



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Beaconsfield children's band entertained



The beautiful sound of children's music added a very fitting touch to the Awards Presentation Luncheon which was the finale of QFHSA's Annual General Meeting on Saturday, May 9th.

A young children's band from Beaconsfield, organized by the Briarwood Home and School Association and led by Mr. Mur-

ray Rosenhek, a Beaconsfield High School music teacher, played several delightful pieces for us.

Although instrumental band training is not available in most Quebec schools for children eight years and over; this low cost after-school program is self supporting and non-profit and should be encouraged in other

communities. Some instruments are rented, some borrowed and new ones can be purchased through group purchases at as much as 40% discount.

Information on how to coordinate such a program, or registration in this one, can be obtained from Janice Thomsen at 695-6082 in Beaconsfield.

AGM sets mood for changes to be made in next decade

(see pages 6 through 11)

BUDGET RULES

School Council wins court case against Ministry of Education

Quebec Superior Court, in a judgement brought down on March 31, 1981, has declared the revised budgetary rules of the Ministry of Education for 1980-81 inapplicable for the Montreal Island School Council and the eight school boards under its jurisdiction.

On October 20, 1980, the School Council decided to contest the legality of the Ministry's budgetary rules after having been informed that it would have to cut its budget by \$12.3 million as a result of budgetary rules that were unknown to the Council when it adopted its budget and school tax rate for 1980-81. The decision to contest these rules was taken after the Minister of Education at the time, Mr. Jacques Yvan Morin, refused to

discuss this problem with the Council.

Apart from making the Ministry's revised budgetary rules for 1980-81 inapplicable for the Council, the Court also declared that the Ministry did not have the right to retroactively apply rules that are less advantageous than those available to the Council before the adoption of its budget. Moreover, the judgement stipulates that the Council has the right to know the Ministry's budgetary rules in time to draw up its own budget.

In addition, the Court has ruled that the government is bound by the declarations made by its Minister of Finance at the signing of the collective agreements. As a result, it must finance 100% of the benefits agreed to at the provincial level

for all the school boards under the jurisdiction of the Council. The Ministry's revised budgetary rules called for a part of the cost of certain job

security clauses in the new collective agreement to be assumed by the school boards.

The School Council is the organization which finances the

eight school boards of the Island of Montreal and which sets the school tax rate for the Island. Its operation budget for 1980-81 is \$831.5 million.

NOT SO SUBSIDIZED!

Fees for foreign students raised

Students registering in a Quebec university who are not Canadian residents will from now on pay some 60% of the cost of their university education, compared to the previous 25% fee levied. The Quebec government will continue to subsidize university education for these students in a proportion of 40%.

This change in fee is seen as bringing charges into line with those levied by universities in other Canadian provinces and in Britain.

At the university level, an entering student will pay 2,042 \$ per term, and increase of 1,314 \$. At the college level, fees will be 1,380 \$ per session.

Students currently registered will pay in 1981-82 1,250 \$ per term at the university level, and 625 \$ per session at college.

These fee increases are expected to bring about increased revenues of the order of 7,800,00 \$, provided that the level of registration of foreign students remains the same in 1981-2.

Students from countries with which Quebec has signed agreements will be exempted from the increase announced. These countries are France, Gabon, Senegal, Ivory Coast, Zaire, Algeria, Morocco, Central African Republic, Mali, Togo and Tunisia.

Concern has been expressed in government announcements over the disproportionate number of foreign students registering in Quebec's English universities, compared to foreign students attending the French university sector in Quebec.

FROM 81-82 SCHOOL YEAR

Age of admission changed

The admission age for kindergarten and primary school has been changed as outlined in the new school policy announced last February.

For financial reasons, the new date will be implemented in stages. In September 1983, school boards will admit to

primary school pupils who were born on or before October 31; in September 1984, those born on or before November 30; and in September 1985, those born on or before December 31.

For admittance to kindergarten, the October 31 date will apply in 1982, the November 30 date in 1983, and the December 31 date in 1984.

300 year old wisdom

"Let therefore your Rules to your son be as few as possible, and rather fewer than more than seem absolutely necessary. For if you burden him with many rules, one of these two things must necessarily follow: that either he must be very often punished, which will be of ill consequence, by making punishment too frequent and familiar; or you must let the transgressions of some of your rules go unpunished, whereby they will of course grow contemptible, and your authority cheap to him."

From an essay by John Locke, "Some Thoughts Concerning Education", written in 1693.

Editorial comment

Socialism — expensive mediocraty

The recent election of a socialist government in France has obviously made a lot of people nervous, considering the fall of the franc, the panic selling on the stock market, and the guarded congratulations from many nations.

Given the outpouring of joyous words from the government of this province, Quebecers also ought to be wary. The Parti Québécois is by its own admission and actions a socialist party holding socialist views and sympathetic to any nation in the world with similar ideologies.

When it came to power in 1976 this government began to restructure the educational system after the model of France, in spite of its obvious short-comings and in spite of massive differences in student needs, and cultural disparities. Parents and educators alike need to

be vigilant and aware of the subtlety of this government, and need to resist the creeping encroachment of bureaucracy into so many aspects of life, particularly into education.

Home and School has endorsed parental freedom of choice in education and the autonomy of school boards. Both of these concepts have been eroded by socialist-minded legislators who would make all men equal, but some more equal than others.

Let us maintain our watchdog role and keep up the struggle for the rights of parents to choose the language of instruction for their children, and the right of all citizens for quality education, the result of the democratic process free from bureaucratic restraints.

Thanks to Cal

Quebec Federation of Home and School Associations has been enriched by having had Dr. Calvin Potter as its President for the last two years. During his tenure we as parents have been forced to face some serious issues in the field of education in Quebec: a rapidly declining enrolment which has affected our schools and our organization's membership; the question of confessionality which could seriously alter our Protestant school system and which has implications for Quebec Federation; the régime pédagogique which will mark new directions in curriculum in our schools and which Quebec Federation must monitor very carefully.

On these and other issues "Cal" has brought his vast knowledge of the historical concept of Protestant education in Quebec and, in addition, it was through his initiative that parental

view of minority language education in Quebec was outlined in the brief on the Canada Constitution.

There were times when each of us on the Board of Directors might become discouraged by events over which we had little control. Not Cal. With good humour and an optimistic remark we were made to feel that the work of Quebec Federation would go on in spite of . . .

No one was more amazed than Cal when he would hear reports of all the activities at the local level. He always believed in the 'grassroots' support of the provincial organization.

We look forward to his guidance and expertise as he joins the Executive and Board as Immediate Past President. *Thanks Cal.*

1-7 JULY is safe boating week.

Stretch it all through the summer.

Have a good, safe time!

Applause!

Each year the A.G.M. takes on new perspectives and dimensions, broadening its base of participation and embracing new, challenging and enlightening workshops. The planning and dedication of the people responsible never ceases to amaze. This year is certainly no exception! Everyone accepted his responsibilities with enthusiasm and care - never have I worked with a more delightful and productive group.

A special "thank you" to Joan Locke for her flawless efforts with the Hospitality folio and to Norah Ramsey and her tireless and rewarding pursuit of an A1 program. To everyone who participated in any way to make the A.G.M. the tremendous success it was: "Many thanks - it was a pleasure."

Dorothy E. Chant
General Arrangements, 1981 AGM

OTHER PEOPLES OPINIONS

The more things change

Writing in the PAPT Sentinel, John Vanderkay in his column 'Yesteryear' reports on schools and teachers of the past. 1922 saw the first general survey of approximately 1000 students in 70 schools. Conditions in the Eastern Townships were disturbing.

"In 80% of the schools dishonesty of some form was a serious problem for the teacher; in 50% of the schools, teachers complained of a tendency on the part of the pupils to destroy property wantonly; in 30% of the schools, bullying, fighting, and teasing were more or less prevalent among the pupils; in about 25% of the schools, profanity and obscenity constituted a difficult problem for the teacher; in 10% of the schools, boys were addicted to the use of cigarettes. Nine other moral defects such as disobe-

dience, incivility, cruelty to animals were found to exist."

"However, a much more careful investigation revealed that the situation was much worse. Apparently the rural teachers were not aware of or were unable to recognize the immoral behaviour of their students. For example, bullying, fighting and teasing was reported in only 30% of the schools, while it was found to exist in over 80% of the schools. Even worse, profanity and obscenity with a reported occurrence rate of 25% actually existed in 90% of the schools.

"The suggested solution? Teachers must spend the recess periods on the playground with their pupils, and remain at school to eat their lunch during noon hour. Then, of all times teachers must be in close touch with their students."

Lowly 'Grade Mother' may be the only link between parents & school

These days, the use of the term "Grade Mother" appears to be somewhat out of favour. Many of our Associations have opted to use the more sophisticated designation of "Class Parent" or "Room Representative" to describe the very foundation stone of Home and School. The decision to use some title other than "Grade Mother" was motivated by a desire to try to involve fathers, as well as mothers, in this kind of volunteer work. The results have not been too encouraging to date, perhaps because women traditionally have performed these duties. At times many of them have both felt and conveyed the feeling that being a "Grade Mother" was the least important job in a Home and School Association.

What many of us who are involved in Executive positions on Association and Council may sometimes forget, is that the lowly "Grade Mother" may be the only link parents have with the school. With so many families now having both parents working, or in families where there is only one parent, it is increasingly difficult for these people to become directly involved in their child's education, and in many cases they have neither the time nor the energy to attend Home and School meetings. So that occasional contact by the "Grade Mother" may be their only op-

portunity to voice some opinions on school curriculum, or to suggest ideas about a variety of things related to school matters, e.g. information about resource people in the community ready and willing to come into the school to discuss their fields of expertise, projects that could be operated by the Home and School Association, etc.

Home and School Association Presidents have the responsibility of conveying to "Grade Mothers" that their work is probably the most worthwhile they will ever perform in the interests of their children.

Each association should set aside at least two nights of the school year to meet and discuss with their "Grade Mothers" (or "Class Parents" or "Room Representatives"), the issues that are of concern to the parents of the particular community, as well as to try to recruit people willing to serve in an Executive capacity in the future.

Too often we hear of Associations desperately seeking people to fill their Executive slate when there are hundreds of parents available somewhere out there in the woodwork.

DO give "Grade Mothers" high marks for dedication and hard work.

DO make them a visible and important part of your Association.

DO take heed of the concerns they express to you.

Reprinted from Ontario H & S "Bulletin", March 1981.

I AM A CHILD

I am a child,
All the world waits for my coming.
All the world watches with interest
To see what I shall become.
The future hangs in the balance,
For what I am
The world of tomorrow will be.

I am a child.
I have come into your world
About which I know nothing.
Why I came I know not.
How I came I know not.
I am curious.
I am interested.

I am a child.
You hold in your hand my destiny.
You determine, largely,
Whether I shall succeed or fail.
Give me, I pray you,
Those things that make for happiness.
Train me, I beg you,
That I may be a blessing to the world.

This statement, written in Chinese and English, appears on the gateway to the Guidepost Kindergarten in Hong Kong.



Quebec Home & School NEWS

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Hearing from you...

Got carried away!

Sorry—I forgot to fill in my questionnaire at the conference. Hope it's not too late. Thank you for a stimulating and thought provoking two days.

Judy Kalman
Hampstead Home & School

The right action ...

"...I think that somebody once said that the most important battles are fought by only a few, and won by the last battalion - I will continue to pass the ammunition - just keep up the battle - I am proud to be associated with you in this way."

From an anonymous
but regular Rigts Fund donor

An honor ...

I am so pleased and honored to have been chosen by my colleagues as the recipient of the Buzzell Award.

Challenge, frustration and crisis seem to be the "order of the day" in Home and School but the knowledge and awareness of many dedicated people enables the Association to keep on top of the proposals and directives that in some way would affect the education, rights and well being of our children.

It has been a privilege to work with many beautiful and concerned parents and, as well, a personal development and learning experience.

Sincerely
Dorothy E. Chant

... which you deserve

Dear Dodie:

I hope this reaches you by the 9th. It brings my delighted congratulations that Quebec Federation is recognizing the quality and volume of your efforts over the years by presenting you with the Buzzell Award.

The value of the Award is enhanced by recipients like you. The parents and school personnel have reason to be grateful for what you have done to benefit education for the young in Quebec - thousands of them.

So BASK! You richly deserve the Award.

Sincerely yours
Mary Buch

Order of Canada

Highest award goes to Home & Schooler in N.B.

Bernard Poirier of New Brunswick was among the persons invested in the Order of Canada by Governor-General Edward Schreyer in Ottawa last fall. Bernard Poirier has been active as a volunteer in many organizations in his community. From 1970-73 he acted as recording secretary of the New Brunswick Federation of Home and School Associations, and he is a past president of a local association.

The representation is very real

Dear Mr. Potter,

Thank you for your invitation to attend the Annual General Meeting of Quebec Federation Home and School Association. I regret that I will be unable to attend because of other commitments.

However I welcome this opportunity to express our thanks to your organization for the work it is doing in truly representing the Home & School across the Province. In particular, I would like to commend your organization for its courage and persistence in taking positive action when you think necessary.

Please accept our best wishes and good luck in all your present and future endeavors.

W.S. Rick, Chairman
Eastern Townships Regional
School Board

Spreading the word

Dear Owen,

Thank you for appearing recently on the *Sounds like Montreal* show with me. I am sure our listeners learned about home and school associations and their function in our community. Hopefully, some of them will attend your convention this coming weekend.

Once again, many thanks.

Sincerely,
Dr. Judy Gill

Doubly rewarding

Dear Mr. Buckingham:

Please convey my sincere thanks to the members of the Quebec Federation of Home and School Associations for honouring me with the Gordon Paterson Award.

I am deeply grateful, and feel extremely humble at being the recipient of such an award. I've been rewarded for my involvement with joyous children, which is impossible without the support, friendship and trust of their wonderful parents. One cannot be fulfilled in teaching little children without the friendly relationship of parents.

The painting which you so kindly gave me will be a constant memory of the happiness children have brought to my life, as well as reminding me of the bestowed honour by The Quebec Federation of Home and School Associations.

Sincerely,
Margaret Sevigny



OWEN BUCKINGHAM

PRESIDENT'S MESSAGE

On behalf of the Executive and the Board of Directors, I would like to thank all members, delegates, and guests who attended our 37th Annual Conference. The success of any Conference not only depends on the planners but on the participation of all who attend. This was a very successful Conference. Thank you all - and a special thanks to our Vice-President and Programme Chairman Norah Ramsey.

One of our aims this year is to become financially self-sufficient. As you all know it is almost an impossibility to plan our year depending on a grant that may or may not come from the Provincial Government. It should be pointed out that the grant has always come in the past, but their fiscal year and ours do not coincide and we usually receive the grant in the Spring of our current year; this makes for difficult planning.

One of the ways that can help us

become financially self-sufficient is through this newspaper. If every local Home and School Association would sell at least one advertisement, this would bring us some much-needed revenue. I implore you, please, in your communities to attempt to sell one or more advertisements for our News. If you are successful it just takes a call to the office at 933-3664, and we will do the follow-up.

I am looking forward to a busy and productive year not only at the Federation level but also at the local levels. One of the areas that will be important for us as Home & Schoolers will be: A monitoring and an understanding of just what the Government's new policies for education mean to us. Federation will do its best for you at the Provincial level and at the local level. Thank you in advance for your cooperation in the coming year.

STATSCAN STUDY

Schooling and jobs don't match

A report by Statistics Canada documents the relationship between higher education and labor market opportunities. It shows a wide gap between expectation and reality.

Based on a June 1978 survey of former postsecondary students two years after they graduated, this report presents the reality encountered by degree- and diploma-holders in each of 62 fields of study. Many found themselves unemployed or underemployed for considerable periods; some found that their years of education led to lower salaries than those of tradesmen with less formal education, and a surprising 25 per cent wished that they had taken a different program.

This report presents job outcomes for various fields, occupations and industries, documenting the different realities for male and female graduates and their levels of satisfaction. Also given are provincial comparisons and migration of graduates and a statistical breakdown of the "brain drain", the emigration rate of a particular crop of Canadian graduates.

This report should be particularly useful to students, parents, guidance counsellors, postsecondary institutions and government policymakers and administrators.

HIGHLIGHTS

- Job-oriented fields such as engineering, teacher training, most health disciplines, business, computer science and some technologies had the best results, with low rates of unemployment and underemployment, high salaries and satisfaction with both the job and the choice of

education.

- Demand was low for the large number of graduates of fine and applied arts, humanities, social sciences and some of the sciences.
- Two years after graduation, 42 per cent of university graduates and 66 per cent of college graduates had jobs directly related to their field.
- Almost without fail, male graduates earned more money than women with similar qualifications.
- For university graduates, Newfoundland offered the most advantages, with little underemployment, the

highest average salary and high job satisfaction.

- British Columbia gained the most college graduates from other provinces and Alberta the most university graduates.
- More than 4,300 Canadian graduates moved to other countries.

Job Market Reality for Postsecondary Graduates, Employment Outcome by 1978, Two Years After Graduation, W. Clark and Z. Zsigmond, 509 pages, Catalogue Number 81-572E Canada \$10.00/Other Countries \$12.00.

Lester B. Pearson College Westmount Student Wins Scholarship

Gillian Sharman Ferrabee of Westmount High School under the P.S.B.G.M. has been awarded one of six scholarships by the Ministry of Education of Quebec to attend Lester B. Pearson Pacific College in Victoria British Columbia in 1981.

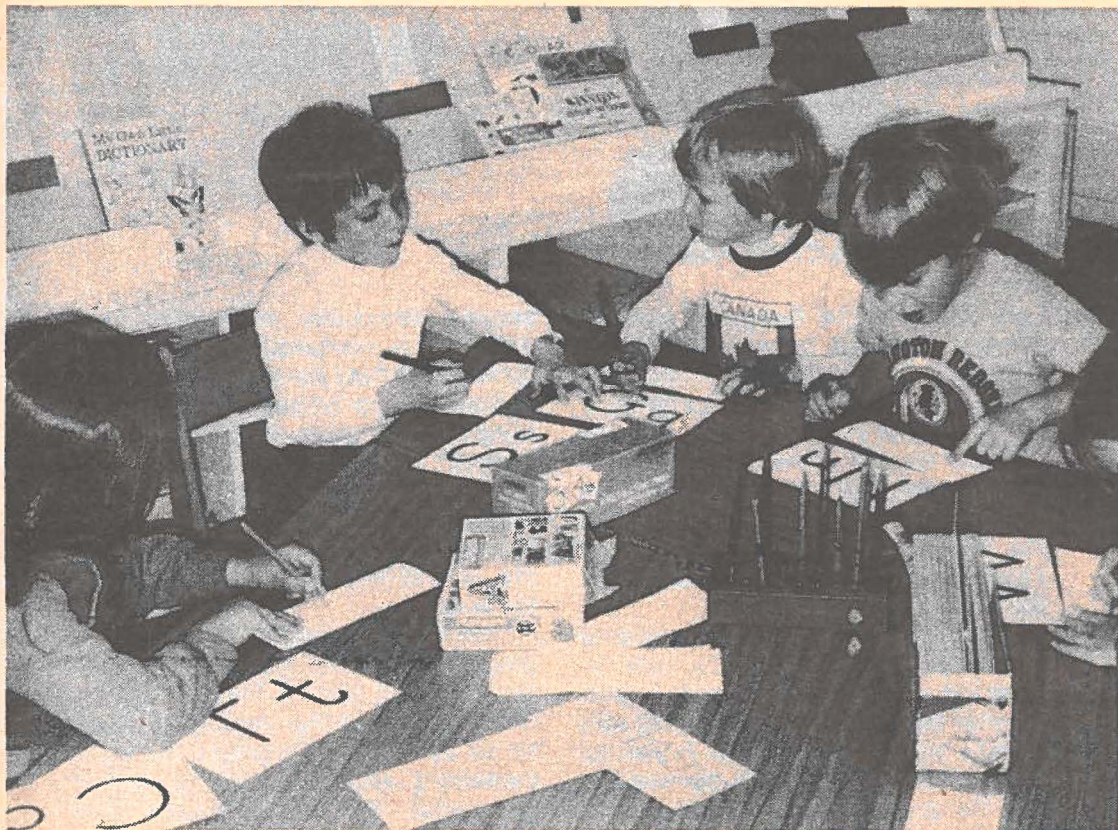
Lester Pearson College is one of three United World Colleges, which are designed to promote

international understanding through the creation of an environment where students from different countries can study and grow, while serving the community. The other colleges are in Wales (Atlantic College) and in Singapore. Graduates win an International Baccalaureat, which will enable them to enter most universities.

Good wishes of
an interested friend

QFSA Quebec Conference

The adventure of living with children ... or



Early childhood education

I am going to be wearing two hats in my talk to you this morning - one the hat of parent and grandparent and, two, the hat of the teacher of little five and six year olds.

Your little one, at five years old has been told that now he is five, it is time for him to start school. Some children will have a great feeling about this new venture into a new world, others will have a great feeling of trepidation about this first significant venture into foreign territory. We, as parents are striving to make this new venture a happy normal experience in the lives of our children.

Alice Yardley, a renowned educator from England, says "The best preparation for being a happy, useful man or woman is to live fully as a child."

Good attitudes in learnings and feelings are so important in your child's preparation for school. There is really no way to speed up maturation in our children, for we must accept them as they are now - what they can do and can learn. We must bring the richness of living into their lives. We must enjoy their individuality and encourage them to express their feelings in the joy of living. The happy little child who is encouraged to explore, experiment, observe and verbalize is the one who will be better prepared for school.

Talk with your little one, try to answer the why (?) questions and stimulate his curiosity. Help him gain self-confidence and self-respect and self-knowing. If he has received positive encouragement from you rather than negative criticism, your child will be at a distinct advantage to meet his new school demands.

Alice Yardley says "The adult who stimulates thought and speech in a child, and then listens while he attempts to communicate thought in the shape of words, is the child's most effective educator. The adult who can stimulate questions on the part of the child and listens to him when he tries to think aloud in search of answers to his own questions, is

the most powerful intellectual challenge the child can have."

It makes me wonder how much thought and speech stimulation is activated in a little child when I hear mother say "Run along now and watch TV, Mom has to get supper."

How much more stimulating and challenging for the child if she'd said "Will you set the table for me for supper? I need your help - how many forks and spoons will you need?" Help your little one be a partner and member of the family - to share responsibilities and tasks - to respect the members in the family.

Remember, your little one is a person in his own right, given to you for a short time to guide in the best ways of living possible. We, as parents, must let go of our children so that they can develop and mature in their own way.

We should share our days with our children. Not necessarily the whole day, but the time we do spend and share with them should be full, happy and joyous. The quality of time spent with our children is more important than the quantity.

The educator Gans says "To sprout intellectually, children need to have active interesting experiences."

Now, let us look at ways that we can encourage our child's curiosity and eagerness to be a keen observer and a good listener.

It is important that we provide him with the experience he needs now. Rather than leaving your little one at home with a babysitter when you go shopping, take him with you. Experience the fun of going to the store together. Watch a thunderstorm together - watch robins after a rainfall - walk through the woods looking at nature's growth and beauty - look at the fog on a warm night and dew shining on the grass in the early morning - watch the up and down of the thermometer - and listen to the chatter and songs of the birds. Help Mom cook - to break the eggs - to stir the cake. Help father garden - to wash the car - to

measure wood in the carpentry shop.

Little ones love collecting things - like rocks, smooth and shiny ones, round Easter-egg ones and pretty white ones. They love picking wild flowers and weeds and pressing them. They love collecting seeds, lady-bugs and grasshoppers. It is fun, too, to include in these experiences, grandparents and friends who have time, patience and knowledge to offer. Lucky is the child who has grandparents close with whom to share "the adventures of life."

An old Chinese proverb says "I hear and I forget - I see and I remember - I do and I understand."

Read with your child, stories told or read to young children elicit a deeply satisfying response, and the intimate relationship established between children and storyteller is unique and not easily explained.

Little ones love music - dance and sing together - keep time to music - disco together - listen to records together.

So now knowing all the beautiful experiences one can have with one's child, we come to the great adventure of starting school.

- Do treat going to school a part of the normal course of events.
- Don't bargain with a child to get him to go to school.
- Do answer all questions about school honestly. Try to introduce the child to the school and his teacher before school starts. Walk and talk the route to school together.
- Don't permit older brothers and sisters to tease the youngsters with stories about how awful school is.
- Even with all your careful planning and handling for the beginning of school, there is always the one little child who cries and refuses to go. My only advice here is - parents should grit their teeth, fight back their annoyance and urge to give in. Push! After a few days the anxiety should pass and the child will have mastered the

Margaret Sevigny, Kindergarten Specialist, PSBGM, addressed a gathering of parents and educators on the subject of Early Childhood Education. She outlined her own programme at Carlyle School with illustrated materials and a series of slides, which showed the child arriving at school on the first day and his introduction to learning through the Activity Programme, which includes the Interest Table, Show and Tell, Playhouse Corner, Sand Corner, Painting Corner, Reading Corner, Number Corner, Music, Theme Discussions, Creative Work Time, Poetry and Storytime etc. Mrs. Sevigny also described her class trips to places in the community such as the fire station, bank, post office, La Patisserie, railway station etc. The trips into the World - a farm, apple orchard, sugar bush, and poultry farm Mrs. Sevigny stressed the importance of a good rapport between teacher and parent, and her gratitude to parents who share their special talents with the children.



Margaret Sevigny, Paterson Award Winner 1981; Founding Member and Past President, Canadian Association for Young Children, currently consultant to CAYC.

fear of separation or whatever.

And now to talk to you with my hat on as the teacher of young children. Alice Yardley says "The focal point of the young child's life in school is his teacher and to have a teacher he likes matters more to him than anything else." So, as a teacher in the Kindergarten, I must keep reminding myself that the first teacher a child has in school will have an important influence on him and his following school life.

These little five year olds are bundles of muscle, movement and mind, and most of them are making their first independent venture away from home on business of their own. Therefore, Kindergarten teachers must have a deep understanding of little children and must be sincere in their desire to help them. She must be enthusiastic in their interests and ideas and must not lose her sense of humour and must always see values in their right perspective.

I believe that the Early Childhood programme should be committed to a philosophy of individual differences. Therefore, I believe that an Activity programme provides the opportunity for children to be accepted at their own level of

development, to meet with some degree of success in their efforts and to be motivated and challenged to further their learning.

I believe that play and work for four and five year olds are almost synonymous. We now know that play is serious business, indeed the principal business of childhood. Play encourages a child to use language by providing a variety of first hand experiences which stimulate him to use language for expression and communication. Play is the child's way of thinking, proving, relaxing, working, remembering, testing, creating and absorbing. As a matter of fact, it is suggested by many educators that play may be the correct approach to all forms of education.

So, from what I've said so far, you can see that I believe that a child will learn in my kindergarten by "Play" activities that will open the windows of the world and will promote the development of the whole child. Alice Yardley says "It is much easier to do things for a child than the train him to do things for himself and the test of good organization on the part of the teacher and parent is the capacity of the children in her care to work independently, asking their advice and help only when problems are beyond them."

when Apple is a computer

The second talk, entitled "Computers in Elementary Schools," was given by Mr. Stan Squires of the Oakville Central Library. Mr. Squires is in charge of the Children's Division of the library and he has initiated an introductory course to the computer for children as young as age 3. These courses are very popular, with an enrolment of several hundred and a long waiting list. Even the parents are approaching Mr. Squires to find out how computers work, so they'll know what their children are doing and talking about! His background in this pioneering effort to popularize the computer places Mr. Squires in a unique position to discuss possible future uses of computers in education.

Recently, computers have been introduced into our local high school, Quebec High. This has aroused a positive response from the students who are only all too willing to learn about them. It is the intention of our local school board to introduce computers into Ste. Foy Elementary School, and it was with this in mind that Mr. Squires was invited to speak.

Mr. Squires started off by describing the set-up of his courses. They are self-supporting, as a fee is charged to follow them. Use of a computer makes children think logically and encourages them to learn to read at an early age. Most of the pre-schoolers taking his courses have a head start on their peers when they begin regular schooling.

In addition to these courses, Mr. Squires went on to describe some of the uses of computers for remedial purposes. He believes that a great future awaits the use of computers in this area. In one particular case, he described his work with a person suffering from cerebral palsy. Due to an associated speech impairment, this individual was unable to communicate effectively with others and was considered to be mentally retarded. Upon learning to use the computer this person was able to communicate and, hence, overcome his handicap. He is not continuing studies with Mr. Squires and intends to become a computer programmer. Other examples were given in which computers can benefit handicapped people but it is obvious that these studies are research programs at the present time. It is evident that children with minor learning problems in specific areas,

such as mathematics and spelling, will be the first to be helped by remedial uses of computers.

There is a definite role to be played by computers in our elementary schools. Young children are very receptive to learning about them and on them, so that computers will serve as a useful teacher's aid where children can receive more personalized testing and review in specific areas. With decreasing enrolment and fewer teachers, a computer may become an invaluable classroom adjunct.

In the discussion period which followed, it was pointed out that the ability to use the computer (computer literacy) is becoming as important as other traditional subjects such as writing and reading. It was felt that the literature aspect of reading may suffer in a computer age. However, the effects of computers on this aspect of

learning are still unknown and studies will have to be made to see if some corrective measures are needed. The advantages of computers ensure that they will be around and that any ill effects they have in other areas of learning can be overcome as problem areas are identified. It was also pointed out that a further problem with computers in schools was the need to qualify teacher to use and teach from computers.

To help those attending the workshop appreciate the use of computers, a Radio Shack model TRS-80 computer was displayed, along with the "I.Q. Builder" program. As Mr. Squires had pointed out in his introduction, the parents observed the computer from a safe distance while the children were only all too eager to try out the machine.

Maybe we adults need to take a lesson from our children and try out new ideas more often.

QACLD CONFERENCE

Family makes morals real

Parents who attended the parent workshop at the conference sponsored by the Quebec Association of Children with Learning Disabilities at the Queen Elizabeth Hotel on March 18th., 1981 were privileged to hear two excellent speakers.

The morning session was led by Irene Silke-Wood, Director of the Westmount Learning Centre, a private school which deals exclusively with learning disabled children and adults on a part-time or a full-time basis.

Her talk, "Living with Learning Disabilities" included much practical advice for parents on how to deal with the range of professionals who may be involved with their child, how to evaluate the effectiveness of the school program, and how to help the learning disabled child deal with feelings of failure and frustration.

At the afternoon session entitled "Sexuality Training Begins at Home" the speaker was Martha Dikerson, a lecturer in Social Work at the

University of Michigan.

Mrs. Dikerson, mother of two grown children and foster mother to four adolescent boys who were parenting-deprived and have severe mental disabilities, drew heavily on her personal experiences to explain her concept of sexuality as the responsibilities and privileges basic to a person's identity as a specific gender.

She emphasized the responsibilities of parents in regard to the sexual development of their children and how we can create a home environment conducive to healthy sexual attitudes.

Says Mrs. Dikerson.

"It is the family that makes morals real, but we must remember that although we can shape and mold our children we can not control them."

She concluded her talk by advising parents on the topics they can expect their children to be interested in at their various developmental stages and how to deal wisely with these topics.

Margaret Seigny's 12 rules for raising youngsters

1. Remember that a child is a gift from God, the richest of all blessings. Do not attempt to mold him in the image of yourself, your father or your brother or neighbor. Each child is an individual and should be permitted to be himself.
2. Don't crush a child's spirit when he fails. And never compare him with others who have outshined him.
3. Remember that anger and hostility are natural emotions. Help your child to find socially acceptable outlets for these normal feelings.
4. Discipline your child with firmness and reason. Don't let your anger throw you off-balance. If he knows you are fair you will not lose his respect or his love. Make sure the punishment fits the 'crime'. Even the youngest child has a keen sense of justice.
5. If you have a spouse, present a united front.
6. Do not hand your child everything his little heart desires. Permit him to know the thrill of earning and the joy of deserving.
7. Do not set yourself up as the epitome of perfection. You will find it easier to communicate with your child if he knows that Mom and Dad can err too.
8. Don't make threats in anger or impossible promises - the child who has lost faith in his parents has difficulty in believing anything.
9. Do not smother your child with superficial manifestations of 'love'. The purest and healthiest love expresses itself in day-in and day-out training that breeds self confidence and independence.
10. Teach your child there is dignity in hard work. Let him know that a useful life is a blessed one and that a life of ease and pleasure seeking is empty.
11. Do not try to protect your child from every small blow and disappointment. Adversity strengthens character and makes us compassionate.
12. Teach your child to love God and to love his fellow man. Don't send your child to a place of worship, take him there. If you can give your child a deep and abiding faith in God, it can be his strength and light when all else fails.

'WORKJOBS FOR PARENTS'

Activity centred learning in the home

When Mary Baratt-Lorton published a book of workjobs for teachers to make for their classes, parents were very enthusiastic about the ideas and many started making these activities for their children to use at home.

Because of this interest, Ms. Baratta-Johnson selected activities which seemed to be the most appropriate for parents to make and use at home. The result is the book "Workjobs for Parents" published by the Addison-Wesley (Canada) Limited, P.O. Box 580 36 Prince Andrew Place, Don Mills 403, Ontario.

The activities are aimed at pre-schoolers and primary children and centre on sorting, classifying, measuring, forming

sets of objects, and learning about the environment.

This book is recommended

by the Early Childhood education consultant of a Montreal school board.

New booklist available

The Child Study Children's Book Committee, which has reviewed children's books since its inception at the turn of the century, has announced the publication of its 1981 edition of "Children's Books of the Year", the Committee's yearly annotated listing of some 600 selected books grouped by age and interest from nursery age through age 13.

The Committee is a group of volunteer parents, librarians, educators, specialists, and others interested in children

and their reading who meet weekly throughout the year to review the over 2,500 children's books sent to them by publishers annually. Selections are based on criteria that have grown out of the Committee's long years of experience reviewing children's books.

The booklist can be obtained by sending US \$2.50, (including postage and handling) to the Committee at Bank Street College of Education, 610 West 112th Street, New York, New York 10025.

PLAYGROUNDS

New information kits available

Information kits on Creative and Adventure Playgrounds are newly available from Canada Mortgage and Housing Corporation in Ottawa.

The kits provide guidelines for setting up playgrounds, along with construction suggestions for a variety of equipment. Each kit costs 1 \$ and can be ordered from: CMHC, Financial Services Division, Ottawa, K1A 0P7.

Get

Involved
Now

JOIN

Home & School
TODAY



ANDERSON

SPILLER

ROBERTSON

MORRIS

ELKIN

MacINTYRE

AGM REPORT

After high school, what? ... and where? ... and how?

The panelists for this workshop were Mrs. Julia Copley, Liaison Officer, Concordia University; Ms. Donna Côté, Liaison Officer, McGill University; Mr. Hugh Fraser, Admissions Officer, Champlain College, and Mr. Brian Porter, Guidance Consultant, Selwyn House School.

Brian Porter enumerated the choices open to graduating high school students and noted the geographic factor was important in this decision.

Those staying in Quebec could continue their studies in a CEGEP, or take Grade 12, available in three private schools.

Those heading to university in another province still need first year CEGEP, or for some Ontario universities could take a "qualifying year" in that institution and continued there.

Excellent students could apply from high school to an American university and had to take a Scholarship Aptitude Test (S.A.T.). The application process is lengthy and American colleges are extremely expensive, although some financing is available when needed.

Hugh Fraser's presentation emphasized the flexibility of the CEGEP system, a great advantage for Secondary V students with undecided career plans.

High School Diploma is the basic requirement for CEGEP admission.

One year's study allows students to enter universities outside Quebec, two years those in Quebec, and a third option is a three year career program which leads directly to a job.

Students should take the required courses from Secondary III on, to qualify for their chosen CEGEP program, and not all of these are offered by all CEGEPs. A student could switch programs midway in first year by exchanging "concentration" and "complementary" subjects and these were explained.

A large chart had been prepared by Donna Côté demonstrating very clearly how the various CEGEP profiles lead into university Degree Programs. She reiterated that while vast, the whole system is very flexible, allowing students to keep their options open.

She pointed out that some programs have limited enrolment, producing competition for places, and good marks in a solid academic CEGEP program are essential. A Diplôme en Études Collegiales (D.E.C.) is the basic minimum requirement.

Several points were made by Julia Copley, a chief one being the necessity for students to research the various programs

to decide exactly what they want. There is some overlap between CEGEP and university programs; they confer varied mobility, variety and responsibility in future jobs.

Students from CEGEPs are often given priority in Quebec universities over students returning from a qualifying year. The latter do not necessarily save a year because they may not be accepted directly into their selected faculty. Information and clearance should be sought from universities liaison and admission officers before taking this option.

Scholarships and bursaries, whose requirements and size vary, were mentioned briefly. They must usually be applied for separately.

Thus parents were given much useful information and had a number of questions answered. They seemed to find this workshop well worthwhile.

by Pat de Schulthess,
Willingdon



AGM REPORT:

Stress, how to cope with it ... positively

Speakers:

Mrs. Lynne Neasmith, Principal, Dorset Elementary School of the Lakeshore School Board and Mrs. Alice Lecouvie, nurse with the Lakeshore School Board.

The aim of this workshop was to teach us skills which will enable us to deal with stressful situations in a positive way.

Mrs. Neasmith pointed out that stress, in fact, is a helpful experience; a force which enables us to keep going, and allows us to cope with our environment. It is distress, the inability to handle stress, which is destructive and negative. We have to become aware of our own personal responses to stress, learn how to deal with them, and how to respond appropriately. We should aim for stress without distress.

Mrs. Lecouvie described some of the physiological, mental and emotional responses to stress at its various levels. At an optimum stress level we feel good about ourselves, comfortable in our jobs, think and respond quickly, make wise decisions, and are interested and involved in the task we are carrying out.

When over stressed we develop a physical anxiety, mental confusion; we are unable to think clearly and effectively or to work out problems. All of which can lead to panic.

Being under stressed leads to lethargy, lack of enthusiasm, difficulty in starting new tasks



or interests.

Physical reactions to stress manifest themselves as headaches, dizziness, trembling, perspiration, and stomach aches. Our blood pressure goes up, heart rate increases and digestive system slows down. In the long term, cardiac disease, ulcers, elevated blood pressure and insomnia, have all been related to stress.

There are many causes of stress, both good and bad. An accident or an interview will cause the same reaction in our bodies as a promotion at work or getting married! These lead to tension and anxiety.

Mrs. Neasmith and Mrs. Lecouvie then went on to describe ways to treat stressful situations. They pointed out that whatever technique is chosen must be suitable for the individual; one man's relaxation is another man's stress! Since during stressful situations events more rapidly, it is very helpful to practice techniques until they are sufficiently internalised to enable us to respond automatically in a positive way.

Mrs. Neasmith demonstrated the Bensons relaxation response, a technique similar to T.M. (Transcendental Medita-

tion), in which parts of the body are alternately tensed and relaxed. This helps to reduce heart-rate, regularise breathing and slow down the heart rate. We were also shown, and took part in, the '3, 2, 1' response, and learned how to use breath control.

At the end of the workshop, the perfectly relaxed audience was given a leaflet describing stress management techniques, and hints for good relaxation. An entertaining and valuable workshop, thoroughly enjoyed by all who participated.

Report by
Angie Taylor - Allancroft

AGM PLENARY SESSION

Five considered viewpoints set pattern for total conference

1 MACINTYRE 2 SPILLER 3 ROBERTSON 4 ELKIN 5 ANDERSON

Discussion Period with Mr. Frank MacIntyre, School Commissioner Greater Hull Protestant School Board and the Regional School Board of Western Quebec.

School commissioners from Greater Quebec, Lakeshore and P.S.B.G.M. joined this group and discussion began with questions to Mr. MacIntyre concerning the extra taxation in Greater Hull. Without the "Island Council" to go through the Western Quebec Regional Board is able to tax to full legal limit and to call referendum as needed.

Home and Schoolers pointed out contributions these Associations have made and the Commissioners present agreed that these contributions have expanded the extras provided in many schools - playground equipment, field trips, etc...

But the normal operational budget of the school, teachers, books, janitor services, etc... cannot be covered by Home and School. Parent workers and consultants in the school are most appreciated, where these can be used.

Bussing is a big problem - some children have been placed in a school because of the bus schedule rather than the appropriateness of the school. Mr. MacIntyre pointed out that parents can be of assistance by doing a time study of routes, as often the bus transport specialist is not as aware of possible short cuts.

The question of teacher evaluation was brought up as concern was expressed that seniority was the only priority for keeping teachers from the surplus pool.

Full-day kindergartens in Greater Hull also received attention - where did the Board get the money? The cost is approximately \$120,000. Some of this will come from charging for scribbles, which used to be handed out.

Under "Curriculum" the following items were brought to the attention of the group - the new "regime pedagogique" may prevent students from entering Carleton and Ottawa University as they will not have qualifying science courses - the emphasis on French has shortened the elementary school day in some schools - why cannot other languages be taught? Perhaps on the school bus - "teacher on a bus"

The age of school entry was discussed, also nursery schools and while some felt nursery school "robbed children of childhood" others felt that it was a community need. Those present were asked whether they preferred a full-day kindergarten or 1/2 day kindergarten - the majority preferred the half-day.

Teacher evaluation came up a second time. Mr. MacIntyre pointed out that the Ontario Minister of Education has asked teachers to evaluate themselves as the other professions do (example, the College of Nursing). A parent pointed

The main thrust in this workshop was one of open discussion between the audience and Mr. Spiller. The Régime Pédagogique is now law. There is little the parents can do to change this law. Mr. Spiller did point out that our thrust now must be in the content area of the compulsory subjects; here we can have influence as a parent group.

Most of the questions that parents had concerning the new rules of what is to be taught and when, concerned the fact: 1) - the reduction in options, 2) - the compulsory nature of certain subjects, for example at the Secondary Level all students must take Biology. This limits our students as to choice after Grade XI (Secondary V) and they would have to attend Quebec C.G.E.P.S. Another worry expressed by the parents was the compulsory amount of time assigned to subjects, e.g. French two (2) hours per week Grades 1 to 6. How do we increase this time in order for our students to have sufficient knowledge of French to exist in a bilingual province? From where do we steal the time? How does this affect these courses that will be monitored by the Department of Education? This will be something that we as parents will have to react to at the local level.

In my opinion, as an observer, Mr Spiller honestly listened to our parents and did his best to answer us and is well aware of our feelings and fears. The conclusion from the Workshop was that Federation must encourage and help the locals to become more aware of what the new laws mean and encourage involvement with the Boards in attempting to get the best for our students out of what has become a standardized curriculum for all students throughout the Province.

by C. Owen Buckingham,
President QFHSB

out that teachers cannot judge other teachers very well as they do not see them in the classroom. All agreed the present teacher's agreement stalls good teachers. The problem lies in establishing criteria for evaluation and deciding who will apply it. Everyone present voted in favour of an evaluation process.

by Doreen Richter,
Past-President QFHSA

Following the Plenary Session, in the workshop featuring Donald Robertson, parents expressed a variety of concerns about the future of education in Quebec.

Parents wanted to know how much flexibility there is in the Régime Pédagogique. Whether the 'basic' nature of the courses could be reversed. Would it allow for alternate programs or streaming and whether it would prevent the development of new programs.

Mr. Robertson responded that it is too early to tell as the courses are geared to average level students with certain flexibility. Alternate programs for individual students would be an overwhelming task in a class of thirty due to the gap in levels of student motivation and intelligence. There would be no streaming up to level seven and eight but more options in the upper level and CEGEP where courses can and should be tailored to student needs. New programs would require staff retraining to ensure qualified teachers for these programs. Retraining could be carried out, away from class time, within summer programs and by utilizing surplus teachers on a long term basis.

Parents were worried about less motivation in students in the seven and eight level where there is no streaming. Mr. Robertson maintained that the students are enthusiastic at this level, as a result of a carry over from the Elementary level, and that grade eight is the time to look to individual needs.

There was discussion about whether English students have limited options in the province; the future of French as a second language; early French Immersion and student attitude in respect to French Schooling.

There is a high quality of students graduating from the French Immersion programs (high school). Aspects of French culture, however, must be accepted to be able to function in Quebec. French second language teaching will continue. In the case of early immersion, identity is important. French schools are becoming a cultural mixture of ethnic minorities. Parental representation of the ethnic groups of the student population would work toward dissolving artificial barriers.

Can we educate the French majority? Should the Ministry (MEQ) be responsible for changes in attitude of French toward English? Are we aware of parental influence regarding the 'French Fact'? What do we really want, assimilation or integration?

Many provocative subjects and questions emerged from this workshop, and most certainly an awareness among those present of the importance of involvement and participation in the educational process and solving the problems that occur.

by Margo Purvis - Christmas
Park

Rod Elkin, Executive Assistant to PAPT, suggested that he open the floor to questions so he could react to them and try to allow the audience to present their opinions and points of view. Three main points were brought up and discussed.

- The Régime Pédagogique
- The need for Parent/Teacher dialogue
- Teacher evaluation

The REGIME PÉDAGOGIQUE

When asked how much input teachers were having in changing the régime pédagogique, Rod Elkin pointed out that the content of the programs were not yet available in English and so teachers could not make comment or input to them.

The Régime is to be gradually implemented and is to be in operation fully by 1986.

In Private School courses will be compulsory as they are in the Public Sector.

Mr. Elkin emphasized that the M.E.Q. is not seeking our direct input or trying to find out the needs of our children, but they impose programs and systems on us. Therefore they miss the reality in our schools and the children are just numbers and final marks.

It is imperative that teachers and parents band together to combat these policies and attitudes.

PARENT/TEACHER DIALOGUE

There is a need for better communication between teachers and parents. We will not be able to have a better quality of education unless we work together.

Several participants felt that teachers were not talking to parents well at all levels.

Rod pointed out that in most elementary schools such dialogue exists because of the nature of the school. It is an enclosed system which runs on its own steam and which encourages meaningful interactions between both parents and teachers.

In high schools, however, it is very difficult to conform to this kind of interaction because of the structure of the program and the variety of teachers for each child.

In both cases, the parents and teachers must develop a mutual trust if our system is to survive.

In the forties and fifties schools were very structured and teachers played a very definite role as did parents. Now the school system has taken away the role of the parent or the parent has given away his responsibility to the school. Social, disciplinary and parental responsibilities have been handed over to the school.

TEACHER EVALUATION

Several parents had complaints that teachers were not adequately or frequently enough evaluated and that some "dead wood" needed to be

As participants dialogued with Professor Anderson, the focus of discussion became the inevitable changes that will take place in education over the next few years, particularly as the Educational Project becomes a part of school life.

The Educational Project was described as a way of 'privatizing' the school system the procedure being to involve the whole community in the life of the school. Professor Anderson raised several potential problems with the Project and with the school system, namely the difficulty of maintaining the project with a staff based on seniority rather than on skill and interest. The panelist subscribes to a philosophy of the school having authority in the choice and retention of its teachers.

Other problems identified and discussed were that parents find it easier to send their children to private schools than to fight the existing system. Another difficulty with the present system is that there is no adequate mobility for students across Canada. In a comment on the Quebec system Professor Anderson felt that this provincial system with the C.E.G.E.P. is out of phase with every educational system in North America.

cleared out.

Rod Elkin pointed out that it is not up to the teachers to weed out the incompetent teachers but rather this was a responsibility of the School Board and its administrators.

Rod pointed out that the M.E.Q. sets the rules and regulations for obtaining teaching certificates, for licensing, for probation, for hiring and firing.

The M.E.Q. does this unilaterally and teachers have no say in the process. However, Rod suggests that teachers need more chance to interact with fellow teachers, with administrators and with parents to try to keep up to date and to keep abreast of new ideas. Some teachers feel threatened by this as their jobs are being questioned.

Those teachers who wish to share and cooperate do not have adequate time to do so. Teachers are more or less isolated from other adults for most of their working life.

In spite of all discussion, it was generally felt that teachers are human beings who have a need to feel secure in their jobs and who, for the most part, are anxious to improve education for our children.

by Jan Langeller-Edgewater

AGM KEYNOTE SPEAKER

Quebec policies must be adapted to suit minority needs

"The English language community must develop and articulate policies related to specific (and perhaps special) needs of the English community it serves", says David L. Johnston, Principal and Vice-Chancellor of McGill University.

"It must continue to insist that structures, curriculum and policies 'made in Quebec' for the majority in the province must be adapted to suit minority needs where they differ."

And English-speaking parents, through participation in policy-making at all levels in accordance with legislation, must attempt to ensure that the specific educational needs of their community will be responded to by the system.

Principal Johnston was addressing H&S delegates at the QFHS Annual General Meeting held at the Loyola Campus of Concordia University on May 8th and 9th, 1981. He reminded delegates that, despite all the changes in the past twenty years, the English-speaking community of Quebec has educational enrolments more numerous than all but

three Canadian provinces, with three quality universities which are highly complementary to one another.

Two years in office at McGill has provided David Johnston with, he says, a unique 'immersion' program and a sense of English Quebec's educational past, present and future. Since its first days as McGill Normal School, McGill University has had a special relationship with the province's educational system. Today it is a major centre for Catholic and Protestant teacher training and the development of CEGEP staff.

"CEGEPs have come of age and serve our full support," added Principal Johnston, "as quality educational institutions. The grade-point average at McGill of CEGEP graduates is consistently higher than that of comparable students entering from other systems." With the result, he reports, that Ontario educational authorities, in an attempt to phase out their Grade 13, are having a good hard look at Quebec's CEGEPs.

Pressure on educational systems, said Mr. Johnston, are coming from three sources: the

desire of taxpayers to vote for reduced public spending, the decline in the birthrate, and the tendency of governments to control educational institutions. To these is added a special pressure on English-speaking education - the cultural pressure.

"We now know that we each must work much harder as individuals and as a group to preserve our institutions, become more imaginative and inventive and less parochial."

In pursuit of its aims, the English-speaking community must develop more effective use of educational resources, through collaboration, information and resource-sharing, and working together as much more cohesive entity.

To achieve this, leadership must arise from community sources, and provide a focus for the common ties that bind the community despite cultural, ethnic, religious, economic and political differences. With its new sense of common purpose and 'survival sense,' English education in Quebec will survive and thrive as it transforms itself.



David L. Johnston

Cal Potter

AGM REPORT

The gifted, disabled learners?

There is a greater proportion of gifted children in penal institutions than any other comparable group. 90% of all high school drop-outs and suicides are gifted children. The parents role crucial.

Following an introduction of the panelists by Rod Wiener, Co-Chairman of the Committee for Gifted, Mr. Michael Thomas, Consultant Senior English Studies and Programmes for Gifted and Talented Children for the PSBGM opened his remarks by a very frank appeal for help.

Mr. Thomas pointed out that there are gifted children with physical handicaps and others with disabilities brought on them by their environment. Gifted children are children with special needs, Mr. Thomas said, and added that he was surprised by the "heat" generated when discussions turned to gifted children.

For example; "When discussions center on general learners, there is boredom; the handicapped child arouses sympathy, but the gifted create tensions and it's not easy to look the problem in the face. The greatest handicap of gifted children is being unloved".

When the topic turns to the gifted the general response is "They should be able to take care of themselves... besides, some are out to make trouble."

Mr. Thomas said that it is difficult to group gifted children in a proper category; they are exceptional children and they should not be looked upon as a political problem, but as a pedagogical problem.

"The school systems,

especially in Canada and the U.K., have not met the needs of these children. They have failed to identify them, they have failed to acknowledge the number of gifted children in the school systems and they have failed to provide them with programs they need."

Mr. Thomas then gave a typical profile of a gifted child who fails - our most immediate problem to solve. What makes a gifted child "turn off" or drop out? From Grade 1, gifted children, who have a high energy level, ask questions... these are extraordinary questions. However, these questions go unanswered and the child soon learns that he's not encouraged to ask questions.

Also, the gifted are very vulnerable emotionally, they receive no support from their peer group because their question rock the minds of their classmates, and that is unpopular. Sometimes, even his parents worry about what he's saying. As a result, the gifted child disguises himself, he becomes an average or below average coaster or drifter. When the child reaches high school, he must get into trouble.

Ruth Banks, a school principal and supervisor of Gifted Programmes in Scarborough, Ont., has found that there is a greater proportion of gifted children in penal institutions than from any other comparable group.

Mr. Thomas observed that the last thing we need is gifted criminals!

Michael Thomas then went on to describe certain actions that must be taken by organizations and parents to finally achieve

solid continuing programmes for gifted and talented children. (We will list these suggestions in a later article.) However, Mr. Thomas did emphasize that parents are the ones who play a crucial role in getting things done for the gifted.

Rod Wiener then invited Jack Coleman, President of The Quebec Association for Gifted Children to tell us about this new organization.

After giving a brief history of the association, Mr. Coleman said that Quebec Association's basic aim was not to do the work of teachers, nor that of parents, but to help.

The association which is bilingual, is based on local chapters who delegate a member to sit on its Board of Directors. Hopefully, this system will allow the association to maintain a communications link with all the chapters and act as a clearing-house for information and solutions to problems.

A small membership fee is charged and the association will solicit funds from the public to obtain materials in order to educate gifted children, their parents, educators and school boards.

The association uses the U.S. Commission of Education's description of a gifted child as it's guide. Mr. Coleman quoted the following shocking statistic to the workshop - "90% of all high school drop-outs and suicides are gifted children".

The audience asked numerous questions of the panelists and also voiced their concerns and the problems they are encountering. Judging from the the question period, our Committee is convinced, more than ever, of the need to help gifted children. We would urge any parents or locals seeking information or help, to please phone or write to Quebec Federation office, Committee for Gifted. We will reply and do our best to help.

by Rose Kandalgaonkar
Vice-President, GFHSA

AGM REPORT

Resolution report

The following resolutions were passed at the 37th Annual General Meeting on May 8th, 1981. An update of the work the Resolution Committee will be

doing this summer will appear in the fall edition of the NEWS. Any input from locals on these resolutions is welcomed.

RESOLUTION 81/1-THE RIGHT OF THE DISABLED TO EQUAL EDUCATION

Additions to list of destination (for information purposes): Quebec Ministry of Education, Provincial Association of Protestant Teachers.

RESOLUTION 81/3-GREATER SUPPORT OF CANADIAN TEXTBOOKS.

Addition to list of destination (for information purposes): Quebec Ministry of Education.

RESOLUTION 81/5-GIFTED AND TALENTED CHILDREN

This resolutions covers the identification of gifted children as well as the development of educational programs for these children.

The first paragraph of this resolution was amended to read - WHEREAS gifted and talented children in our schools should be entitled to be educated to their full potential.

RESOLUTION 81/6-PROVISION OF EQUAL PROFESSIONAL AND TECHNICAL POST-SECONDARY EDUCATIONAL FACILITIES

The first paragraph of this resolution was amended to read: WHEREAS as the present time there are no English post-secondary facilities in Quebec in many professional or technical courses equivalent to those in French.

RESOLUTION 81/7-GOVERNMENT FUNDED BUS MONITOR PROGRAM

RESOLUTION 81/8-RESCHEDULING OF OFFENSIVE ADVERTISING DURING CHILDREN'S VIEWING HOURS

RESOLUTION 81/9-REGARDING CONSTITUTIONAL PROTECTION OF MINORITY LANGUAGE EDUCATION AND THE RIGHT OF NATURALIZED CITIZENS TO EQUAL ACCESS TO SUCH EDUCATION

Addition: To list of destinations (for information purposes): Government of Quebec and Quebec Ministry of Education.

RESOLUTION 81/10-SCHOOL HEALTH SERVICES: ALLOTMENT OF SCHOOL NURSES

RESOLUTION 81/11-SOCIAL AFFAIRS-THE ESTABLISHMENT OF CENTRES LOCAL DE SERVICES COMMUNITAIRES (CLSC) IN COMMUNITIES AT RISK

RESOLUTION 81/12-ACCOUNTABILITY FOR THE USE OF FEDERAL GRANTS FOR MINORITY LANGUAGE EDUCATION

RESOLUTION 81/13-YOUTH AND SMOKING

Addition of the following WHEREAS the Departments of Community Health of the province are responsible for the development of health programs by school nurses which will address the health needs of the students of Quebec.

BE IT RESOLVED that the Minister of Social Affairs instruct the Departments of Community Health regarding the gravity of the situation and the parents' wish for development of smoking prevention programs.

Addition to Destination: Minister of Social Affairs

Université de Québec à Hull

Letters patent were issued in March for a constituent university of the Université de

Québec, in Hull, following the recommendation of the governors of the Université de Québec.

Honored ...

PATERSON AWARD

BUZZELL AWARD



Audrey Bowie
Pres. Carlyle H&S

Margaret Sevigny
Recipient

Doreen Richter
Donor, Past-Pres. QFHSA



John Parker
Hon. Pres., QFHSA

Dodie Chant
Recipient

Gretchen Code
Macdonald High H&S

ANNUAL GENERAL MEETING

Here's what you said!

AGM '81 Evaluation Forms were circulated among all participants at the conference. Fifty-three returns were received and here is a sampling of your responses.

Locale - an overwhelming number (49) agreed that Loyola campus be the site of AGM '82.

Number of Workshops - Forty-one responses indicated a preference for the same number of workshops; 12 wanted more and only one asked for fewer - with more time allotted to each.

The Length of Time Allotted to Workshops (1½ hours) - was adequate as expressed by 50 participants, two others suggested 2 hours and one suggested 45 minutes - to be able to attend more.

Other Comments - Must leave sufficient time for audience participation. Too many panelists in a workshop sometimes does not leave enough time for question and answer period.

Content of Workshops Attended - The following represents only a few examples of the comments received:

AFTER HIGH SCHOOL WHAT?? - "very informative, gave directions for parents re where to go to find out proper course selection - the core requirements and the window dressing. Believe each Home & School local, especially at High School should repeat this workshop for their parents. This is a NEED TO KNOW TOPIC." "Very informative articulate speakers - valued learning experience." "Good resource people as usual and excellent audience participation."

DECLINING ENROLMENTS - "very factual." "Most useful information." "1½ hours too long to discuss this matter." "detailed interesting explanation of administrative difficulties."

PARENTS - WHO NEED

THEM? (WE DO!) - "obviously teachers and parents have only begun dialogue and need much more." "Controversial!" "Not enough time allowed for discussion." "Could have been longer." "Very worthwhile." "Good insight on how teachers regard parent volunteers."

INTEGRATING THE PHYSICALLY HANDICAPPED - "Well done presentations by obviously dedicated people to their profession" - "Very interesting but again too much on speech and too little time for discussion."

PARENT PARTICIPATION IN OUR SCHOOLS - "A bit repetitive, but some useful information was given." "Interesting to hear what other schools are involved in." "This was a wonderful workshop." "I really enjoyed it. Excellent."

THE GIFTED - DISABLED LEARNERS - "Excellent." "Great discussion generated." "Michael Thomas great - could have listened to him longer." "Very constructive." "Good exchange of information for tackling the general problem but I feel the question 'how to deal with boredom, poor self image, etc.' was not answered." "Excellent."

STRESS - HOW TO COPE WITH IT - "Very good - you came away with something to do to make you feel better." "Excellent - very relaxing." "Valued learning experience." "I had expected there to be more emphasis on stress in children - very good." "Very relaxing workshop!"

PLENARY SESSION Not enough people realized that this was included under workshops for comments. Here are a few:

Dr. Anderson McGill - "a most informative workshop." "Friendly atmosphere."
Mr. Roberston - QASA - "Very good." "Okay".
Mr. Elkin - PAPT - "Obvious-

BABYSITTING SERVICE

Approximately one-third expressed an interest in using this service or felt that others who did not attend this year would use such a service. One suggestion was to have locals cover babysitting costs where possible and that parents could then choose babysitters with whom they are familiar. Those who said NO suggested it would not stimulate many more parents to attend; that it still makes too long a day for children in unfamiliar surroundings.

SUGGESTED TOPICS FOR NEXT YEAR'S AGM

There are too many to list here but the Program Committee will give careful consideration to the many excellent suggestions.

- Education for 2001
- Cults (how to recognize them; How to deal with them)
- Discipline in Schools
- How to get the most and best out of the Shrinking Education Dollar
- Teacher/Parent Relations (Confrontation or co-operation)
- Nutrition - Effect on Children's Learning Ability
- Régime Pédagogique - update

- Further CEGEP and University Information
- New Ideas of Involvement for Parents - in locals and in schools
- Drugs, Sex Education - information and prevention
- Fighting Parents' Apathy
- Gifted Children Again
- Child Abuse
- An Explanation of the Entire Structure and Interdependence of Home & School, School Committees, MEQ, etc.
- Science and Computer Education
- ... and the list goes on ...



Hey ... the food was good!

ly Quebec teachers aren't ready to accept more responsibility to regulate their own corporation to promote our systems." "Excellent - printed summary distributed." "Excellent."

Mr. Spiller - MEQ - "An excellent idea to have government representatives as speakers."

Mr. MacInyre - Greater Hull School Board - "A good general discussion of school concerns, problems and what people would like to see happen."

OTHER COMMENTS ON THE AGM

1. NO SMOKING during workshops was a familiar comment.
2. Juice should be available for non coffee and tea drinkers.
3. Suggestion for a Federation Day/Week when locals raise money to support QFHSA.
4. Feedback from Displayers was positive.

The Evaluations are important. They will help next year's committee to lay the groundwork for AGM '82. The Commit-

tee is interested in providing a program that will be informative and stimulating to both our membership and to all parents and educators interested in the welfare of children.

"We hope you had a good time and learned something new" was on our evaluation. Your reply was "Thank you for the opportunity." "Thank you for a really educational week-end. I enjoyed myself immensely."

AGM REPORT

Parents, who needs them? (We do!)



At this very well attended workshop, each panelist presented their viewpoint and then questions and discussion ensued.

Jan Langelier, Chairperson of P.A.P.T. Parent-Liaison Committee and this workshop's Chairman, began by explaining the purpose of the P.A.P.T. Parent-Teacher Liaison Committee and the role it hopes to play at both the Provincial and local levels.

The greatest need at the present time is to open effective lines of communication between teachers and parents.

She noted that teachers need guidelines to become more active participants as teacher reps to School Committees and Home & School Associations. To this end, workshops have been established to inform and encourage teachers to improve communication with parents and become better acquainted with the needs of parents.

Pat Kaziuka, a teacher with the P.S.B.G.M., who is currently writing a thesis entitled "The Rights & Roles of Parents Concerning Their Children" described very positive experiences she had when encouraging volunteer parent participation within her fields of specialty.

Side effects included a change in student behavior in class possibly reflecting a noticeable pride because of their mother or father was coming in and tak-

ing an active interest. She pointed out that parents contact teachers generally when there is a problem, but seldom tell them they are doing a good job - and vice versa - teachers generally contact parents when they have a problem with the student. Consequently, teachers often feel they are working in a vacuum.

She raised fears experienced by teachers, and questions arising from these fears:

- Do parents see teachers as being human and having a good and bad days, as they do?
- How will a parent react if they observe a teacher losing her temper? (Will they run to the Principal?)
- Will parents milling around the school possibly bring gossip home?
- How much more work will be involved training parents to assist in certain areas?
- Wouldn't it be alot easier in some cases for the teacher to do it him/herself?
- Are parents talking themselves out of monies and personnel available from the Board? (Reading specialists were cut by half last year... can this be related to parent volunteer assistance with reading groups?)
- Mrs. Kaziuka concluded by reviewing briefly the future role expected of Orientation Committees in the schools.

Maureen Lindsay, a teacher of 9 years experience, presently

on sabbatical to complete her B. Ed. Degree and a mother of 3 children, broached the topic of a parent/teacher wearing two hats.

She asked, in effect "Can a teacher be an effective active parent on School Committee and Parents Committee and vice-versa can an active School Committee member still fulfil an active union mandate?"

She noted that while there is a teacher rep on school committee, there is no parent rep. on school council, a fact which would again appear to illustrate the teachers' nervousness about making "human errors." She stressed that the gap must be bridged and parents and teachers must work together for the benefit of the children.

Mrs. Lindsay questioned the role of parents in the school system. In the past, that role had been to raise funds and provide volunteers. Now, parents are also involved in School Committee and Parent Committee acting as consultants to the School Boards. She noted that if parents are "consulted" and then ignored, they are really just being informed.

She felt that the work proposed for the Orientation Committee could be done by School Committee and Home & School and asked finally "Should we be content with the role we play as parents?"

Dave Chandler, a teacher of 12 years experience and a Member of the North Island Teachers' Union began his presentation with a speculation that within ten years there would be no more school boards, these having been replaced by Orientation Committees.

He noted that, at the moment, a huge bureaucracy exists whereby we have the highest ratio of administrators to teachers than anywhere else in this country.

He noted that the argument of closing schools to save the Board seemed ridiculous.

He felt that the "volunteer game" is a band-aid solution to problems that may not be just local but regional and provin-



cial and noted that volunteers last only the life-time of their child in that school. When a particular child moves on, so does that parent's interest.

He felt that parent participation at the decision making level was good but queried seriously participation at the volunteer level noting that surplus teachers are doing minor work in the schools.

He further noted that a teacher would have to be super organized to keep parent volunteers occupied and felt that volunteers may create more problems than they solve.

Some reactions from the audience were as follows:

- There seem to be definite barriers between parents and teachers that need to be broken down.
- Parents should be involved in both 'political' and volunteer aspects. Parent apathy is a problem and often parents become more aware of school Committees etc. only through their presence in the school as a volunteer.
- There are many areas where parents can help and many different interests among parents. Some may only be able to help K children with their boots but are more than willing to provide this assistance. They should be accepted for what they are.

• Some parents involved in a co-op nursery experience found the door close to parent involvement at the elementary level.

• Perhaps teachers, starting especially at the K level, could learn to train parents to know what is important and how to work with kids and how effective as parents they can be.

• Some parents experience many moves from one location to another and feel they have to be closed to teachers and involved in the school.

• Volunteering should be a satisfying task and not always just "pick-up" jobs.

• Parents don't wish to interfere with teachers or their programs; they just want to be more involved. No teacher should have a volunteer forced upon them.

• The comment that parents are "merely" parents, serves only to raise further barriers.

Mrs. Langelier concluded the workshop by saying that teachers and parents need to express feelings to each other. Controversy can be the beginning of dialogue and dialogue is definitely needed. Our final accountability both as teachers and parents is to the children, and their future.

Doreen Canavan, Edgewater, Workshop Co-ordinator & Recorder.



Newsletter award winners -- Seigniorie and Lakeside Heights.

AGM REPORT

Parent participation in our schools

Gaby Ostro opened the workshop by pointing out that parent participation takes many forms. It often starts with contact with your child's teacher and moves into a wider involvement on Home & School and School Committee, etc.

The panelists then told us of the unique ways in which they have participated in their particular schools.

Lise Martin told us of how the parents at her school have moved to change the amount of French, which they felt was inadequate at 30 minutes each day. The committee studied the question and decided there was a need for more French in Grade 4 and up. The parents were polled and 97% responded, with 78% in favour. The committee worked closely with the school council and school board and next year a new program will be instituted in the school which gives 90 minutes of French per day at Grade 4, 60 minutes at Grade 5 and 6. It was also felt that the English pro-

gram should be intensified and that too will be changed. It took a lot of meetings and work but something has happened because parents wanted it enough.

Janice Thomerson felt bothered by the lack of music in her school and decided to do something about it. Together with a committee she studied how best to set something up for the children as extra curricular programming. A survey was sent out to all parents and 52 responded. A music night was held to which all 52 interested parents were invited to learn of the program the committee had in mind. The response was positive and the music program started with 44 children in four groups. Teachers were hired at suitable salaries and the cost to the parents was kept down as it was not a profit making venture. The local high school music teacher was involved and other schools in the district were included. Instruments were purchased at a discount

through the high school. After two years a band was formed with thirty children. We were able to enjoy hearing some of the children as they played for us at lunch on Saturday. Another project that parents felt was worthwhile and they did something about it.

Robert May showed slides of his school's Fun Fair and told us of the many different ways in which funds are raised. They are building a playground, partially funded by a government grant. Maybe we were not aware that we can go after government grants for special projects.

There was little time left for discussion but it seems that parents are participating in our schools and enriching the programs for the children in many ways. We must assume a leadership role by serving on committees, etc. but must make sure to use the talents of others in ways in which they feel most comfortable helping.

by Frances Bayne, Willingdon



Membership Award Winners

AGM REPORT

The big drop

This session took on the form of a workshop that showed the difficulties a school Principal has as enrolments decline in offering programmes that the community has accepted over the years.

A comparison was made between the programmes that can be offered, and the staffing arrangements in a school of 500 plus elementary pupils and that of a school approximately 375 pupils. The difficulties were shown in attempting to offer such programmes as French, Phys. Ed., and Music in a small school where the teachers' contract as well as the smaller number of pupils has a drastic affect on structure of the school, split classes e.g. combined 3 and 4, etc.

The workshop was intended to make parents aware of some of the problems that face a School Board and its administrators in attempting to give a viable programme as numbers of students decline.

by C. Owen Buckingham, President QFHSA

AGM REPORT

Integrating the physically handicapped

Chaired by Mr. Colin Tisshaw, Student Services PSBGM, and President of the Society for the Emotional Development in Children. Panelists were Mr. Marco Fraticelli an elementary school teacher at Keith School and Mrs. Virginia Abdalla, high school teacher at Riverdale High in Pierrefonds.

Colin Tisshaw spoke about his concerns with the Learning Disabled - audio-visual, physical, emotionally disturbed and socially acting out. He outlined the history behind their placement in special schools. They were isolated which meant the problems were not understood.

But different times produce different needs.

The handicapped child's placement with emotionally and physically normal children helps prepare the handicapped to enter a regular school.

How can we organize our structures for integration to take place? Plan d'Action (Bill 71) means parents are to be consulted in nine areas.

- how things will be taught
- school books
- activities
- rules of student conduct
- means of integration for students with emotional or physical handicaps.

Money for integrating these students is essential as ramps, elevators, special bathrooms,

etc. will be required. Success depends on people but the rewards are unlimited. But it must be worked on together as a complete team.

Marco Fraticelli has slowly integrated students from the Mackay Centre over the past three years. Students initially attend Keith for only 1½-2 hours per week. A positive experience is necessary for the children. At first there was some anxiety on the part of the staff but this has since disappeared. For a grade 5 class a ratio of 10 normal to 5 handicapped or 11 normal to 6 handicapped makes a good sized group to work with. This year Keith School has twenty-two students attending from the Mackay Centre.

Advantage of integration:

- It is a wonderfully fulfilling experience for the staff.
- The handicapped is accepted as a person in his own right.
- The handicapped student gains positive feelings about himself.

Disadvantages:

- Physical problems with the actual school layout. (Bathrooms, ramps, etc.)
- Students are all bussed.
- Problems with staff and money to provide needed services.

Initially the parents of the handicapped children were also apprehensive about the experience but feel now that it is a

rewarding one and that having their children with regular school children has resulted in behavior modification brought about by their peer group.

Virginia Abdalla spoke about her experiences working with the handicapped at Riverdale High.

She played a tape recording from a girl with a speech problem who explained to us what it meant to her to go to a regular school. She was expected to accomplish the same workload; she learned how to get along with other people her age; she was treated just like everyone else; her sense of accomplishment at being able to "do it".

Mrs. Abdalla spoke about the dangers if the facilities are not available.

What about fire drills? Whose responsibility is it? What are the repercussions if a real situation occurs?

These are some of the dilemmas that must be considered carefully. There are also social problems.

The behavior of the handicapped can cause social problems and they may be rejected by the other students.

The regular students are sometimes jealous of the personal and academic attention given to the handicapped.

There are also psychological problems with the parents of the handicapped students. At first their attitude is ambivalent - they want their child to be integrated - but at the same time they wonder if it will work. In the beginning they are often overpleased with the integration experiment until reality sets in, then they become angry. They must learn to let their child grow up and to learn his own strategies to solve his problems.

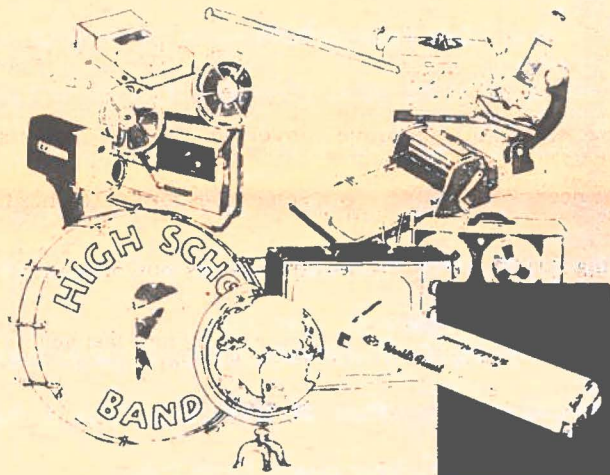
Some of the academic problems are that the child must be matched carefully with the teacher. High school teachers are very subject oriented and tend to focus on disabilities rather than abilities since they are only looking at one aspect of the child - they do not gain the holistic view of the elementary school teacher. There is also a limit to the number of handicapped the teacher can successfully work with before interfering with the learning process for all students. It becomes emotionally exhausting for the teacher with a large class.

The concensus was that integration is inevitable and that we must get on with the task of changing the environment to respond to the needs of all the

children whether handicapped or not.

by Joan Kepron, Lindsay Place

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VOLUNTARY ORGANIZATIONS

Federal government announces change in policy

Time has passed since the idea of the 1960's that government alone can meet the needs of its citizens through a wide range of government-run services, according to the Secretary of State Francis Fox. And for this reason the department of the Secretary of State is prepared to discuss a campaign to encourage Canadians to become involved in voluntary organizations.

Mr. Fox was addressing the 1981 meeting of the coalition of national voluntary organizations which met in Ottawa in January to review progress on its objectives of developing avenues of common interest and cooperation, and improving liaison and means of

cooperation between the national voluntary sector and the federal government.

The Secretary of State also announced his support for the NVO 'Give and Take' project, under which the charitable tax deduction would be changed to a 50% charitable tax credit, providing the giver with the option of a deduction from taxable income or a deduction of 50% of the gift from income tax payable.

Political activity

Voluntary organizations have in recent years been corresponding with the government on the problem of activity which might be deemed 'political', thus disqualifying the organiza-

tion from charitable status. Defining 'charity' is proving difficult and may not be necessary if 'political' (non-partisan) activity is permitted to voluntary organizations.

The economic contribution of volunteers

According to Statistics Canada information volunteers in Canada in the year ending February 1980 contributed effort valued at 3.5 \$ billion, based on the average industrial wage. However, the significance of the contribution of voluntary action, particularly in fields such as health and social welfare, probably defies statistical analysis.

Their Comments on Report Cards! What Teachers REALLY Mean by STUDENT REPORTS

- Non-academically inclined:** Absolute idiot.
Extremely intelligent: Thinks he knows more than the teacher.
Absolute genius: Knows more than the teacher.
Organizes his work well: Gets his mother to type his notes.
Able to delegate responsibility: Gets father to do his homework.
Takes pride in his work: Complains if he doesn't get an A on everything.
Meticulous in attention to detail: Remembers to put his name on assignments handed in.
Approaches difficult problems with insight and logic: Cheats.
Character above reproach: Has never been caught cheating.
Expresses himself well: Talks a lot.
Quick thinking in emergencies: Always has a good excuse.
Demonstrates qualities of leadership: Has a big mouth.
Leader within his peer group: Class bully.
Gets along well with authority: Apple polisher.
Strong peer group relationships: Member of gang.
Good grasp of deductive logic and analysis: Picks holes in teachers' arguments.
Underachiever: Bone lazy.
Perseveres under difficulty: Has repeated several years.
His assignments could serve as a model for the other students: Both his parents are teachers.
An asset to the class: His father is a school commissioner.
Keen sense of humour: Tells dirty jokes in class.
Participates well in class discussion: Asks embarrassing questions in Sex Education class.
Participates in extra-curricular activities: Smokes, drinks and chases girls.
Shows interest in scientific experimentation: Distills own alcohol.
Marked manual ability: Rolls own cigarettes.
Show particular bent for biology: Chases girls.
Exceptional athletic abilities in particular: Dumb jock.
Artistic interests: Passes around dirty pictures.
Musically inclined: Has transistor radio glued to his ear at all times.
Has potential for academic success: Capable of getting out of High School.
Brilliant potential: CEGEP material.
Unlimited potential: Might get through university.
Assured of success in any field he enters: No chance of graduating but big enough to get a job.
A pleasure to have in my class: He's bigger than I am and I don't want to offend him.
A real pleasure to have in my class: She's a real doll and likes to stay after class.

"Documents de Sensibilisation"

Children with Special Needs

Four 'documents' were released last year by the Ministry of Education which have as their purpose the sensitizing of the school and its community to children with special differences.

The documents describe the difficulties and special needs of children with impaired eyesight, with physical handicaps, with emotional problems, and with learning disabilities. The Ministry has adopted the policy of integrating wherever and whenever possible the children with these special problems and needs into schools serving all the children in their neighbourhood.

In order to ensure that these 'special' children come to be included in the community of the neighbourhood school, it is necessary for the teachers, administrators, students and parents increase their understanding of the problems the children are experiencing, how such children can be best served by the school and what attitudes contribute to a successful integration.

Their titles

- 'Les troubles de l'apprentissage'
- 'La mésadaptation socio-affective - une recherche d'adaptation?'
- 'Comment je vois et j'apprends?'
- 'L'enfant physiquement handicapé - A-t-il sa place à l'école?'

The documents are distributed by Direction des programmes, Service de l'adaptation scolaire, Ministère de l'éducation du Québec and should be available from the regional bureaux of the Ministry.

ALL CHILDREN
NEED YOU
SUPPORT THEM
Join Home & School

VOLUNTEERS IN CANADA THE FACTS

- 2.7 million adult Canadians worked as volunteers in the year ending February 1980 (15% of the adult population)
- 54% of these volunteers were female, 46% were male.
- The highest rate of volunteering was in Saskatchewan at 27% followed by Manitoba (21%), Alberta and Prince Edward Island (19%), British Columbia and Nova Scotia (17%), Newfoundland (16%), Ontario (15%), New Brunswick (14%), and Quebec (11%).
- 18% of married people are volunteers; Single (10%) and Others (12%)
- 16% of employed people volunteer; 15% not in labour force; and 9% unemployed
- Incidence of volunteering increases with educational attainment: from 7% (0-8 years education) to 28% (University Degree)
- By industry, 23% of people employed in agriculture were volunteers, 22% for public administration, to a low of 10% in manufacturing.
- People aged 25-44 were most likely to volunteer (20%), followed by people 45 years and over (15%), then 15-24 (9%)
- By type of volunteer service, people volunteered as follows:

Social Welfare	32%
Religion	26%
Leisure	24%
Education	16%
Other categories	9%
Political	4%
Civic/community service	3%
- Total volunteer hours worked during the year ending February 1980 were 373,991,000, which is equivalent to approximately 218,000 persons years of volunteer labour
- If this volunteer labour were compensated at the average industrial wage, it would represent a wage foregone by these volunteers of \$3.5 billion in the year ending February 1980.

Metric Munchies for Junior Chefs

MORE KIDS IN THE KITCHEN

Shannon Ferrier and Tamara Shuttleworth
Foreword by Elizabeth Baird



for kids who love to learn how to cook. Junior chefs (and their parents) will be delighted with such recipes as Noodles Alfredo, Mexico City Ribs, Apple Crisp, Watermelon Granita and Grandma's Bran Muffins.

The recipes have been carefully graded and move on to more challenging ones. And they are written especially for kids to understand, with straightforward and accessible instructions. "More Kids in the Kitchen" is all in metric units and illustrated throughout with attractive drawings that serve to guide and entertain the young chefs.

Shannon Ferrier, a family studies teacher with the Toronto Board of Education, is also the author of *Kids in the Kitchen*. Her sister, Tamara Shuttleworth taught family studies in Hamilton for many years.

The book is available in better book stores across Canada or directly from the publisher by writing to Wanda Jeffrey, James Lorimer & Co. Publishers, Egerton Ryerson Memorial Building, 35 Britain St., Toronto M5A 1R7. The book costs \$7.95 for the spiralbound plastic-coated edition or \$13.00 for the hard cover.

The metric system is second nature to Canadian children who have learned these units in school from the start. And what better way to show off their talents to the family than to prepare tasty metric recipes with the help of *More Kids in the Kitchen*, a cookbook specially made for them.

Authors Shannon Ferrier and Tamara Shuttleworth present forty ethnic and traditional recipes in this new collection

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NATIONAL CONFERENCES

Home and Schoolers study fitness and nutrition

With the help of Fitness Canada, Canadian Home and School and Parent-Teacher Federation ran a Fitness and Nutrition Workshop on May 19th and 20th at the University of Saskatchewan in Saskatoon.

The Workshop was chaired by Dr. Don Bailey of the University of Saskatchewan and sessions were run by Dr. Blake Ferris of Fitness Canada, Janet Mitchell of the Saskatoon Community Health Unit, Phil Carleton of the Canadian Intramural Recreation Association, Sister Julianna of the Canadian Association for Health and Recreation and Russ Kisby of Participation.

There were representatives from all the Home and Schools and PTAs across Canada, it's expected they will then organize similar workshops in each province this winter. Watch for news about the date of QFHSA's. The session included some "exercise breaks" in the program so, presumably, our delegates returned fit and ready to get us into "exercise breaks".

The Fitness and Nutrition Workshop was then followed by the Canadian Home and School Annual General Meeting, where many of the resolutions to be considered were submitted by our Quebec Home and School. Some of these

• that Ministers of Education provide facilities to ensure the identification of the intellectually and creatively gifted and to set up education programmes

to develop these students to their full potential.

• that the Federal government be asked to subsidize the preparation and publication of more strictly Canadian-oriented textbooks by Canadian writers and editors,
• that provincial Ministries of Education and/or Social Affairs require that at least one member of the staff of every school be trained in Cardio-Pulmonary Resuscitation, and that provincial Home and Schools petition school boards to encourage every school employee to take such training
• that the Joint House/Senate Committee on the Constitution be petitioned to include in any revised Constitution of Canada full guarantees that equal ac-

cess to educational opportunities may not be denied to any person in Canada by reason of any disability, and that provincial Home and Schools petition their Ministries of Education and/or Social Welfare to provide the services necessary to ensure that every person is able to take full advantage of such educational opportunities to the fullest extent that his/her disability permits.

•CHSPTF strongly support the constitutional protection of minority language education, and the right of all parents to equal access to minority language education for their children.

The Quebec representatives were Mr. Owen Buckingham, our newly elected President,

Mrs. Sylvia Adams, Mrs. Anne MacWhirter, and Mrs. Barbara Milne-Smith.

Look for a write-up on the Fitness and Nutrition Workshop and the Canadian Annual General Meeting in the September NEWS.

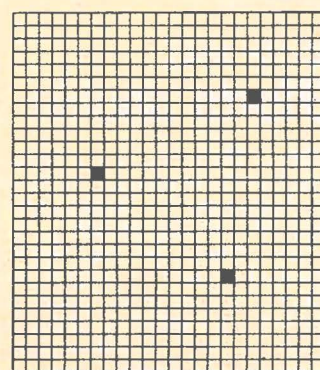
Look for a write-up on the Fitness and Nutrition Workshop and the Canadian Annual General Meeting in the September NEWS.

FITNESS NOW • AND HOW

How much time does fitness take?

Let's put the issue of fitness and time in perspective.

The illustration here depicts one week. As you can clearly see, there are 672



squares. Each square represents a fifteen minute period—4 per hour...96 per day...672 per week.

The three squares that are filled in represent three fifteen minute periods—the amount of time getting fit will take out of your week. That's it.

Fifteen minutes three times a week. 3/672 of your time. 3 squares for fitness. 669 for the rest of your busy schedule.

So much for the notion that getting fit has to take a lot of time.

Can you get fit and stay fit in three squares a week? AND HOW!



NFB FILMS

Nutrition (en français)

Health and Welfare Canada announces the six films in the series 'Bonjour, comment mangez-vous?' are now available from the National Film Board for loan or purchase.

The films are as follows:

Les fruits et les légumes	106C 0278	594
Le pain et les céréales		593
La croissance		588
Le systèmes digestif		587
Les styles de vie		599
Repas équilibré		591

The films are directed at children between 6 and 12 years and have been selected from among the thirteen original films to be used at the elementary school level. Teaching guides accompany the films. Activities to enrich studies are suggested to the teacher.

For further information on the content of the teaching material, write to: Programmes de nutrition, Direction de la promotion de la santé, Edifice Jeanne Mance, 4ième étage, Ottawa, Ontario K1A 1B4.

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FOCUS on the LOCALS

MAGOG

Varied diet ... Bill 24 to bean suppers

Recently Magog Home and School Association held an information meeting at Princess Elizabeth School with approximately fifty attending. The guest speaker, Officer Pierre Bissonnette of Sûreté du Québec was introduced by Home and School president, Joyce Buzzell.

Officer Bissonnette spoke on three problems facing students entering secondary school— theft, vandalism and drugs. Theft is a major problem with children stealing on a dare or for a thrill. There is peer pressure with sometimes physical and mental violence. Vandalism is widespread and is often a rebellion against rules and authority. Drugs are available at the high school level and our children may be approached. No one is forced to try drugs, but the danger is from their curiosity about drugs and their effects.

Many students having difficulties in any or all of these areas are ones with family problems. Officer Bissonnette stressed the importance of parents' communication with their children and with teachers and principals. Youngsters should be told that these three problems exist and will be encountered at school. Parents should talk to their children regularly and in depth, stressing that they must learn to think independently and that they do not have to go along with the crowd.

Alexander Galt Regional School has a good record with Sûreté du Québec. The school property is fenced in, with security guards, so that no one can wander in or out at will. The discipline is quite strict and the enrollment is smaller than at other local regional schools; therefore the problems are less severe.

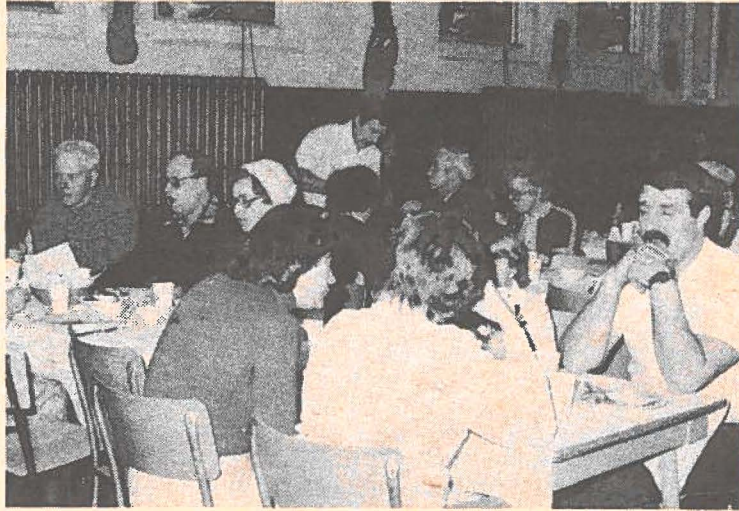
A lively discussion period followed with several questions about Law 24. This law is two years old and it created the Youth Protection Agency. It protects children against neglect and abuse. All citizens are obligated to report any suspicions and can be subject to legal action if they fail to do so. Another of the objectives is to protect the first offender and to discover the reason why he committed the crime, and thus to prevent further wrongdoing. The effects of Law 24 will only be seen in seven or eight years.

Officer Bissonnette was thanked by Mrs. Buzzell and by those attending. Refreshments were served in the cafeteria where further informal discussions continued.

MOUNTROSE

Bakes & Books

Our Home & School has had an active and busy year raising funds for the school. In November a bake sale netted \$700. profit, while a book fair in February saw 500 books sold with a profit of \$112. In March there was another bake sale giving us an additional \$400. A Bar-B-Que party is planned for a June - a joint venture with our School Committee.



SOUTH HULL

Efforts double membership

South Hull Home and School Association is pleased to report an increase in membership from 46 to 85 families this year.

This West Quebec school, which combines an English and a French Immersion program, has been crowded to capacity. Students, staff, and parents are all anxiously awaiting the new addition which was promised for last fall.

With some of the funds raised this year South Hull Home and School has purchased a set of books for the MRE classes, given financial assistance to a craft program organized by one of their noon-hour supervisors and the annual "animateur production" (French skits and instrumental selections performed by the children) and purchased books for their library.

Their latest fund raising event, an April Showers Dance held on April 25th., is reported to have been "a very enjoyable evening."

Future plans include conducting a babysitting course for their senior students.

Distance from Federation Office precludes members of this group volunteering their time, so instead they have volunteered their money. A cheque for twenty-five dollars to assist in office expenses was gratefully received. Thank you South Hull!

NORTHVIEW

Combined theory/practise

Maintenance projects around the school are nearing completion. Eight new bulletin boards have been ordered to improve the display areas for our creative pupil work.

The recent production of "MIRROR, MIRROR" was a huge success and much enjoyed by all. Our sincere thanks to all who helped make this production such a big success.

May 21st a group of students went to visit the Canadiana Village near Rawdon accompanied by their teacher Mrs.

On Friday night, March 13th., the Magog Home and School/School Committee held a very successful 6th Annual Baked Bean Supper. Parents and friends of the school gathered in the cafeteria of Princess Elizabeth School to enjoy a delicious meal of homemade baked beans, salads, weiners and cold meats, with pies and cakes for dessert. This event has become a yearly tradition for the organizers and the people who attend, and helps to keep the community spirit alive in our school.

Thanks to the donations of baked beans, salads, pies and cakes, and cash for groceries from the parents, as well as tremendous support from local merchants who contributed meat, milk, tablecloths, bread, etc., a profit of \$668.00 was realized. These proceeds will provide books for the school library, cutlery and dishes for the cafeteria, salary for a noon-hour librarian, and the cost of the Graduation Tea. At this Tea, held annually in June, refreshments will be served to the graduating students and their families, and prizes and gifts will be presented.

On April 24th a rummage sale was held. A profit of \$227.00 was realized, a portion of which will be donated to the QFHSA Rights Fund.

LAKESIDE HEIGHTS

One in four students opt for chess at lunchtime

The ancient game of chess is attaining a new surge in popularity at Lakeside Heights Elementary School in Pointe Claire. In February of this year the Home and School Association enquired as to how many children would be interested in joining a lunch-time Chess Club. Over one-quarter of the student population responded with a resounding yes. Forced by physical constraints to accept only those who already knew the rudiments of the game, the Home and School Association formed a club with seventy children from grades one to six participating.

Crucial to the success of this club was the involvement of three students from neighbouring John Rennie High School. Keven, Paul and John are members of the John Rennie Chess Club who gave up their lunch break once a week to teach the kids, organize tournaments, and help and advise the six parent supervisors none of whom had had any previous experience with chess clubs. The interaction of the three age groups in this project was a valuable learning experience for all involved. The teens, who proved to be very responsible, soon earned the respect of the parents and established an excellent rapport with their young charges.

On Saturday, March 28th. members of the Lakeside Heights Chess Club entered their final tournament of the year, an open one which was sponsored jointly by John Rennie High School and the Montreal Chess League. A total of 86 elementary aged children from 34 schools participated. Our club distinguished itself by winning three first place awards.

The Home and School Jazz-Ballet program at Lakeside Heights is also very popular with the children. Currently eight-one girls and three boys are involved with weekly classes conducted both at lunchtime and after school. Supervision at lunch-time is provided by parents; one-third of the parents of the children involved volunteered for this duty.

The third and final edition of our children's magazine is presently being compiled. This bilingual magazine contains stories, poems, jokes illustrations and puzzles all contributed by the children. Its success is largely due to the efforts of the teachers who strongly encourage the children to submit their work. The layout and typing is handled by Mrs. Mary Mar, a hard-working member of the Home and School and a copy of the magazine will be given to each child in the school. This final edition, which is expected to comprizer about forty-five pages, will contain selections from every class in the school, and will, we hope, serve as a valued souvenir of Lakeside Heights.



Marilyn Ashby (left) represented Quebec Federation at the Awards Presentation for the Bus Safety Poster contest sponsored by the Quebec Safety League and BP Canada. With the winning students were Gordon Zakaib, BP Canada; Yves Mondoux, President QSL and Michel Simard representing the Fédération des Parents de l'île de Montréal.

FOCUS on the LOCALS

HUDSON

Spring fair caps busy year

The Hudson Home and School Association rounded out a busy year of fund-raising activities on May 2nd with a highly successful Spring Fair. Conceived way back in the frigid depths of winter, the fair was approached initially with some trepidation in view of the fact that it was a first attempt at such an event and would require monumental efforts by a small army of volunteers. However, the idea caught on quickly and the organizers had few problems in recruiting willing help from many sources. Local merchants proved most generous with donations of prizes for a raffle, and many talented individuals contributed a wide range of high quality handicrafts.

On the morning of the fair, the High School gymnasium was packed with stalls offering handicrafts, baked goods, attic treasures, toys, books, plants, bottled and canned goods and light refreshments. The school band was on hand and added greatly to the carnival atmosphere with their lively toe-tapping music. The youngsters had an enjoyable and sometimes profitable time participating in a variety of games of skill and chance. A mysterious fortune teller was also present to plot the destinies of all who crossed her palm with silver.

The fair was unquestionably a great success, judging from the eager throngs of bargain hunters and fun seekers who wended their way past the many booths and attractions. There can be little doubt that with one successful fair under their collective belts, the Home and School executive will be giving serious consideration to the idea of making the fair an annual event.

Many of the Hudson Association's other fund raising projects during the year have also been encouragingly successful. The traditional Skate and Ski Sale on October 18th led off what was to prove a particularly hectic and challenging season. This highly popular opportunity to buy and sell skates, skis and cold-weather clothing has come to be regard-

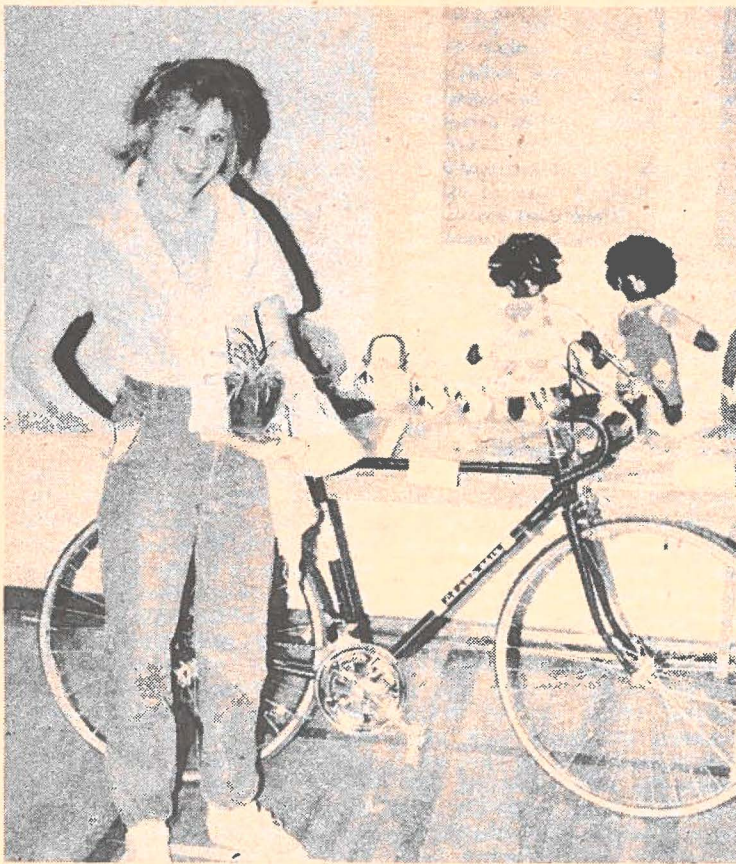
ed locally as a sure harbinger of winter, and is always well attended.

Later in October, the Association launched a new venture: healthful treats for Hallowe'en. As part of a continuing campaign to encourage good nutrition (begun the previous year with the publication of a booklet entitled Good Snacks for Good Kids), the members prepared special variety packs of highly delicious (and super-naturally nutritious) Hallowe'en treats. Each variety pack contained 20 generous-sized treats of four tastily different types. Each treat was safely sealed in plastic and stamped with a Home and School logo as an assurance of quality. The treats were selected and prepared with the much-appreciated assistance of our local health food store. The treats were well received by parents and were popular with the children.

In December the Christmas nut sale saw the distribution of many dozens of cases of salted nuts in the local community. This, too, has become something of a tradition and many people look forward to this opportunity for purchasing the variety packs as gifts and for holiday entertaining.

During February, as part of the "I love to read" campaign, the Association again sponsored a book fair. This provided children, parents and teachers with an excellent opportunity to browse through a wide assortment of new books and purchase those that caught their fancy.

It is clear from the above that the Hudson Home and School group have had a rather full year (and this list doesn't even touch upon the many non-fund-raising activities that constantly cropped up) and members are no doubt eagerly looking forward to a restful summer. I have no doubt, however, that the first tolling of school bells in the autumn will be followed by a rapid rekindling of the same enthusiasm and determination that has made the past year so successful.



A very happy Hudson High student, Stacey Allen, admires the flashy new 10-speed bike that she won at the Hudson Home and School Association's recent May Fair.

Busy Hudson Home and Schoolers Helen Aldredge and Valerie Cole add last minute touches to their handicrafts stall at the recent May Fair.



MacDONALD HIGH Babysitting course for teenagers

Macdonald High Home & School association has sponsored a babysitting course at the High School. Twenty children between 12-16 years of age attend two hour classes twice a week for four weeks. The sessions held at the school from 3:30 - 5:30 were organized according to the Red Cross Guidelines by a community animator, Mrs. Carol Bland of Ste. Anne de Bellevue. The resource people include a fireman, policeman, a nurse, nursery school teacher, and social worker, discussing child development. Mrs. Bland, in addition to helping organize the course, also is the homemaker and the mother of Roger six months and Jimmy three years. The students were able to diaper young Roger and observe the play of three year old Jimmy.

Due to community response, I strongly urge other locals to sponsor Babysitting Courses in their schools. I have had young mothers call the school anxious to hire sitters who have graduated from this course. Also parents of students in other high schools wondering how their children can participate in a similar course.

Expenses incurred are limited - \$2.00 per book for each child and any expenses incurred by the parent animator. This has been a most rewarding venture.

JOHN RENNIE

Parents: High school dropouts!

Why is it that so many of us who are active and willing Home and Schoolers when our children are young become "high school drop-outs"? Mrs. Rosemary McGowan, President of John Rennie Home and School, has spent the past weeks attending Home and School meetings in all the elementary schools which feed into John Rennie High to pose this question.

Finding herself last fall in the position of being a one-woman Executive, Rosemary has dedicated a tremendous amount of time and effort this year to rebuilding the Home and School Association at John Rennie High. All parents of the school were invited to an emergency meeting to determine whether the Home and School should even continue to exist. Support was forthcoming and a full executive was elected.

It is hoped that Rosemary's visit to the feeder schools will strengthen the resolve of parents to remain involved in their children's schooling when the children reach the crucial teen years. This is often the period when they need us around the most.

As a follow up to her visits to the feeder schools, Mrs. McGowan has invited parents of grade six students

COURTLAND PARK Plans summer activity for children

Courtland Park Home and School thinks of the well-being of its students even in the summer time. Mrs. Barbara Peden, Programme Chairman at Courtland Park, is compiling a list of information on summer-time activities for children aged five to twelve in and around Dorval. Parents of the school have been asked to assist by supplying information about children's programmes, including what their experience has been with them in the past.

At their Annual General Meeting, slated for May 20th., the guest speaker will be Mrs. Edie Bennater of the City of Dorval's Recreation Department and Mrs. Doreen Richter, a co-founder of the Quebec Intra-Exchange Program. The theme of the evening will be summer time recreational and learning opportunities of children.

WATERLOO

Small but very active

Waterloo Home and School is a small but very active group. With a membership of 20 they have an average of 10 people attending each monthly meeting.

In December they conducted a successful citrus campaign. The students help by selling the oranges and grapefruit before they were ordered. The Home and School members organized a phoning committee which asked the customers to pick up the fruit up at the school when it arrived, and delivered it to the people who were unable to come.

Their Flea Market, held this May for the third consecutive year, involves the whole school. It is held in the school yard and is well advertised via newspapers, posters and cable

TV.

Some of the proceeds from these events were set aside to be used by the teachers for small expenses that they meet in the classroom. Thirty compasses and thirty protractors were purchased for Level 4, and birds and fish were well received by the kindergarten class.

The last day of school in June is awards day when the students receive ribbons and certificates for their hard work. Waterloo Home and School will again this year give twenty medallions to the most improved students in all areas. The kids really look forward to this day and Waterloo Home and School Association is proud to be a part of it.

SEIGNIORY Mirror, mirror ...

A variety of activities are going on at Seigniory with the approaching end of the school year.

Groups from grades four, five and six went camping at Harrington and Oka and the grade two classes went to a one night camp at Camp Pioneer, a worthwhile experience enjoyed by everybody. Visits were made to Air Canada and to Northview school to view the play "Mirror, Mirror". The John Rennie "Horror Show" came to Seigniory. The teachers and the children have worked hard during their lunch hours in preparing the production of "Annie". Grade threes will present "Treasure Island". The library is organizing a book fair in June.

Once again we would like to express our thanks to Seigniory Staff and to the parents for their constant support. See you in 1982.

Wilderness Treasure

The World Starts At Your Doorstep!

by Priscilla Philippi

To most people who have not actually gone camping under canvas far away from home, I wonder what such a prospect conjures up in their mind.

In my mind I pictured endless lists of necessities that had to be collected, special equipment that had to be bought, food that had to be pre-cooked and packaged in bug-proof containers. I imagined being plagued by insects, being rained out the first night and never getting dry for the remainder of the time, cooking over open fires, eyes streaming with tears from the smoke, needing to make a call in the night and having to search for a flashlight, unzip a sleeping bag and creep over sleeping bodies.

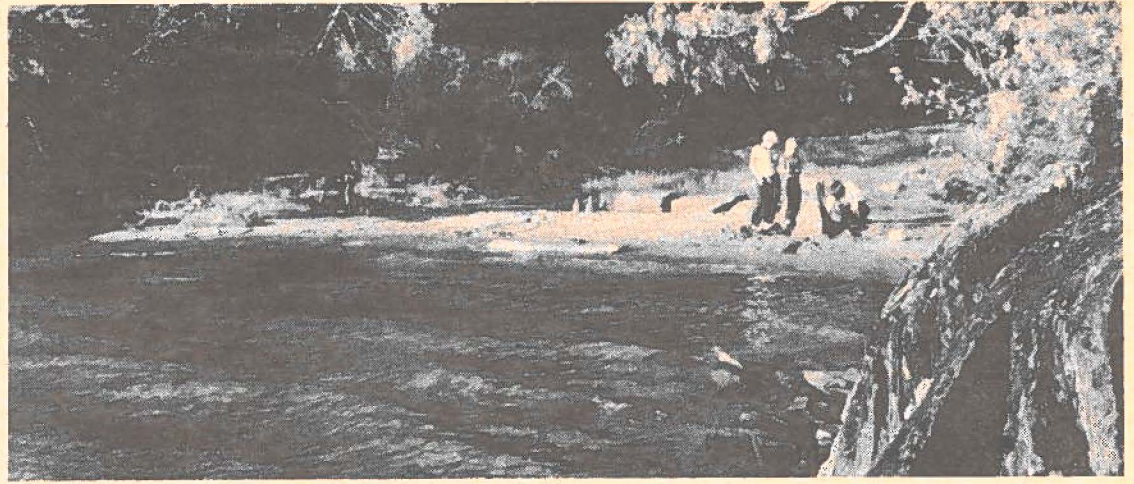
I fought the idea for several weeks! The rest of the family was very keen to give it a try. Eventually I figured that it was this type of holiday or nothing, and if we all went it would be happier for the family.

We were to head for the tip of an island in the Southern Lake of the Woods some forty miles by water and accessible only by boat, completely isolated and in the wilderness.

With a mountain of gear carefully loaded, we headed out of our mooring and into the area of islands and lakes which was all we were to see for a two

hour journey to Spike Point. The boat rode well and the sight of our wake stirred us all into a mood of excitement and anticipation. The older boys helped their Father with the chart, navigating by compass and by depth gauge through several dangerously rocky waterways and island-dotted lakes. Suddenly my Husband called out "Spike Point!" and sure enough, round the tip of another island appeared a jetty of land surrounded by rugged rocks with a beautiful little sandy beach overshadowed by majestic Pine and Cedar trees. This was wilderness indeed, a small spot of paradise that we alone had come all this way to share and enjoy together.

The boys were anxious to land but the boat had to be anchored and unloaded. For a drink of water, their father told them to strip off their clothes, dive into the lake, and drink to their heart's content—the water was absolutely pure! Then the three older boys with packages balanced on their heads, waves beating them up to their shoulders struggled back and forth to land until the boat was empty. By early evening our camp had been perfectly set up—a glorious fire crackling and a wood pile chopped and stacked. I must confess I did not help



very much but watched and listened with admiration and pride as the team worked together. My turn came when I realised in a hurry that I had better get to it in the fixing of a meal. My former fears of smoke in my eyes had almost disappeared but I did have a battle with scorching pot handles and soot getting into everything, though this did not remove the pleasure we had as we sat on logs round the warm fire to eat our first meal which though simple tasted delicious! Soon after this the whole family was zipped into sleeping bags before anyone had time to think about,

let alone complain about, a thing!

Our next days fell into a contented pattern with perfect weather and it was a joy to see our boys playing so happily together: swimming, paddling the canoe, wood carving, clambering over rocks, collecting interesting artifacts, chopping wood, making sand castles, watching insects in and out of water, singing and being utterly contented. There were no requests for anything more or anything less.

In such a perfect atmosphere of peace and tranquility a mood sets in and one's mind is allowed to reach out to see and feel things that normally every day happenings block out. One of these things was a pleasure that quickly caught on during the moments as the evening shadows fell and the sun went down in a breath-taking background of firey sky. We assembled as a family on some huge flat, sun-warmed rocks at waters edge under the cedar and pine trees, and placed before us a jorum of freshly made tea, jug of milk and a bowl of sugar. As we sipped cup after cup we talked about our day's doings, our plans for the morrow, at the same time commenting on the beauty all round

us. What richer harmony between humans and nature could anyone ask for? We were unutterably thankful.

As a darkness fell the crickets amongst the shrubbery and rocks took over from the chirping birds; the ripples on the lake became still as a mill pond; the haunting echoing cry of the loon reached right across the moonlit water; the crackle of the fire and the faint fragrant scent of the last cedar branch burning drifted in our direction; the pale, lazy twist of blue smoke from the wood rose skyward through the tops of the trees standing straight and silent.

I cannot finish my story without saying what an unbelievable and humbling experience this time had been for each one of us. Once safely back on the mainland our hearts, minds and voices were proclaiming our gratitude to our Creator and His unquestionable greatness. He had kept us safe and revealed to us beauties which too often in our shallow, over-protected, short-sighted existence we overlook. Our eyes had been opened and we had shared as a family a very wonderful part of nature which we will never forget.

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Women's Bureau at MEQ

Following the example of the Quebec Ministries of Labour and of Manpower, the Ministry of Education is to have its own women's bureau. Twelve of the Quebec ministries have had functionaries responsible for women's affairs, but only two of them in the form of a "women's bureau."

The secretary-general for women's affairs in the Quebec government, Mme. Christine Tourigny, sees the women's bureau as an important step in consolidating responsibilities

for women's affairs in the ministries and their operations.

In collaboration with the Quebec Council on the Status of Women, the secretariat for women's affairs has compiled a resource book of programs funded by the Quebec government, through different ministries and organizations. It is available from the Quebec Council on the Status of Women and from the general secretariat for women's affairs in Quebec City.

SYSTEM WIDE SI

Tech/Voc goes metric

The Minister of Education has announced the calendar for conversion to the metric system in the technical-vocational education.

By September 1981 SI will be used in courses in agriculture, forestry, health services, technical drawing, food service, beauty care, sewing and clothing, commerce and secretarial studies, and printing.

All technical-vocational pro-

grams will be converted to the use of the international metric system in September 1983.

Funds are being allocated to the tune of \$6 million for changes to those sectors particularly affected, such as mechanics and motorized equipment.

SI or the international metric system has been taught in elementary and secondary schools in Quebec since 1977.