



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

SPECIAL EDITION

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

Fall 1979

EXTRA
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SPECIAL EDITION: WHY?

BECAUSE . . .

In the late Spring of 1979, Quebec Federation of Home and School Associations received a grant of \$20,000 from the Secretary of State "to better equip anglophone groups to meet the challenges facing them in a constructive manner and to contribute to the quality of life in their province." To this end, we are developing a program for 'parent awareness' of the community, its history, and the opportunities it offers their children for intellectual and creative development.

Outside of the metropolis of Montreal, there are communities of families who live and school their children in the English language. In the regions around Montreal Island, the number of English-speaking families can be as high as 45%, as in the Chateauguay Valley south and west of Montreal. In the Vaudreuil and Soulanges counties which lie between Montreal Island and the south-east border of Ontario the census in 1976 showed that those who speak and live in English number some 39%. The Quebec communities near Ottawa probably approach this percentage too.

The farther one goes from Montreal and Ottawa, the more likely it is that those families which are English-speaking become fewer and fewer of the total population. Some communities of families can feel very isolated from their language group, particularly when their number is so slight as to make it impossible to support a weekly newspaper devoted to their concerns in the language which they know best.

It is with these families in mind that the newspaper you are receiving today has been prepared. Some of the articles which have been included cover topics which the editorial staff of the Quebec Home and School News has judged to be of interesting and useful information for families in the more remote areas of Quebec.



Soulanges School (formerly Cote St. Georges School) in Soulanges County, near the Eastern Ontario border, was built in 1919, to replace an earlier school.

OUR HERITAGE . . .

English Culture in Quebec

by Joan Mansfield

'Culture' is a word which has differing meanings according to the context in which the word is used. Before the word 'culture' came to be used in politics as it has in Canada in recent years, most of us using the word in English automatically thought in terms of the outstanding intellectual and creative achievements of our society. Because the word brought to mind things such as the classics of literature, music, architecture and dance, it did not seem to refer to the things of daily life. In fact, 'culture' was something expensive and irrelevant for the ordinary man in the street, associated with do-nothing intellectual.

Life in Canada today has made people think about culture more personally and to use the word more often when referring to the practices, customs and institutions which our communities have set up and use every day. This is the other main meaning of the word

'culture.' It has to do with the way we live, those things we use, do and take for granted as our own.

In education, 'culture' means both these things, what we value highly as artistic and intellectual achievements, and the way we think, act and react to the world around us.

An underlying aim of all education systems is to preserve and perpetuate the culture of the society by instructing the new generation in its knowledge and beliefs. Its primary purpose is the continuity of the culture.

Education in Canada incorporates both meanings of the word 'culture.' In Quebec, the different kinds of school which exist demonstrate the different cultures which live side by side. Within English education, there are differences, based on religious belief and on immigrant traditions, between Protestant and Catholic schooling. But since the language of education in these schools in English, it is the traditions and values of the

English-speaking world which are the common denominator. The way a school is organized and the emphasis it gives to different kinds of activity can vary between English Protestant and Catholic schools. They can also vary between schools of the same religious denomination, because of the differences between one school community and another.

Public education in Quebec. A brief history

In the time of New France, education was a work of charity and above all the work of the Church. Parish priests and religious orders gave elementary instruction in a few village schools. Higher education was primarily in theology, chart-making and surveying, with arts and trades schools also being founded in Montreal and Saint-Joachim.

Under British rule, little help was given to either English or French colonists to set up schools. English and Scottish schoolmasters opened schools in the cities of Québec, Three Rivers and Montréal. Desiring to speed up the process of assimilation, a government of Quebec scheme to establish a free public school in each parish, a secondary school in

each county and a 'common' university in Quebec (excluding theology) came to nothing because of the opposition it aroused both within the colony and in England.

In 1801 an Act created the Royal Institution for the Advancement of Learning and authorised the governor to appoint in each parish or county commissioners entrusted with the building and organization of schools. The Roman Catholic clergy opposed this as an attempt at assimilation and few parishes took advantage of the Act, though 84 'royal schools' were set up in regions and townships with Protestant majorities.

'Fabrique' schools came into being with legislation passed in 1824, funded by up to one-quarter of the parish budgets. Popular apathy and insufficient revenues, together with the absence of government aid, prevented the number of such schools from growing and in 1830 there were only 68.

Subsidies to education were made possible by legislation passed in 1829, which set up a permanent Committee on Education and Schools. 1,372 'trustee' schools were set up by 1835 but when subsidies were withdrawn in '36, most of them were closed.

The Durham Report of 1839 described the general ignorance of the population, English and French. It suggested common public schools providing different religious instruction for Roman Catholics and Protestants. Another idea stemmed from New York State education practice. It described public schools operated by local trustees or commissioners, with the privilege of dissent granted to minority religious groups, and a superintendent of public instruction named by the central government.

The legislation which still influences the organization of Quebec schools was inspired by these developments. Its essential elements established the main pattern of education at the passing of the British North America Act. This act gave the provinces of Canada exclusive jurisdiction in education and confirmed two autonomous school systems in Quebec, Roman Catholic and Protestant. Both of these provisions are still crucial issues in the Canadian educational scene: the relationship of federal and provincial governments, and the relationship of Church and State. Both issues have come before the courts and the legal decisions have produced some

Continued on page two

Editorial comment

Being, Belonging and Doing

When you call or write to the Home and School office or contact another member of Home and School, you are always identified as a person. Imagine that! A person, not a number or a digit or a hole in a computer card or an electronic something-or-other, but a real live individual with a name and proper identification.

That kind of recognition of the worth of the individual has always been and will continue to be the way that Home and School works, recognizing that everyone is unique, each is a being with a set of experiences, a background and a life style that is his or hers alone. In its programs, conferences and workshops Home and School tries to help each person develop the skills and talents necessary for a full life in our society.

At the same time Home and School tries to help the individual discover his partnership with others, and realize that only as we all work together as a group of informed, concerned parents can we ever make a difference.

The difference is found in what we do, not in how much we talk, whether we 'fish or cut bait.' Not in how many complaints we can drum up, but in how much we are willing to get involved. Not in how many things we can find wrong with government and education, but how much we are ready to put ourselves into making it right.

Naturally we can't do much alone as individuals, but in partnership with others who think the same and have similar aims and goals we can do wonders. We can discover our strengths as an historical community, define objectives for ourselves and our children, and set a course of action which will make us proud to be members of one of the founding races of this province.

Gaspé

Resource persons from Quebec Federation and the local community will join in presenting a two day conference in New Carlisle on Sept. 14 and 15. Parents, educators, board members, members of community organizations will be invited to take part in the conference, which will have as its main thrust cultural and leadership development.

Beginning Friday night, sessions will include an overview of Home and School, its history and current work, membership in educational and community groups, why belong?; a session on public relations will look at ways to use the media to the best advantage, and how to make effective contact with government at all levels.

Two workshops are planned, 'The Joy of Reading' and 'The Exceptional Child.' Both of these workshops were presented at Quebec Federation's Annual General Meeting in May and proved extremely popular. Other workshops will focus on programming and fund raising for your group, and how to run a successful meeting.

This conference is part of Quebec Federation's program of expansion and cultural development in the areas off the island of Montreal, and is funded by a grant from the federal government. Other similar conferences are being planned for various areas of the province.



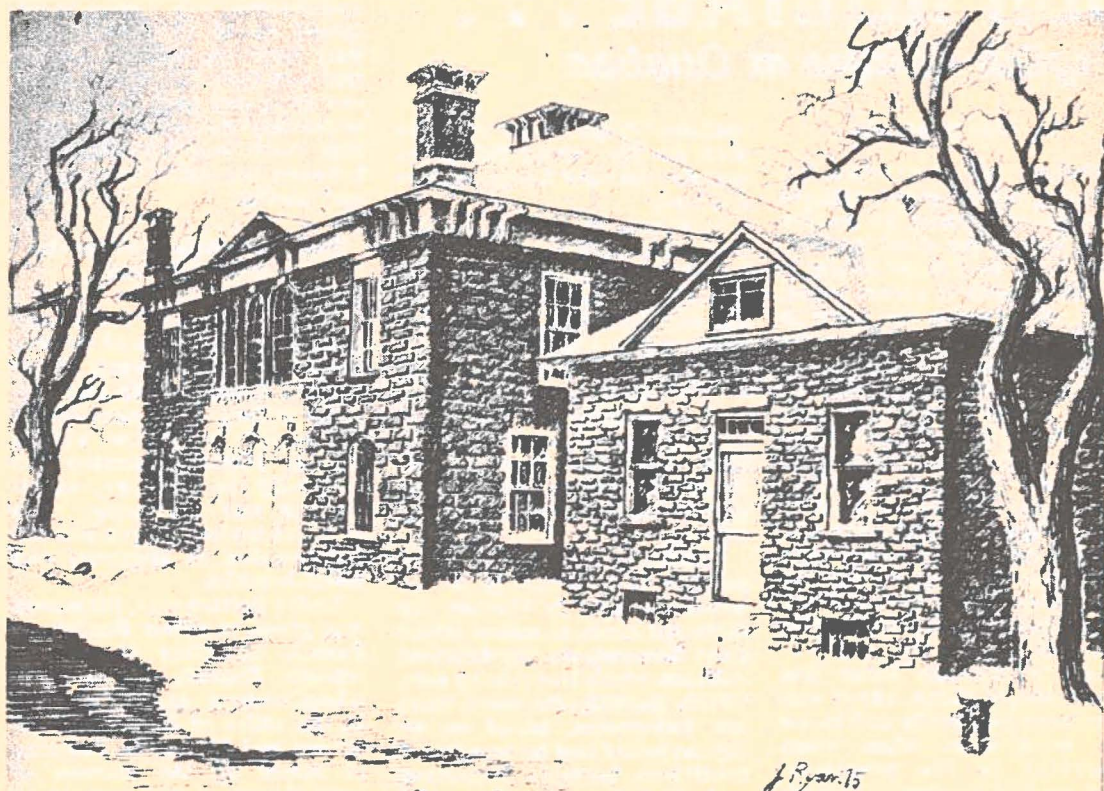
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A country building in Huntingdon, in the Chateauguay Valley, was built from local materials in 1869.

Our Heritage . . .

Continued from page one

landmarks in the history of Canadian education.

Education in the 60's

Until the 1960's, Quebec education was operated on the basis of the Education Act of 1869. In 1964, as a result of the proposals of the Parent Commission's enquiry into education, a Ministry of Education was set up, and the dual education system was challenged, but without success. The six-year primary school, five-year institute of pre-university and vocational education was adopted. Teacher training became a university responsibility.

Now, 15 years later, new changes are proposed to this organization of schooling in Quebec. The Ministry of Education's "Plan d'Action" has been drawn up after province-wide consultation with all groups concerned. The Plan's theme is 'intellectual rigour' through changes in curriculum and timetabling. It proposes more participation by parents in the school system through more frequent reports from their children's teachers; councils to guide the school's evolution; and nomination of a parent commissioner to the council of school commissioners. Implementation begins in the school year 1979-80, with major changes due in the following year.

School government

School boards are wary of the 'Plan d'action' because it is seen as threatening to local control of education, the principle established over a century ago. The practice of funding school expenditures from local real estate taxes has become less and less significant to the total education budget since the 1960's. In 1978 the Quebec government announced its intention to hand over to municipal governments the income from local real estate previously available to school boards. This is to take effect from December 1979.

Another concern of school boards is the setting up of regional offices of the Ministry of Education in the process of 'deconcentration.' In this is seen the possibility of reducing

school boards to figure heads and then to extinction, while local bureaucrats of the Ministry make decisions about their schools.

The system of school and parent committees goes some way to allay fears that schools will be totally controlled by the Ministry of Education. But a school committee of parents with the principal and a teacher may have difficulty opposing moves by the Ministry of Education which even school boards have in recent years opposed with varying success.

The Federal role in education

Beyond the provincial scene, there are recommendations from many participants in Canadian education and from observers that there is need for a federal presence in elementary and secondary schooling. Federal funds have been assigned to this area in recent years, in programs seen as of national interest such as health, vocational training and second-language studies. The federal government also plays a role in the education of native peoples, and the children of the personnel in the Armed Forces.

The provinces through the Council of Ministers of Education for Canada, which has a secretariat in Toronto, have combined to resist the development of such a federal department, or office.

Quality of education

For parents and the children in the school system, who controls the system may seem of little interest, for their preoccupation has to be with the quality of education and the kinds of opportunities which are available to students.

This is where the reference to education as ensuring the 'continuity of the culture' again become important. What kind of system of organization will ensure that not only the culture (the way people live) but also the culture (the things we hold in high regard) will be passed on to the children? Given the fact that within the Canadian society there are local and provincial variations of culture (in both senses) the problem of the best organizations of schooling is not a simple one to solve.

School Bus Safety Week confirmed: Sept. 23-30 annually

Canada has a new safety week: School Bus Safety Week. Starting this year, the week will be September 23rd-30th, and will never change, regardless of the days of the week.

Safety on the Roads!

Buses have been very much in the news in Quebec during the past year, and indeed in previous years as well. There is some evidence that at last the government is taking the matter of bus safety seriously, particularly with regard to the mechanical condition of the vehicles which are used.

Safety on or near the school bus has always been important to parents. In rural areas the distances that children travel to school, even at an early age, are likely to be long. Over the years, parents' groups, such as Home and School Associations, have either by themselves or in cooperation with other groups sent urgent messages to local and provincial governments demanding a higher standard of organization and of mechanical inspection and driver training. As a result there have been improvements in inspection and bus-driver preparation.

Constant watchfulness by all concerned, the students, the drivers, the bus companies and the public, is essential to avoid injury and loss of life through accidents. For this reason, it is worth repeating each school year the key points which will make it possible for students to drive safely to school in the school bus.

How school bus services are organized

The Education Act permits school boards to provide school transportation but does not oblige them to do so. The Department of Transport subsidizes transportation to school for kindergarten students residing more than 3/4 of a mile from school; for elementary and secondary students residing more than a mile from school; for handicapped students regardless of distance; for some field trips to athletic and cultural activities. School boards pay for other transportation costs according to their particular policies. These costs are paid out of funds which are for educational programmes.

School bus operations are subject to regulations issued by the Department of Transport dealing with minimum construction standards; safety standards regarding vehicle operation, servicing, inspection and use; and procedures for tendering and contract administration.

These regulations also fix bus capacities at a maximum of 6 passengers per row on a regular school bus. Most of the regular buses have 12 rows. Mini-bus capacity is in general a maximum of 21 passengers.

Specific Responsibilities

1. Parents

PARENTS obviously play a key role in influencing their children in all aspects of safety, at home, at play and going to and from school, particularly younger children. Through school and parent committees and Home and School Associations, parents can find opportunities to discuss transportation matters.

PARENTS should discuss with their children their responsibility for their own safety on the bus.

PARENTS should help kindergarten and grade one students learn the location of the bus stops, how to behave while waiting for the bus and on it, what to do when buses are late. PARENTS should report any obvious significant safety problems to those responsible at the school board for transportation, giving bus number, date, time, and so on. For unusual situations, it may be better to contact the school or the police. PARENTS should remind the children that although the law requires all vehicles to stop when the flashers on the school bus are in operation, drivers are sometimes negligent and do not stop, and that children must be very cautious when crossing the road.

PARENTS should remind everyone that it is a traffic offence to pass a stopped school bus with its flashers on.

Parents are solely responsible for the behaviour and safety of their children at bus stops and may also be held responsible for wilful damage to school buses caused by their children.

2. STUDENTS

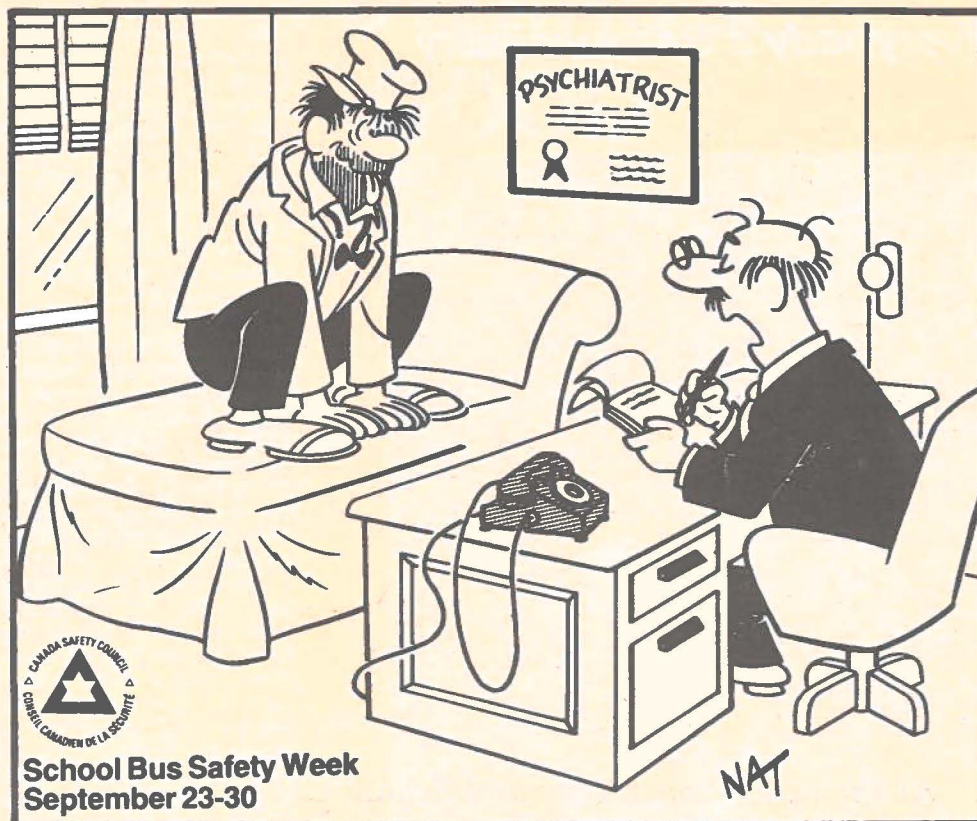
STUDENTS on the bus should respect the authority of the bus driver. They should remain seated and not cause any disturbance. Smoking should not be allowed, nor should the students speak unnecessarily to the bus driver, tamper with equipment, open windows, hang out or throw things out of windows. STUDENTS waiting for the bus should respect private property and behave in an orderly way, and should be at the bus stop on time.

Getting off the bus, students should not move until the doors open, and once off, should get well clear of the bus. (There have been cases of students being run over by their own bus because they dawdled around it). When crossing the road after getting off, students should cross in front of the bus, proceeding with caution and in full view of the driver.

3. DRIVERS

DRIVERS are the key persons in the school bus system. They need the support of the student, their parents and the school. They are responsible for the safety and wellbeing of all passengers on their bus and should report all problems regarding conduct and procedure to the school authorities.

DRIVERS must adhere to routes and stops set out by their service. They must try to be on time at pick-up and departure points, and follow the arrangements laid down by the school authorities for departures. DRIVERS must be satisfied as to the proper identification of each passenger. They may call the passengers to order, but disciplinary measures should be left to the school authorities. If the bus becomes disorderly, he may find it necessary to stop



"And just how long have you been driving this school bus?"

any deficiencies must be reported to the contractor. No vehicle in an unsafe condition may be used.

DRIVERS must turn on flashers when loading or unloading students at bus stops, leaving them on until students are safely away from vehicle.

Drivers must not leave their vehicle while there are pupils aboard, except in case of emergency when another responsible adult can be designated a monitor.

4. THE SCHOOL

THE SCHOOL authorities supervise arrivals and departures, deal with disciplinary problems, and coordinate all groups interested in transportation at the school level, for example, students, parents and those responsible for the bus services.

THE SCHOOL authorities set up the procedure for arrival and departure, loading and unloading and for students who miss the bus.

THE SCHOOL authorities can set up a system of disciplinary measures for students who misbehave while around buses, which can include suspension from the privilege of using the bus service. Since schooling is compulsory for those under the school-leaving age, this punishment puts the onus on parents to provide alternate transport. THE SCHOOL authorities have a responsibility to ensure that parents and students are aware of local regulations and responsibilities at the beginning of the school year and throughout the year as required.

the bus to deal with the situation.

DRIVERS may, where the safety of the passengers is threatened by the conduct of a student, refuse to transport the student, reporting the case to the school authorities as soon as possible. The driver or contractor must ensure that the student in question is returned to his or her home.

DRIVERS must meet all the provisions of the highway code and other legislation regarding proper licensing, medical fitness and handling of the bus, and obey at all times the traffic rules and regulations of the Department of Transport and

the local municipal laws. They must drive carefully at all times and stop at all stop signs. They must drive within the speed limits or more slowly where necessary, and stop at all

railway crossings (stop 20 ft. from crossing, proceed in first gear until well clear).

DRIVERS are responsible to ensure that their vehicles are clean and safe to operate and

PLEASE GOD, I'M ONLY 17!

The day I died was an ordinary school day. How I wish I had taken the bus! But I was too cool for the bus. I remember how I wheedled the car out of Mom. "Special favor," I pleaded, "All the kids drive." When the 2:50 bell rang, I threw all my books in the locker. I was free until 8:40 tomorrow morning! I ran to the parking lot, excited at the thought of driving a car and being my own boss. Free!

It doesn't matter how the accident happened. I was goofing off—going too fast. Taking crazy chances. But I was enjoying my freedom and having fun. The last thing I remember was passing an old lady who seemed to be going awfully slow. I heard the deafening crash and felt a terrific jolt. Glass and steel flew everywhere. My whole body seemed to be turning inside out. I heard myself scream.

Suddenly, I awakened; it was very quiet. A police officer was standing over me. Then I saw a doctor. My body was mangled. I was saturated with blood. Pieces of jagged glass were sticking out all over. Strange that I couldn't feel anything.

Hey, don't pull that sheet over my head. I can't be dead. I'm only 17, I've got a date tonight. I am supposed to grow up and have a wonderful life. I haven't lived yet. I can't be dead.

Later, I was placed in a drawer. My folks had to identify me. Why did they have to see me like this? Why did I have to look at Mom's eyes when she faced the most terrible ordeal of her life? Dad suddenly looked like an old man. He told the man in charge, "Yes, he is my son."

The funeral was a weird experience. I saw all my relatives and friends walk toward the casket. They passed by, one by one, and looked at me with the saddest eyes I've ever seen. Some of my buddies were crying. A few of the girls touched my hand and sobbed as they walked away.

Please somebody wake me up! Get me out of here, I can't bear to see my Mom and Dad so broken up. My grandparents are so racked with grief they can barely walk. My brothers and sisters are like zombies. They move like robots. In a daze, everybody! No one can believe this. And I can't believe it, either.

Please don't bury me! I'm not dead! I have a lot of living to do! I want to laugh and run again. I want to sing and dance. Please don't put me in the ground, I promise if you give me just one more chance, God, I'll be the most careful driver in the whole world. All I want is one more chance.

Please, God, I'm only 17!

This item originally appeared in *The Montreal Star* in the *Dear Abby* column.

The Child . . .

Everybody's Responsibility



Child Abuse

"Child abuse," says a leading social worker, is not new to our society. Evidence of infanticide, brutalization and exploitation of children can be found in literature at least as far back as biblical times."

In 1979, more than 30 children will be killed by their guardians, and some 6,000 will be abused by those entrusted with their care. Those are the estimates for child abuse in Canada in the International Year of the Child.

Legislation designed to give more protection to children has been passed, or is being drawn up, in every province of Canada at the present time. In Quebec, Bill 24, the Youth Protection Act, went into effect in January 1979. Social agencies all over the province have new powers to intervene when children are at risk.

Child abuse is the result of a variety of circumstances and behaviour. The most familiar one is maltreatment as punishment, and hospitals bear witness to the numbers of tiny babies and other youngsters who come to them for treatment for broken bones, burns and wounds. The Criminal Code of Canada at present permits parents and guardians, including teachers, to administer corporal punishment 'which is reasonable under the circumstances.' Social service agencies are calling for the repeal of this permissive section (Section 42), for they believe that it encourages physical abuse and can lead to serious, if inadvertent, injury of a child.

Child neglect

Child neglect is also recognized as a form of abuse and it has long been the concern of communities to see the children receive the shelter, food, education and protection that they need to live and grow. New forms of neglect are now receiving attention, emotional

deprivation, for instance, which can lead to serious emotional disturbance as child or adult.

Sexual abuse

Hidden forms of abuse can now be dealt with under the Youth Protection Act. Incest, for example, in which a parent or close relative takes sexual advantage of a young girl or boy, has been difficult to deal with in the past. It is carried on, often over the years, within the family home and only other members of the family are likely to be aware of the violation of the child.

Under the Youth Protection Act of Quebec, social workers can investigate confidentially, reports from family, child or neighbour, and if necessary set under way a process of rehabilitation of the family. If the child is removed from the family, it is likely to be only for a short period during which the problem can be treated within the family. In the past, the solution has often meant that the parent was sent to jail, depriving the family of their support and making a bad situation worse. Such is no longer the case.

Violence

Other types of violence

For Further Information Call:

The administration of the Youth Protection Act has been entrusted to a professional attached to each Direction régionale of the MEQ. These officials participate in the various committees as well as the regional mission charged with implementing Act 24. They are at your disposal to furnish whatever information you may require in connection with the Act.

Lower St. Lawrence/Gaspésie	Omer Brazeau	Tel.: 723-7813
Saguenay/Lac Saint-Jean	Jacynthe Bédard Ménard	547-9326
Québec	Lionel Guillemette	643-7991
Trois-Rivières	Paul Laurin	376-3711
Eastern Townships	Réal Lanthier	565-0667
Montréal	Roland Lebleu (French)	873-4630
	Jack Skene (English)	
Longueuil	Claude Tremblay	873-2132
Laval/Laurentians	Michel Monfet	873-4521
Outaouais	Jean-Marie Barrette	771-4736
Abitibi/Témiscamingue	Gisèle Labbé	764-3257
North Shore	Thérèse Brousseau	589-5748

"I know
I can't
do it!"



In the pre-school years, a child is busy learning new things. And he lets others know about them: "Look at me, look at what I can do." His small accomplishments need your attention and praise.

When he goes to school, competition is suddenly all around him. He sees how we idolize "winning" in our work, our sports, our lives. No wonder it rubs off on him.

"My dad's better than your dad because he makes more money."

"My team's better than your team because we won the championship."

"I'm better than you are because I got 84% on the test."

We forget that for every winner there are many who don't win. Losers! And too often we judge all losers to be failures.

Success can be discouraging

Often a child will work hard to win — to be a success — because this earns praise, but he may totally miss the enjoyment and satisfaction that come simply from taking part.

If he doesn't reach his goal — or the goal his parents have set for him — he may lose confidence in himself. He may become afraid of failure. Love and family values can do much to reduce this fear.

When competition is all around us, self-confidence prepares a child to cope with the real world. Here are some suggestions to help your youngster develop pride in himself and confidence in his ability:

1. **Success isn't as important as getting involved and enjoying it.** Both children and adults have trouble with this idea. Eight-year-olds for example, should play hockey for fun, not championships. The rewards: learning teamwork and co-operation, developing skills, testing limits.

Too often, we cheer the champ and ignore the loser. More co-operation among parents, coaches, teachers and youth leaders could do much to reduce the importance of winning and help to build self-confidence.

The key question after the game is not, "Did you win?" but "Did you have fun?"

2. **Children need goals which match ambition to ability.** To ask an average student to be satisfied with nothing less than 80% in every subject is putting too much stress on success.

To expect a girl who is a poor swimmer to "come home with a medal" is also unfair. Let her swim for fun.

3. **Avoid sarcastic comments.** If your child has a poor game, don't greet him with: "Well, you sure blew it out there today." Try encouragement instead.

Every child has one or two subjects that are better than the rest. Praise these and encourage the others. Point out that all he can do is his best. Suggest ways of improving study habits; urge extra help both at home and school.

4. **Don't for one minute suggest that your love is linked to his accomplishments.** Encourage him to do well in all activities. Confidence blossoms in a home that is full of love and affection. Love, security and acceptance are at the heart of family life. Triumphs and defeats should be expected and accepted.

5. **When he's discouraged—"I'm really lousy"—let him express his feelings but help him to see himself in a better light.** Point out past achievements. Remind him of his special skills.

Encourage him to have fun doing what he enjoys, even if he isn't very good at it. The goal is *not* to win every time.

6. **Self-confidence comes with meeting challenges.** Big ones and small ones. There are many ways to help your child develop a sense of accomplishment: family games, neighbourhood sports, household chores such as tidying a room or washing the car, doing something that comes easily.

These help him to see that he can perform well and earn recognition.

The whole family should try to participate. But don't "let" him win. Your little deception may only add to his sense of failure. ("I'm so bad that Dad thinks he has to let me win.") A handicap system is a good way to balance skills.

7. **Don't hide your own failures.** Were you hopeless in math? Did you once score a crucial goal against your own team? It helps a youngster to see that Mummy and Daddy weren't perfect either, yet they turned out okay.

8. **Set an example.** Are your own competitive attitudes rubbing off on your children? If you have a healthy outlook towards winning and success, your children will probably follow your example.

Encourage less achievement and more light-hearted enjoyment. We don't have to be good at something to enjoy it.

Age Limit for Dental Care Rises

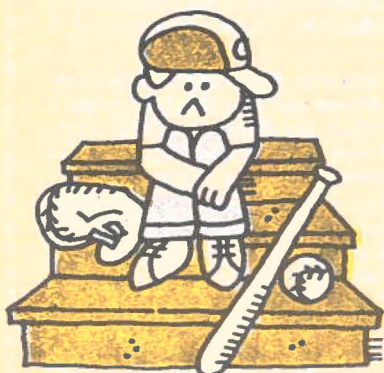
Since May 1, 1979, the age for free dental care for children in Quebec rose from the previous 14 year old age limit to that of 15 years old.

This new arrangement was made following an agreement between the Minister of Social Affairs and the Association of Dental Surgeons in Quebec, in force since April 9, 1979. The agreement or plan is an extension of the scale being offered, in allowing children to receive free dental care for all teeth.

The program of dental services includes the following care for children: Free dental work on all teeth; route canal and fluoride treatments.

For Social Welfare recipients, their wives and children, under and above 15 years old, the plan also offers dental care for all teeth, braces and cleaning. To be eligible for dental services, children are requested to present their Medicare card as proof of age. For Social Welfare families, they have only to present the card issued periodically by the Minister of Social Affairs, that makes them eligible for free medicine.

This is one of a series of 10 pamphlets about family life with young children. If you would like to receive a complete set, free, send your name and address to: "Feelings and Your Child," Canadian Mental Health Association, 2160 Yonge Street, Toronto, Ontario M4S 2Z3.



Building your child's self-confidence

Why does one child believe that he can conquer the world, while another doubts his own ability to find the corner store? Do we put too much stress on competition and success? How can you help to build your child's self-confidence? Important questions for every family.

• EAT WELL

To feed your family well, you must give them a variety of foods that will promote health. The variety must consist of foods chosen every day from each of the following four groups.

1. Milk or milk products. Children: 3 or more glasses; teenagers: 4 or more glasses; adults: 2 or more glasses.
2. Meat and alternates. Two or more servings of meats, fish, poultry, eggs or cheese; with dry beans, peas, nuts as alternates.
3. Fruits and vegetables. 4 or more servings including dark green or yellow vegetables, citrus fruit or tomatoes.
4. Breads and cereals. 4 or more servings of enriched or whole grain.

• BE CLEAN

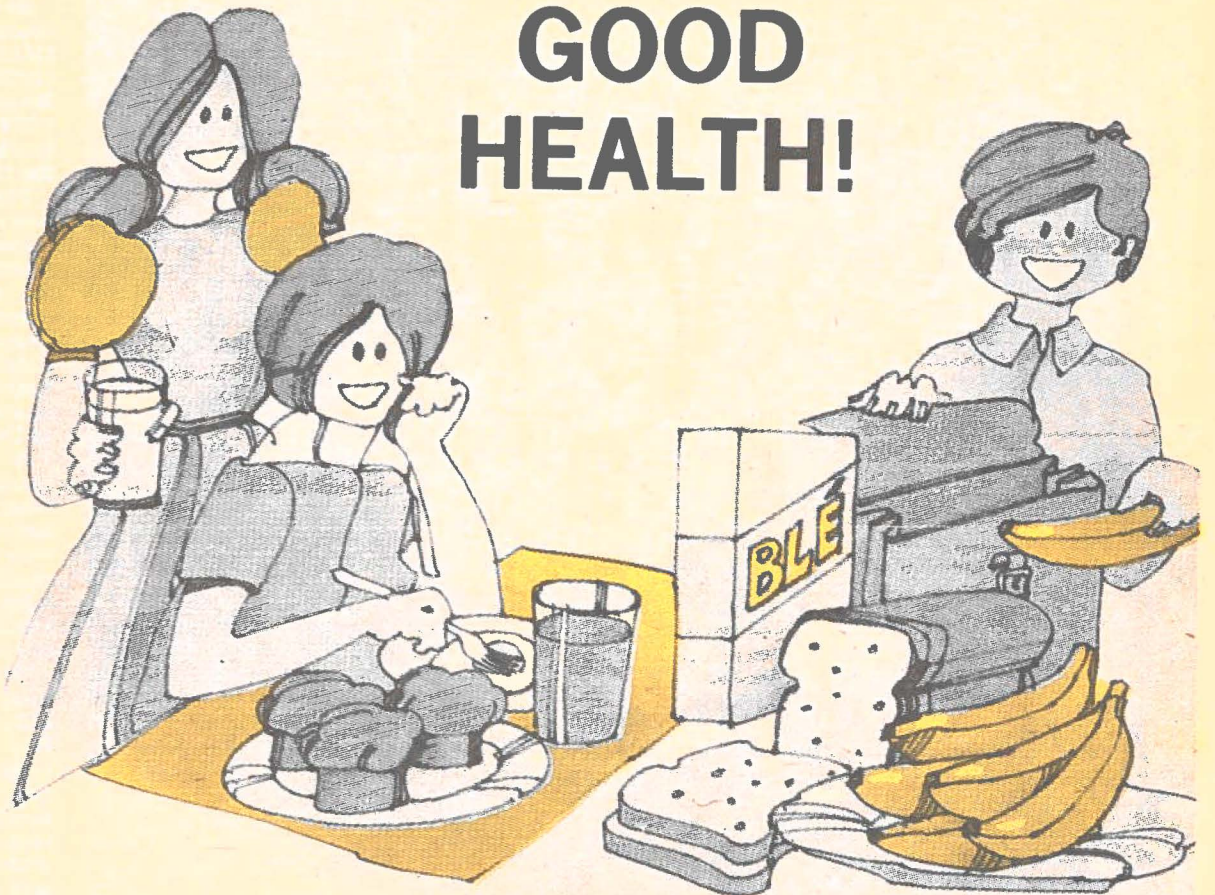
1. Wash hair twice weekly.
2. Brush teeth properly twice daily.
3. Clean eyes, ears, nose, face and neck every day.
4. Wash hands several times each day with soap and water.
5. Clean fingernails and toe nails regularly.
6. Bathe the rest of body once daily.
7. Change underclothing each day.

• KEEP FIT

Physical fitness could be described as how we "look and feel," for being fit is to be able to carry out daily tasks with vigour and alertness, without undue tiredness and stress.

The most common excuse for not exercising is, "I don't have time," but all the time needed is fifteen minutes a day, three times a week. Some suggested activities are: bicycling, swimming, fast walking, running, tennis, jogging and rope skipping. Choose the activity of your choice, start easy and progress slowly and gradually remember that you have legs, don't let them get lazy forget that there are elevators, buses and cars as regularly as possible. Start Exercising Today.

TOWARDS GOOD HEALTH!



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 the 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 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 conducted in California on teenagers' food habits. The study found that young people that 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 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.

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 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.



Get Those Shots Now!

In Quebec it is the parent's job to make sure that their children get the necessary shots to protect them against dangerous, infectious diseases such as polio, measles and mumps.

These diseases, which are very easily avoided by a simple vaccination, can have very serious and lasting effects on the child.

The vaccines are available, free of charge, at every health clinic in all municipalities. The local town halls will be able to provide information as to where and when the clinics are held. A new school year will soon begin. Hundreds of children will be going to school for the first time. In school they will be exposed to infectious diseases. Check your child's immunization record and bring it up to date - NOW!

Baie Comeau



OUR HEROS ARE: Back row (left to right): John Kerr (teacher), Mark Kerr and Jim Sparks (teacher and coach). Front row: Brian LeBlanc, Josée Arsenault, Douglas Prosser, Michelle March, Paul Lord and Scott Sparks.

ON THE RUN

by Jim Sparks

Seven students and two teachers from Baie Comeau (McCormick) High School (BCMHS) travelled to the Manitoba prairies in March 1979, with sights set on establishing a new world record for the 24-hour Relay Run.

The 24-hour non-stop running relay is quite popular with schools and groups in the United States, but it is only in the past few years that this event has made its mark in Canada. In fact, BCMHS is officially recognized as being the first High School in the country to stage such an event, and this in October 1977.

A "24-hour Relay Run" means: each member of the team runs one mile, passes the baton on to the next member who also runs one mile, continuing thus around the clock, with the objective of completing as many miles as possible in the 24-hour period.

The event in Selkirk was a joint effort between the St. John's Cathedral School for Boys and our own BCMHS team of nine. Despite the cold temperatures and six inches of newly-fallen snow, our joint attack on the world record met with success. After the ordeal was over, the two schools had run a total of 1,424 miles 1,640 yards, beating the previous record held by a school in Ohio, USA.

En route to Selkirk, the BCMHS team established a new Canadian record for a team of nine, running a total of 207 miles 1,246 yards. The old record for Canada was held by Ridley College in St. Catharines, Ontario.

During the autumn and winter, our team trained very hard to be in top condition for this gruelling event.

They also had to work very hard to find the financial support required to make the trip. However, with the cooperation of the BCMHS Home and School Association, Baie Comeau Protestant School Board, and the invaluable support given by the teachers, parents and fellow-students, as well as various members of the community, the team was able to realize their objective and sincerely thanks everyone for the support and contribution to the Bake Sales, Bottle Drives, etc.

The moral support of everyone concerned with BCMHS which was given the team for this "one in a lifetime event" will never be forgotten.

A THANK YOU

Baie Comeau Home and School Association wishes to publicly thank Mr. Jim Sparks who has given so freely of his time in an effort to stimulate and influence the students who were fortunate enough to fall under his guidance at the school. His wife, Betty-Anne has worked with the students with learning disabilities.

Jim is leaving the teaching profession to follow a life time dream and has enlisted with the R.C.M.P.

The Home and School Association, the students and his fellow teachers wish him every success and happiness as he begins a new step in his career.

New Carlisle

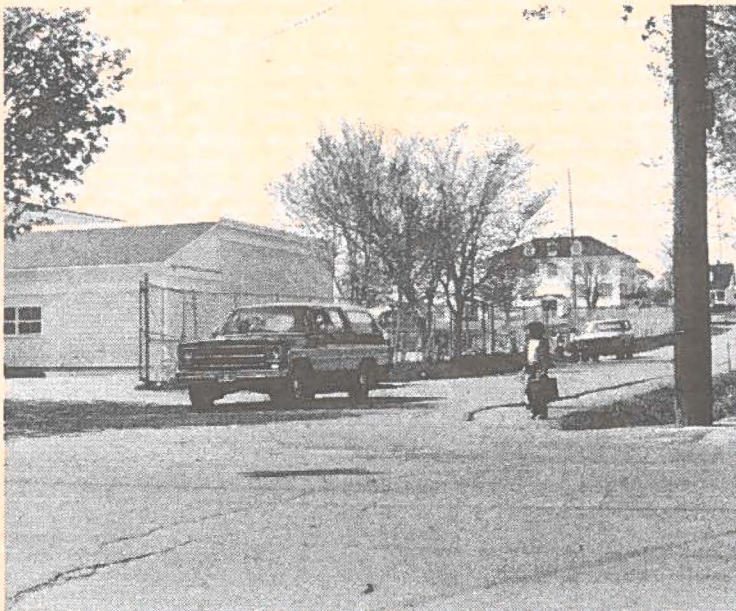
Who's responsible for crosswalk safety?

Safety on the roads is also a necessity for students who walk to school, particularly those who must cross busy highways and intersections on rural roads where there is little police surveillance.

In many communities the safety of these students is attended to by means of crossing guards, paid by the municipality to hold up traffic and usher children across the danger spot.

In other areas, where there are older students in the school, safety patrols are organized from among responsible students who take it in turn to act as crossing guards and remind their friends and playmates to wait for a safe moment and a signal to cross.

Not all such problems have been solved, however, as the New Carlisle Home and School Association reports.



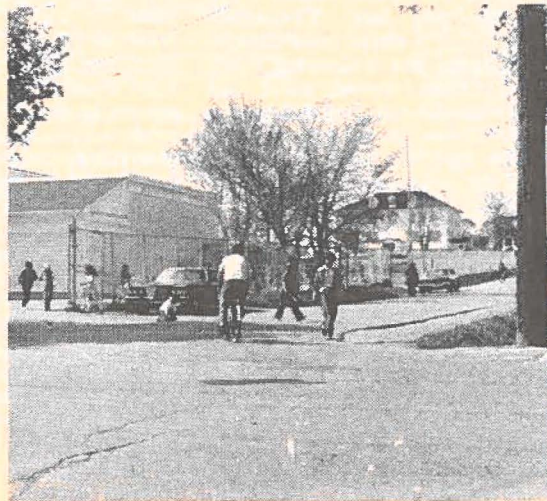
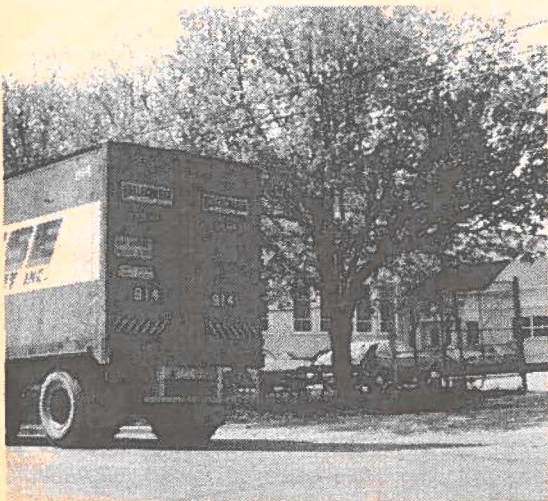
The New Carlisle situation

Over the past fifteen years parents of the New Carlisle Home and School Association have been putting pressure on their school board, the Regional School Board of Gaspesia, and on their municipality to set up a safety patrol or crossing guard outside New Carlisle High School. The school is situated on Highway 132 and students from the other side of the highway have been provided with a crosswalk.

The problem seems to be that vehicles using Highway 132 in New Carlisle take little notice of the crosswalk and its yellow flashing light, and parents are concerned lest there be loss of life because of the lack of further safety measures.

Last year attempts were made to bring about a solution to the problem. Letters were sent by the Home and School Association to the school board and to the municipality, following a panel discussion on the question and a questionnaire to parents. The parents want either a crossing-guard or a traffic light at the point in question.

"Who," asks the Home and School Association in an article in SPEC (the Gaspé English weekly), "Who is responsible for Cross Walk Safety? The regional School Board of Gaspesia spends considerable money to ensure the safety of students they bus to New Carlisle High School. Why do they not spend money to ensure the safety of (the) town students?"



POEM

I'm up and washed,
I'm freshly dressed
I've cleaned my shoes,
And look my best.
My hair is washed and brushed
to a shiny sheen,
My fingernails and teeth are
white and clean.
I've had my breakfast, I feel gay.
I'm off to school and
a happy day.

**CONCERNED
ABOUT WHAT'S
HAPPENING!**

●

**THEN JOIN H&S
AND DO
SOMETHING
ABOUT IT!**

WHAT CANADA MEANS TO ME

In the January issue of its Home and School News, the Quebec Federation of Home and School Associations announced a contest for school-children. The contest was entitled 'What Canada Means to Me,' and students were invited to send in both written and art work expressing their feelings about the country in which they live.

Some fifty entries received, spanning all kinds creative effort. There were essays, poems, bilingual playlets, cartoons and collages. The work was displayed, particularly the art work, at the Quebec Home and School conference at Concordia University in Montreal in May. Prizes were awarded in many categories, and all the contestants were congratulated on their efforts by Quebec Home and School President Alex Morris.

The winners were as follows:

• **Elementary School - Primary Level**

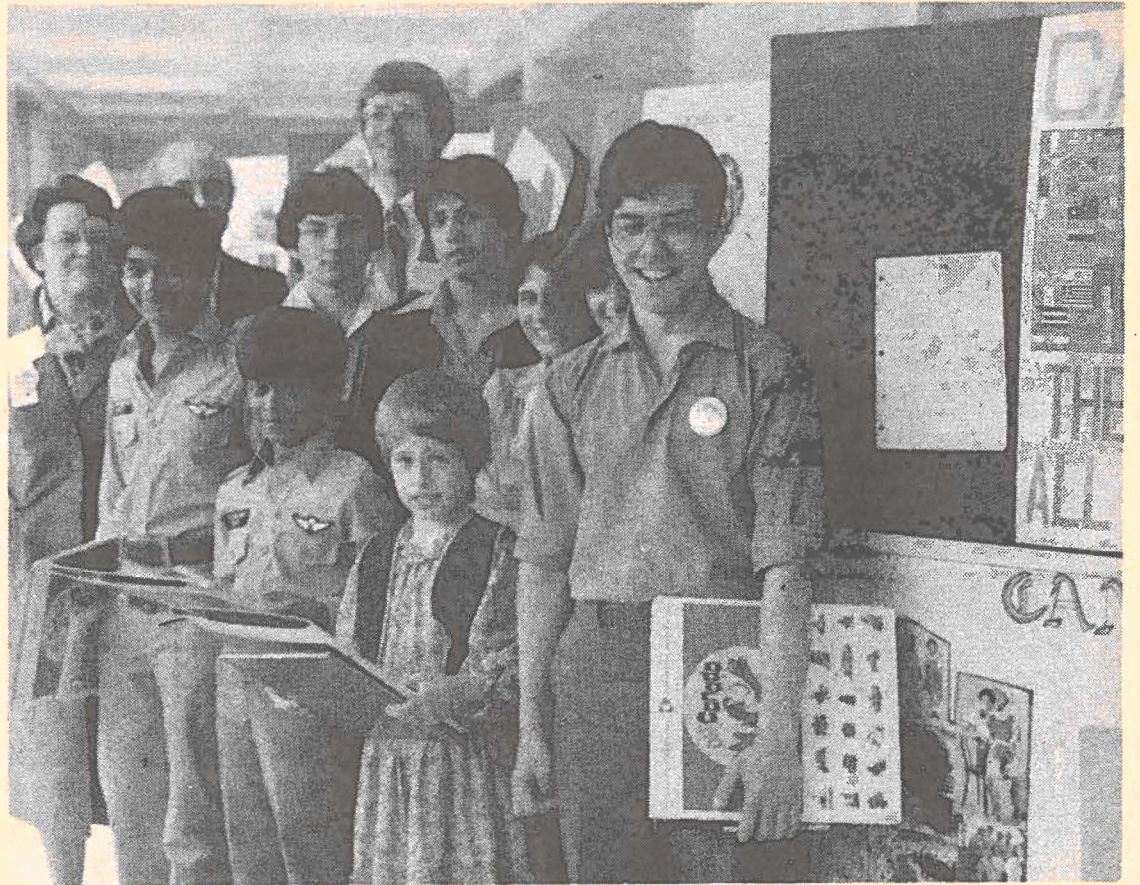
FIRST PRIZE - **FLORENCE DELMORE** - St. Dominick School
SPECIAL MENTION - **Marie Josée Lortie** - St. Dominick School

• **Elementary School - Senior Level**

FIRST PRIZE - **SHAWN OOMMEN** - Canadian Martyr's School
SPECIAL MENTION - **Grade 4 (Mrs. Soulsby, Teacher)** Hull Elementary School; **Joy Evans** - Harrington Harbour School and **Michael McDiarmid** - Edinburgh School.

• **High School - Cycle 1**

FIRST PRIZE - **THOMAS OOMMEN** - St. Pius X Comprehensive School
SPECIAL MENTION - **Hélène Vallières** - D'Arcy McGee High School



Judge Doris Ogilvy, Alex Morris, and Canadian Home and School President Tom Wilkinson with a group of prize winners.

• **High School - Cycle 2**

FIRST PRIZE - **MICHAEL HAMELIN** William Hingston School
SPECIAL MENTION - **John Antunes**, D'Arcy McGee High School; **Suzanna Matjasec**, D'Arcy McGee High School and **Antoinette Scaringi**, William Hingston High School.

POSTERS and COLLAGES

FIRST PRIZE - **HENRY DE COSTA** D'Arcy McGee High School
SECOND - **CARLOS OLIVERIA** D'Arcy McGee High School
THIRD - **JOSEPHINE FERNANDEZ** D'Arcy McGee High School
FOURTH - **ANGELINA FERREIRA** D'Arcy McGee High School.

Judge Ogilvie and Canadian H&S's Tom Wilkinson with a prize winner.

Harrington Poem

Harrington, Harrington, you are a nice little Island, you are surrounded with water, nice blue water, that make our ocean very pretty, it makes our ocean full of pretty blue fish, whales and very colourful seaweed.

Harrington, Harrington, you are full of pretty flowers and grass, it makes our Island very beautiful.

Harrington, Harrington, we can pick them, we can smell them, we can hide in it, we can play house in it.

Harrington, Harrington, your flowers and grass are very beautiful.

Harrington, Harrington, you have a lot of mud, we can grow things in mud, we can play in mud, we can make mud balls and throw them around.

Harrington, Harrington, we have a beautiful Island. I will never want to leave it.

The End
By Joy

Miss Joy Evans, Grade 4,



Now is the time to join Home & School!

Membership to Home and School isn't just for parents—it's for teachers, administrators and concerned citizens as well who desire to participate in, support and promote the objectives of Federation.

JOIN HOME AND SCHOOL — YOUR INDEPENDENT PROVINCIAL VOICE IN EDUCATION

So you want to join your local association. Call your school to find out whom the membership chairman is, then send in your membership money immediately.

Quebec Federation's membership year is based on the school year—September-June. You go on the mailing list once we receive your membership fee, and you are eligible to receive the NEWS until the following September or October.

- I/We wish to become member(s) of QFHSA for the year 1979/80.
- Application for supporting Membership. \$4.00 enclosed.
- Application for Group Associate Membership. \$10.00 enclosed.
- I/We wish to renew membership for the year 1979/80.
- I/We to notify you of a change of address (please indicate old address).

NOTE: For those who wish to become members of QFHSA, wherever possible SUPPORT YOUR LOCAL ASSOCIATION. Maintaining members are advised to pay their \$4.00 QFHSA affiliation fee to the nearest local Home and School

NAME

ADDRESS Apt.

CITY Postal Code

Name of Local School

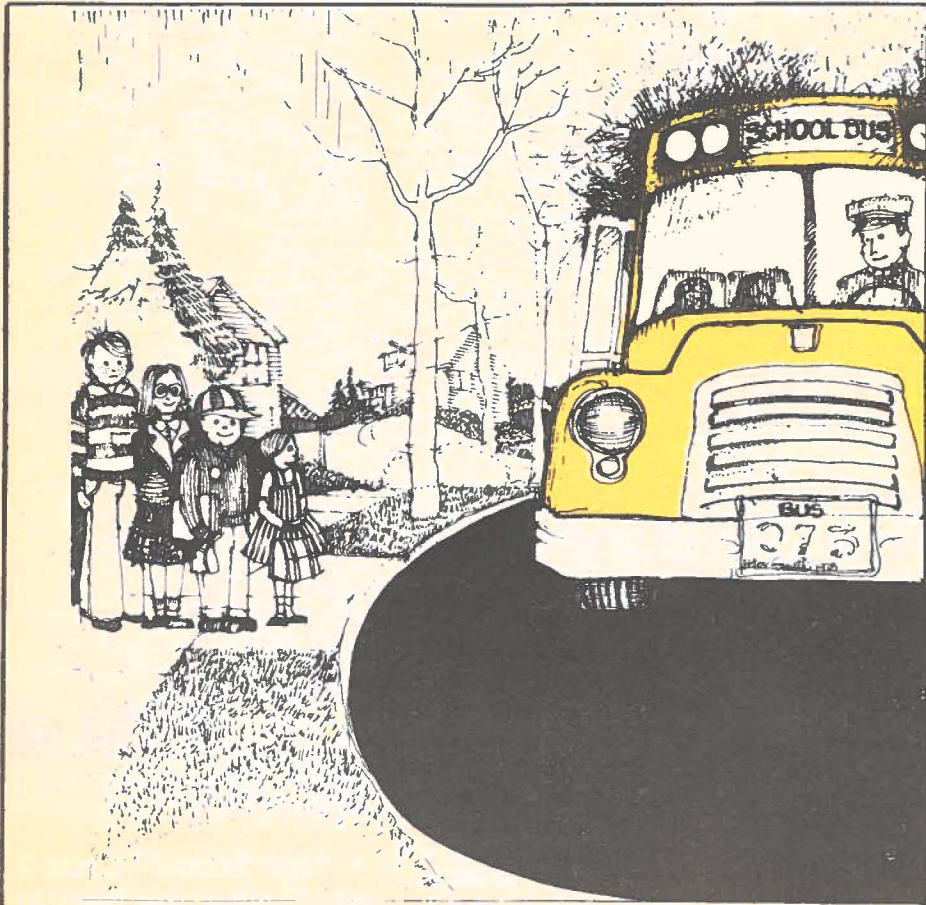
No children in school but interested in membership

Return to: Membership Chairman, Q.F.H.S.A., 4795 St. Catherine St. West, Montreal H3Z 1S8.

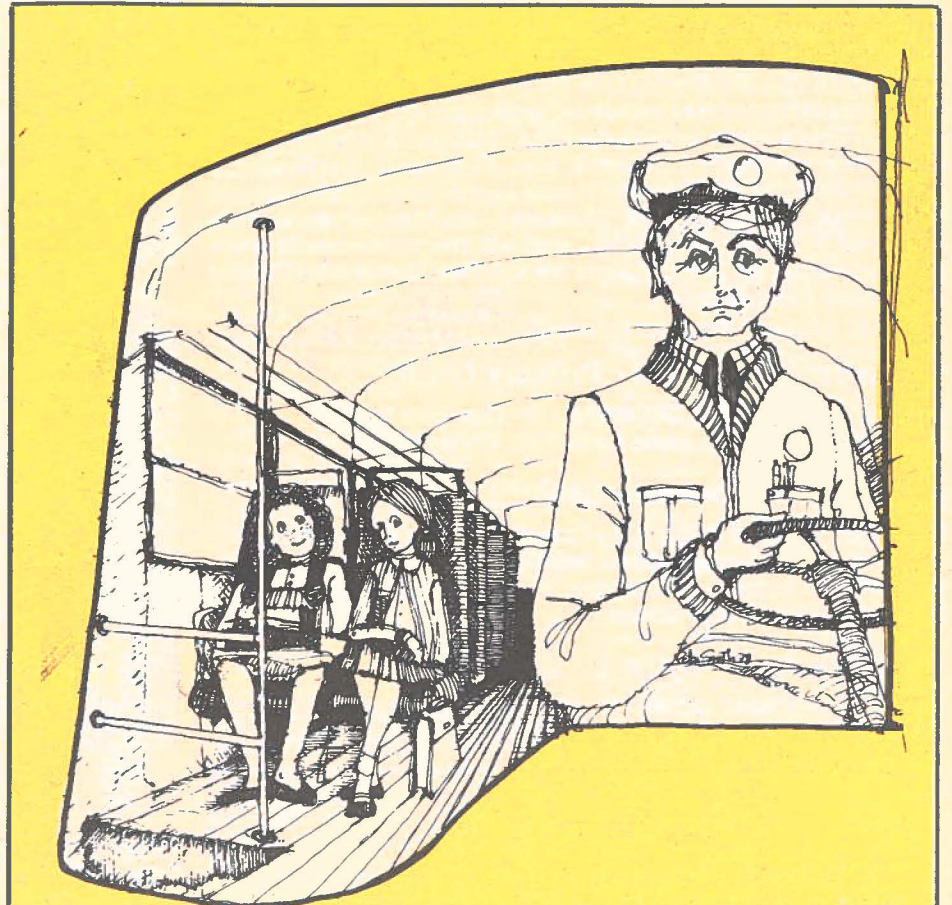
Association (one of the schools where their children attend or have attended). In most cases, you do not have to be a parent of a child

in the school in order to become a maintaining member of QFHSA through the local or a supporting member of that local.

BE BUS • WISE



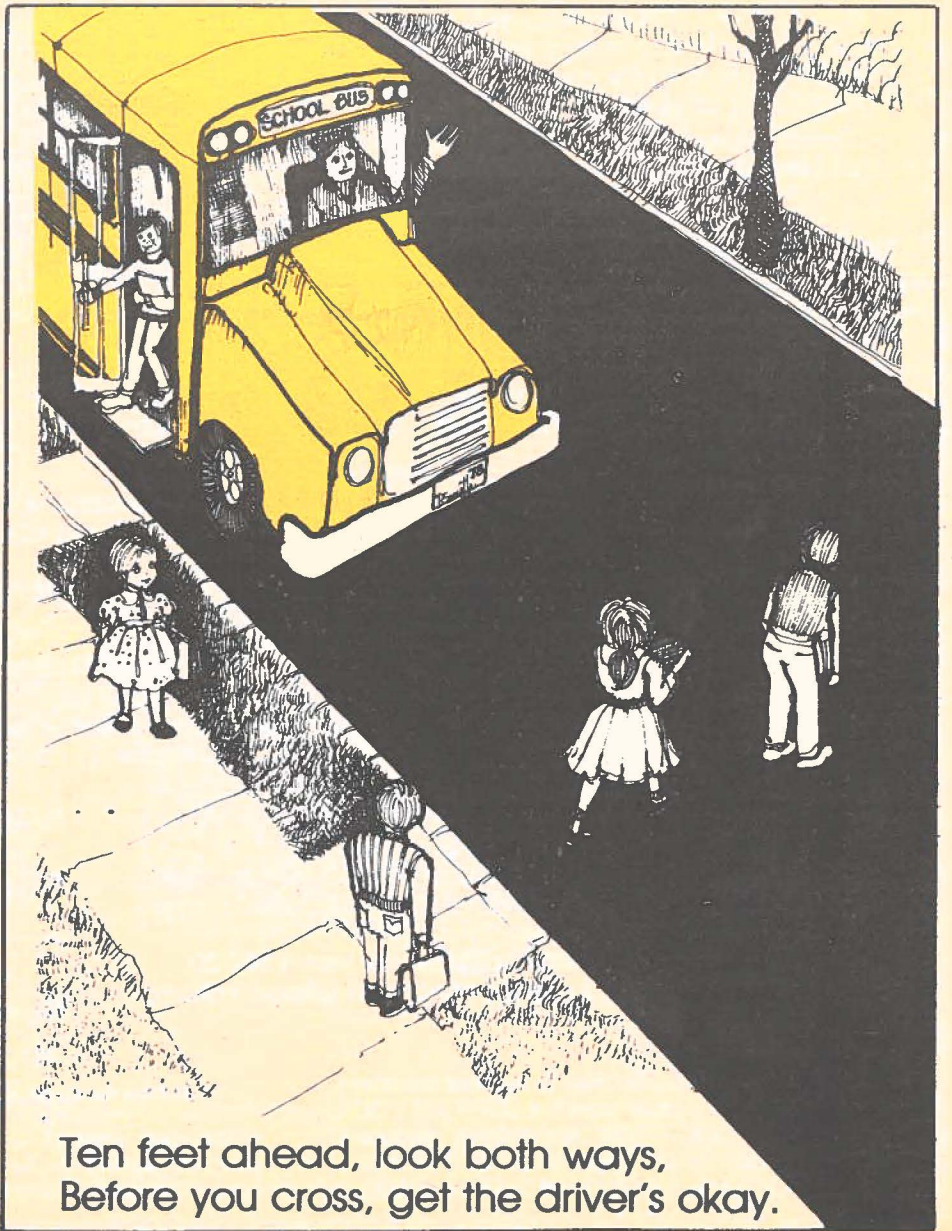
Stand back, in line, small ones ahead,
Wait to board until lights flash red.



Talk quietly, keep all aisles clear,
Your driver needs to see and hear.



When on board, don't raise a fuss,
Keep heads and arms inside the bus.



Ten feet ahead, look both ways,
Before you cross, get the driver's okay.