



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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LAKESHORE SCHOOL BOARD

Awards recognize parents' input

By **KATHLEEN GREENFIELD-ZANTI**
AWARD OF EXCELLENCE was presented to Marion Daigle, nominated by Macdonald High Home & School; Beverley Forsyth, nominated by Lindsay Place Home & School and Bruce Gill, nominated

by Seignior School Committee and Home & School.

The Award recognizes individuals whose contributions to the

Lakeshore School Board and the education of our children has been outstanding over the years.

The three winners for 1988 have



From left, Marion Daigle, Bruce Gill and Beverley Forsyth.

WHOSE NEWS?

Do you know who pays for the H&S News? You do, that's who. About \$4.50 of your membership money goes to produce the News, which you receive five times a year.

been long-time active participants in their school communities and have, by their participation and high degree of responsibility, enriched the life of their community.

BEVERLEY FORSYTH was a member of Northview School Committee for five years, three as Chairman. She also assisted with special education as a parent volunteer. In 1980 she became School Committee Chairman at Lindsay Place High School, resurrected Home & School and became president. For the past four years she has worked in the community office at Lindsay Place in a variety of capacities including administration of peer tutoring.

She has also been Vice-President of the Montréal Council of Women, the only female president of

Administrative Management Society and president of the Professional Women's Club.

BRUCE GILL has been a member of Seignior School Committee since 1981 as vice-chairman and co-chairman. In addition he has been parent committee representative for Seignior as well as parents' committee elementary school representative to the Lakeshore School Board.

He has sat on numerous sub-committees and has shown himself to be a capable, dedicated and active member of the Seignior and LSB communities, while continuing to volunteer in and support neighbourhood projects.

MARION DAIGLE has been highly involved with the Lake-
continued on page 15

And the winner ...



Johannes Nelmaplus of Meadowbrook Elementary School in Lachine was the winner of the QFHSA Read and Win contest in the December H&S News. The question: Who was awarded the 1988 Manning Award? The answer: Dr. Jean Dussault. Congratulations, Johannes.

Dear Readers,

We were very pleased with your response to our query in the December issue of our newspaper. The lucky winner of the set of Canadian Encyclopedias was Johannes Nelmaplus, a student at Meadowbrook Elementary School in Lachine.

Actually there were several responses from Meadowbrook. Some schools were well repre-

sented, others not so well. But we were delighted with the range of the responses: C.E. Pouliot Polyvalent in the Gaspé, Princess Elizabeth Elementary in Magog, Baie Comeau High and Shawinigan High from the far north, and the South Shore was represented by Harold Sheppard and Richelieu Valley Regional.

A big thank you to all of you.

Editorial Board, the NEWS

Make a date to be at the
Quebec Federation of Home & School Associations

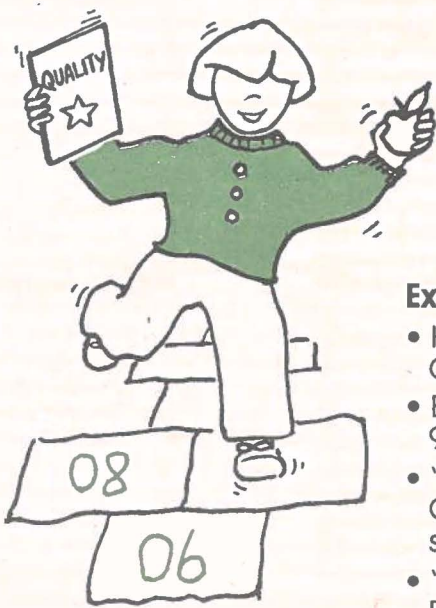
Annual General Meeting and Conference

THEME:

NEW DECADE - NEW DIRECTIONS

Expert-workshop leaders will discuss:

- How to "Hook Kids on Books". The READ Canada prevention of illiteracy program.
- Environmental Education - Nature Studies 90's Style!
- "Somebody Better Start Loving the Sciences!" Can our students compete in the new science/technology age?
- "Mile Zero - the SAGE tour. National Film Board video highlights student activism in the cause of peace.



WHEN: Friday evening and Saturday, April 28 and 29, 1989

WHERE: The Protestant School Board of Greater Montreal
6000 Fielding Avenue, Montreal

For a preview book and more information, send a
4 1/8x9 3/8 envelope (with 38 cents postage) to our office:

QFHSA
3285 Cavendish Blvd., Suite 562
Montreal H4B 2L9

OTHER PEOPLES OPINIONS

Play enhanced by discussion

To the Editor:

I am very impressed with the Youtheatre's "Kristal Dreams", a play about drug abuse awareness.

I have seen it a number of times when QFHSA sponsored it for kids, parents, or teachers, and am aware of the impact of the subtle yet distinctive discussion of drugs portrayed through the dialogue.

I would like to commend Youtheatre and its actors for such stirring renditions and both Youtheatre and Aurora (a Montreal-based drug counselling group) for participating in discussions after the performance.

Such a relevant activity is vital to the community and I hope more schools and boards will participate.

I thought teachers and students met before seeing the play to prepare for the performance and

enhance students' understanding of it. I also expected small group discussions in class after the show.

My impression from talking with students and parents is that this rarely occurs. Of course, such discussion may also take place in the family circle that evening, but I am not sure this is happening, either.

In my opinion, to get full value from the show requires some of this repartee. I hope those schools which show "Kristal Dreams" in the future will consider pre and post-show discussion.

Once again I want to thank both QFHSA and Youtheatre for participating in such a worthwhile community activity.

Yours truly,
Kenneth S. Kalman
Parent, Lindsay Place High School

FROM GOVERNOR GENERAL JEANNE SAUVÉ

Teachers are VIPs

As Governor General of Canada, I am pleased to send greetings to all those associated with the SECOND NATIONAL TEACHER APPRECIATION WEEK.

"Teachers are #1." While few of us would have admitted it then, most of us can look back with fondness upon our school days as an exciting period when we were first exposed to the magic of books and when we formed our first strong friendships.

The teacher was a special figure in our lives for he/she not only helped us learn the basic, academic skills but also introduced us to the notions of teamwork, discipline and study as well as helped us acquire certain social skills.

The pursuit of excellence is a challenging role for both those involved in promoting enhanced educational opportunities as well as for the students themselves.

Not only have you demonstrated resourcefulness, leadership and commitment in the field of education but you have also ensured the future participation of the country's most valuable resource: its youth.

May you seize this unique opportunity to influence the development of young minds and prepare them for their future role in an increasingly complex society.

I encourage students and parents alike to take the opportunity during TEACHER APPRECIATION WEEK to express their gratitude to those dedicated to the educational development of tomorrow's adults and to raise their voices in a resounding salute to proclaim "Teachers are #1".

Jeanne Sauvé
Honorary President, CHSPTF

En ma qualité de Gouverneur général du Canada, je suis heureuse de saluer toutes les personnes associées à la DEUXIÈME SEMAINE NATIONALE DE RECONNAISSANCE AUX ENSEIGNANTS(E)S.

Bien que peu d'entre nous l'auraient alors admis, nous gardons pour la plupart un souvenir agréable du temps où nous étions écoliers, cette époque captivante de notre vie au cours de laquelle nous avons découvert la magie des livres et avons scellé nos premières grandes amitiés.

Les enseignants étaient alors des personnages importants de nos vies, car ils nous apprenaient non seulement à lire, à écrire et à compter, mais ils nous initiaient également au travail en équipe, à la discipline et à l'étude et ils nous aidaient à acquérir certaines aptitudes sociales.

La poursuite de l'excellence est un défi de taille tant pour ceux qui s'efforcent de promouvoir l'éducation que pour les élèves eux-mêmes.

Vous avez non seulement fait preuve de débrouillardise, d'initiative et de dévouement dans le domaine de l'enseignement, mais vous avez su également mettre en valeur la plus précieuse de nos richesses: nos jeunes. Puissiez-vous continuer de tirer parti de cette occasion unique de façonner de jeunes esprits pour les préparer à leur rôle futur au sein d'une société de plus en plus complexe.

J'invite les élèves et leurs parents à profiter de la SEMAINE DE RECONNAISSANCE AUX ENSEIGNANTS(E)S pour exprimer leur gratitude à ceux qui se consacrent à la formation des adultes de demain et à unir leurs vœux pour dire "Vive les enseignants!".

Jeanne Sauvé
Présidente honoraire de CHSPTF

HELP WANTED

OPPORTUNITY for an experienced Home & School person wishing to return to work on a regular, part-time basis; to apply for a position now available in our friendly, challenging office.

DUTIES: to assist our Executive Secretary with the day to day operation of the QFHSA office.

SEND a brief c.v. (be sure to include related volunteer experience) to QFHSA, c/o Donna Sauriol
3285 Cavendish Blvd., Suite 562
Montreal, Quebec H4B 2L9

TELEPHONE 481-5619 for additional information.

Literacy contest needs readers

By ANN CUMYN
Education Chairperson

LITERACY CAN never be rated too highly! QFHSA has decided to contribute to the emphasis of the value of

literacy by compiling a booklet of writing and drawing representing the work of students in its member schools.

The Year of Literacy is 1990, but we decided literacy could not wait and plan to produce our first booklet this year.

The local Home and School associations have been asked to submit, in cooperation with their teachers, students' writings and drawings on: "What my Mum or Dad (or both) does for my school"; "My teacher", or "What my teacher does for me".

Information has already been sent to each local H&S regarding the specifications for the submissions and the deadline of March 1, 1989 for their receipt at the QFHSA office.

When all the submissions have been received we will begin the task of selecting those items to include



in the booklet.

At this point help will be needed for reading through the items from each school with a view to making recommendations for inclusion.

If you enjoy reading children's compositions and would like to help, please inform the QFHSA office as soon as possible; being available to come to Montreal is not necessary.

This is a first-time effort and we want it to be a success. It is up to all the local associations to make it one! (N.B. Not knowing how much work this project will entail, it has been decided to limit contributions to the 1989 QFHSA literacy booklet to only those schools, elementary and secondary, with an active local Home and School association.)

Hudson school grows

By BILL STOCKWELL

Lakeshore School Board

ON FRIDAY Aug. 26, 1988, Minister of Education Claude Ryan and Treasury Board President Daniel Johnson presided at official opening ceremonies for the newly-renovated and enlarged Hudson High School.

The school, which has both a secondary population and a wing housing elementary school students of grades 5 and 6, was first built in 1919, and has been enlarged several times since.

The latest project effectively doubles the size of the building, with the addition of eight new classrooms, a library, an enlarged cafeteria and kitchen, a new double gymnasium, new laboratories

and even an elevator for handicapped students.

In 1986, the Ministry of Education designated a sum of \$3 million to fund the project, which two years before had been envisaged as totalling \$2.7 million.

By completion in August of 1988, the total cost had risen to \$4.3 million, and with the approval of the Ministry and the Conseil scolaire, the Lakeshore School Board is selling vacant land acquired by its predecessor boards, in order to fund the difference between the final cost and the MEQ grant.

As of Aug. 29, the first day of school, almost 700 pupils were reunited in the renovated building.

And happy to applaud the efforts of the parents, the Conseil scolaire de l'île de Montréal and the Lakeshore School Board, together with the provincial Ministry of Education, in accomplishing this long-awaited project.

Reprinted from Unisson, Sept/Oct 88



Quebec Home & School NEWS

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RIVERSIDE REUNION

Riverside High School Alumni are holding a 25th anniversary reunion on Saturday, May 13.

Organizers hope former students will start planning now to renew old acquaintances, revive old friendships and share fond memories over food, refreshments and dancing.

Plan to get together as a group or an entire class to celebrate. For more information contact the school at: 684-9920.

AIDS info

STOCKHOLM — Montreal could experience a rapid doubling of HIV infection among intravenous (IV) drug users unless positive action is taken now, warns Julie Bruneau, MD, of the city's Hospital St Luc.

Dr. Bruneau bases her fears on the findings she and her colleagues made of six HIV-positive patients (a prevalence of 4.1%) among 147 drug users who sought treatment at the hospital detoxification unit between 1986 and 1987.

"I am sure it is already higher than 4% among IV drug users in Montreal today," Dr. Bruneau told *The Journal*. "If we don't take action now — and efficiently — the HIV rate will double in a very short time: from 4% in 1987, it may be 8% now; it could be 16% next year, and then we will be in a situation like many parts of the United States."

She charged that the focus on AIDS in Quebec has been on male homosexuals, "and there is a lot of denial that there is a drug problem; many want to deny there are AIDS cases among IV drug users."

"The prevalence rate in Montreal may still be low, but all the factors for a rapid rise are there. And, there are no prevention programs, there are no strategies, and there is no collaboration with the field."

"Just to put the resources in place will take a few years, and we must start to do it now."



STOCKHOLM — The science of AIDS today is irrevocably international but ways to communicate that fact are still rooted in the past, claims Halfdan Mahler, MD, director-general of the World Health Organization.

He said past methods of publishing, distributing, translating, and otherwise sharing scientific information generally dominate the scientific world.

"Is there perhaps room here for thinking about new ways to exchange information — new approaches to international scientific collaboration?"

Dr. Mahler said there is still an illusion in many countries "that in isolation there is strength, rather than weakness; safety, rather than danger." And there is complacency: "an overwhelming desire to

escape our global reality and wish the problem of AIDS away, and a willingness, related to denial, to see AIDS as someone else's problem."

• **AIDS — A School Board's Guide to Provincial Policies and/or Action on Teaching about AIDS in Public Schools.**

This 8 page booklet is available from the Canadian School Trustees Association, 124 O'Connor Street, Suite 505, Ottawa, Ontario, K1P 5M8 or call (613) 235-3724.

• **AIDS A Guide for Parents — Everything Parents Need to Know to Talk to Their Kids about AIDS** by Nettie R. Bartel, PhD and John E. Orlando, PhD with R. Bartel, MD, Medical Consultant.

This guide includes the following sections: Part I: AIDS: The Facts — What Families Need to Know, Part II: People, Problems and AIDS Prevention: Stories of Three Families, Part III: Children, Sex and Drugs: Ages, Stages and Risks and Part IV: Parenting Perspectives and Practices: Putting It All Together.

AIDS: A Guide for Parents, 1988, 264 pages, ISBN 0 921552-00-9 \$9.95 plus postage, Jonet Publishers, 16 Orchard Mills, Kitchener, Ontario N2P 1T2.

• **JUNE 4-9, 1989**

The V International Conference on Acquired Immunodeficiency Syndrome (AIDS) will be held at the Palais des congrès in Montreal, PQ.

The theme of the Conference is: 'AIDS: The Scientific and Social Challenge'. For more information contact: Secretariat, Kenness Canada Inc., P.O. Box 120, Station B, Montreal, Quebec H3B 3J5.

from: "The Journal," published by the Addiction Research Foundation.

AIDS CASES IN CANADA

As of AUGUST 8, 1988

Province	Number
British Columbia.....	384
Alberta.....	110
Saskatchewan.....	23
Manitoba.....	26
Ontario.....	753
Quebec.....	568
New Brunswick.....	8
Nova Scotia.....	30
Prince Edward Island.....	2
Newfoundland.....	8
Northwest Territories.....	1
Yukon.....	1
TOTAL	1,914

Source: Federal Centre for AIDS, Health and Welfare Canada

from: "The New Facts of Life" newsletter on AIDS, Canadian Public Health Association, August 1988.

POPULATION

Total population of Canada (1985)... 24.7 million

Number of Canadians living below the poverty line (1985)... 3,951,000 (16 percent of population)

Changes in the number of people living below the poverty line...

1980... 3,475,000
1984... 4,214,000
1985... 3,951,000

Percentage of Canadian children living below the poverty line (1985)... 19.5 percent

Percentage of two parent families living below the poverty line (1985)... 11.1 percent

Percentage of female-headed single parent families living below the poverty line... 60.4 percent.

Income distribution in Canada... the wealthiest 20% of Canadians received 39.4 percent of the total national income (1986), while the poorest 40 percent of Canadian families received 18.6 percent of the total income.

For sources please contact Canadian Youth Foundation.



President's Message

Helen Koeppé

Issues challenge parental control

Now that the trappings of the holiday season have been packed away with care for another year and earnestly made New Year's Resolutions are taxing our determination for self-improvement we are also being challenged by events and issues seemingly beyond our control as parents.

harmful. They claim that advertising is not creating tobacco addicts by encouraging vulnerable youngsters to indulge but is aimed at persuading smokers to switch brands.

Here, parents have an ongoing role to continue to write their member of parliament and to the new federal Minister of Health, the Honorable Perrin Beatty, to offset the efforts of tobacco companies.

NATIONAL ORGANIZATION

The totally unexpected earthquake late last November shook up some of us attending the Mid-term meeting of Canadian Home and School Parent/Teacher Federation (CHSPTF) in Ottawa if the discussions which were taking place in various committee rooms at the time did not.

Funding is still a problem. An ad hoc committee has been set up to determine priorities and strategies and to recommend future action.

Canadian Home and School has representation from every province and hopes to continue its role as advocate for the quality education and well-being of all Canadian children. Each one of us, through our membership in Quebec Federation, is a part of that chain of concern and commitment to the future that stretches from east coast Newfoundland to the sunny shores of British Columbia (where, by the way, the annual meeting of CHSPTF will be held in June 1989).

May the spirit of peace and goodwill of the recent holiday season survive for all throughout the year in your hearts and homes.

EDUCATION ACT

The New Education Act — Quebec Bill 107 — passed just before Christmas 1988, has a list of amendments much much greater than the length of the original bill. The questions being posed to the court regarding the constitutionality of the bill by government officials are not yet public information.

How these new rules and regulations will be implemented is a concern to many of us who fear the ever-increasing management by government over aspects of our everyday lives. We can only hope that the changes are minimal, the transition smooth and that the present constitutionally guaranteed rights are respected.

TOBACCO LEGISLATION

Legislation at the federal level controlling the use, sale and advertising of tobacco products now includes controls over smoking in public and other buildings, compulsory warnings on packages and the restriction of where and when advertising is allowed.

However, the tobacco lobby is strong, well-financed, organized and determined to trivialize the evidence tobacco use is

Write and Win



Young Drivers of Canada and Goodyear Canada are co-operating in an effort to reduce traffic accidents. The topic of the 1989 writing contest has been devised to stimulate thought and provoke discussion on this subject. The topic of the 1989 writing contest is "How I feel when my friends drive." The story begins with: "One day a fellow student was driving to..."

The winner will receive a scholarship which will cover the payment of tuition fees for a maximum period of three (3) years at a community college or university in Canada and a onetime cash award of \$500 for books.

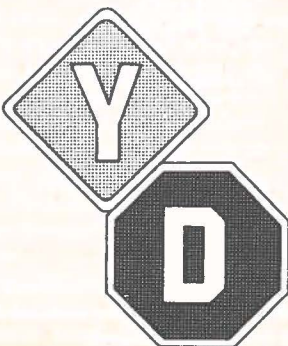
The writing contest is open to all secondary schools in Canada whether in the public or private sector. Each school may submit one (1) entry only in either English or French but not both. The contest is open to students presently enrolled in grades 11, 12 and 13 or CEGEP (where applicable).

The entry should be 1200 words (plus or minus 10 per cent) and should be typed double spaced with 3 cm margins on 21 cm x 28 cm white paper.

All entries must be postmarked no later than May 12, 1989. To obtain an entry form, write to Young Drivers of Canada, 1 James St. S., Suite 1001, Hamilton, Ontario, L8P 4R5.

Young Drivers of Canada and Goodyear Canada hope teachers and parents will encourage students to partake in this venture. It will provide students with the opportunity to win a scholarship to further their education but most importantly will make them think about the ever increasing problem of driving behaviour.

It is at this very impressionable age that young people develop attitudes for life. Help us make them good ones.





FOCUS on MEMBERSHIP



WELCOME TO BIENVENUE À
EMMANUEL CHRISTIAN SCHOOL
QFHSA's newest local association

President Petra Biesheuvel

Vice-President Rose Thibodeau

Secretary Franceen Neufeld

Treasurer Lois Ryan

Principal Roderick Cornell

1988/1989 GROUP AFFILIATE MEMBERS

School/Parents' Committees

(as of Feb. 15, 1989)

Allancroft School
Asbestos-Danville-Shipton School
Aylmer Sound School
Buckingham Consolidated School
Bury School (and Pope Mem'l School)
Campbell's Bay and District School
Cecil Newman School
Cedar Street School
Centennial Regional High School
C.E. Pouliot Polyvalent
Chateauguay Valley Regional High School
Chomedey Polyvalent High School
Dr. S.E. McDowell School
Dorset School
Ecole les Rapides de Lachine
Ecole Primaire Beaconsfield
Edgewater School
Franklin School
Gault Institute
Hampstead School
Harold Sheppard School
Hemmingford School
Hudson Elementary & High School
John F. Kennedy School
John Rennie High School
Jubilee School
Knowlton Academy
LeMoynes d'Iberville High School
Lennoxville Elementary School
Lindsay Place High School
Macdonald High School
Mansonville School
Margaret Pendlebury School

McCaig School
Mountainview School
Mount Royal Academy
Murdochville School
North Hatley School
Northview School
Onslow School
Ormstown School
Parkview School
Philemon Wright High School
Quebec High School
Queen Elizabeth School
Richelieu Valley Regional High School
Riverdale High School
Riverview School
Roslyn School
Royal Charles School
Ste. Agathe Academy
St. Augustine School
St. Foy School
St. Johns School
St. Patrick School
St. Paul Junior High School
St. Veronica School
Souvenir School
Spring Garden School
Sunnydale Park School
Sunnyside School
Three Rivers High School
Valois Park School
Verdun Catholic High School
Wakefield School
Western Laval High School
Westpark School
Wilder Penfield School
William Latter School
Woodland School

School Boards

Eastern Townships School Board
Greater Hull School Board
Greater Quebec School Board
Greater Seven Islands School Board
Lakeshore School Board
Ormstown School Board
Pontiac Protestant School Board
Protestant Regional School Board, District of Bedford
Protestant School Board of Greater Montreal
Protestant School Board of Northwestern Quebec
Protestant Regional School Board of Western Quebec
Quebec Association of Protestant School Boards
Richelieu Valley School Board
South Central Protestant School Board
South Shore Protestant Reg'l School Board
St. Lawrence Protestant School Board
St. Maurice Protestant School Board

Teachers

Aylmer Elementary School
Edinburgh Elementary School
Gaspésia Teachers' Association
Lakeshore Teachers Association
South Hull School Staff

Others

Association for the Advancement of Jewish Education
First Nations Education Council
École Primaire Pierrefonds
Kahnawake Education Center
Loyola High School

Home & School

MEMBERSHIP LEDGER

	1987/88	as of FEB./89
ALLANCROFT	154	149
ANDREW S. JOHNSON MEMORIAL	33	45
AYER'S CLIFF	22	16
AYLMER	49	46
BAIE COMEAU	33	28
BEACON HILL	167	147
BEACONSFIELD HIGH	55	116
CARLYLE	—	16
CEDAR PARK	98	114
CHELSEA	23	9
CHRISTMAS PARK	171	172
COURTLAND PARK	140	141
DORSET	82	144
DUNRAE GARDENS	176	199
ECOLE PRIMAIRE BEACONSFIELD	258	231
ECOLE PRIMAIRE HARWOOD	—	142
ECOLE PRIMAIRE POINTE CLAIRE	222	190
EDGEWATER	186	169
EDINBURGH	179	178
ELIZABETH BALLANTYNE	181	157
EMMANUEL CHRISTIAN	—	23
GREENDALE	153	104
HAMPSTEAD	74	50
HOPETOWN-SHIGAWAKE		
PORT DANIEL	38	23
HOWICK	10	18
HUDSON/MT. PLEASANT (includes high school)	174	192
JOHN RENNIE HIGH	168	107
KEITH	42	37
LACHINE HIGH	79	22
LINDSAY PLACE HIGH	305	300
MACDONALD HIGH	151	113
MARY GARDNER	4	3
MEADOWBROOK	105	132
NEW CARLISLE HIGH	58	49
NEW RICHMOND HIGH	27	62
NORTHVIEW	115	116
PRINCESS ELIZABETH	42	—
ROYAL WEST ACADEMY	68	94
SEIGNIORY	128	109
SOUTH HULL	32	21
SUNNYDALE	151	159
THORNDALE	104	122
VALOIS PARK	126	126
WAGAR HIGH	13	11
WESTPARK	136	128
WILLINGDON	80	94
WINDERMERE	193	152

Above membership figures include Associate Members at local Home & Schools, i.e. families who have joined more than one school.

HOME and SCHOOL MEMBERSHIP



... BECOME
A MEMBER
TODAY!

SIGN UP HERE!!

APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00
Affiliate (Group) Membership \$35.00 eg. School Board, School Committee
Parents Committee, School Council

Name: _____

Address: _____

Postal Code: _____

(Please do not forget to include post office box number or apartment number if applicable)

Your membership card will be forwarded to you, immediately, upon receipt of your application by:

Quebec Federation of Home & School Associations

3285 Cavendish Blvd., #562, Montreal, Quebec H4B 2L9 (514) 481-5619

Membership includes the bi-monthly newspaper and affiliation with
the Canadian Home & School and Parent-Teacher Federation.

Computer-ease

Editor's note: We are pleased that Mr. Steele has agreed to allow us to share with you his computer expertise, which he is passing along to Thorndale parents in their newsletter. I am sure if you have any questions he would be glad to try to answer them for you.

WORD PROCESSING, desktop publishing, and graphics packages are numerous in the software market. The trouble is which one to pick.

Nobody wants to spend money on a program that will gather dust on a shelf! With this in mind, here are the titles of some software that would be high on my shopping list.

WORD PROCESSING

If you have an APPLE IIe (with 128k memory or more), or an APPLE IIgs computer (with 512k or more), I highly recommend a program entitled MULTISCRIBE V3.0 by STYLEWARE.

This is the word processing program that is now found in almost all Lakeshore elementary schools. It is easy to use, loaded with features that allow you to change the appearance of your written work, has a dictionary, and has enough pull-down menus and help screens to make life simple.

As it comes in different disk sizes for the different Apple computers, be careful which one you buy. The Apple IIgs version comes on a 3 1/2 inch disk and requires 512k memory. It has even more features included but requires four times as much memory as the 5 1/4 inch Apple version, which needs 128k memory.

For C-64 owners, there are a few

that could be mentioned, each with its own special features.

Paperclip III (by Batteries Included) has a built-in thought outliner, an expandable 40,000 word dictionary, built-in telecommunications capabilities, and many more features.

GEOS V2.0 (by Berkeley Softworks) is really a complete computer system package that has a word processor, a dictionary, and a graphics package all rolled into one.

A proportional mouse (the 1351 by Commodore) and a second disk drive add to the program's ease of



use.

The program is icon based; that is, pictures represent different things that can be done. For example, to print something that you have typed, you would move a pointer, on screen, to a picture of a printer and press a button. This would then print your document.

The program has drop-down menus and help screens like Multiscribe. Version 2.0 is a great improvement over the first version.

TEACHING DRAMA

The teaching of dramatic literature today should center on stage performances, not pages in a book, says Ken Davis author of *Rehearsing the Audience: Ways to Develop Student Perceptions of Theatre*.

Davis, of the University of Kentucky, insists that to understand the impact of dramatic art, students must experience theatre as part of their course of study.

Texts for plays, like musical scores, are written in code, Davis says, and for novices, the tedium of decoding kills the dramatic effect. After six weeks spent on the text in class, they may still find "Hamlet" a bore.

But after carefully planned briefing sessions and a live performance, they say: "Wow! I never knew Shakespeare was so excit-

ing!" Even archaic language becomes understandable through stage action.

Theatre people and many English teachers part company, Davis says, on the question of whether to read the play before seeing the performance. Don't, he says, and contends that even a plot summary kills the suspense a novice should experience.

Instead, he advocates preparing for the performance through discussion of the structure, characters, and other ingredients of the play.

(Rehearsing the Audience: Ways to Develop Student Perceptions of Theatre by Ken Davis. 73 pages, paperback. Price: \$6.25; NCTE members, \$5.00. Available from the National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. Stock No. 39868-015.)

THE MONTREAL MUSEUM OF FINE ARTS EDUCATION SERVICE.

SCHOOLS AT THE MUSEUM

THE MONTREAL MUSEUM OF Fine Arts will be holding guided tours of the Costakis Collection of Russian Avant-Garde Art, which will be at the museum from March 21 to May 25.

Tours will be held on Tuesdays and Thursdays at 9:30 a.m. and reservations, which must be made three weeks in advance, can be scheduled by calling (514) 285-1600, Ext. 135.

Guided tours of the permanent collection will be held on Tuesdays, Wednesdays and Thursdays from Feb. 28 to June 18 between 10:15 a.m. and 2 p.m.

Workshops for schools will be held Tuesdays to Fridays from Apr. 4 to May 26. Times are 10 a.m. to noon or 1 p.m. to 3 p.m. Reservations can be made by calling 285-1600, Ext. 136, and must be arranged three weeks in advance.

Schools at the Museum is a programme especially created for schools that includes guided tours of the permanent exhibition or of temporary exhibitions, slide lectures, observation and participation workshops, an architectural heritage awareness programme, and special projects.

By **BOB STEELE**
Thorndale School
Pierrefonds, Quebec

For those looking for a processor without all the bells and whistles but one that can still handle the job, have a look at SPEEDSCRIPT V3.0 (Commodore C-64 or 128 only), from Compute!'s Gazette.

The cost is \$9.95 US funds and, in my opinion, the no-frills program is worth every penny.

DESKTOP PUBLISHING

In desktop publishing, titles that are suggested are Paperclip Publisher by Batteries Included (for the C-64) and Publish-it from Timeworks for the Apple IIgs (and now released for the C-64 although I haven't seen it for the Commodore).

Both programs create a "news-paper" with a mixture of text and graphics (drawn pictures) and also design page layouts.

GRAPHICS

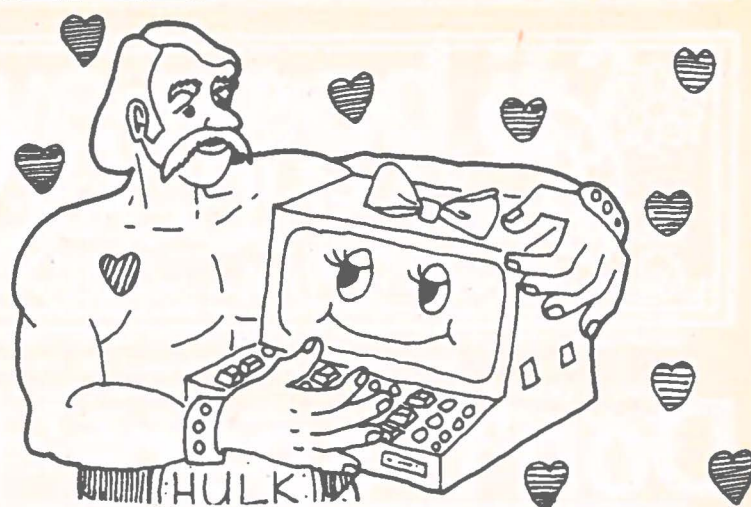
Graphics packages allow the user to create one page signs, cards, posters, letterheads, and full length banners.

Printshop and Printshop Companion have been the standards for quite a long time. Printmaster Plus is also available for both systems and could also be recommended. If you have an Apple IIgs with 512k, look at the new Printshop. It is really super and has all kinds of outstanding new features.

Prices for the software packages vary. Below are some comparative prices taken from a store where I shop.

- Some software may have to be ordered.
- C-64 Paperclip III \$54.95
- C-64 Paperclip Publisher \$54.95
- C-64 Printmaster Plus \$47.95
- C-64 Stickybear Math I or II \$29.95
- C-64 GEOS V2.0 \$65.95
- Apple Publish It \$89.95
- Apple IIgs Printshop \$56.95
- Apple Stickybear Math I or II \$38.95
- Apple IIgs Reader Rabbit GS \$64.95

Apple Multiscribe is available as a phone order from Computer



Connection Direct at 1-800-263-9677 if you use a credit card.

The order number for the V3.0 version for the Apple IIgs is 20259. Cost is \$90.95 plus five percent

shipping. For the Apple IIe 128k the order number is 20258. Cost is \$72.35.

As always, comparative shopping is advised.



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(514) 453-8726 or 744-7377

11306

Name _____
Address _____ Apt. _____
City _____ Prov. _____ Postal Code _____
Tel. Res. _____ Office _____
Ages of children (under age 13) _____; _____; _____; _____

The Fourteenth Annual QACLD International Conference on Learning Disabilities and Special Education

March 15, 16, 17, 1989

Sheraton Hotel, Montreal



Wednesday, March 15, 1:30-5:00 p.m.

A PARENTS' AFTERNOON WORKSHOP

Jean and Robert Brassington, of the Adlerian Centre for Counselling and Education, Ottawa.

"Beyond Academics: Social and Behavioural Consequences of Learning Disabilities"

The workshop is intended to help parents, educators and others in the "helping" professions to explore the purpose of behaviour and the logic system of the learning-disabled child and adult. The necessary intervention skills will be discussed.

Cost: \$20. for the half-day session

(Literature is included)

Wednesday, March 15, 7:30 p.m.

OPEN TO THE GENERAL PUBLIC

Richard Lavoie, Director of Education, Eagle Hill School, Connecticut.

"Parenting Skills for the 1990's... Pleasures and Pressures"

Among the issues to be discussed, demonstrated and explained will be: — the hurried child, negative aspects of competition, the unique pressures which confront today's child in Canada.

Admission Free — Open to all

For further information regarding the parents' program, call or write, Quebec Association for Children with Learning Disabilities, (514) 861-5518, P.O. Box 26, Station H, Montreal, H3G 2K7.

AQETA  QACLD



Don't 'spare' kids from nuclear threat

by MARY GUREKAS
Peace Page Editor

EDUCATION IS more than just learning the facts. It is an ongoing process of learning.

When children are taught math, they are encouraged to experience it and understand the process of reasoning behind it. Sciences and language arts are not merely presented as theories, but enhanced through field trips and other activities, so children make the connection between the information and the real world.

Information becomes knowledge, and knowledge becomes understanding — an inner resource for the future of that child.

Strategies for achieving peace, however, remain an elusive concept. Global issues are vast, the contents often grim and filled with doom.

The vision of a peaceful planet is an unbelievable premise and there is an unwillingness to deal with it in the framework of the classroom.

As a peace activist, I have encountered an onslaught of distressing information about the state of the world. Speakers, films, and literature have depicted the horrors of nuclear war, the devastation that conflict causes in the world, and the political manipulation of the human psyche.

I have reacted with anxiety, guilt, a feeling of hopelessness, and a desire to make an effort,

however small, to secure world safety for future generations. The generation of my own children and their children, is the primary motivational force.

Critics of peace education argue that, like me, children will also react with fear, anger, and hopelessness. It is felt that children should be "spared" the grief of such information.

Yet, we would be naive to assume that children do not already have a substantial repertoire of information about world struggles.

It is more dangerous for children to interpret the information on their own. The role of any form of education is basically to put difficult concepts into perspective.

Beacon Hill kids oppose war toys

By STUART SZABE

KIDS for Peace, at Beacon Hill School, has been growing steadily since our first meeting this fall. Several members gave oral presentations at the assembly on Peal for Peace day.

At the school's Remembrance Day assembly a number of us made it clear that we will never forget the horrors of war and will do our best to stop it.

On Hallowe'en three people from the Chinese People's Association for Peace and Disarmament visited us and talked to an assembly. Our club made greeting cards for them with "Peace on Earth" printed in Mandarin.

Our two main Christmas projects were Tools for Peace and a protest against war toys. We made posters about war toys and wrote to Santa about them. We visited all the classes at Beacon Hill and talked to the students about what is wrong with war toys.

We also participated in a school board contest about letters to editors against war toys. Alicia Barratt, our president, got a prize for her letter.

On December 15 our club went to the Beaconsfield Shopping Centre to pass out leaflets against war toys. While we were there we got a number of petitions signed about this problem. Santa even signed one!



From left, Ryan Heays, Karin Vleeschhouwer and Tara MacDonald pass out leaflets opposing war toys at Beaconsfield Shopping Center, Dec. 15, 1988.

PEACE AND WAR

War is hell!
Peace is church bells ringing throughout the land. Parades, and brass bands.

War is fear!
Peace is being able to hear quietness in the night, and birds in early morning light.

War is hate!
Peace is love; throughout the world and in the sky above.

Lori Hatcher, Dorset

If the Earth were only a few feet in diameter, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it, marvelling at its big pools of water, its little pools and the water flowing between the pools. People would marvel at the bumps on it, and the holes in it, and they would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. The people would marvel at all the creatures walking around the surface of the ball, and at the creatures in the water. The people would declare it as sacred because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and people would come to pray to it, to be healed, to gain knowledge, to know beauty and to wonder how it could be. People would love it, and defend it with their lives because they would somehow know that their lives, their own roundness, could be nothing without it. If the Earth were only a few feet in diameter.

Children do not need to be "spared" the anguish of the threat of nuclear war. They need the venue to express the anguish they already sense.

The feelings are valid. They are also appropriate responses that force us to question the survival of one's self and the planet we live on.

We are not driven to ACT from information we receive. We are driven by the response we have to the information.

Denying children the information and the opportunity to react to it denies them the experience to deal with the ever-changing world around them.

Unfortunately, the legacy we leave the next generation is to resolve conflict, to look for new solutions for some very old problems.

I look to my own responses to world conflict, and am overwhelmed. How could I ever make a dent towards world peace?

But social change has always come about in small, painstaking steps — chiseling bit by bit at the source.

Short-term projects with goals that can be reached serve to empower a person little by little.

Children do well in this area also. If we provide possibilities for action with positive outcomes, we will build new creative approaches to solving problems.

Children will grow up remembering the activities of hope and small changes they made along the way.

These memories will become their inner resources as adults.

The positive action to the knowledge they acquire (such as simply expressing their feelings, letter-writing, protesting, helping solve classroom conflict, etc. . .) reduces anxiety and gives children a feeling of power over their destiny.

Building a child's confidence in the future is essential. Confidence will not miraculously appear in adulthood or the years of adolescence. In order to transcend caring and social responsibility, it needs to be seriously nurtured.

Though the classroom has been unjustly targeted as the place to teach all things to all children, educating for peace certainly belongs in the classroom.

It should at least be guided by those whose professional calling is to educate and prepare young minds to function in the world.

Bits 'n' Peaces

ESSAY: The Canadian Federation of University Women are sponsoring a Peace Essay Contest for children 12 to 18 years of age, in Canadian schools. It is titled "What I Am Prepared To Do For Peace", and is due for submission by March 31, 1989.

The contest will be in two categories, with a prize of \$200.00 for the winner in each. Category 1 (ages 12 to 14), and Category 2 (ages 15 to 18). For a brochure or entry form contact: Mary Gurekas, 695-1624, or Paul Sullivan at Beaconsfield High School.

The youth peace movement is alive and well claims Kelly McDowell, editor of the PAPER CRANE. Those wishing to keep in touch with youth and the peace movement, or wish to be heard, can subscribe to The Paper Crane, published four times a year, for \$10.00 per subscription. Write to: Kelly McDowell, Editor, Paper Crane, 555 Bloor St. W., Suite #5, Toronto, Ontario, M5S 1Y6.

Our Planet in Every Classroom, a poster printed on good quality paper with a protective matte finish (18" x 24"), is a view of the full earth, as seen from Apollo 17. It is available for \$4.00 per poster from: Anne McTaggart: Coordinator, Our Planet in Every Classroom, World Federalist Foundation, 21 Inglewood Drive, Toronto, Ontario M4G 1G7.

CONFERENCE: Montreal, Quebec, February 28 to March 5, 1989, "Taking Stock and Moving Forward: Today's Vision for a Peaceful Future" — North American Conference on Peacemaking and Conflict Resolution.

This conference will provide an opportunity for practitioners and researchers to engage in dialogue and strengthen links. Curriculum, education, training and research will be discussed. Translation in English and French will be available, as well as material in both languages. For information contact: Susan Shearhouse, NCPCR, George Mason University, 4400 University Drive, Fairfax, Virginia, 22030.

WAR TOYS

THE FOLLOWING are the most often heard questions when speaking about war toys, or violence in cartoons. I hope they will help you in understanding the opposition to war toys and cartoons for children.

1. I played with guns as a child and I grew up to be ok.

You may have turned out okay, but our society is extremely violent. I played with guns as a child also, but the toys I played with did not encourage ways to resolve conflict in a creative and nonviolent way.

War toys have changed since our childhood, quantitatively and qualitatively. Kids no longer have a gun or a few toy soldiers, they own arsenals of weapons backed up with scenarios from cartoons.

They show realistic people fighting out good and evil, there is no room for negotiation, cooperation or creative problem solving. In effect, their play is pre-programmed.

2. If kids don't have guns they'll use their finger, sticks, Leggo, etc., to make guns.

By buying them war toys we are telling our children that we condone them and therefore condone violence and war as solutions to problems.

Just because children will use their fingers doesn't mean we have to provide them with the war toys. They will need their fingers for something else at another time.

3. Denying children guns and war toys makes a big deal out of it and makes them want them more.

Do we allow our children to put their fingers on a hot stove or in a socket or let them smoke or use cocaine because telling them not to will make them want it more? NO.

Because our job as parents and teachers is to raise our children in a safe place, it is necessary to teach them our morals. If this includes restricting war toys and cartoons then that's it, we just say no and explain why.

They may rebel, they may want them, but that's okay, we can only hope that they will end up with the values we believe in. It need not become forbidden fruit, if children know how we feel and why.

4. War toys provide a catharsis for children's anger.

Giving children war toys does not purge them of violence, it often creates or escalates it. Most children do not repress their anger, they are very upfront about it.

We need to give them channels to express their anger in helpful ways.

I recommend that people with children who play with war toys try an experiment: play with their children and their friends for awhile with blocks, balls, puzzles, art work. Then introduce guns, transformers, etc., and see if the behaviour and play patterns change.

5. How do you channel kids' anger and aggression without giving them these kind of outlets?

There are many ways to let a child be angry or use their aggression without hurting or pretending to hurt others.

I believe the best way is to build a child's self-esteem and praise them for positive behaviour, get to the root of the anger, and try to help your child use words, cooperate and develop creative ways to solve problems.

Also, physical play and exercise helps reduce anger and stress.

6. How do I help my child deal with peer pressure to have war toys and watch violent cartoons?

There is so much peer pressure to have lots of kinds of toys. It is important to help your child have a sense of self-worth as a foundation.

Then provide them with alternative experiences and toys that they can share with their friends. And above all talk with them about their feelings and yours.

They should understand why they don't have certain things and understand possessing things is not a good basis for friendship or popularity. REMEMBER children must contend not only with peer pressure but with pressure from advertisers. Your children should know that toy manufacturers' first concern is profits, not good toys.

7. How do you handle guns and war toys at home, in school, and with friends?

We do not allow our children to have guns or war toys at home or in school. Also, we avoid Saturday morning cartoons that are commercials for war toys.

We do not restrict our kids from playing with other kids' war toys on their turf. But, if we see it causing fighting we try to focus them on something else.

8. I can understand why you oppose guns, but what's wrong with transformers and toys that change into robots?

Transformers and gobots turn into robots with guns, and not just robots. They transform so they can fight.

I have no problems with toys that turn into other toys that are not for fighting and I think toy manufacturers should be encouraged to make such toys.

The other problem is these toys are backed up by extremely violent cartoon shows. Gobots has 66 acts of violence per hour. Transformers has 61. The packaging explains the violent nature of the toys.

9. When there are so many serious problems in the world why focus on children's toys?

Children who are led to believe that violence is condoned through what they see on television or the toys they are given, will have no problem accepting violence as a solution for their own and world problems.

Our struggle for peace and justice in the world is a long one and will not be completed in one generation. Our children will one day be the policy-makers.

News Canada Sept '88

Dog gone it

One of the ways children learn is by asking questions. For a change, why don't you ask your family these questions?

What is a Shar-pei (a dog whose skin is rough like sandpaper and so loose that it appears too large for the dog's body) Which dog has a black tongue (the Chow Chow)? Which is the only dog that cannot bark (the Basenji, which originated in Africa?) What breed of dog is probably the oldest of all present day breeds (the Saluki)?

What is a dog's most highly developed sense? Why should a person never stare at a strange dog? How long do dogs live on the average? What are dewclaws? What are some signs of illness in a dog?

Finding the answers to questions such as these can be the basis for a family learning experience — and a fun experience.



PRIDE CANADA'S FIFTH ANNUAL NATIONAL CONFERENCE ON YOUTH AND DRUGS MAY 4-6, 1989 - SASKATOON

CANADA's largest conference on youth and drugs will equip participants to go back into their own homes, schools, and communities committed to the drug prevention movement.

Over 65 international, national and local experts will cover topics including: "Alcohol: A Major Problem for Minors"; "How Can I Help a Friend?"; "Stages of Chemical Dependency"; "Drugs and the Brain: A Biological Perspective"; "Changing a School" and "Models of Adolescent Treatment".

CALL TOLL FREE 1-800-667-3747 for conference information, a referral to professional help, resources and catalogues and/or a free packet on how to start parent or youth community groups.

Join Us For A Day At

"Old McDonald's Farm" 1866



NOW!

OPEN 7 DAYS/WEEK, MAY TO LABOUR DAY

A day at "Old McDonald's Farm" is an educational and memorable tour for "children of all ages" from 1 to 99. Our basic concept is to allow the city oriented child to physically come in contact with the farm animals and equipment, so as to see first hand where and how various agricultural products are developed, or for you "older children" just to renew old memories.

Drop by any day from 10 a.m. to 4 p.m., May to Labour Day and enjoy a self guided "Day at the Farm".

The Farm also offers pre-reserved guided tours. The fully bilingual staff and group guides are trained and extremely motivated to ensure that each and every person visiting the farm leaves with a fond memory, but more importantly, a better understanding of the down to earth day to day functioning of the agricultural world.

The response this year has exceeded our expectations and many dates have already been reserved. Please call at your earliest convenience to reserve your preferred date. The itinerary of a typical "Day At The Farm" is listed below.

Yours truly, *Susan Irving* Susan Irving, Manager.

ITINERARY

ARRIVAL

- Introduction to farm personnel and farm rules.
- Use of washroom facilities.
- Picnic supplies available at Snack Bar

FARM ANIMALS

— Organised tour in sequence, with full explanation of each animal's function and relationship to daily life on and off the farm. (During this time you will be able to touch and pet the animals).

CHICKENS	SHEEP	HORSES	HENS	GOATS	RABBITS
PIGS	GEESE	TURKEYS	COWS	DUCKS	CATS

— Feed mother horse and her foal.

FARM MACHINERY

— Viewing of farm machinery and discussion of it's uses.

TRACTOR	HARROW	SLEIGHS	PLOW	HAY BAILER	MOWING MACHINE
GRUBBER	HAY RAKE	WAGONS	SEEDER	ROLLER	THRESHING MILL

WAGON RIDE

— To sugar cabin, pic-nic area and nature center. (1 Km. away at foot of Maple Sugar Bush Mountain).

LUNCH

— Free play or just relax and enjoy nature. (play area eg: tire swings, rope ladders, balls, etc.)

NATURE STUDY

- See new method of maple syrup production, sap collection through plastic pipe system, boiling equipment and explanation of difference between old and new methods or hike up Maple Sugar Bush Mountain to admire Mother Nature.
- OLD McDONALD'S Famous "Secret" Treasure Hunt.
- Collection of toads, grasshoppers, insects, leaves, plants, etc. (Bring your own containers)
- Scenic nature walk via "Marsh Lake" to feed ducks and onto Barnyard.

FARM MUSEUM 'Opening in 1989'

— Stroll through Old McDonald's Farm museum of equipment and machinery of yesteryear.

DEPARTURE

- Souvenirs available at Snack Bar.
- Traditional send off from "OLD McDONALD'S FARM" personnel.

5766 Morgan Road, Rawdon, Québec J0K 1S0 (514) 834-3458
Only 35 miles from Montreal, adjacent to Canadiana Village

A DAY AT OLD McDONALD'S FARM * RAWDON

The ever popular fulfilled and educational DAY AT OLD McDONALD'S FARM (adjacent to Moores' Canadiana Village, Rawdon, Qué.) will be open from the 1st of May to accommodate elementary schools, pre-schools, day care centers and all large or small groups. (By reservation only) Pamphlets and information have been sent out to all schools and daycare centers, if you didn't receive one or would like more information, call SUSAN IRVING at 1-(514)-834-3458. Make sure the children don't miss this exciting experience.

150 FARM ANIMALS, BIRDS AND EQUIPMENT

4 HOURS DURATION

MORE FROM QFHSA FALL CONFERENCE

Programs that work

By NANCY PEPPY

THE WORKSHOP began with Marion Daigle reviewing the history and objectives of Home and School. Do you know who first started Home and School in Canada, after visiting the United States, and when. (answer at end of report).

She stressed the importance of Home and School as an independent, voluntary organization formed by parents for parents and children. It is not a legislated body. Its structure was built from the objectives and shared concerns of parents.

The next part of the workshop was a run through of the handbook "Programs That Work" prepared by Marion Daigle and Heather Aulis, with acknowledgements to Donna Sauriol, Kathleen Greenfield-Zanti and the New Brunswick Federation of Home and School Association.

This handbook is excellent and a must for any Home and School executive.

Topics in the handbook include:

1) Programs Are Vital — the reason good programs are needed.
2) Program Planning — have a program committee. In smaller schools the executive can plan programs for the year, and let parents, teachers and the principal know in advance about these programs

At the high school level start with a questionnaire to parents and the student council.

3) Topics For Parent Education Programs

- 4) Program Formats
- 5) Procedures: To Do's
- 6) Publicity — to the general public and school parents
- 7) Evaluation and Program Record Keeping — so you know what did well and what didn't.
- 8) Raising and Using Funds — Always ask why you are raising the funds. Home and School Associations are NOT in the business of raising funds.

Fund-raising is not listed among the aims and objectives of Home and School.

9) QFHSA as a resource.
The workshop finished with Heather Aulis outlining the proce-



Heather Aulis

sure her committee used as well as the pitfalls they encountered in organizing different programs and events in her area of Thetford Mines.

Answer: Mrs. Alexander Graham Bell in 1885.

HIGH SCHOOL VOLUNTEERS

By KEN KALMAN

THIS WORKSHOP, led by Peter Clark, Lindsay Place vice principal and Barbara Peden, Lachine High H&S president, focused on the involvement of parents as volunteers in elementary and high school.

We also discussed why parents do not care to work at the high schools.



Barbara Peden, Lachine High H&S president.

The parents had definite ideas about why they don't get involved on the high school level. For instance, high school changes a parent's philosophy. The perception is that kids don't need or want parents.

In many homes both parents work. And even when there is time, they feel uneasy about going into the school.

But parents who do get involved get to know the teachers and students and find they have a better rapport with their own child. It can be an enriching experience and parents should try it out.

Next, ideas were discussed about how to participate at high school. The key time to get involved is at grade 7, right at the beginning. High school H&S groups can go right to the elementary schools and talk to parents about remaining involved through high school.

The H&S could form a Welcoming Committee for new parents. This group could first get parents to the H&S meetings, then get them involved in the school.

The school could try to open itself up and make parents feel welcome. Being at the school helps parents gain access to the teachers and you find out what's going on. You have to be there to talk informally with teachers and find out about the various subjects being taught.



Peter Clark, Lindsay Place vice principal.

Your thoughts on workshops

What YOU said about the Fall Conference

- a MOST informative conference.
- let's have more of the same and get more Home & School and parent reps to attend.

• I always enjoy coming to the conferences. They are kindling to the fire. Thank you.

READERS ARE LEADERS — Dan O'Leary, Director, Frontier College, Toronto.

• Fabulously entertaining with lots of concrete suggestions. The workshop leader was great!

• Excellent! If you missed Dan O'Leary you missed out! Have him back.

WHOLE LANGUAGE GOES TO HIGH SCHOOL — Marilyn Wray, Head, English Department, Macdonald High School.

• Excellent. Very much "hands on".

• Excellent workshop. Found it very informative and feel a lot better about the public high school system as opposed to private school.

BUILDING A STRONG HIGH SCHOOL — Peter Clark, Vice-principal, Lindsay Place High, and Barbara Peden, President, Lachine High Home & School.

• [Subject] covered very adequately. Came away with the knowledge that we, as parents, are needed in high school and are welcome.

• Good leadership of workshop by Barbara Peden. Several good ideas brought up and discussed. This is the tip of the iceberg. Perhaps more topics of interest to high school parents.

VOLUNTEERS: CATCH 'EM AND KEEP 'EM — Kathleen Greenfield-Zanti, President, Christmas Park Home & School, and Diana DeRoche, Volunteer Coordinator, Christmas Park School.

• Topic was covered very well and handouts were super. Reference to interpersonal skills was excellent.

• I learned a lot of good ways to encourage and keep volunteers.

THINKING SKILLS: TEACHING CHILDREN TO REASON — Judy Kyle, teacher, Edinburgh School.

• Topic was covered adequately but was so interesting it could have gone on longer.

• Very interesting. Very well presented. How can we help to initiate this program into our schools from point of view of Home & School?

FIGURATIVELY SPEAKING (guidelines for treasurers) — Anne Gill, President, Seigniory Home & School.

• Was excellent. Some helpful, clear hints for me as treasurer, plus new information.

• Well planned. Very clear and concise. Excellent for those with no accounting experience.

HOME & SCHOOL: WHAT'S IT ALL ABOUT? — Sylvia Adams, President, Canadian Home & School and Parent-Teacher Federation; Helen Koeppel, President, Quebec Federation of Home & School Associations; Jon Percy, President, Lakeshore Regional Council of Home & School Associations.

• Excellent. A lot of information to absorb. I came away from the workshop feeling comfortable about approaching QFHSA if necessary.

• Found out that Federation is easily accessible.

PRESIDENTS AND VICE-PRESIDENTS: HELP! — Barbara Bonnell, Past President, Dunrae Gardens Home & School.

• Well prepared and presented. Found comments from other presidents helpful.

• Very helpful workshop. Home & School should have these types of workshops more often.

PROGRAMMES THAT WORK — Marion Daigle, Co-chm. Publicity Committee QFHSA; Heather Aulis, Chairman, St. Patrick School Committee, Thetford Mines.

• Excellent speakers. Very good ideas.

• I found some good pointers, especially for the Parent Potential Program.

THE 3 R's: RIGHTS, ROLES & RESPONSIBILITIES — Doreen Canavan, Chairman, Parents Committee, Lakeshore School Board; John Killingbeck, Asst. Director General, Lakeshore School Board.

• A good overall view was given.

• An interesting presentation which emphasized the need for cooperation, involvement and communication.

And back to your general comments:-

• I'm sorry I never attended these workshops in the past.

• My first conference — I really enjoyed it.

• An educational day for me as a new member on the executive of my Home & School.

• I'm really glad I came.

• The workshops that get the people talking to each other about their schools and what they do are of great help and make people feel good.

• I wish more of our parents would come.

If you wish:

TO SUPPORT the aims and objectives of the Quebec Federation of Home and School Associations

TO PROMOTE quality education and the well-being of all children

PLEASE consider a donation to:

QFHSA
3285 Cavendish Blvd., Suite 562
Montreal, Quebec H4B 2L9
Tax receipts will be issued for donations of \$10 or more (membership fees excluded).

I wish my donation to go towards the QFHSA Rights Committee and its court case against Bill 101.

Child abuse — H&S can help

By Freja Fischer

THE ISSUES of family violence and child abuse, although not new, are issues of which we are becoming increasingly aware.

The media have begun to aggressively bring forth both family violence and child abuse into the public eye. Scarcely a week goes by when we do not hear or read of atrocities being perpetrated on a child or family.

It has been shown the abusive parents do not abuse because they hate their children. On the contrary, they most often love them deeply.

They themselves, however, lack the parenting skills necessary, and often have a depleted store of inner resources to rely on during periods of stress or crisis.

They are often isolated in the community, having few friends. They have great feelings of inadequacy and guilt.

To deal with these individuals in a judgmental punitive fashion only increases their need to abuse.

Many problems arise when this problem is tackled. In Quebec reporting is mandatory. All suspected cases must be reported to the Department of Youth Protection (DPJ).

Once cases have been signalled there is often delay in investigation and often adequate follow-up is impossible. The D.P.J. is also often perceived (wrongly) as a punitive body by their clients.

There is often not adequate personnel to become involved before the situation becomes one of "acute crisis."

In the area of prevention, particularly in the area of sexual abuse and street-proofing, many excellent programs have been developed:

1. Feeling Yes; Feeling No, produced by the National Film Board (ages 5-12). Also for parents.
2. CARE: adapted by the parents uni de Reporting (ages 5-10).
3. Prevention of Assault on Children Group.

4. The Child Abuse and Neglect Resource Kit (parents). Often police departments and organizations such as Sun Youth have programs for use in the schools.

Most of these programs sensitize children to say "NO" to any physical contact with which they intuitively sense to be wrong, or in the area of their genitalia.

They also sensitize children to be wary of and to avoid contact with strangers. They are not used in all schools.

Many CLSC's and social agencies in Ville Marie offer counselling for affected individuals, as well as offer educational services such as parenting courses.

These are offered as well in some schools; however, when offered privately they can be costly.

These organizations offer support groups, for abused and for abusers; in the area of prevention for divorced parents and their children, for the unemployed, etc.

What is the role of the school? What should they do? And is it the role of the school to do anything?

I feel that schools and the Home and School Association can play an important role in:

1. Sensitizing parents and children to the problem;
2. Preventing and/or reducing stress in families;
3. Education of parents;
4. Screening families and their referral for help.

TO REDUCE FAMILY STRESS:

1. The area of extreme stress for families (single parent or working parents) is in the area of day care.

I feel Home & School could establish or put pressure on school boards to establish and provide before and after school care, as well as lunch programs in their schools. (Non-profit, and at a cost to parents.)

2. Another area of stress for parents and children as well as teachers is "homework." Home & School Associations could establish study halls after school to insure that homework is done constructively and to provide parents with more "free time" with their

children (at a cost to parents but non-profit).

3. Local Home & School Associations could increase their role in joining the school community of families through social activities; i.e. Family fun nights, dances, singles, joint child-parent activities.

In schools where these activities have been tried, success has been achieved. Perhaps the alienation and isolation of some families may be reduced (given perhaps that those at risk would not attend).

TO SENSITIZE: The QFHSA could put pressure on government to produce literature on abuse, appropriate discipline and help available.

Home & School Associations could then distribute this through their schools.

It should be remembered that many abusive parents remain isolated and hidden due to feelings of guilt and worthlessness. Material presented should offer support and the hope of help.

TO SCREEN AND EDUCATE: Home & School locals could establish a committee consisting of social service personnel and pedagogical personnel to establish or create simple programs to deal with all areas of abuse and could encourage school boards and teachers to incorporate these into their moral and religious development curricula.

TO SUPPORT: School Boards, CLSC and social service agencies could be encouraged by QFHSA to provide on-going support groups for children of divorce; and parents being divorced (perhaps even holding them in the school, to which parents could be referred).

QFHSA could also press for parenting courses to be given in the school through cooperation between boards and other agencies. Parents who express difficulties (and they often do) or parents of children with special needs could be referred to such a course.

The whole issue of child abuse and family violence is a very sensitive one. Traditionally, teachers,



school boards, neighbours, etc., have closed an eye rather than become involved.

Perhaps the greatest role that QFHSA may have is to put pressure on schools to make a decision to act!

I should like to add that all the programs mentioned are very good, although limited. If any local association is interested in using these programs, please feel free to contact me or the Home & School office.

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FALL CONFERENCE

Survival as an H&S leader

By GORDON McGIBBON

BARBARA BONNELL and Judy Owen carried on a lively discussion about leadership development and survival skills for presidents and vice presidents of H&S.

Bonnell, 1987-88 president of Dunrae Gardens, and Owen, this year's president, offered these tips to new executive members:

- Put things in order according to priorities.
- Get involved. Find out what the membership would be interested in.
- Consult with your principal. Establish a good link with him/her.

- Work should be shared between the president and vice president. One president even had four vice presidents so they could share the workload among themselves.
- There should be a two-year term for the office of president. This allows her/him to set goals and to accomplish them before the term is up.
- School Committee can aid the Home and School. Establish a good relationship with yours. Each group has a different function. H&S is there to deal with social problems such as child abuse and safety as well as the education concerns of the parents.



Dial-a-fact gives you the answers

Get answers to your questions about alcohol and other drugs in complete privacy. Call and ask to hear any of the audio messages below by code number.

In the Montreal area call: 288-0800. Outside of Montreal call toll-free: 1-800-361-4640.

Please indicate the area code you are dialing from

and the first three digits of your telephone number.

Transcripts of any of these messages can be obtained by sending \$1.00 (cheque or money order) per transcript, along with your name, address and postal code, to: DIAL-A-FACT Fondation Jean Lapointe inc., 110 St. Pierre St., Montréal, Québec, H2Y 2L7.

DIAL-A-FACT is a factual and scientific series of telephone messages concerning alcohol and drug-related subjects. These messages last four to six minutes; you may listen to them quietly at home or at the office and as many times as you wish. Simply call and ask for the recording by number.

Time: between 9 a.m. to 9 p.m. every day.

FACTS ON ALCOHOL

- 175 Alcohol and its effects
- 176 Short-term harmful effects
- 177 Long-term effects
- 178 Identifying alcoholism
- 179 Drinking and driving
- 180 Facts and fallacies about alcoholism
- 181 An alcoholic spouse
- 182 Alcoholism, the family and children
- 183 Can alcoholics recover: research on treatment of alcoholics
- 184 The effects of alcohol on an unborn child: fetal alcohol syndrome
- 185 Non-alcoholic wines and beers

FACTS ON DRUGS

- 186 Cocaine: History and primary effects
- 187 Cocaine: Long-term effects
- 188 Cocaine: Danger signs
- 189 Angel Dust: PCP
- 190 Marijuana and hashish (cannabis): What it is and its effects
- 191 Long-term effects of marijuana and hashish (cannabis)
- 192 Common tranquilizers and how they affect people
- 193 Long-term effects of common tranquilizers
- 194 Sleeping pills, other barbiturates and their effects
- 195 Sleeping pills, other barbiturates and their long-term effects
- 196 What is caffeine and how does it affect people?
- 197 Long-term effects of caffeine
- 198 Speed, amphetamines and their users
- 199 Long-term effects of speed and amphetamines
- 200 LSD and its effects
- 201 Long-term effects of LSD
- 202 Heroin, brief presentation
- 203 Effects of heroin and other narcotics
- 204 Long-term effects of heroin and other narcotics
- 205 Tobacco and its effects
- 206 Long-term effects of tobacco

- 207 Volatile products: glue, other inhalants and their effects
- 208 Long-term effects of glue and other inhalants
- 209 Magic mushrooms: psilocybin and mescaline
- 210 MDA and related dangerous drugs

ALCOHOL AND DRUG ISSUES IN SOCIETY

- 211 Explaining drugs to parents
- 212 Signs that a teenager is using drugs
- 213 How to talk to your kids about drugs
- 214 Sex, marijuana and alcohol
- 215 Alcohol and violence
- 216 Drugs and violence: Cannabis, LSD, PCP, and stimulants
- 217 Laws controlling use of marijuana and hashish (cannabis)
- 218 Trafficking, importing, exporting and growing marijuana and hashish (cannabis)
- 219 Hazards of buying illegal drugs and not knowing what substance was actually sold
- 220 Hazards of using a mix of drugs
- 221 Teenage drinking problems
- 222 Drugs and pregnancy
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TREATMENT

- 224 Employee assistance programs
- 225 Drugs to treat alcoholism: Antabuse and Temposil
- 226 The facts about diet pills
- 227 Treatment of anxiety

SPECIAL ISSUES

- 228 Compulsive gambling
- 229 Tips on how to stop smoking
- 230 Health concerns for women: smoking & respiratory disease
- 231 Health concerns for women: smoking & cardiovascular disease
- 232 Health concerns for women: smoking & having children
- 233 La Maison Jean Lapointe
- 234 La Fondation Jean Lapointe

MONTREAL AREA:
288-0800

OUTSIDE OF
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TOLL FREE:
1-800-361-4640



Children, poverty and health

- Child mortality is twice as high among families at the lowest income level than among those at the highest income levels.
- Poor families experience much higher infant mortality rates than high income families; 1.7 times higher for male infants, 1.3 times higher for female infants.
- Low birth weight is the single most important cause of infant deaths, especially in the first month of life. A Canadian study indicates that incidence of low birth weight is inversely related to social class.
- Respiratory illness is the third leading cause of death in children under five. A recent study indicates that the mortality rate from respiratory illnesses is two times higher among boys and six times higher among girls from low-income families than among their counterparts in high-income families.
- An Ontario study revealed that children from families on welfare had one and a half times the rate of chronic health problems experienced by children in other families.



Poverty and child welfare system

THE CHILD welfare system in Canada provides state or substitute care for children whose parents cannot, for various reasons, provide it themselves.

- In 1986, 49,000 children lived in the care of child welfare systems. Between 50 and 75 percent came from low-income families.
- Approximately half the children and youths in care are from single-parent families.
- Native children account for 20 percent of the children in substitute care, although they only constitute 2 percent of all Canadian children.
- About 40 percent of children and youth in substitute care have experienced abuse or neglect.

Storytelling a folk art

STORYTELLING IS ONE of the oldest forms of folk art. Like singing and dancing, it grew out of people's needs to share their emotions and experiences.

Historically, all literature developed from storytelling.

Today, storytelling is generally considered one of the most effective ways to introduce children to literature.

Most children delight in listening to stories. The experiences with storytelling help many youngsters

learn to love literature.

By listening to a story, children may learn how to express their own thoughts.

Research has shown that storytelling and other oral language activities expand children's language skills significantly.

Studies also have shown a close relationship between the ease with which children learn to read and their experience of having stories read to them.

A second language

MORE THAN half of the 1.8 million students attending English schools not in Quebec were enrolled in second-language programs during the 1986-87 school year, Statistics Canada reports.

That number was up from one-third in 1970-71.

Enrolment in French immersion programs reached 180,000 students in 1986-87, an increase of 14 percent over the previous year.

Since 1970-71, the number of elementary students taking second-language courses has been increasing steadily; by 1987 the rate had nearly doubled to 56 percent from 29 percent. At the secondary level, 47 percent of all students were in second-language programs.

"Responsible governments do not allow an addictive, lethal product to be marketed to kids only to tell them upon reaching the age of responsibility that it is now time to beat their addiction."

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Hon. Perrin Beatty
Health Minister Canada
House of Commons
Ottawa, Ontario, K1A 0A6

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Canadian Cancer Society, October 1987

TOBACCO ADVERTISING Bill 51 and Bill 206 URGENT REQUEST

The tobacco lobby is spending millions of dollars on its campaign to weaken these bills. Our MPs need to hear from those who care about health — particularly the health of kids. About 70 percent of smokers are now addicted to tobacco by the age of 14. The Canadian market for selling tobacco to minors is over \$250 million annually. The position of the Canadian Cancer Society is clear:

I understand that parliament has passed legislation to ban tobacco advertising and promotion.

Please do not allow the tobacco lobby to delay or weaken this vital legislation. The lives of Canadians are at stake.

(NAME, PLEASE PRINT)

(ADDRESS)

Comments (if any) and signature:

In memory of 35,000 Canadians who died from tobacco related diseases in the last 12 months.

Homework — Do we need it?

By NANCY BETHGE

Picture the scene: The children return home from school laughing, having fun. They help themselves to a snack, play for half an hour or so, then settle down contentedly to complete their homework assignments.

Mom or Dad, smiling benevolently, offers the odd word of advice or encouragement as dinner is prepared.

If this sounds like your home — congratulations. If not, you are part of the group whose children do not gladly take on homework, and that usually sparks a variety of parent/child confrontations.

Even good students who always complete their homework often hate doing the work and are very resentful of most of the assignments. Unable or unwilling to express this anger to their teachers, they vent their frustrations on the nearest adult — usually Mom or Dad.

Most parents do not generally admit they have to bribe, argue and/or cajole their way through homework time as they do not want other parents or teachers to think their children are disrespectful or unmotivated and lack self-discipline.

Nevertheless, I am convinced the daily battle over homework is a common problem.

Life today is fast paced and demanding. The number of high-school dropouts and teenage suicides can sometimes be linked to feelings of unbearable pressure to "measure up" to the perceived expectations of parents or society. Homework certainly adds to the

stress experienced by children, parents and teachers. Part of the problem is the timing. Homework comes at the end of a long working day, and catches us when we are tired and short of patience.

Every day teachers face the frustration of assignments poorly done, incomplete or simply ignored. Policing and punishing this lack of diligence is not a rewarding aspect of teaching.

Is homework just busywork? If assignments aren't checked and evaluated promptly, children are quick to learn the work has little value. Perhaps the youngsters would be better off if they used the time to play outdoors for fresh air and exercise.

Are there benefits to giving homework? The answer is yes — when the assignments are carefully considered extensions of work taught in class.

Homework can encourage youngsters to study, do research and work independently. It can help them develop responsibility and pride in their work as well as provide enrichment and practice through exercises related to daily school work.

Parents and teachers should carefully monitor homework assignments to ensure that they have a clear purpose, that instructions are fully understood by the child and that the work can be accomplished by the student well within a time period reasonable for the age level.

This is particularly true of project work. If it's so complicated that it becomes homework for Mom or Dad it is of little use as a learning experience for the child.

Not all homework is given for



academic reasons. Perhaps the worst reason for giving homework is as a punishment. This is negative enforcement and should be discouraged.

Some teachers say they assign homework because some parents seem to feel if a little practice is good more is better.

The danger is obvious. Two or three mathematical magic squares are fun to complete; assigning 12 kills enthusiasm in most students.

Homework is an integral part of the school system and warrants discussion by Home and School

and School Committees in cooperation with the school administration and teaching staff.

Together, we can formulate a school homework policy as well as guidelines for the type of assignments and the amount of work given at each grade level.

In some cases, existing guidelines have to be updated to reflect the reality that many children are

part of extended day activities and spend most of their waking hours in school.

We all need to relax and play. This helps reduce stress and rejuvenate us so we can face the demands of our world.

It is part of our duty as parents to ensure our children have adequate time daily just to enjoy childhood.

Dear friend of UNICEF

Help us give hope to the forgotten children of the world.

They die by the thousands every day — the truly innocent victims of famine, preventable disease and natural catastrophes in underdeveloped countries.

Universal Child Immunisation by 1990 is a world wide effort to save children's lives through vaccination. UNICEF is the major non-governmental organisation helping to implement this program.

And UNICEF is always there to help the child victims of disasters like the recent flood in Bangladesh, the famine in the Sudan and the hurricane in Jamaica.

But we need your help to play our part — It costs so little to help so many!

Your gift can make a world of difference... for a child!

Donations may be sent to: UNICEF, 209 St. Paul Street West, Vieux Montreal, Quebec, H2Y 2A1

Helping UNICEF



How to involve parents

1. Ask parents to read to their children regularly or to listen to the children read aloud.
2. Loan books, workbooks, and other materials to parents.
3. Ask parents to take their children to the library
4. Ask parents to get their chil-

dren to talk about what they did that day in class.

5. Give an assignment that requires the children to ask their parents questions.
6. Ask parents to watch a specific television program with their children and to discuss the

show afterward.

7. Suggest ways for parents to include their children in any of their own educationally enriching activities.
8. Send home suggestions for games or group activities, related to the children's schoolwork, that can be played by either parent and child, or by child and siblings.
9. Suggest how parents might use home materials and activities to stimulate their children's interest in reading, math, and other subjects.
10. Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
11. Establish a formal agreement whereby parents provide rewards and/or penalties based on the children's school performance or behavior.
12. Ask parents to come to *observe* the classroom (not to "help") for part of a day.
13. Explain to parents certain techniques for teaching, for making learning materials, or for planning lessons.
14. Give a questionnaire to parents so they can evaluate their children's progress or provide some other form of feedback.
15. Ask parents to sign homework to ensure its completion.
16. Ask parents to provide spelling practice, math drills, and practice activities, or to help with workbook assignments.

Ontario provides heritage language

STARTING IN September 1989, Ontario school boards will have to provide Heritage Language classes when a request to teach a particular language is made by the parents of 25 or more students. The board may either give the classes itself or make arrangements with another school board.

Ontario Education Minister Chris Ward intends to introduce legislation on this new Heritage Language policy during the legislature's current session.

The Heritage Language classes may be offered after school, in the evening, on weekends, or through an extended day program. The legislation will allow public school students to attend programs at another public school board and separate school students can go to classes offered by other separate

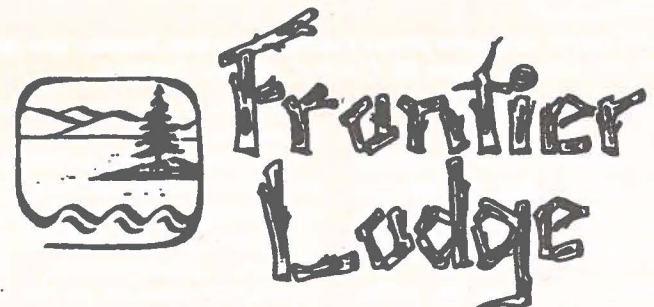
school boards.

Various public and separate boards have in the past had agreements on Heritage Language classes — and that process will continue.

The Ontario Ministry of Education will produce a resource guide and will provide incentive funds to encourage the training of Heritage Language instructors, the development of learning materials, and to support research.

At present 68 school boards in Ontario offer over 4000 classes in 62 Heritage Languages to about 93,000 students. Last year the ministry grants to school boards for Heritage Language programs exceeded \$11 million.

Reprinted from the Newsletter of the Canadian Education Association.



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July 30-August 12

BOYS' CAMP ages 12-16

August 13-26

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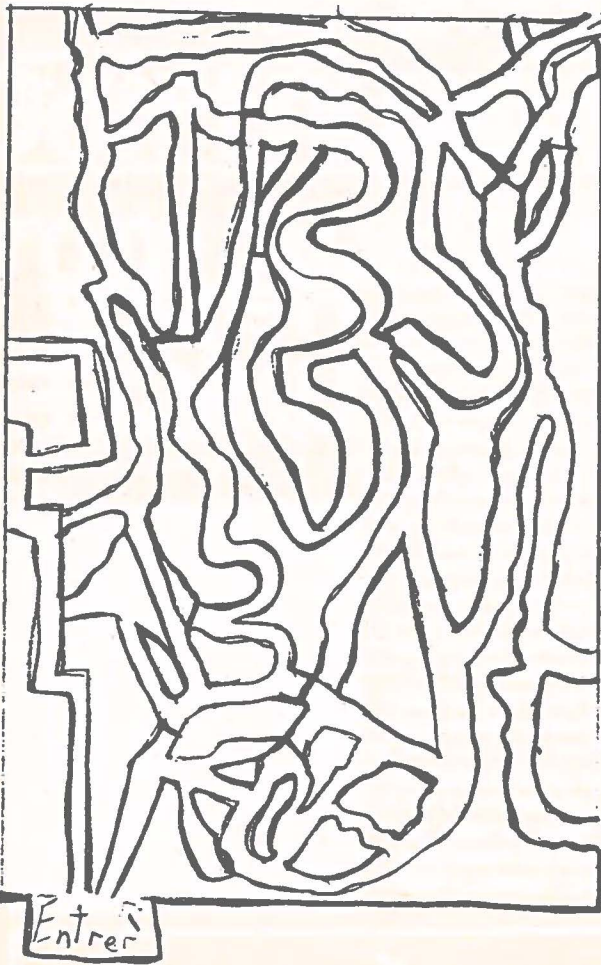
Jake Jackson
CAMP DIRECTOR



Member
**Christian Camping
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Canada Division

FOCUS on the LOCALS

Un Labyrinthe



Est-ce que tu peut aller jusqu'a sortie sans être bloquer une fois.
— Michael Owen, Room 32, Grade 4, Dunrae Gardens

NORTHVIEW

THANKS TO tremendous team work, the Northview Towne Fair of 1988 was an overwhelming success.

Included were a bottle raffle, poster contest, baking tables, artisans, hot dog and hamburger stand, handicrafts, Kids alley, raffle tickets, California Raisins pictures.

We raised more money for the school than ever before. It will help provide many more enriching experiences for our pupils during the next year.

Chris Adams' presentation on "How Animals Get Ready For Winter" was a great success. The children were all impressed with the animals that Chris brought with him.

Our skipping team, with a brand new uniform, performed at the Shawbridge Community Centre.

A bottle drive fund raising took place in January for the Adventure

Club's next winter camp at Kamp Kanawana.

A Northview Christmas Concert was held December 20. Once again the evening was a popular event. The school gym was crowded with parents, grand-parents, and friends who came to see the children and teachers singing and playing Christmas carols.

A beautiful evening for everyone.

HOPETOWN/ SHIGAWAKE PORT DANIEL

OUR FUNDRAISING book fair made November a big success.

Total sales amounted to \$1792.12, realizing a profit of \$319.13.

We found the students very interested in our variety of books and we were encouraged by the fact that many bought more than one book.

FLASHES FROM THE LOCALS

NEW RICHMOND HIGH SCHOOL now has a social worker who reports in every Monday morning. His name is Rheel Raymond and is affiliated with the CLSC. Mr. Raymond explained his various functions and answered questions when he attended the H&S meeting on Nov. 15.

Wanted: by **THORNDALE SCHOOL**, armchairs and/or throwpillows and/or old rugs still in fairly good condition. These items will be used to furnish an empty classroom set aside as a "Reading Room", where volunteer parents will listen to children (grade 1-2) read on an individual basis.

SUNNYDALE went apple picking, visited the Chateau Ramezay and the Gazette, saw Kristal Dreams, was visited by the Dental Hygienist, went to the Ecomuseum, played in the Handball Tournament, and held its November Fair!

ALLANCROFT "Wheel Sale" being held, Saturday, April 1 between 9-10:30 am. If you have articles to sell, drop them off Friday evening between 6-7:30 pm. If you want to take advantage of great prices, drop in on Saturday morning.

DUNRAE GARDENS

THIS YEAR our Meet the Teacher Night in October was a great success. The parents went to class and listened to the teachers explain their child's programme.

We also had a wonderful bake sale that night, thanks to all our parents who baked those delicious goodies.

Our fundraiser this year raised \$6500 for our hands-on computer programme. The children sold Door-Knobbies and ended up with a great assembly where the children won prizes. There was also a doughnut party and pizza lunch parties for the top classes.

A new thing this year for the school was a book fair by Scholastic Book Company. It was held on Parent-Teacher interview day from 9 a.m. to 9 p.m. and all parents and children were welcome to come, see and buy the books.

We raised over \$1000 to be used to buy books for our school library. Thanks to all the parents for their help and interest.

MERCI

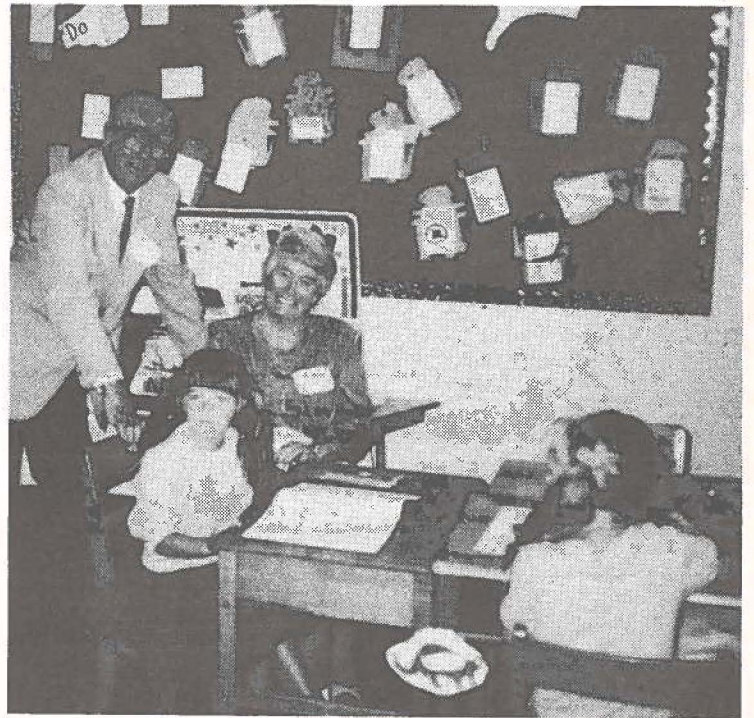
THANKS TO all those who sent information for Focus on the Locals, including: Effie Giannakis, Carol Consolante, Joan Baker, Wendy McRae, Rose Falocco, Carolyn Rowell, Judy Owen, Anne Gill, Mary-Anne Tower, Brenda Yau, Heather Lantaff, Susan Pam, Avis Brodie, Elizabeth Aldred and Annie Petersen.

SUNNYSIDE

CHOCOLATE MOOSE



John Retchless's grade 6 class fashioned this life-sized moose for Nature Week at the school. They made it out of papier-mâché, painted it brown and dubbed it the "chocolate moose".



The family grouping classes at Seigniory had a wonderful time when they hosted a "grandparents day"

SEIGNIORY

Library gets \$\$ from Santa shop

A SANTA SHOP was sponsored by H&S to provide the children with a place to do Christmas shopping.

The children bought gifts for their parents and H&S raised over \$1000 to buy books for the library.

Other fundraisers this fall included "Winter Geese" items, spices and sweatshirts which raised sufficient funds to buy a video camera for the school.

We have three family grouping

(1/2/3) classes this year, a vibrant new concept at our school. These classes have hosted a grandparents' day and have sung Christmas carols to seniors at a local church.

An after-school program has been introduced to the school this year for the convenience of working parents.

Lakeshore School Board MRE consultant Margaret Mitchell spoke about "Stress in Children" at a meeting for parents.

BEACON HILL

THERE will be a child abuse prevention program at the school, sponsored by H&S, for both students and parents. The C.A.P. series of workshops should be a valuable experience for all involved.

Activities were planned for We Love Our Teachers week and a special supper was prepared by Home & School volunteers to be held at Centennial Hall in Beaconsfield.

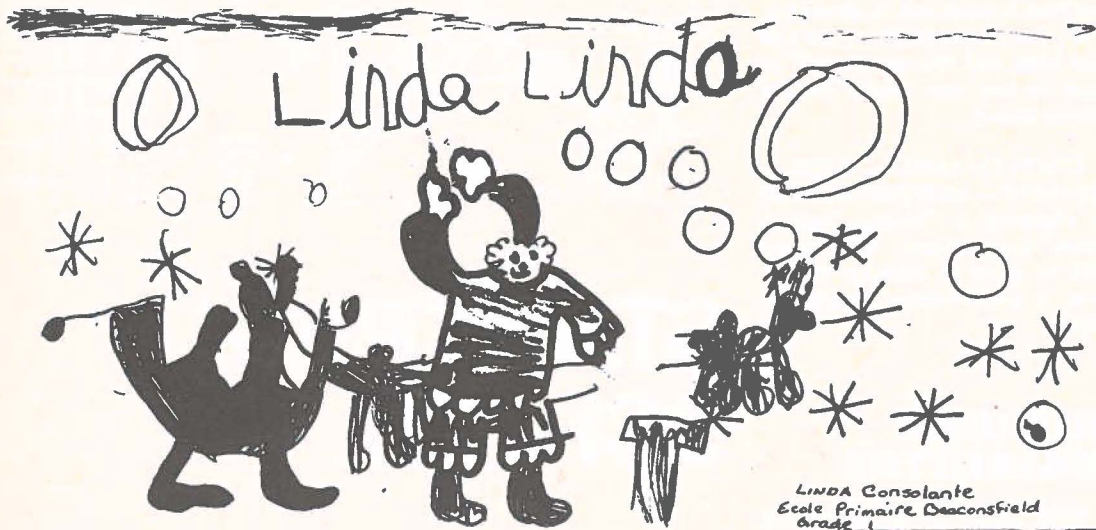
Orders are now being taken for the Home & School cookbook. The cookbook sells for \$6, has over 100 recipes and proves what good cooks our H&S members are, since all of the recipes were submitted by them.

Our membership drive was very successful this year, thanks in particular to Joan Farrell. Anyone who still wishes may do so at the school. The fee is \$10, or \$1 for those who are already members at another school.

Lunchtime activities sponsored by H&S continue with excellent participation by many students.

ÉCOLE PRIMAIRE BEACONSFIELD

Something for all during busy winter



EDINBURGH

SEPTEMBER got off to a busy start with our popular afterschool activities. Some had so many registrations extra classes had to be opened. An Activities Festival was held for parents' viewing on Dec. 21.

Our fundraising event of "Magic Bows" and "Herb Window Gardens" was successful. The children who participated the most received "calculators" as first prize.

The classes that came in first enjoyed a "pizza party". The whole school benefited from a movie sponsored by H&S.

Profits from the fund raising efforts are being donated to the school library.

During the holiday season our hearts went out to the less fortunate. Once again the families of the school came forth and made the season a little better for some members of the community.

Our committee worked hard preparing food baskets, clothing and toys for distribution to the selected charities.

Everyone should be thanked for their generosity and participation — in all of our events.

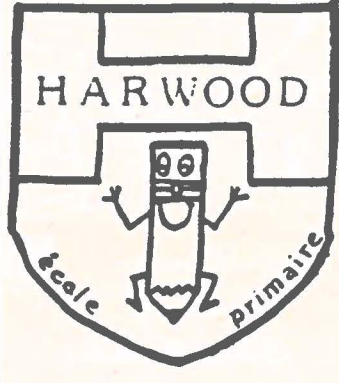
THORNDALE

OUR LIBRARY has been remodelled and is looking great. The grand opening was in January and we held a Book Fair in November to help raise funds for it.

The extended kindergarten is flourishing and running at capacity thanks to some very dedicated volunteers who put the program together and Donna Webb, the teacher for those two classes.

A dance was held in November and about 150 parents and teachers came. The theme was snow and the gym was decorated with snowmen, Innuits and kayaks and snowflakes made by students and staff. It was truly beautiful.

E.P. HARWOOD



KATHARINE HARWOOD-FARKAS, Heather Ryan and Josiane Massé added a special touch to the opening ceremonies at the school.

Congratulations to Heather for designing the school crest and to Josiane for her choice of the mascot.

M. Henri de Lotbinière-Harwood lent an historical perspective to the celebrations.

A video was made of the ceremonies so it can be enjoyed by future generations of Harwood students.

GREENDALE

THE FIRST fundraising campaign got underway in October with the sale of "Magazine Subscriptions". All the classes participated and the children were eager to select their magazine choices.

This helped raise enough funds to purchase a TV Monitor for the school as well as some French books for our growing library.

For their effort and enthusiasm a drawing was made and one lucky child, Janelle Job, was the winner of a Mountain Bike.

Our very enthusiastic gym teacher held a SKIP-A-THON for Grades 3 to 6 and had their hearts pumping to the sounds of great music. This encouraged the students to skip their way to raise funds for his ever-popular gym. It was a HOT day enjoyed by all!

Grades 1 and 2 were treated to a learning opportunity on nature titled "Endangered Species" when they visited a Natural Science Exhibition sponsored by "Scouts Canada". This was truly an educational and interesting field trip for our youngsters.

To wind down before the Christmas holidays, we were treated to a Christmas concert by Grades 1 and 2 and a wonderful choir from the sweet voices of our Grades 3 to 6.

And H&S organized a very special Christmas lunch for our staff as a token of our appreciation for the dedicated work they do with our children.

MORE FOCUS

EDGEWATER

OUR SECOND annual Craft and Fun Fair was held on Dec. 3. Fifteen of our parents (or grandparents) displayed and sold their crafts with 15% percent of their sales going to H&S.

That income combined with sales from our Penny Arcade and Bake, Bottle and Raffle Tables brought a profit of just over \$2000.

Our kids helped by making crafts in class to sell at the H&S Table. At our December meeting we voted to give a donation of \$2000 to our library.

The Junior and Senior Choir practised for weeks to entertain us with three Christmas Concerts on Dec. 14. Their singing helped those in the audience feel the spirit of Christmas.

Our students are in the midst of a Read-A-Thon in conjunction with World Book Encyclopedia. We are hoping it will supply our library and classrooms with a good selection of reference materials.

THE SCHOOL is again filled to capacity this year with 393 students. We welcome Marie Belisle who will teach our new third year class.

October's combined Curriculum Night and Book Fair was a success with over \$2000 worth of books having been purchased. Proceeds were donated to our library where tremendous improvements are being made.

Our School Committee continues to voice opposition to Bills 106 and 107 and presented to Clifford Lincoln 77 letters from parents opposing the bills.

The H&S presently has 231 memberships. The Regal Catalogue fundraiser was highly profitable and the McGregor Meat Sale was a success in November.

After an exciting contest, "Contact" was chosen the new name of our newsletter. The winning grade 4 class of Jacques Campeau enjoyed a pizza lunch to celebrate.

The outside climbing equipment has been reduced in size for safety reasons and painted cement games will be added to our playground.

In November both students and parents were addressed by the police on the topic of drug abuse.

Congratulations to Karen Erlick and Georges Thanassaoulis, former students who have achieved "The President's Honour Roll"

MACDONALD HIGH

THE SCHOOL YEAR started with a well attended "Meet The Teacher Night" in September.

H&S held its 11th Annual Fall Fair on Oct. 22. The weatherman was not on our side, but the spirit was high, and the Fair was reasonably well attended in spite of the snow and various power failures.

The Student Council was off to a flying start. Two students attended a leadership conference in Halifax; movie nights are being organized; the Council started a "Mac Hall of Fame". For the month of December they had a "Candy Cane-A-Gram" service and Christmas baskets for the needy were organized by each homeroom.

Last but not least, thank-you to our treasurer, for chairing the H&S meetings until a chairman can be found.

and/or "The Headmaster's List" at West Island College.

Lunchtime activities are again a great success and this year include judo, embroidery, art, science, basketball, music, recorder, drama, and chess. New this year is a school choir which involves students from grades 2 to 6.

Congratulations to Julia Thompson, grade 5, and Sarah Robinson, grade 2, who won the Cancer Foundation Art Contest!

Many students sent their best wishes to Danielle Hebert, the little girl who needed medical treatment in the U.S. They contributed to her fund by earning money volunteering to do extra chores at home. The H&S also donated the proceeds of their October Hotdog Day.

Our Annual Brunch with Santa and Christmas Fair was held on Dec. 4. This is a favourites event at the school, filled with good food, crafts, activities, a yearly cookbook and, of course, Santa's store. It was a busy time for the many volunteers who give so generously of their time.

VALOIS PARK

OUR ANNUAL Christmas Fair was a big success, both as a fundraiser and as a fun day for our school community.

The children's room, with its many activities, was a big attraction. Our blood donor Clinic held a week later was very successful with 164 donors attending.

H&S and School Committee members had the opportunity in November to meet with MNA Joan Dougherty for a frank discussion of Bills 106 and 107.

Rehearsals for the play Charlie and the Chocolate Factory are in full swing. Judo and after-school drama classes resumed in January.

The school Christmas concert filled Valois United Church to capacity and was enjoyed by all who attended.

Many of the classes at Valois Park prepared Christmas food basket for needy families and students also worked at home to earn money to donate to the Tiny Tim Fund.

Protestant Moral and Religious Education

ATTENTION PARENTS:

2 different videos are now available from your school board !!!

Elementary - "Love is..."
Secondary - "We're all in it together"

Show one of these 20 minute videos at your next parents' meeting !!!

Invite a Protestant Education Service member to lead your discussion.

Montreal 1-514-873-5916
Quebec 1-418-643-3810

Willingdon UNICEF thanks school community

Willingdon School recently received a certificate from UNICEF for the children's participation on Hallowe'en evening.

The children raised \$1,369.51 in quarters, nickels, dimes and pennies. Well done!

Thirty boxes of canned and packaged goods, valued at over \$2,000, were collected outside the school office in the weeks before Christmas.

Also, the Family Carol Evening

CHRISTMAS PARK

THE FLOURISHING gardens were used for a variety of lessons over the fall.

For example, Science: observation of seed formation, seed collection and observation of different root systems; Art: murals; MRE: Thanksgiving cornucopias spilling over with beauty; Language Arts:

WINDERMERE

A RECENT donation by H&S enabled the school to purchase a camera. Now when parents visit the school they can look for pictures of their children in action, and cameos of life at Windermere.

The senior staff thanked H&S for financing the seniors' visit to Beacon Hill to attend Youtheatre's play "Kristal Dreams".

This production tackles the dangers of drug abuse and the need to make responsible choices. The young actors gave an excellent presentation, and were on hand afterward to answer students' questions.

BATTLE OF THE BOOKS! A number of students signed up for this lunch-time activity.

raised over \$1,000 in cash and non-perishable goods to assist needy families in NDG.

A very special thanks to GAIL ROWLES and her committee for organizing this evening. It was such a success that H&S plan to make it an annual event.

Merci Beaucoup à Françoise Lamarche and pianist Danielle Bernstein. The Christmas concert delighted a "standing-room-only" audience in the school gym.

What a talented student body we have at Willingdon!

poems of thanks; Math and Social Studies: measuring perimeter and making a plan.

We have enjoyed the harvest and prepared the gardens for winter and spring.

The compost project is well underway and the compost has been turned over. It is working! We kept adding to it until freeze-over. It is a terrific re-cycling project.

DR. S.E. MCDOWELL

WE ARE pleased to welcome Michael Robinson who joined our staff on Oct. 13. He is teaching special programmes in the areas of Language Arts and Social Studies. Mr. Robinson, an experienced Special Education teacher, recently moved to Cobden from Newfoundland, where he taught for several years. We know he will find the Ottawa Valley to be a friendly and beautiful spot.

The Great Canadian Theatre presented "A Quantum Leap" to levels 4-6. This production was described as an "action packed hour of educational and entertaining theatre in which science and rock 'n roll collide".

Thanks to Catherine Faure and parent volunteers for their work at the French book sale in December. The school's profits from the sale was \$260 and this money will be used to buy new books for the school library.

COCO CHANEL — DIOR — ARMANI — MOVE OVER! H&S is planning a "Spring Fashion Show" in early April. All proceeds will be given to Auberge Transition, a local women's shelter in NDG.

ELIZABETH BALLANTYNE

THE FALL term was very exciting at the school. On a crisp September morning our students raised over \$5000 for cancer research in the annual Terry Fox Run — an outstanding effort.

Our successful membership drive resulted in 157 families joining H&S with additional new members signing up at our January registration for extra-curricular activities. We are still awaiting the final total.

In song and story, our students celebrated "Peace" at a very moving special assembly. The end of November saw our annual Christmas Craft Fair. This fund-raiser, loved by young and old, was extremely successful in raising over \$2400 for our many and varied H&S projects.

Dec. 14 was our yearly Festive Concert. It was a fun and inspiring evening, putting everyone into the holiday spirit.

All in all, a wonderful start to the school year!

HOWICK

PLANS ARE being made to declare Howick Elementary School a "Smoke-Free Environment". Parents have been informally polled and response was positive.

The Parents Committee made its request concurrently with National Non-Smoking week in January, to ban all smoking in the school building.

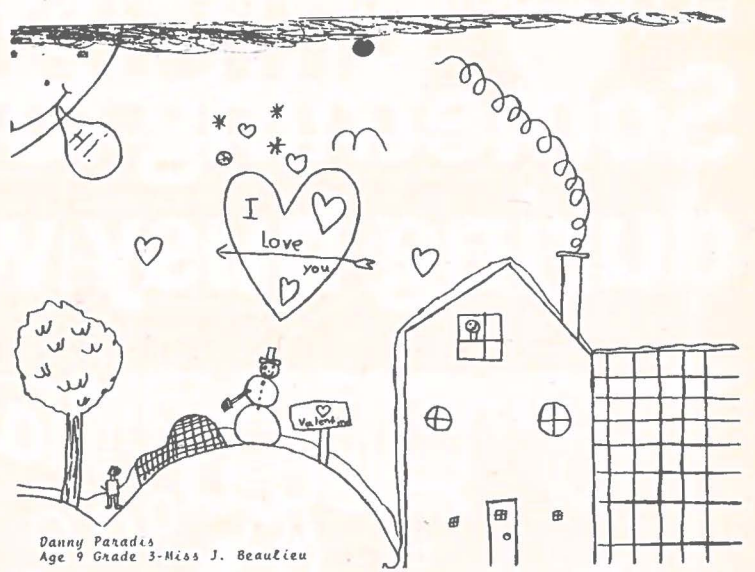
It was felt such a move showed the children that we adults care about their environment and their future as non-smokers.

The children, staff and parents of the school will again be raising money for the Canadian Heart Foundation by participating in the Jump Rope for Heart event.

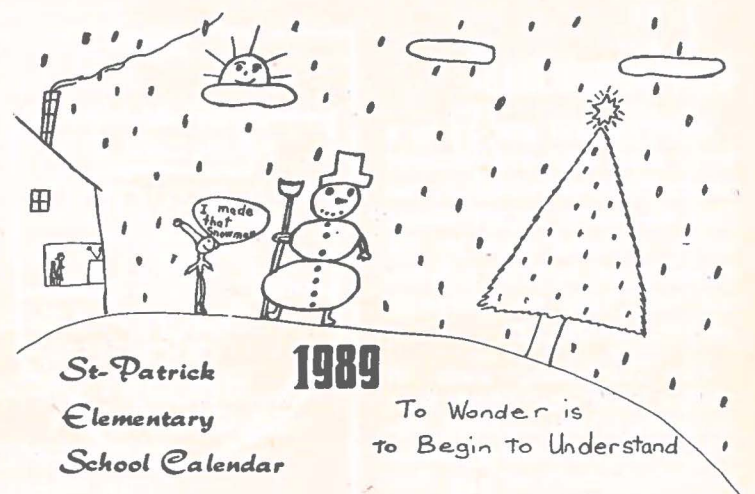
Practice began in January and culminates in a Jumpathon some time in February.

Members of the community sponsor the children in the same way as a walkathon. Teams will be formed for challenge matches of friendly rivalry between kids, staff and parents.

The event will also feature some fancy footwork and "feats" of skill and daring.



ST. PATRICK SCHOOL



St-Patrick 1989
Elementary School Calendar

To Wonder is to Begin to Understand

Katherine Gosselin
Age 7 Grade 2 -Miss J. Beaulieu

ALLANCROFT

THIS YEAR the school began a new programme of student recognition.

It is our hope that by recognizing the contributions of our students we will strengthen the wonderful school spirit that exists here.

In addition, we hope our programme will enable all our youngsters to have good peer role models.

On Nov. 25 an awards assembly was held. At that time awards for athletic achievement, improvement/effort and citizenship were given to deserving students.

Milk monitors, computer monitors and door monitors were also recognized at the assembly.

Students who receive awards get their report cards stamped which provides a permanent record of their honour.

In addition, our "Student of the Week" award provides an opportunity for ALL students to be recognized for meeting the objectives in each class for the week.

"Students of the Week" winners have their name placed in a plaque outside the classroom door for the week and their picture is displayed in the school for foyer for the year.

November 15 to 22 was Children's Book Week. To celebrate, all of our books by Canadian authors were on display in the library.

We were also pleased to have a visit from author Brian Doyle, author of Pick Me Up at Peggy's Cove and Easy Avenue.

The children were well prepared

and listened with interest, asking thoughtful questions afterwards.

COURTLAND PARK

THE SCHOOL helped "Research for Children's Diseases" on the Telethon of Stars in December. Jan Lariviere collected donations at two Skate and Donate parties. Then she, Jennifer, Holly and Adam appeared on the Dec. 4 Telethon to make the donation of \$75 on behalf of H&S.

Arundel News — 67 students from Grades 3 and 5, 13 parents and four teachers made up the lively group that took the fall trip. What great fun they had. Though the weather didn't always cooperate, they managed trail walks, murals, pumpkin carvings and numerous activities organized by the hard-working teachers.

KEITH 20th Birthday

ON DECEMBER 5 Keith School turned 20 years old.

At the monthly assembly a birthday cake was served to all the students.

On December 15 the students enjoyed a Christmas show presented by LaSalle High School Theatre Arts students.

Congratulations to all the staff, students and friends who helped the school collect over \$2900 in the annual Terry Fox Run.

A COACHING CREED

Be a resource person able to assist the athlete to develop his/her athletic potential and self-dependency.

Recognize individual differences in athletes and always think of the athlete's long-term best interests.

Aim for excellence based upon realistic goals and the athlete's growth and development.

Lead by example. Teach and practise co-operation, self-discipline, respect for officials and opponents and proper attitudes in language, dress and deportment.

Make sport challenging and fun. Skills and techniques need not be learned painfully.

Be honest and consistent with athletes. They appreciate knowing where they stand.

Be prepared to interact with the media, league officials and parents. They too have important roles to play in sport.

Coaching involves training by responsible people who are flexible and willing to continually learn and develop.

Physical fitness should be a lifelong goal for all Canadians. Encourage athletes to be fit all year, every year and not just for the season.

Coaching Association of Canada

National Coaching Certification Program

Parents Honored

Cont'd from pg 1

shore School Board in the area of school committees. In addition, she has participated actively in Home & School Associations at the local level with Vivian Graham, Edgewater, Macdonald High Schools since 1975.

She is vice president of the Lakeshore Regional Council of Home and School Associations, past president of Quebec Federation of Home and School Associa-

tions (QFHSA) and co-chairman of publicity for QFHSA (provincial level).

Her untiring example and ubiquitous presence provide continuity and strength to these organizations and she is herself an excellent and approachable resource person.

An advocate for parent participation, she is an involved, informed spokesperson for the Lakeshore School Board community.

Books on Review

By KENNETH RADU

In the past decade Western Producer Prairie Books, an energetic publishing house in Western Canada, has released award-winning novels for teenagers or, as the publishing industry prefers, young adults.

One of their handsomely produced paperback books is Diana J. Wieler's *Last Chance Summer* (1986), the first novel-length fiction (114 pgs.) for young adults by a writer who won the CBC Literary Competition for Children's Literature in 1984.

Last Chance Summer is the story of 12-year-old Marl Silversides, a deeply unhappy street kid who would have followed a life of abuse, drugs and crime if he had not been sent to a home for young troublemakers on a farm near the Alberta Badlands.

It's important to our "young adults" to read works about people their own age who do not enjoy the security and love of a normal home-life.

Given the shallow characterization and trite situations of teenagers in many television shows and the condescending attitude of adults towards young people, novels should be encouraged if they treat the very real problems of teenaged citizens who suffer from social, educational and psychological oppression.

Marl, with "almond-shaped eyes that were different from any he saw on the perfect faces of Nice People," must learn to overcome anger, hostility, and a reading disability which causes him shame, to emerge from a crippling self-hatred.

Indeed, many of the boys on the farm in *Last Chance Summer*, looked after unsuccessfully by the well-meaning Englishman Carleton and his cook, Vilda, suffer from some form of self-loathing.

Expressed outwardly, this emotion takes the form of vandalism; expressed inwardly, it takes the shocking form of self-lacerations.

Wieler describes the physical scars graphically and compassionately. Needless to say, the tragic circumstance under which these boys grew up contributed greatly to their alienation from society and to their emotional disorders.

Wieler places Marl in various situations where he must interact with other boys, most of whom are 10 to 14.

He is particularly attracted to Goat, older, resentful and physically more adept than he. But their friendship must undergo several trials before it's secured.

Marl is given a last chance to behave at the ranch. If he fails, he will be sent to Ryerson, effectively a penal institution for children whose rage and anti-social behaviour make it difficult for them to live in ordinary homes.

Victims almost from birth, they must pay the penalty for leading unfortunate lives.

This is not easy. As Marl says: "You couldn't count on anything. Being good never got you anywhere. You still got stomped on."

He tries hard, desperate for approval from Cecile, the social worker who has taken a personal interest in him.

Wieler is very good at describing some of the difficulties Marl gets into, particularly the scene in the farm bus where Topo, a disturbed boy suffering from a sense of worthlessness and intense jealousy, encourages Marl to sniff typewriter correction fluid.

Sometimes the writing describes complex feelings in a way a young readership can understand. For example, Topo's psychic injury is described as something "gnawing at his insides, tiny razor-sharp teeth that wouldn't let him forgive or forget."

We also get a strong idea of Marl's deepest anxieties expressed in his recurring nightmare of trains approaching a head-on collision.

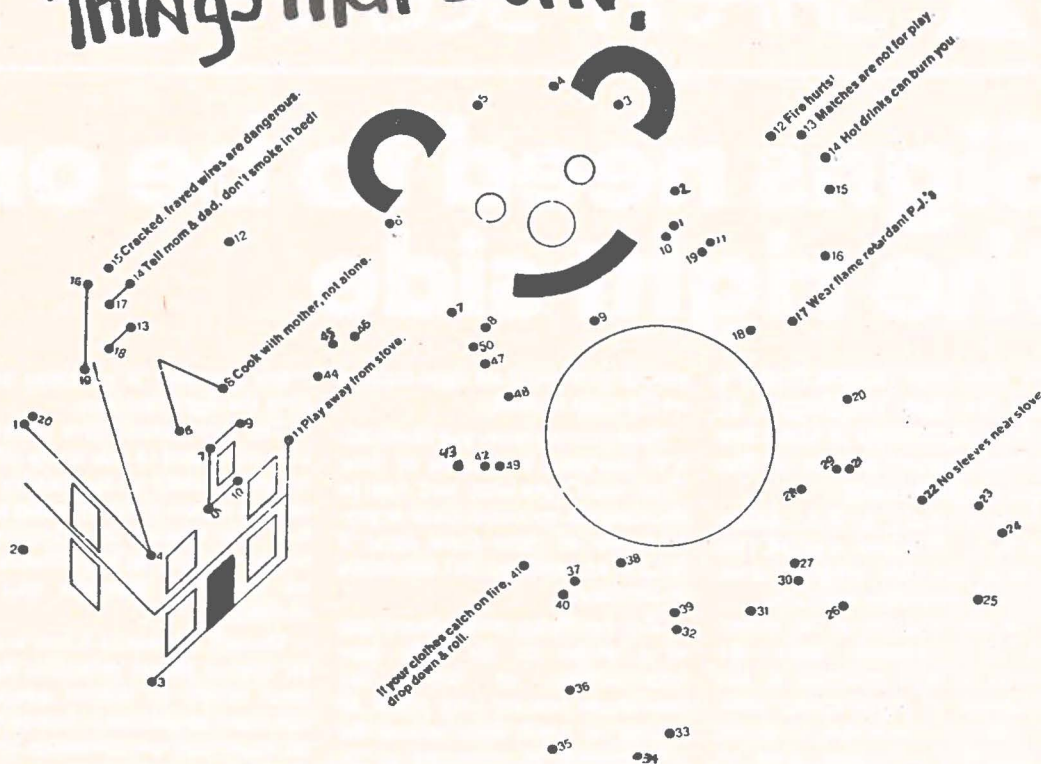
Other times, Wieler uses a welter of stage directions in the form of adverbs embedded in unconvincing dialogue. Too often characters "said defiantly," "answered jauntily," "thought savagely", "sang briskly", "asked pointedly", "thought frantically", and so on. This is a bad habit, narratively speaking, that should be curbed.

Young readers, however, will be moved by Marl's struggles. They will understand his sense of inferiority and will also know, just as Marl eventually realizes, that he is not a piece of dirt.

Diane Wieler may wrap the story up too neatly for she clearly wants everyone, even Topo, to be happy. But that is surely the result of Marl's emerging sense of self-worth and new-found hope.

It is also a consequence of Wieler's belief that all children deserve another chance.

Things That BURN!



Kindergartens for 4-year-olds at the PSBGM

Following a request from the PSBGM asking the Conseil to reconsider this question, the members decided to maintain their decision taken last June.

The goal of this decision was to contain the increase in kindergartens for 4-year-olds to only .5 above the present number (2.5). The PSBGM had asked to add an additional 2.5 kindergartens of this kind.

Conseil members reiterated the importance of maintaining a balance between the activities of kindergartens for 4-year-olds and local projects.

Publication of two studies

The Conseil has agreed to publish a study carried out by the PSBGM dealing with the educa-

tional performance and emotional characteristics of students from underprivileged backgrounds who attend schools that are not in underprivileged areas. The cost of the document is \$10. Title: Academic Achievements and Affective Characteristics of Pupils from Socio-economically Disadvantaged Areas. For information: 514 384-1830, local 163. Or write SCIM, 500 boul. Crémazie est, Montréal, H2P 1E7.



DENTAL HEALTH

Good For Life

Integrated Education At McGill in Summer

A SUMMER Institute in Integrated Education will be held at McGill University, Montreal, July 3 to 14. Learn how to bring people with special needs into full participation in school and community life.

Leaders in the field share their knowledge about building schools in which all students belong.

For information please contact Evelyn Lusthaus, McGill University, 3700 McTavish, Montreal, Quebec, H3A 1Y2, (514) 398-4240.



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Dental Health Month, April '89

Have we got a fund raising item for you! **Brushette** travelling toothbrush, 40% clear profit — no risk — special promotion, limited time only, Jan. 03/89 to Apr. 30/89 inclusive.

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SAFETY SCENE

SAFETY SCENE

Signs need to be on the right side

DID YOU ever notice that it's hard to see road signs at night, especially if they are on the opposite side of the road or overhead?

A recent study by R.L. Austin and H.L. Woltman studied this problem and what might be done to improve road sign visibility.

The performance of all reflective signs depends upon the amount of light provided by the headlamps of approaching vehicles. Because headlamps are aimed to minimize offending glare to oncoming vehicles, signs on the right shoulder receive significantly more light than signs located to the left of the roadway or overhead.

Everyone who drives at night has witnessed this phenomenon; however, the relative differences have not been truly appreciated.

Demonstrations and material comparisons have been conducted

almost exclusively on signs located on the right shoulder.

Such comparisons put materials with marginal brightness in their "best case" position and fail to illustrate the serious decline in performance of these same signs if located on medians, left shoulders or overhead.

This headlamp study shows that to a driver in the right lane approaching at 600', the headlamps provide only about 22 percent as much light toward the left shoulder as compared to the right shoulder. In the same lane, the overhead sign receives only 17 percent of the light; and in the lane to the left, only 14 percent of the light.

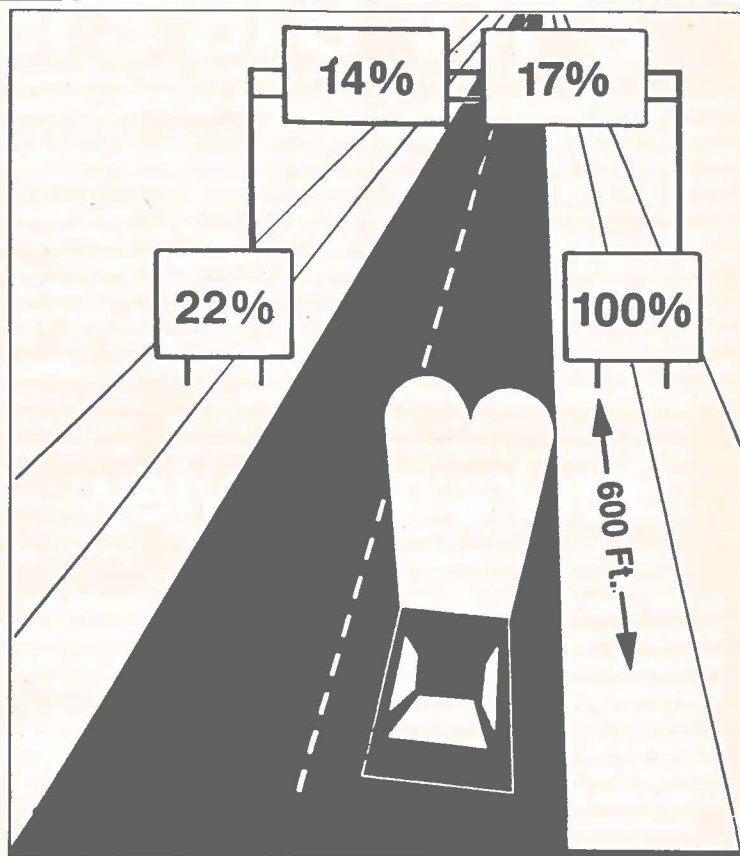
While there are other factors involved in the ability of sheetings to perform in these other positions, it is obvious that all signs will show less reflective brightness

when mounted in positions other than the right shoulder.

The new quantitative information contained in this study offers an opportunity to re-examine the subject of non-right-shoulder signing. The wisdom of accepting a material based on its performance on the right shoulder can be challenged.

Overall, no matter where a traffic agency places reflective signs, their ability to deliver adequate sustained brightness to motorists is an important consideration in the traffic management program.

A copy of the full study is available on request from TCM Marketing Department, 3M Canada Inc., P.O. Box 5757, London, Ontario N6A 4T1. From TOPICS, Vol. 10, No. 2 published by Traffic & Personal Safety Products Division, 3M Canada Inc.



SPRING MEANS FALL DANGERS

Spring thaws are a welcome change from winter chills, but thaws followed by a cold night often make for icy conditions. Beware the falls in Spring can be as dangerous as the falls in Winter.

Spring usually spells c-l-e-a-n-i-n-g, which means up and down ladders. Again we think of falls.

The following article on falls is reprinted from SIGNAL, the official newsletter of the Quebec Safety League (Vol. 7, No. 4).

Falls are the second major cause of injury and death in Canada and in the United States as well. Therefore, the Quebec Safety League recommends that everyone be especially careful when moving about the home, walking outside and at work.

Falls often result in long persisting injuries; some people will feel the effects throughout their lifetimes (backaches, paralysis, difficulty in walking again and the like) while some even die as a result of a fall.

The risk of falling exists every time you walk or move. And, as in the case of most accidents, falls occur at sundown or in poorly lit rooms (or outdoor places). It's also true that people are just not very careful when they walk on icy surfaces.

In winter, the risk of falling increases. Longer periods of darkness, stairs, sidewalks and doorways that are not properly cleared of snow endanger our safety.

Everyone can fall! Often, people slip on the way to their cars, lose their balance and fall. After a fall, many stay on the ground, unable to move and, at times, gasping for air.

Learn to avoid falls. During the cold season, wear appropriate footwear when you go out. Boots provide warmth and traction on snow.

Footwear that keeps feet warm, helps circulation and improves movement of the feet. Most important, footwear must have non-skid soles that provide grip. However, none is really effective against public enemy no. 1: ice. The sad fact of the matter is that the greatest number of accidents of this type occur in the over-65 group. Sixty percent of accidental

deaths are due to falls.

Each age group of the Canadian population is affected by this type of accident which yearly causes serious injuries and leaves many people disabled and, at times, kills them. Even children can die as a result of a fall.

Most deaths in Canadian homes are due to accidents resulting from falls. This is why it is important to go up and down stairs slowly and carefully.

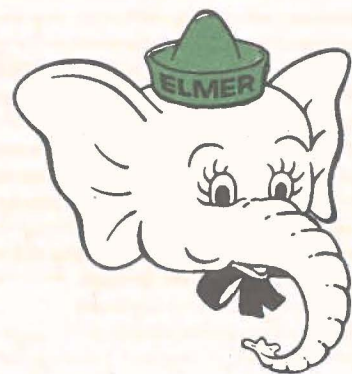
Keep floors clean and uncluttered; pick up toys or any other objects over which you may trip. A room with too much furniture could also be dangerous.

In Canada, the province with the most number of injuries due to falls is Ontario, followed by British Columbia, Alberta and Quebec.

EXERCISE CARE

- Wear appropriate footwear.
- Furniture should always be placed carefully so as not to obstruct normal traffic in a home.
- Don't carry items that are so large that you can't see where you're going.
- Keep the house tidy.
- Clean up spills.
- Repair damaged floors as soon as possible (tiles or flooring).
- Install anti-skid pads under carpets.
- If the corners of carpets are curled up, nail them down.
- Don't climb on top of chairs or boxes to get to hard-to-reach places. Use a stepladder or step stool.
- Exercise caution when using stepladders and ladders. Make sure that they are sturdy before climbing.
- Use floor wax in moderation.
- Install appropriate lighting in each room, corridors and stairs.
- The best lighting is useless if you can't find the light switches. Use illuminated switch plates.

Elmer goes to school



I'm Elmer, the Safety Elephant, and I'm on the road again with my traffic safety show for schools right across Quebec.

My program is free and I'm dying to meet you.

It's possible if:

- you have a 7m x 20m (20' x 60') indoor area, without columns, to stage my show, in addition to;
- a large adjoining indoor area, also without columns, where all the students in kindergarten and grades 1, 2 and 3 can sit on the floor;
- you have at least one hundred and no more than three hundred students in those grades.

My show features all aspects of traffic safety.

Let me know if you would like me to visit your school between now and the end of June 1989.

Quebec Safety League, 6785 St-Jacques West, Montreal H4B 1V3, (514) 482-9110.

Teaching resources

Elmer Learns About Fire (Kindergarten - Grade 3)

This fire safety guide was reviewed by fire chiefs across Canada and field tested by elementary school teachers. The instructor's manual contains teacher information, classroom experiments and learning modules on such topics as: beneficial effects of fire, fire hazards, major causes of fire, fabric flammability, smoke detectors, safe handling of flame, and first aid for burns. \$7.75 each.

Fire Safety (Grades 4 - 6)

A comprehensive fire safety program which covers: elements of fire and flammability, uses/dangers of flammable products, uses/hazards of electricity, fire safety on the farm, safe camping, smoke detectors, the stop drop and roll technique, first aid for burns, and more. Each module contains background information for the teacher, project ideas, classroom experiments and reproducible worksheets. \$7.75 each.

Elmer Visits The Playground (Kindergarten - Grade 3)

This guide contains a variety of activities to promote safe playground behavior. The program format is such that teachers and community workers can easily adapt materials to their own situation. This playground safety guide was field tested in elementary schools, and contains playground safety stories, lots of fun-type activities, and information on creative and adventure playgrounds. \$7.75 each.

Baby-Sitters' Training Course

This 10-hour program is designed to improve child care and prevent accidents to children under the care of a baby-sitter. Child Care, Child Safety, Child Behavior, Rights and Responsibilities, Games to Play, Safe Toys for Children, Special Care, and Good Health. Instructor's manual \$15.50 each, Student manual \$2.50 each.