONVENTION



## BUSINESS PROCEDURE for the ANNUAL MEETING

1. All Federation Meetings are conducted in accordance with the Constitution, the Standing Rules (revised) and with **ROBERTS RULES OF ORDER AND PROCEDURE** (revised).
2. The quorum for the Annual Meeting is based on 25 percent of registered member associations, in good standing, represented by their Official voting delegates or accredited alternates.
3. Amendments to the Constitution require a two-thirds vote of the delegates present and voting.
4. A delegate wishing to speak from the floor shall:
  - 1) Use the microphone;
  - 2) Address the chair;
  - 3) Give name in full and name of the Association represented.
5. The Mover of a Resolution should be as brief as possible, and may speak up to 5 minutes. A delegate may not speak for more than 2 minutes on any question under discussion, nor more than twice on the same question.
6. Resolutions to be presented to the Annual Meeting were received by the deadline announced and the Report of the Resolutions Committee was distributed to all Associations within the required time. Any amendments will be circulated to Associations by the end of April. Delegates presenting Resolutions are reminded that **THEY MUST BE PRESENT** at the time designated on the agenda for the presentation of their Resolutions.
7. Any motions from the floor must be presented in writing to the Chairman.
8. Amendments to the Constitution and By-Laws as presented by the Committee Report can be accepted, rejected or modified, but in the latter case, only if such modification is in writing, presented in duplicate and received by the Chairman prior to the opening of the Convention.
9. Membership Cards shall be shown to the Credentials Committee upon request.
10. All Voting Delegates are expected to attend all Sessions of the Annual Meeting. This is where they speak for their Associations. You are requested to be prompt for all sessions.

# Conference Program — Hotel Loews LaCité

THURSDAY, MAY 5, 1977			
7:00 p.m.	Registration	Preview of DISPLAYS	Speaker- Tony Le Sauter - involved in protection of the environment
8:00 p.m.	Keynote Speaker	Roy Bonisteel, Producer of C.B.C.'s "Man Alive" OUR HOME, OUR SCHOOL, OUR WORLD, CARE, SHARE, AND SURVIVE It is not necessary to register as a delegate to attend as this is an OPEN MEETING.	Chairman- Lyman Roberts
FRIDAY, MAY 6, 1977			
8:30 a.m.	Registration	Coffee will be available at the Hotel Coffee Shop	Speaker- Winston Keeler, Science Department Head, Chateaugay Valley High School
9:00 a.m. to 12:00 noon	Plenary Session	ANNUAL MEETING Official Welcome, Minutes, Reports, Financial Report, Elections, Resolutions (to be continued Saturday, p.m., if necessary)	Chairman- Allison Irwin
10:30 a.m.		Coffee Break (25 cents) and an opportunity to view the displays	
12:00 noon		Displays	
12:30 p.m.	Lunch		
1:15 - 1:45 p.m.		Première Presentation by the Quebec Safety League of "Safety Village".	
2:00 - 3:30 p.m.		<b>CONTINUOUS FILMS</b> National Film Board - The New Alchemist A Sense of Place The Persistent Seed Marlin Films - Urbanissimo Consider the Process of Living Energy - Harnessing the Sun	
2:00 - 3:30 p.m.	CONCURRENT WORKSHOPS	1) SOCIETY FOR EMOTIONALLY DISTURBED CHILDREN Ineffective nutrition and environmental stress - can our children survive? Covers the problem of adverse reactions to food additives, environmental pollution and the effect of light on health. Speaker- Harriet Drake, Assistant to the Director, Society for Emotionally Disturbed Children Chairman- Marion Kiff	Co-ordinators- Betty O'Connell, June Ellingsen, Sandra Keightley
		2) TEN DAYS FOR WORLD DEVELOPMENT - Journey Thro' the Smoke Screen Crisis of food in the world - the use and misuse of land - responsibilities of individuals and groups to ensure global survival in the future. A panel discussion about the myths and facts. Panel- Barbara Zerter Social Justice Committee of Montreal Rev. Ernie Shibli Chairman of Social Justice Committee of Montreal Rev. Lanny Dean Chairman of "10 Days for World Development" Maureen Kabwe Community Worker from Zambia Chairman- Joan Kepron	Speaker- Professor John Dealy, Department of Chemical Engineering, McGill University Chairman Bill Lynn
		3) SOCIETE DE LA PROTECTION D'ENVIRONNEMENT - Environmental Protection Land, water and air - their uses and misuses by man - how the individual can take positive steps for the preservation of all. A panel discussion will take place.	Speaker Professor Harold Goldsman, Psychology Department, Concordia University, Sir George Williams Campus Chairman Anne Coppard
		3:30 - 4:00 p.m.	Break for Coffee or Tea DISPLAYS
		4:00 - 5:30 p.m.	The above WORKSHOPS will be REPEATED. The exception is Workshop 7 - Educational System for Human Survival - the second session is a continuation from the first session. DISPLAYS
		5:30 p.m.	
		7:00 p.m.	Dinner



1977/78 Executive

# Nominations Committee Report

by William I. Miller, Q.C.  
Chairman,  
Nominations Committee



MILLER

The Nominating Committee of Quebec Federation of Home and School Associations, appointed by the Board of Directors, met on March 24, 1977 to consider nominations for those positions which are open to election at the 1977 Annual General Meeting.

The Members of the Nominating Committee and alternates present were as follows: Jean Aguayo, Bill Clinton, Heather Hart, Allison Irwin, Joan Kepron, Joan Mansfield, Thelma Varner and William I. Miller, Q.C., Chairman.

After considering all the nominations received, the following persons have been nominated for the 8 positions which are open to election, namely:

- President **Alex Morris**
- Vice-Presidents **Denis Corr**  
**Marion Kift**  
**Barbara Moore**  
**Cal Potter**  
**Barbara Milne-Smith**
- Treasurer **Ronald Gallay, C.A.**
- Recording Secretary **Gordon Perry**

The term of office is 2 years except in the case of Barbara Milne-Smith and Gordon Perry, whose term of office shall be 1 year, having been nominated to complete the term of their respective offices which expire at the A.G.M. 1978.

According to Article V, Sec. 5, of the By-laws, further nomination of any other members in good standing may be submitted, in writing, to the Chairman of the Nominating Committee accompanied by at least 25 signatures of members in good standing. The 25 sup-

porting signatures of any such additional nominations shall also indicate the name of the Association to which such members belong. In order to allow sufficient time for preparation of elections should further nominations be made, they must be received at Federation Office not later than noon, Friday, April 22, 1977.

The term of office of: Dorothy Chant, Executive Vice-President; June Ellingsen, Sandra Keightley and Barbara Kerr, Vice-Presidents, ends at the 1978 A.G.M.

## NOMINATED FOR PRESIDENT

**ALEX MORRIS** Rev. Alex Morris has previously served as a Vice-President of the Federation. He is a member of MacDonald High School Home & School Association where he has 2 children attending. He has also served on the Executive of Northview Home & School. Educated in Montreal. Serves as Chaplain at Ste. Anne de Bellevue Veterans' Hospital. Program Chairman for the 1977 Annual General Meeting.



## NOMINATED FOR TREASURER

**RONALD GALLAY** Mr. Gallay has served as Treasurer of Quebec Federation during the past few months, completing the term of office of the outgoing Treasurer. He is the father of 2 children attending Mount Royal High School. Mr. Gallay is a chartered accountant by profession. He has served on various Home & School Committees during the years.



## NOMINATED FOR VICE-PRESIDENTS

**MARION KIFT** Mrs. Kift is a member of the Morison Home & School Association. Mother of 4 children. Educated in Ontario with a Master's Degree in special education. Has a diploma in child study and parent education. Presently serving as a Commissioner on the PSBGM. Serves as co-ordinator for staff training and development at Douglas Hospital.



## NOMINATED FOR RECORDING SECRETARY

**GORDON PERRY** Mr. Perry has two children who are attending Courtland Park Elementary School and he is a past president of the Home & School Association of that school. Mr. Perry was educated in engineering and has worked in publishing and public relations. Presently he is with Bell Canada in internal communications. He is just completing a term as a Vice-President with Quebec Federation.



**DENNIS CORR** Mr. Corr is the father of 4 children; one in Beaconsfield High School and three at Windemere Elementary. Born and educated in New South Wales, Australia. By profession, he is a mechanical engineer. Working at the Aluminum Company of Canada, he has been living in Montreal for the past 18 months and before that in the Saguenay Valley. He is the President of Windemere Home & School Association. Has served for the past 5 months as a Vice-President of Quebec Federation (filling a vacancy).



**CAL POTTER** Mr. Potter has 3 children; two now in University and one at a private school. He was educated in Montreal at Sir George Williams University and McGill University. He is a chartered accountant and economist, now at Concordia University as Professor in the Faculty of Commerce and Administrative Studies. He is a past treasurer of the Canadian Association of University Teachers, Federation of the Association of the Universities of Quebec and also of Quebec Federation of Home & School Associations.



**BARBARA MOORE** She has been a member of Roslyn Home & School since 1961 and interested in education in a number of ways since that time through Home & School, School Committee and the Montreal Council of Women. Mrs. Moore became involved with Quebec Federation through the Grants for Bilingualism in Education and has been the Chairman of the committee since 1975. She has four children—two in University, one finishing high school and one in Grade 5.



**BARBARA MILNE-SMITH** Has four children, two of whom are at John Rennie High School and one at Concordia University. She has been active with Home & School for many years—as Chairman of Volunteers, Edinburgh School, as Membership Chairman, then President, Lakeside Heights, as Recording Secretary, Chairman of Volunteers and President, John Rennie High School. She was also Chairman of Volunteers for the School Committee at Lakeside Heights and is presently an Area Director for the John Rennie Home & School District (Lakeshore II); secretary of the Lakeshore Regional Council of Home & Schools, and Conference Chairman for Quebec Federation's Annual General Meeting (1977). She was born and educated in Quebec and is by profession a secretary.



**PLAN  
TO BE  
WITH  
FRIENDS  
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Q.F.H.S.A.  
ANNUAL  
MEETING**

**THE ONTARIO ASSOCIATION  
FOR  
CURRICULUM DEVELOPMENT**

IS HOLDING A CONFERENCE ON

# "MULTICULTURALISM in EDUCATION"

**April 20, 21, 22 and 23, 1977**

**The Sheraton Centre, Toronto, Ontario**

**GROUP TOPICS WILL INCLUDE:**

- The Effects of Immigration on the Development of Multiculturalism
- Retention of Ethnic Cultures through the Schools
- Diverse Learning Styles
- Language Programs
- Ethnic Differences
- Perception of Others
- Religion and Multiculturalism
- Native Peoples
- English and French as Languages of Instruction
- Educating Students for Life in a Multicultural Canada

For further information and registration forms write to:

**ONTARIO ASSOCIATION FOR CURRICULUM DEVELOPMENT**  
1260 Bay Street, Toronto, Ontario M5R 2B1  
(922-4231)

**REGISTRATION FEE: \$75.00**

# Nutrition Action

Courtesy: Montreal Diet Dispensary  
 Dietetic Interns: Cynthia Dougherty, Muriel Copeland, Katherine Romanick, Denise Poirier, Susan Hoey.

## Nutrition Week

### Are you nutritionally fit?

The answer to this question may be found out during "Nutrition Week" which will take place at the Montreal General Hospital on April 18 and 19 and at the Royal Victoria Hospital on April 20 and 21.

The four-day bilingual education project is being run by more than 50 dietetic interns from various hospitals in Montreal, as well as the Montreal Diet Dispensary and Montreal Regional programs.

The Royal Victoria Hospital display will involve an "assessment" of physical fitness, done with the help of the local Y.M.C.A. As well, one can have one's eating habits evaluated. Information will also be available on nutritional needs at various stages of the life cycle.

The Montreal General Hospital will provide information on infant nutrition, vegetarian diets, beverages and breakfasts.

The exhibits will be open, free to the public, from 10 a.m. to 7 p.m. during each of the four days.

## The overweight child

by Katherine Romanick

The Overweight Child is part of a minority group that suffers the slings and arrows cast by the "normal weight" society.

- Obvious examples:
- He (or she) is often taunted and ridiculed by "friends" and classmates;
  - He is the last one chosen for the team;
  - He shies away from girls, fearful of rejection;
  - She spends Saturday night alone because she hasn't got a date for the big party.

Fashionable clothes are a dream. The big department stores cater to the petite figure. Clothes shopping is a depressing and often humiliating experience for the overweight child. Even if you are a creative sewer, the styles in large sizes are seldom what the other kids are wearing.

In an effort to help the overweight child, parents may try to force adherence to a diet. When reasoning with a child fails to motivate him, a frustrated parent can resort to ridicule. It all adds up to one big unhappy family.

On the other hand, the parents may be overweight themselves and not perceive childhood obesity as a problem. It is, however, a complex problem for which there is no easy solution. But one must not despair. With patience and a concentrated family effort, the child can be motivated to want to lose weight.

The first step is to take the child to the family doctor for a complete physical check-up. Ask the doctor for a referral to a dietitian or nutritionist. Most hospitals have out-patient dietitians and the CLSC's have nutritionists.

The nutritionist will evaluate the entire situation including food preferences, meal patterns, activities and ambitions. She will try to get a complete picture of the family life in order to determine the best approach. The basis of the diet will be good nutrition, as outlined in Canada's Food Guide. Fad diets and severe calorie restriction can be harmful to the growth and development of a child or adolescent.

The nutritionist will want to see the child regularly to follow his progress and to offer incentive and support. In many cases, actual weight loss is not as important as maintaining a certain weight because, while the weight may have remained stable, the height may have changed. Therefore, the child would be growing into his weight.

Family support has a large effect on the relative success of the weight program. A child who is denied the soft drinks and chips that he sees his brothers and sisters enjoying can very easily suffer psychological problems; it would be best not to buy them and to feed everyone healthy snacks.

The overweight child's diet will be a well-balanced diet suitable for the whole family. If the child is not made to feel "different" his chances of success will be greater. He will also have learned good eating habits that he can follow throughout his entire life to ensure excellent nutritional health and its benefits.

## Canada's Food Guide

"What should I eat to be healthy?"

"How will I know if I'm eating all my requirements?"

These are just a few of the more popular questions asked of nutritionists by the general public.

During the 1930's and early 1940's, many Canadians showed increased enthusiasm for information about nutrition and its relation to healthful living. The government then decided to compose a "guide" to help the average person choose foods to eat on a daily basis to make a nutritious diet.

The guide, originally known as Canada's Food Rules, was constructed by the Nutrition Division of the Department of National Health and Welfare in 1942. It has since become "Canada's Food Guide" and this year will be changed in format from 5 food groups to 4 groups; the fruit and vegetable groups being combined.

We don't generally think of ourselves as consuming fats, carbohydrates, proteins, minerals and vitamins at the dinner table; it's "food" that we eat. On that basis, it was decided by the nutrition authorities to teach the public about kinds and quantities of food that should be eaten daily as opposed to teaching the amount of vitamins or protein that should be eaten.

The kinds and quantities of food included are based on the understanding that all the nutrients required by the "average person" are contained in "Canada's food guide."

Except for the Milk group, quantities are listed as "servings." This is because the size of a serving varies with the individual's age, weight, sex and activity. For example, a 6-year-old does not have the capacity to eat as large a serving of meat as does a teenager or a working man.

We should never lose sight of the fact that the guide is just that—a "guide"—for the

"average person," which does not consider those individuals who have particular dietary needs, either because of illness, allergy or perhaps just personal preference.

The selection of four food groups was not just an arbitrary number. Each group exists because the foods within that group contribute specific nutrients.

The MILK GROUP provides excellent sources of calcium, riboflavin (B2), protein, vitamin A and vitamin D. It is the major source of calcium in the Canadian diet.

The FRUIT AND VEGETABLE GROUP is the major contributor of Vitamin C and Vitamin A. Citrus fruits such as oranges, grapefruit and tomatoes or their juices are rich in "C" and provide 92% of this vitamin in the Canadian diet. Potato, broccoli and green pepper are significant sources of "C" as well. Vegetables contribute 50% of the Vitamin A to our diet. The Vitamin A found in fruits and vegetables is in a different form from the A found in milk and meat, in that it must be converted, in the body, to an active form. However, this group is still a valuable source of Vitamin A. This group also contributes significant amounts of roughage to the diet.

As a result of fortification processes, the BREAD GROUP provides an important percentage of B vitamins and iron, when consumed on a regular basis. This group also contributes carbohydrate and protein to the diet.

The MEAT GROUP is the major source of protein in the diet. Protein is required for growth, maintenance and repair of body tissue. However, as can be seen from the guide, meat is not the only source of protein.

Dairy products are excellent sources of protein, as are beans and legumes when eaten in the right "combination."

## ... "What & How Much" to eat

by Denise Poirier

This group also contributes significant amounts of B vitamins, iron and Vitamin A.

The importance of diversified selection should thus become obvious. If we were to rely

heavily on one or two food groups for daily nutrition, we would ultimately lack specific nutrients, depending on the groups omitted. And so, it is best to follow "Canada's Food Guide"

to eliminate any doubts about missing "essentials" in the diet.

Indeed, "Variety is the spice of life." Why not try "variety" in your menu pattern, thus adding nutrition to your daily schedule?

### A Quick Guide for Matching Proteins

<p><b>Milk</b> Children (up to about 11 years) ..... 2½ cups (20 fl. oz.)                      Adolescents 4 cups (32 fl. oz.)                      Adults ..... 1½ cups (12 fl. oz.)                      Expectant and nursing mothers ..... 4 cups (32 fl. oz.)</p>	<p>Whole, 2%, skim or powdered milk; cheese; ice cream; or soups made with milk all supply necessary calcium, riboflavin and protein.</p>
<p><b>Fruit</b> Two servings of fruit or juice, including a satisfactory source of vitamin C (ascorbic acid) such as oranges, tomatoes, and vitaminized apple juice.</p>	<p>Selections could be fresh or canned fruits (grapefruit, peaches), dried fruits (prunes, raisins), or fruit juices (tomato, orange). Most fruits are sources of vitamin C, vitamin A and iron.</p>
<p><b>Vegetables</b> One serving of potatoes. Two servings of other vegetables, preferably yellow or green and often raw.</p>	<p>Raw, cooked, frozen or canned vegetables such as cabbage, broccoli, carrots, peas, turnips and potatoes provide vitamin C, vitamin A, folic acid and iron.</p>
<p><b>Bread and cereals</b> Bread (with butter or fortified margarine). One serving of whole grain cereal.</p>	<p>Whole grain breads and cereals and enriched products (breads, cereals, macaroni, spaghetti) supply thiamin, riboflavin, niacin and iron.</p>
<p><b>Meat and fish</b> One serving of meat, fish or poultry. Eat liver occasionally. Eggs, cheese, dried beans or peas may be used in place of meat. In addition, eggs and cheese at least three times a week.</p>	<p>Foods such as hamburger, fish chowder, baked beans, cheese omelets and peanut butter also contain valuable protein, iron, B vitamins and vitamin A.</p>
<p><b>Vitamin D</b> 400 International Units, for all growing persons and expectant and nursing mothers.</p>	<p>Sources of vitamin D include vitamin D fortified milk and margarine, cod liver oil or a vitamin D supplement.</p>

## Nutritious snacks

by Susan Hoey

Most people eat snacks. There is no reason to feel guilty about eating snacks; frequent eating is not detrimental to health.

It is the quality of snacks that counts.

Eating many of the typical snack foods like soft drinks, chips, cookies and cake may result in a poor diet. These snacks are usually high in calories, sugar or fat and low in protein, vitamins and minerals.

Many children, adolescents and adults need between-meals snacks because they cannot or do not eat enough at mealtimes to keep them going throughout the day.

Snacks are a very important part of the child's diet. The capacity of a child's stomach is small. It cannot hold much food at one time. Therefore some children need to receive a large part of their day's total calories in the form of snacks. Many children become overtired and cross if they are not given food between meals. The average four-year-old needs only 1,400 calories per day to maintain good growth and health. The Canada Food Guide contains between 1,200-1,600 calories per day. Therefore everything a child eats should come from the following food groups: milk, cereal, meat and meat substitutes, vegetable

ducted in California on teenagers' food habits. The study found that young people to ate frequently tended to have overall good diets, those who ate less than three meals a day had poorer diets. Parents should make nutritious food that the teenager likes available to him. This will contribute to the teenager's physical and social needs. The teenager should be allowed liberal access to the home refrigerator and cupboard where just nutritious food should be stocked. If the refrigerator and cupboard are not accessible to teens, you may find your teenager going off to restaurants for some not too healthy snacks.

Snacking is good for people who want to lose weight. Many people who are trying to lose weight feel that skipping breakfast or lunch is a good idea. This type of pattern prevents people from working efficiently during the day. It also causes people to get overly hungry and overindulge in food. A study done with rats found that rats consuming a specified amount of calories over six meals had a normal weight gain. Another group of rats were fed the same number of calories in one daily meal: they gained more weight than the group eating the same amount of calories in six meals. It is a good idea for people that want to lose

### CRITERIA OF GOOD SNACKS

1. Snacks should have nutritional value. They should contain protein, vitamins and minerals.
2. Snacks should be low in fat and sugar.
3. Convenient: Snacks should be easy to prepare if prepared ahead of time and stored.
4. Variety: Include snacks from all of the following food good groups: milk and dairy products, whole grains and

cereals, vegetables, fruit and meat or meat substitutes (peanut butter, cheese, eggs, beans).

5. Snacks should be appealing and delicious. Using food with a variety of colour, shapes, textures and flavour makes snack time interesting.

6. Children enjoy finger foods.

7. Use foods in their natural form. Sugar is one of the prominent additives in convenience foods.

weight to have 5-6 small meals a day.

Frequent snacking can also help people gain weight. There is usually a limit as to how much one can eat at one meal. Snacking should enable you to eat more. Again these snacks should not be

high in sugar or fat because these foods may curb your appetite.

Because nutritious snacks are a regular part of our eating routine, we must not overlook them or disregard them. We must plan for them like we do for meals.

## Food Facts for You

### Things have changed

Food services in the schools of the Island of Montreal are now being organized with the students' health in mind. Foods that sell well but are not very nutritious have been eliminated. Perhaps you are already aware of the fact that the cafeteria in your school offers a menu slightly different from that of previous years. No longer will students find "french fries," doughnuts, candies, soft drinks, etc. on the counters.

### What are the changes like?

In June 1974, the School Council of the Island of Montreal, an organization responsible for the financing of the school boards on the Island, adopted a regulation aimed at improving the quality of food served in the schools. The Council offered special grants to the school boards which agreed to put the new policy into effect. These grants permit the school boards to offset the difference between the actual cost of the food and the reduced price at which it is sold in school cafeterias.

Here are the principal elements of the new policy.

- The menus in school cafeterias must conform to a document entitled *Nutrition en milieu scolaire*, a document which establishes standards in this field.
- School cafeterias offer complete meals. However, students who wish to complete the lunch which they bring from home can purchase articles separately without buying the entire meal.
- This year a complete meal costs \$0.70. By means of its grants, the School Council pays the difference between this price and the real cost of \$1.10 a meal.
- A complete meal provides a student with approximately one third of his nutritional needs for the day.
- In its policy the Council establishes a price for each article included in the complete meal. As a result, a vegetable, fresh or canned fruit, and milk are sold for only \$0.05 each.
- In addition to the articles included in the meal, students may also buy additions such as ice cream, cheese, jelly . . .
- Each school board which adopts the food policy must establish an information programme designed to encourage students to develop healthy eating habits.
- The following foods must not appear on cafeteria menus: Deep-fried foods such as "french fries," doughnuts . . . foods with high sugar content which could cause tooth decay such as candies, soft drinks, chewing gum, chips . . .

### Why limit snack items?

The new policy emphasizes both nutrition and variety in meals, so that students can become familiar with new dishes.

Not all the foods prohibited by the policy are dangerous for the health. Only a regular and exaggerated use of these foods is harmful. It should be remembered, though, that eating habits developed in the teenage years will probably last a lifetime. For this reason, the policy puts the accent on nourishing foods only.

### What about vending machines?

The Council's policy does not forbid the use of vending machines for the distribution of food in the schools. However, the kinds of food distributed by these machines must respect the policy. Although these machines are not ideal, they are useful in schools with inadequate cafeteria facilities.

### Would you care to see the menu?

The weekly menu is posted in each cafeteria so that students can choose and plan in advance what they will have for lunch. Here is an example of a typical day's menu:

<b>Soup:</b>	
Chicken noodle	\$0.10
<b>Main course:</b>	
Tourtière*	\$0.35
Braised beef and vegetables*	\$0.35
<b>Vegetable:</b>	
Baked potato*	\$0.05
Beets*	\$0.05
<b>Salad:</b>	
Coleslaw*	\$0.05
Tomato, cucumber, lettuce*	\$0.05
<b>Sandwich:</b>	
Turkey salad**	
Cheese**	
<b>Cold plate:</b>	
Ham plate**	
<b>Dessert:</b>	
Lemon cake**	
Brownie**	
Fruit cocktail**	\$0.05
Rice pudding**	
Raspberry jelly**	
<b>Snack item:</b>	
Date bun**	
Strawberry danish**	
Oatmeal cookie**	
<b>Various:</b>	
Milk*	\$0.05
Fruit juice**	
Ice cream**	
Yogourt**	
Cheese**	
Buttered hard rolls	\$0.05
Milk chocolate bar**	
Fresh fruit*	\$0.05

\*Subsidized items

\*\*Food items authorized but not subsidized. Prices may vary from one school board to another.

## THE WAY CHILDREN FEED SETS THEIR HEALTH PATTERN FOR LIFE

and fruit. There is no room in a child's diet for foods that are high in calories and low in nutritional value.

If children are given foods with a high sugar content between meals, they lose their appetite for the more basic foods at mealtime. Sugar promotes tooth decay. Sugar has the least nutritive value of all foods. It contains only calories.

Recognizing children's need for snacks and noting the dangers of poor snacks, we must plan snacks like one would plan a meal. Children thrive on routine and regularity. Food between meals is best offered at the same time each day. Snack time should be considered like mealtime. Children should not be allowed to plunder the cupboards and refrigerator whenever desired. If children are allowed to do this, they may turn the day into one continuous snack period. Meals will then become of little importance.

We must teach our children to like nutritious foods. By rewarding children with foods with a high sugar content, and treating dessert as a special part of the meal, the child develops a preference for sweet and fattening foods. Reward them with your attention instead. Be firm with your children—don't let them bulldoze you into buying treats with little nutritional value. Be a good example to them.

A four-year study was con-

# Pass the termites, please!

by Muriel Copeland

The time has come, I thought, to change to other foods for my protein. I had been thinking about a conversation I had recently had with a friend, well-read in the ways of the world. He was upset about the extravagant use of protein food in North America.

"Did you know," his fist thumped on the table, "that U.S. livestock is fed 7 lb. of grain and soy to produce 1 lb. of edible meat?! ... that in 1973, American livestock consumed the protein equivalent of 6 times the recommended protein allowance of the human population! ..."

"Hey, wait, explain ..." There was no stopping him. "... Imagine yourself in a restaurant with an eight-ounce steak in front of you. The room is filled with 45-50 people with empty bowls in front of them. For the "feed cost" of your steak, each of their bowls could be filled with a full cup of cooked cereal grains."

My meaty dinner made a guilty flip-flop in my stomach as I continued to listen.

"... By insisting on having meat every day, we have all been encouraging this protein waste."

With this he thrust some books into my one hand, a bag of peanuts into the other and stomped away, a faint trace of steam barely perceptible above his head.

The time has come to change, I thought again as I picked up one of the books. It showed different kinds of foods that contained equal amounts of protein. "One-quarter cup of fried termites has 30 grams of protein, as much protein as 6 oz. of meat." Quickly that book went down.

I gulped down some peanuts and cautiously went on to the second book, "Diet for a Small Planet" by F. M. Lappé. It explained about proteins, and these were some of the points it made.

Proteins are important because they build up and repair tissues in the body. Proteins are made up of smaller units, amino acids. Eight of the amino acids cannot be made or stored in the body, so they must be eaten at the same meal for greatest efficiency. Foods differ in their amino acid content. Some foods have a complete set of amino acids (meat, fish, eggs, milk, poultry) while others are not complete (most plant foods) and should be eaten in various combinations. In fact, though animal protein has a good balance of amino acids, when plant foods are properly combined, their total protein may be greater than that of individual animal foods. Furthermore, well-complemented protein foods, when combined, form a total protein greater than the sum of its parts.

The whole business of "complementing" proteins is based on combining foods so the strengths and weaknesses of their amino acids match. All the facts and figures can be reduced to some very general principles. Knowing general food categories that complement one another, and combining these foods at the same meal, can ensure a diet adequate in excellent quality protein. That didn't sound complicated.

The book also had a chart. Excitedly, I dashed into my kitchen and hung it on my wall. This chart (A Quick Guide for Matching Proteins) summarized the relationship between proteins of different foods. Using this chart, I could see that lentil soup would be complemented by

adding rice to it, whole grain bread by spreading peanut butter or cheese on it, sunflower seeds by mixing peanuts with them, and so on. In fact, many of our common foods follow these rules, e.g. macaroni and cheese, milk on cereal, etc.

So, really all I had to remember for the protein in my meals were these three main combinations:

1. Milk products plus Grain (cereal, pasta, rice, corn, etc.)
2. Grains plus Legumes (beans, peas or lentils)
3. Legumes plus Seeds (Sesame, Sunflower)

Simple! That's for me. Insects? Well, maybe next year.

## Canada Food Week!

# Everybody's concerned!

QFHSA recently received information and an invitation to attend a Montreal organizing committee meeting for Canada Food Week, February 11-19. The national and local organizing committees are composed of volunteers and volunteer groups who are concerned with the overall issues related to the food system in Canada.

This was the first time for Canada Food Week. It was introduced by a bill in the Federal Parliament in December 1976.

Canada Food Week committee have produced during the past months a series of Kits—Issue Kit, Action Project Kit, School

Kit and a University and College Kit. The latter two are available in bulk at 25 cents per copy. The School Kit is oriented to elementary and secondary schools and can be a tool for encouraging a Board of Education to endorse a Food Week for all its schools, and as a resource aid for boards, teachers and students planning activities for Food Week. To obtain write to: Canada Food Week, 53 Queen Street, Room 54, Ottawa, Ontario.

Some of the suggested topics in the action project Kit which might be of interest to a local home and school association and

which do not need to be confined to Food Week are:

1. How to organize better Food Campaigns: Find out what's in the vending machines in schools, hospitals, city hall, etc. Is it nutritious? Suggest alternatives. Release survey results during Food Week. Check out school cafeterias. What is stocked and what sells?.
2. Food Price Surveys.
3. Food Co-ops.

Some of the suggested topics in the Issues Kit are:

1. The Politics of Food Supply and Production
2. World Food Commodity Trade
3. Your Diet

## A Nutrition Week Activity

### HIDDEN WORD PUZZLE

Names of 20 foods are hidden in the maze of letters. How many can you find? The names read forward, upward, downward or diagonally, are always in a straight line and never skip letters. The names may overlap and letters may be

used more than once, but not all the letters will be used. We have started you off by circling MILK. When you find the foods, list them below under their proper headings (under a major nutrient which each contains).

B B O N T U B O R L M C C R E A M M M C C F  
 P E A N U T B U T T E R R M L E E S R D O F  
 R S E L S A L A D O I L M O B P P A A O O O  
 E W E M M I L K B K O R N S N U T S S K K L  
 B G F L O U R R R U N B C A K E E S E T I U  
 P E G A A V V L H H T R R K K F F T U S E V  
 R O E Y P B B O O H R T T V W X V O E R S S  
 U O P F O E E R N I M E E U E E E O O H H C  
 N P U O R L T O E M N L F R I U T S P B H H  
 E C R E A B K L Y A O W N O N A T F I S H E  
 S O O R N L L T T D D D O T T T T M P S E E  
 I C E C R E A M M X Y C C O R N F L A K E S  
 R A I S I N S S T X Y C P O R T T T L S S E

CALCIUM	PROTEIN	IRON	FAT	CARBOHYDRATES	
				STARCHES	SWEETS

### ANSWERS TO HIDDEN WORD PUZZLE

- |   |   |  |  |   |   |
|---|---|--|--|---|---|
| <p><b>CARBOHYDRATES</b></p> <p>Sweets<br/>1. cookies<br/>2. cake<br/>3. honey</p> | <p><b>Starches</b></p> <p>1. bread<br/>2. potatoes<br/>3. cornflakes<br/>4. flour</p> | <p><b>Fat</b></p> <p>1. butter<br/>2. cream<br/>3. salad oil</p> | <p><b>Iron</b></p> <p>1. prunes<br/>2. raisins<br/>3. egg yolk</p> | <p><b>Protein</b></p> <p>1. nuts<br/>2. fish<br/>3. peanut butter<br/>4. beef</p> | <p><b>Calcium</b></p> <p>1. ice cream<br/>2. milk<br/>3. cheese</p> |
|---|---|--|--|---|---|

## Montreal Parents' Symposium

## Teaching of language

Some 300 parents, about one third of them from English school committees, attended a symposium held Saturday, March 26th, 1977, on the teaching of the mother tongue and of the second language. Morning presentations by consultants and administrators were followed in the afternoon by individual workshops, in which recommendations were generated for presentation to a final plenary session.

Proceedings opened with addresses by the Minister of Education, Jacques-Yvan Morin, Island Council president Jacques Mongeau and Marie-Renée Séguin, president of the Island Federation of Parents' Committees. Each expressed the importance that they gave to language teaching, so that young people would graduate from secondary school with the linguistic skills necessary to full participation in North American life.

Madame Séguin described the present consultative role of parents in school affairs as very frustrating and asked for participation rather than consultation. The way things are at present, she said, the parents' main contribution to the school is the children, while the schoolteachers get to strike, the school boards get to lock out, and the government gets to make the regulations.

In response, Minister Morin proclaimed that he was thinking about amendments to Bill 27 which set up the school committees, with the objective of allowing parents a part in the making of decisions at the level of the school and perhaps even the school board.

The recommendations produced by the workshops in the English sector included: greater awareness by all subject teachers of their role in the development of English language arts, more written assignments in all subject areas, less use of printed workbooks at the elementary level, higher standard of oral English in the schools, and the introduction of cursive handwriting during the primary years.

In French-second language teaching, there was a call for the promotion of French immersion programs, lower student-teacher ratios in line with the Ministry of

Education's own recommendations, and more student exchanges between French and English schools.

In the French sector, many workshops reiterated their support for student and teacher exchanges, as well as better English courses with specialist teachers starting from the primary years. In the teaching of French as the mother tongue, parents saw the need for motivating teachers to improve language teaching, to sensitize parents to the quality of French, more emphasis on written French, the use of French to improve the parents' French, better teacher training, and better courses and evaluation.

The consensus of the plenary session was clearly that the symposium had been a successful enterprise and that it had provided a needed access to information and discussion on these important topics.

There was interest, too, shared by both language groups, in the activities and priorities of the other sector, and when separate English and French language sessions were prescribed by the format of the meeting, there were many of both languages who expressed disappointment that this was necessary.

## Protestant community mourns death of Dr. Allana Reid-Smith

The Protestant school community of Quebec experienced a deep sense of loss with the sudden death, on February 27th, of Dr. Allana Gertrude Reid-Smith.

Dr. Smith, 54, had for many years been among the most highly respected educational leaders of this province, a credit to her community and profession since she began teaching in 1945.

A graduate of McGill University, from which she received BA, MA and PhD degrees with first class honors in history, Dr. Smith undertook post-graduate work at the Sorbonne University, Paris, on the Moyses Travelling Fellowship, prior to returning to Quebec to earn her permanent High School Teaching Diploma, Superior Class A.

She began her teaching career at Trafalgar School and Montreal West High School in Montreal before moving to the western suburbs in 1950 to begin what was to be over 25 years of devotion to the needs of West Island students.

Dr. Smith taught and served as an administrator at several West Island schools. At the time of her

death she was a member of the English department of John Rennie High School in Pointe Claire.

Throughout her career, Dr. Smith was entrusted with a number of professional honors and positions. She served as President of the Lakeshore Association of Protestant Teachers, then as a director and President of the Provincial Association of Protestant Teachers. She was a member of the Canadian delegations to the World Conference of Organizations of the Teaching Profession in 1969, and NATO-UNESCO in 1970. She was Secretary of the Association for Reform in Education (Quebec) from 1969 to 1972, and a member of the Protestant Committee of the Superior Council of Education 1971-73.

Allana Reid-Smith is survived by her husband Frank W. Smith; a daughter, Caroline; and a son, Allan.

Her colleagues and many students will long remember her enthusiasm for life and learning which brightened all their lives.

## Statistics Canada Survey:

## Most University Students from High-Income Families

A study of post-secondary students in Canada by the Department of the Secretary of State has found that there is still wide inequality of participation in post-secondary education in Canada despite easier access to financing for today's students.

The report also found that, while female students formed

fifty percent of all post-secondary students, they were more likely to enrol in community colleges rather than in universities.

Students whose fathers had some university education formed a much higher proportion of all students in universities than in community colleges. University students still appear to be drawn mainly from high income families. Nearly forty percent of full-time undergraduates reported fathers' incomes of \$15,000 or more; however, for Canada as a whole, only twenty percent of the married males had incomes of \$15,000 or more.

Cost and availability of finance did not seem to be the most important factors in generating the wide differences in participation in post-secondary education. However, the report suggested that there are wide inequalities in the patterns of financing for students in different parts of Canada.



## CHIVERS HONoured

Jack Chivers, a past president, and now Insurance Committee chairman, of QFHSA, has been elected an honorary director of the Life Underwriters Association of Canada. He has just completed a year as president and has held every major office during his 24 years as a member of LUAC.

Mr. Chivers is also active in the Kiwanis Eastern Canada and in the United Church.

## Universities to be probed

The government is planning to study the future structure of Quebec universities. The Education Minister, Jacques-Yvan Morin, has described the role of the inquiry group as being to look into structures, conception and mission of the universities in the light of the province's social content.

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## Michael Garber dies

Michael Garber, former Westmount alderman and leader of the local and national Jewish community, died recently after a lengthy illness. He was 85.

In serving the Jewish community, he was also a member of the Jewish School Commission which was established by the provincial government following the Hirsch case in 1928 which challenged provisions of the British North America act which, in effect, forced Jewish children to attend Protestant

public schools.

While the Jewish School Commission had the mandate to set up a separate Jewish school system, this was never done because of a long-term arrangement reached with the Protestant Board of School Commissioners and the Jewish community.

Mr. Garber also served as president of the Canadian Zionist Organization and was a member of Congregation Shaar Hashomayim. His wife was the late Isabel Yohalem.

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**Pornography:**

In nearly every corner drugstore and grocery store, pornography stares us in the face as if a broken sewer line were overflowing our newsstands.

It seems we get so used to things in life (especially if they are exposed in slow, gradual dosages) that we no longer think of them as being something unusual. We soon cease to be shocked. What we thought was horrible yesterday is acceptable today and a stepping-stone for something worse tomorrow.

But there comes a time when you reach the bottom of the garbage pail—then you can't wallow any lower.

We seem to have accepted pornography into our society as calmly as taxes, hot dogs and mustard. There supposedly isn't anything wrong with it anymore.

Some time ago I did some intensive research into this whole subject—studying the Report of the Longford Committee Investigating Pornography (officially presented to the British government—House of Lords—in 1972) and the Report of the President's Commission on Obscenity and Pornography (officially presented to the American government—Congress and President—in 1970).

As a result, I have come to the firm belief that pornography is wrong to be seen, stocked and sold. I have based my reasons on the British report and the dissenting section of the American report, and will quote extensively from them.

Today, however, pornography does not seem to be a concern with us anymore. 'It doesn't really affect anybody anyway and, even if it did, people should have the freedom to read what they want.' But to quote from the British report: "If what men read and view has no effect whatsoever on them, then why do industry and commerce spend millions of (dollars) each year in advertising...?"

It is ridiculous to suggest that continually watching (month after month) a sex-saturated TV series will not affect us when an advertiser will spend thousands of dollars for a one-minute time slot in that same series just to get us buying his product.

I believe pornography destroys society by destroying law and order. Admittedly, this is hard to prove. A criminal act is usually the outcome of a whole lifetime of negative circumstances.

However, I believe the evidence is overwhelmingly in favour of the statement that pornography destroys law and order and causes criminal tendencies in individuals.

Allow me first to give the result of the experts. These are research studies undertaken for the American commission by various psychologists from American universities and institutions.

For example, in the Davis and Braucht study the conclusion was: "In the case of sexual deviance, we have found a positive relationship between deviance and exposure to pornography at all ages of exposure levels." (Sexual deviancy: child molestation, indecent exposure, etc.) In no less than five other studies, similar conclusions were reached.

**PORNOGRAPHY—WHAT THE POLICE SAY**

So much for the experts. Now for the men who are really in the know; the men who handle sex crime every day—the police. Here are some official statements:

1. "Obscene literature is a

primary problem in the U.S. today. Sexual arousals from obscene literature have been responsible for criminal behavior from vicious assaults to homicide." - O. W. Wilson, Superintendent, Chicago Police Department.

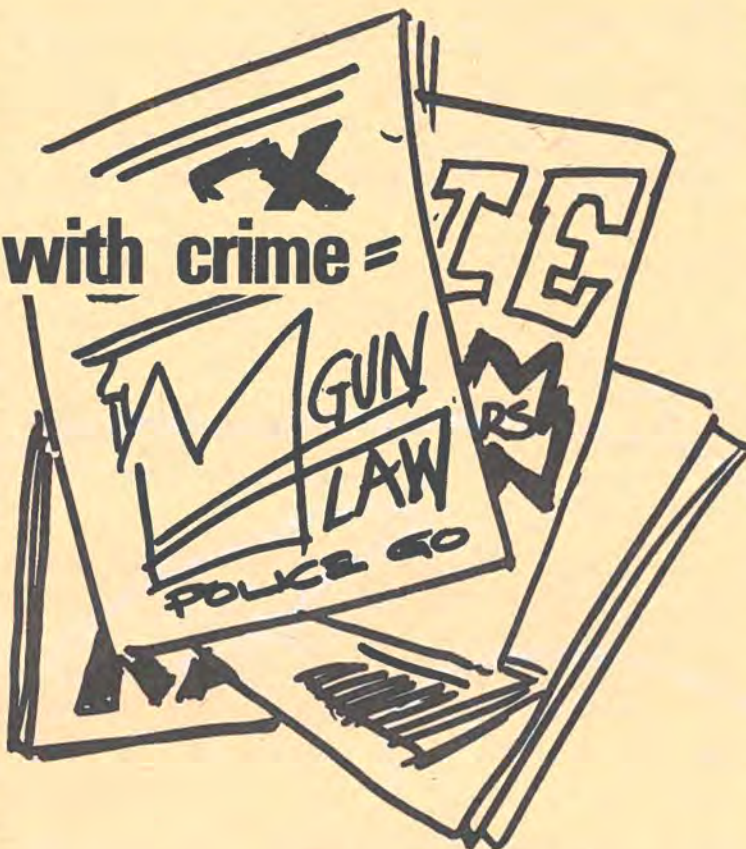
**Correlation with crime =**

- "Not everyone who reads it (pornography) is a sex deviate, but every sex deviate reads it." - Staff Sergeant Andrew, (Morality Control Unit), City of Edmonton Police Force.
- "There has not been a sex murder in the history of our department in which the killer was not an avid reader of lewd magazines." - Herbert W. Chase, former Detroit police inspector.
- "Much more important, however, is the growing conviction among law officers that the flood of pornography that has been circulating among our young people for the past ten years is a major factor in today's rapidly rising rate of sex crime... What we do know is that in an overwhelmingly large number of cases, sex is associated with pornography." - J. Edgar Hoover, late director of the F.B.I.
- "I have never picked up a juvenile offender who didn't have this stuff with him, in his car or in his house." - Austin B. Duke, Detective Lieutenant, St. Louis County Police.
- "The increasing number of sex crimes is due precisely to sex literature madly presented in certain magazines." - J. Edgar Hoover.
- "Our city has experienced many crimes of sexual deviation... we find that most of these deviates read obscene materials, and often exhibit them to children in an effort to arouse sexual excitement among their victims." - Paul E. Blubaum, Police Chief, Phoenix, Arizona.

**PORNOGRAPHY AND SEX CRIME**

Next allow me to give some actual case histories depicting the relationship between pornography and sex crime cases (selected from various police files):

- Rape, Burbank, Calif., April 3, 1963: "Male youth, age 20, forcibly attacks minor female, age 12, on her way home from school. The victim reports (and the police find) a girlie magazine belonging to the suspect left at the scene of the attack."
- Rape, Oklahoma City, Okla., Feb. 1, 1966: "Seven Oklahoma teenage male youths attack a 15-year-old female from Texas, raping her and forcing her to commit unnatural acts with them. Four of the youths, who were sons of attorneys, admit being incited to commit the act by reading obscene magazines and looking at lewd photographs."
- Assault, June 30, 1965: "Male youth, aged 13, admits attack on a young girl in a downtown office was stimulated by sexual arousal from a stag magazine article he had previously read in a public drugstore which showed naked women and an article on 'How to Strip a Woman.'"
- Rape, Cleveland, Ohio, April 14, 1967: "Woman is raped on the way to church one morning. Just prior to attack the man was reading obscenity in his panel truck."



- Murder, Cannock Chase, England, Jan. 15, 1966: "A sackful of pornographic magazines was found near a water-filled ditch where the bodies of two strangled girls, aged five and six, were discovered."
- Juvenile delinquency - sex diversion, West Covina, Calif., 1964: "Police officer making rounds in city park discovers minor boy committing act of sodomy on another minor boy. Centre spread of 'Playboy' was being used as a means of excitation."
- Juvenile delinquency - sex gang, Valley Brook, Okla., Jan. 27, 1966: "A juvenile sex gang involving boys seven to fifteen plus one three-year-old, was discovered in Oklahoma. An attorney representing one of the 15-year-olds, revealed the boy had told him they and the sub-teenage youngsters had bought magazines at various grocers' and drugstore newsstands and were incited by pictures of men committing unnatural acts and men and women in lewd photos."

I think the evidence is now clear that pornography causes crime. What isn't quite so clear (supposedly) is what pornography leads to in the life of a pornography reader.

From the British report, we have a revealing paragraph:

"Anyone reading our report will have come across frequent references to the overlap between violent and sexual material.

"The reader has only to look at the window display, and still more in the back room of any pornographic bookstore to see that probably more than 50 percent of the publications offered for sale show whips, chains, threatening and aggressive figures with cowering victims, rather than images that convey the benign and loving impulses associated with sexual pleasure, or even cheerful nudity.

"In any list of mail order book titles, almost as high a proportion deal with still more obviously violent and cruel stimuli—torture, Nazi brutality, occult rituals of extreme savagery, and gruesome bestiality."

**PORNOGRAPHY AND HISTORY**


Finally, does history teach us anything about sexual permissiveness and pornography? It most certainly does. Some time ago, the former Oxford professor J. D. Unwin did a massive study of 80 primitive and civilized societies and discovered a correlation really did exist between increasing sexual freedom and social decline.

In his book *Sex and Culture*, Unwin concludes with the following: "The more sexually permissive a society becomes, the less creative energy it exhibits and the slower its movement toward rationality, philosophical speculation and advanced civilization." Arnold Toynbee, the late famous historian, has made similar statements.

In conclusion, allow me to point out that I am not some cane-shaking old grandmother. I happen to be a red-blooded, 22-year-old, single, male university student.

And, in case you were wondering, I am not against sex either (when it is used as God planned—in marriage; for pleasure and procreation).

Ed. note: Peter Schalin is a student of the University of Alberta and plans to be a teacher.



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# HOME & SCHOOL WAS THERE

by Elizabeth O'Connell

I was pleased to accept the invitation to attend the Parents' Committee of the Commission Scolaire du Littoral meeting last October 26 and 27th at La Tabatière. I had visited the north shore as far as Seven Islands, but certainly I had never expected to go beyond there. However, as President of Quebec Federation, I have learned to expect to do the unexpected.

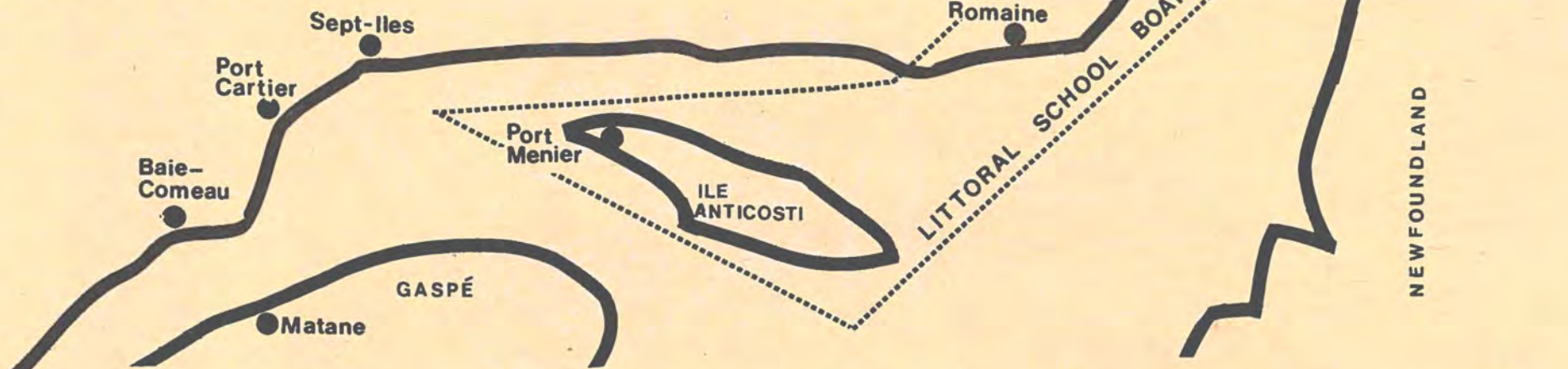
The whole trip was a wonderful experience in every respect. To

siderably change this, just as the bringing in of electricity did some fourteen years ago.

The terrain is mainly rocky, very broken by water (note the pictures) and the only vegetation are fir trees and a few wild berry bushes. The people try very hard

Vice-Chairman. The School Board expressed their profound appreciation for this voluntary participation in the administration.

Since the schools only go from kindergarten (some have pre-kindergarten classes) to the end



be in time for the start of the meeting on Tuesday morning I had to leave Montreal Sunday afternoon, spend the night in Seven Islands, and at 6 o'clock the next morning start on the flight to the village of La Tabatière. I was joined on this leg of the journey by Robert Wise and Henry Brault of the Education Ministry and members of the Littoral Board. At Chevery, after a touch down at Havre St. Pierre, we transferred to a nine-passenger Otter for the last part of the trip. Once in your seat you stayed put, as the luggage was packed all down the aisle between the two rows of seats.

Once there, I was taken to the home of Maynard and Kathleen Gallich where I was billeted. Since the village is too small (just over 200 families) for an inn, the people billet all participants at a meeting. Perhaps, if you would now take a look at the map, you'll better appreciate the problems the School Committee Chairman and School Board personnel have in order to hold a parents' committee meeting.

Quickly changing weather conditions are another factor to contend with. This year the coast was experiencing early winter weather and it snowed the two days of the meetings, but cleared on the Thursday for the return chartered flight, first to Chevery by helicopter and from there to Seven Islands via Anticosti Island in a small six passenger plane.

As you can see on the map, the area covered by the Littoral School Board extends from Port Menier on Anticosti Island to Blanc Sablon, a distance of 400 miles with a population of about 6,000 living in sixteen small villages. The population is 67% English (11 villages), 21% French (5 villages) and 12% Montanais Indians, whose second language is French. Their reservations are across the river from two of the French villages.

Since roads on the coast are only now beginning to be built, the only means of travel are by boat and seaplane. Travel and postal services depend on the climate and consequently are very irregular and are in fact suspended during freeze-up and spring thaw, about two months a year. The remoteness of the area has preserved a tranquil lifestyle many in cities would envy, but the opening of a road along the lower north shore will con-

but it is difficult for them to have a garden as we know it because of the short growing season and lack of soil.

Fishing is the chief occupation, and I had delicious meals of salmon, lobster and dried cod and another treat was eiderdown duck. Desserts were made using the wild berries.

I visited the school on two occasions, which is in excellent condition in spite of being one of the oldest on the coast, and I must add that the children were the healthiest and most contented I have seen for a long time.

Now to tell you of the parents' meeting. These people are a wonderful example of people prepared to assume an extra responsibility in the education of the children in their community. The meeting, which was entirely bilingual, lasted thirteen hours the first day and probably as long the second and covered all aspects of education.

Reports by the School Committee Chairmen on para-school activities showed that they are very involved in this area. There are Brownies, Cubs, hockey teams, sewing, knitting and quilting classes. Courses in the forest—hunting, fishing and survival, etc. Fund raising activities, boat building and parents working with slow readers. Mr. Matthews, Assistant Director General, encouraged para-school activities in things that are dying out on the coast, like writing a history of the villages and having square dances.

The very fact that these parents would take the time to attend a meeting which could keep them away from their homes and families for not just the four days necessary for the meeting, but for much longer if weather conditions prevented travelling, indicated their dedication.

A most significant development in the parental involvement took place. The people of this area do not have School Commissioners on their Board. All administration is carried out under the direction of the Director General, Mr. Poisson, who reports directly to the Department of Education. However, through the efforts of Mr. Matthews, the parents now have two representatives, with full voting powers, on this administration committee. The two elected by the parents for this responsibility were Gloria Nadeau, Chairman of the Parents Committee, and Scott Buckle,

of grade 8, they must attend school in other areas of the province for their remaining high school years. Most English-speaking children attend Alexander Galt Regional High in Lennoxville. This year nine are at Gaspé Regional High, one at Lindsay Place in Pointe Claire and one at Hudson High. These arrangements have only been in recent years.

Through Home and School's presence at the Lower North Shore Parents' Committee meeting, the parents of this area were able to establish for the first time contact with an outside organization such as ours. I am hoping that this article will interest each and every one of you in this part of our province and, in particular, the children there, as it did me and that with your help

our interest in them can be shown in some tangible way—perhaps through student exchanges, pen pals, or a local Home and School Association twinning with one of the village School Committees.

Perhaps it will be possible for Mrs. Gloria Nadeau and Mr. Scott Buckle to attend our convention in May. If so, I look forward to introducing them to all of you.



Last Fall QFHSA President Betty O'Connell toured the North Shore and visited a number of schools of the Commission Scolaire du Littoral. She is seen here on the last day of her trip with Marguerite Mallek, La Romaine; Gloria Nadea,

Chairman, Parents Committee, Rivière St. Paul; Robert Wyse, M.E.Q.; Paul Poisson, Administrator and Henry Breau, M.E.Q. Below, Sister Janette's class of happy children.



# FOCUS on the LOCALS

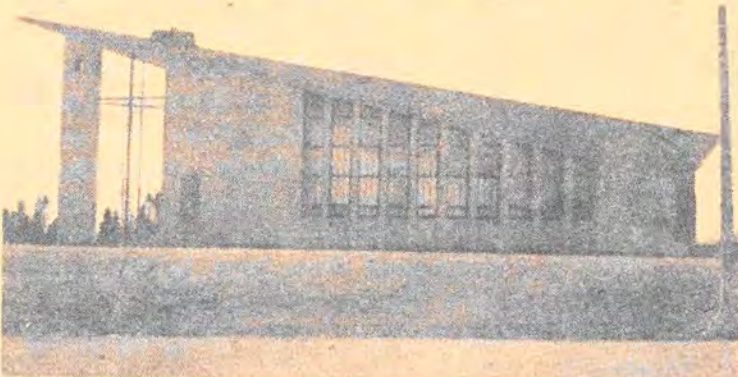
## Port Cartier - past and present

"The land God forgot" was the description of the North Shore by early explorers. In 1534 Cartier travelled the whole length of the North Shore of the Gulf of St. Lawrence—at that time it was a terrifying experience for mariners, as the shore had many uncharted reefs and shoals. Early attempts to establish settlements on the North Shore failed.

Towards the end of the 19th century lumbering activities had started. In 1908 a pulp mill

fore it is not surprising that there are two Roman Catholic churches and one Protestant, which serves all other denominations. In the early days there was one general store of any size (this was in 1959) which meant shopping trips into Seven Islands almost 50 miles away, if and when the weather permitted. Now there are two shopping centres, plus a variety of other stores, restaurants, etc.

The nearest airport is at Seven Islands.



PROTESTANT CHURCH — PORT CARTIER

commenced operations at Clarke City—pioneered by the four Clarke brothers. Quebec North Shore Paper Company started construction of wharf facilities for shipping of pulpwood in 1918, and in 1921 the community of Shelter Bay was established. Eastward along the shoreline from Shelter Bay, Quebec Cartier Mining Company decided to build a port and a town. This town, with modern facilities and paved, well-lighted streets, together with Shelter Bay was incorporated as the one Town of Port Cartier in 1959.

Now in 1977, the town boundaries are expanding rapidly. The population has increased from 1,200 in 1959 to approximately 10,600 at the present time. Over the years it has gradually ceased to be a one company town. The port, which originally handled only shipping connected with the transportation of iron ore, has for a number of years also had grain carriers coming to the Port Cartier Elevator Company. An advantage being a year-round access to the port. In this area the construction of a pelletizing plant is well on the way to completion.

A short distance east along the shoreline, between the town and the port, Rayonnier Quebec has its pulp mill. For many years the residents felt that the pure air in this region helped compensate for the isolation, but with the advent of a pulp mill, alas, that is no longer true. People living in Trois Rivières and Cap de la Madeleine will be familiar with the smell!

The population is predominantly French—there-

There is a small hospital, quite adequate in the days when Port Cartier was a company town—but with rapid growth, it's no longer the case. It could better be described as a clinic. There are not the facilities or the staff to cope with much more than minor ailments, or the delivery of babies.

Recreational facilities do for the most part fall into a similar category to that of the hospital—adequate years ago—but definitely no longer so. However, as there is snow here for about seven months of the year, this region is ideal for snowmobile enthusiasts, cross-country skiing, snow-shoeing, with a ski club for alpine skiers within a reasonable distance.

Schools, like the churches, are predominantly French. The English one houses both the Elementary and High School. It would be considered small by most standards, having a combined total of approximately 231 students. It has a very good academic record; the majority of students go on to a CEGEP or university and graduate successfully.

In the sports field, both the girls' and boys' teams compete with, and often win, over teams from schools of a similar size.

Some of the disadvantages are the lack of classes in Art, Home Economics, Music, etc., when the powers that be decide there are insufficient numbers to warrant an extra teacher. Also the geographical position makes educational trips almost an impossibility. Grade X students are trying to raise enough money to enable them to go to Matane in

By Doris Duperrault, President, Port Cartier School Area Director for Seven Islands.

a few weeks' time to visit a maple sugar cabane.

This article has touched briefly on a number of subjects. Anyone wishing to become better acquainted, Port Cartier is on Route 138, approximately 550 miles east of Montreal. It's truly a place with a future.

### St. Lambert H&S

## Involve local MNA

St. Lambert is an area where Home and School is not a one-school, but rather a multi-school association. The January bulletin signalled a change in editorial policy, away from information gathered from school newsletters, to a greater reliance on membership participation.

Through combined efforts of the City of St. Lambert and several groups, including the H&S, a committee is working to set up a Block Parent Programme. Both French and English sectors are represented

### Lindsay Place H&S

## Sets up emergency network

Parents at Lindsay Place are kept informed through the medium of the H&S "Herald," a newsletter which is now delivered by a network of volunteers, responsible to a Chief Communications Coordinator. This network is used as well for school bulletins, and to communicate emergency news when necessary.

Advance information on the May QFHSA convention has already been passed on to

### Edinburgh H&S

## Look around for ideas—and use them!

When a local H&S is looking for ideas, very often the best source is another local which has an active program. An example of the latter is to be found in the Edinburgh H&S.

Ralph Pellatt, their president, has guided a group of volunteers through administration of drama, art, badminton, guitar, Hebrew and recorder classes for children.

Fund-raising methods have included sales of pens, spring bulbs and chocolate bars. Movie and flea market projects have provided both fun and profit. The "Edinburgh Cook Book" should be ready for issue and sale in September. The recipes are now being tested and tasted.

Purchases and programs made possible as a result of the successful fund-raising efforts have included items both large and small. Major purchases have been made in the form of audio-visual equipment, a French encyclopedia and other library materials. Financial

to parents on safety problems around and in the school, a report of 60% H&S membership, and a forum for budding young writers in the "Peanut Gallery" section of the regular newspaper.

### Christmas Park H&S

## Participation's the word

Volunteers are the lifeblood of H&S at Christmas Park, in the library, acting as class mothers, organizing family skating nights, and a ski rental system during the winter months.

Participation in the November H&S leadership convention benefited not only the delegates attending, but also their school library, since Christmas Park was a winner in the draw for a book on the life of Sir John A. MacDonald.

Library volunteers, in addition to their normal duties, have been preparing informative displays and collecting book suggestions from parents to enrich the library experience of the children.

A creative drama course was arranged for children from Kindergarten to Grade 4.

Christmas Park parents had contributed \$219.00 to the Bill 22 Action Fund up to the publication of the February "Tatler."

### John Rennie H&S

## Two new major projects started

Parents of John Rennie have been asked by their H&S to contribute to the campaign for funds to help defray the costs of the Bill 22 court challenge undertaken by the Quebec Association of Protestant School Boards.

Dialogue sessions, based on the concerns and interests of parents, teenagers and the high school, resumed in early February. Discussion leaders are social workers from the Ville Marie Social Service Centre and a John Rennie staff member attends each session.

H&S executive members were invited to participate in a recent school committee meeting to determine parents' expectations of the school. Small groups discussed their expectations and assumptions of students, parents, teachers, administration, school board and Department of Education.

Volunteers are being utilized in two new projects this year. A Careers Orientation Centre is operated in conjunction with the Guidance Department. A Research Skills Learning Package has started in the Library, with volunteer assistance.

### APOLOGY

Maybe there should be a law against schools with similar names but, since there is none, mix-ups will occur. Last issue readers may have noticed that Willingdon and Willowdale headlines were placed over the wrong articles. Our apologies for any confusion this may have caused.

on this committee, to give as broad a representation as possible.

A letter was sent to Pierre Marois, the MNA for Laporte, requesting his participation in an evening program before the end of March.

parents, with an invitation to submit topics and suggestions for resolutions.

Financial support of the Bill 22 challenge is being actively promoted by Lindsay Place H&S, as their school board seeks to encourage parents to contribute an average of \$2.00 per student.

In late January a very successful dance provided a relaxing evening for about 200 adults, in a gym which students had helped to decorate.

commitments helped to make possible a "Human Awareness Program" for Grade 6 students, Youtheatre performances, Montreal Symphony Orchestra quintet concerts and cooking classes food budget, for Grade 6 girls.

Not only had Edinburgh H&S had active involvement at the local level, but it has also developed a trend of increasing H&S membership, as well as

### Courtland Park H&S

## The play was simply Metric!

Courtland Park children recently enjoyed performances of an original play "Get Metric." Some financial assistance from the H&S helped to provide this play which stimulated understanding of the system utilizing a mystery format, interesting characters and comic situations.

Members of the Block Parent Committee recently attended a

being involved in charitable collections for the Montreal Children's Library, the Foster Children's Plan, UNICEF, the Forget-Me-Not Campaign, Little Burgundy Centre and The Friendly Home.

Recent projects have included help with the Winter Carnival, and a family skating party, with a Family Night in the planning stages for later in the school year.

City of Dorval Council meeting, to discuss details of the program.

Advance information on the subject of School Board elections has gone out to Courtland Park parents. A "Meet the Candidate" night will be organized in the area, but food for thought in the meantime was provided in the form of an outline of the responsibilities of a school commissioner.

### Seigniory H&S

## Develops forum for young writers

Following a major fund-raising effort in the fall, the early months of the new year have found Seigniory H&S planning spring activities. Communication with parents is an ongoing activity, with reminders

## Membership Report:

**Make sure you're counted**

Membership 1976	Membership 1977	AGM Delegates	Local Association
21	22	3	Ayers Cliff
116	74	3	Algonquin
308	167	4	Allancroft
90	Baie		Aylmer Eardley
30	25	3	Comeau
235	231	5	Beaconhill
	77	3	Beaconsfield Elem.
87	66	3	Beechwood
	76	3	Briarwood
217	76	3	Carlyle
58	27	3	Cedarcrest
184	162	4	Cedar Park
216	183	4	Christmas Park
139	126	3	Courtland Park
134	86	3	Dorset
85	48	3	Dorval Gardens
111	193	4	Dorval High
256	167	4	Dunrae Gardens
15	37	3	Edgewater
226	138	3	Edinburgh
97	106	3	Elizabeth Ballantyne
208	218	4	Gardenvue
182	143	3	Glencoe
219	233	5	Greendale
271	205	4	Hampstead
91	78	3	Herbert Purcell
41	44	3	Holland
19	32	3	Howick
158	131	3	Hudson
	3	3	Hull
480	154	4	John Rennie
67	34	3	Julius Richardson
125	98	3	Keith
191	212	4	Lachine High
105	72	3	Lachine Rapids
264	239	5	Lakeside Heights
104	74	3	LaSalle High
250	241	5	Lindsay Place
439	408	7	Macdonald
37	42	3	Magog
151	78	3	Malcolm Campbell
67	66	3	Maple Hill
106	36	3	Mary Gardner
211	210	4	Meadowbrook
117	128	3	Montreal West
27	74	3	Morison
151	134	3	Mountrose
255	178	4	Mt. Royal High
62	73	3	New Carlisle
33	25	3	Northmount
33	25	3	Northview
101	136	3	Oakridge
	22	3	Outremont
147	129	3	Rosedale
381	384	7	Roslyn
69	74	3	Roxboro
169	125	3	Russell
88	25	3	Saguenay
285	246	5	Seigniory
30	31	3	Seven Islands
33	38	3	Shigawake
79	75	3	Somerled
35	8	3	South Hull
136	72	3	Stonecroft
88	65	3	Summerlea
346	272	5	Sunnydale
45	36	3	Surrey Gardens
178	141	3	St. Lambert
	107	3	Spring Garden
117	66	3	Thetford Mines
166	176	4	Thorndale
19	21	3	Valcartier
158	86	3	Valois Park
78	174	4	Willingdon
249	266	5	Willowdale
434	372	4	Westminster
132	151	4	Westmount High
118	101	3	Westmount Park
344	377	7	Westpark
41	54	3	William Latter
46	3	3	Dist. of Bedford
26	106	3	Windermere
	11	3	Philomen Wright

Our school year is coming to an end—also our Home & School Association year.

Thank you to all those associations who sent in their memberships early this year—your members were well-served by your organization!

This is my last request to all associations to send in their final membership lists—our honor roll is being made up; your voting delegate count must be made now for our Annual General Meeting.

- Associations heard from: 83
- Fully paid up members at \$3.00: 9391
- Associate members: 447
- Associations not heard from: 17
- (Possible memberships from last year's figures: 708)
- Individual Associate Members, approx. 90
- Potential membership QFHSA for 76-77: 10,000
- Last year's membership: 11,570

**Conclusion:**

We all need to work harder so as to maintain a strong voice in the education of our children!

The following listing represents the standings of local associations as of March 1st:

**Honor Roll** - To those associations shown in dark type who have increased their membership or who have held approximately the same level of membership (within 35):  
**Congratulations!**

**NOT TOO LATE!**

As yet, the following 17 associations have not submitted membership lists. (We have not received any formal written notification that any of these associations are withdrawing as members of QFHSA.)

Ahuntsic	75-76
Bedford	59
Bronx Park	39
Chelsea	36
Iona	52
Joliette	141
Laurentian Elem.	-
Laurentide	58
Logan	128
Matapedia	-
New Richmond	20
Port Cartier	7
Rawdon	-
St. Foy	-
Three Rivers	58
Valleyfield	76
Wagar	127

1) I do hope that the general membership of these H&S associations has been made aware that their H&S association has not fulfilled its obligation of membership in the QFHSA.

2) Also, if one of these associations has ceased to exist, it should have been a decision voted upon by the total membership of the association, and QFHSA should have been formally notified in writing.

3) If any members of these associations have paid their \$3.00 membership to QFHSA this year, they have NOT been receiving their paper. We are very sorry if any members have been deprived of one of the very things that their membership offers them.

4) These members are also deprived of their association's vote at the Annual General Meeting of QFHSA. One must assume that they would like to participate in the setting of policy for the coming year.

## MEMBERSHIP 1977-78

**ATTENTION!**  
**All local Associations**

- Presidents
- Membership Chairmen
- Nominating Committees

Today, more than ever before, the Quebec Federation of Home and School Associations needs a strong and stable structure. YOU as an individual member of a School Association, your local Association and your Provincial Executive must ALL stand together, undivided and constant to ensure that our children and all children in Quebec have the availability of an Education that will allow them to reach their individual potential and prepare them for the working world outside of this Province.

Ideally a bilingual Province is the goal but not to the jeopardizing of a basic English education for anglophone students.

Freedom in the choice of language of instruction for Anglophone, Francophone or immigrant is our stand, with mandatory second language courses.

The Federal Bilingual Grants to the Province must be preserved to enable the teaching of a second language without curtailment of other subjects considered important in a well-rounded education.

There are many local issues and resolutions we must act upon immediately as well as continuing in our drive to give our children a caring, sharing, healthy environment.

**We need you NOW - We need you TOMORROW**

Please appoint your Membership Chairman for 1977-1978 by June 3&th.

**Start Now - Don't Leave it till October**

The first edition of the Home & School NEWS is October—Make certain every member gets on the mailing list early.

**It is up to your Local Association to achieve this**

This coming year the "Canadian Home and School and Parent-Teacher Federation" has declared the month of October as Membership Month, to make Canadians aware of the role of Home and School across Canada. Our Home & School campaign will be in full force during the same period.

**Cash in on it -  
Be Ready - Be rolling**

**YOU can really make this work  
BUT Each Local Association  
must start NOW!**