



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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## HIGHLIGHTS

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# National Parent Involvement Project Takes Wing

## Government funding made available for workshops to help parents play active role in their children's learning and schooling.

A bold new pan-Canadian education initiative was launched near Moncton in September, one that is designed to allow parents to excel in their role as their children's first teachers. And the Canadian Home and School and Parent-Teacher Federation has been chosen as the organization best suited to deliver this significant project at the grass roots level across Canada.

PALS or Parents Assist Learning and Schooling, is a new training program to encourage parents to play an active role in their children's education. The program has been developed by the Stay-in-School Initiative of the Human Resources Canada and a quarter of a million dollars has been allocated to help children across Canada achieve higher grades and a more positive attitude toward education with the help of their moms, dads, care-givers, grandparents, etc.

PALS recognizes and reinforces the key role that parents can play in their children's success in school life. The training program focuses on strategies parents can adopt to ensure their children finish school with the best possible education and preparation for the future. Although the project is for all Canadian parents, with a special emphasis put on those who are considered "information poor" or "hard to reach," such as low income, single and immigrant families.

On September 15th, three representatives of the Quebec Association, Patricia Waters, Anna Marrett and Literacy Director Marion Daigle, travelled to the Memramcook Institute in New Brunswick for a two day and a half training session.

There they were introduced to Helen Hackett, dynamic director of the Stay-In-School Program as well as the PALS Project.

The Canadian Government, they were informed, now fully recognizes the important role parents play in the education of their children. All the studies are in — and it is clear that the more a parent is involved in his or her child's learning, the better that child's performance and attitude in school, the more promising that child's (and Canada's) future.

Toward this end, 200 workshops will be offered across Canada before March 31, 1995 to provide resources to parents who may feel this responsibility to be somewhat daunting, if not downright overwhelming.

Pat Waters, QFHSA Vice

President and director of the project for us, feels no less challenged. "It certainly will be a difficult task to reach those parents who need it the most, some whom may not even speak English or French," she said upon her return from Memramcook.

Waters, who will be leading a number of information training sessions herself, feels that the project is well worth all the sweat and tears she will likely have to put into it. And she expects to learn as much as anyone in the process!

Jocelyne Godard Pickler is the French trainer targeting the Ecoles Primaire within the QFHSA family, a sector that schools the children from the ethnocultural minorities. PALS will also be delivered on The Lower North Shore, in the Gaspé, Chateauguay Valley, Outaouais, and Laurentian with the help of Marion Daigle, an experienced hand who has been bringing her literacy project to needy families there for many years now. Anna Marrett is another volunteer deeply involved in the project for the QFHSA.



**"With this project," says Marion Daigle, "it can be said that the Canadian Home and School is now recognized as the voice of the Canadian parent in education."**

All over Canada, PALS volunteers at the Home and School level hope to align themselves with community and church and health groups in order to better achieve the project's goal of reaching the broadest possible base of information poor parents.

"With this project," says Marion Daigle, "it can be said that the Canadian Home and School now is recognized as the voice of the Canadian parent in education." Talk about a daunting responsibility!

Should you be interested in attending a workshop, or becoming a facilitator in your community, or in participating in any way in this landmark project intended to make our children the best educated anywhere, please contact the QFHSA office.



Tena Montague waxes eloquent on a subject dear to our hearts, our children, at the QFHSA annual conference.

## ANNUAL CONFERENCE KEYNOTE SPEAKER CALLS FOR COMPASSION FOR OUR CHILDREN

"If we want to educate our children for the 21st century, we need to understand their vision of the world," claimed Tena Montague of Trinity College in Burlington, Vermont, in her keynote address to the QFHSA's annual conference held at John Rennie High School, Saturday, October 22nd. "The greatest experiment of our time," the self-described mother-educator said, "is producing children who can function in a future world marked by diversity. And to do this we must let the children discover who they are and stop trying to make them into what we want them to be!"

"A sense of belonging, self-esteem and communication skills are essential to our children's future success," she also asserted, while asking, "How can we give our children the ability to communicate with other groups, when we ourselves were raised in relative isolation? How can we be the experts when we haven't had the experience ourselves?"

Montague, a resident of Lennoxville, Quebec, was raised in a "sub-ghetto" of Chicago, "Where the rats were so big, cats daren't come in for fear of their lives." Dyslexic and hearing impaired, she attributed her success in life to the forging of a partnership between her grandparents and missionary nuns — a partnership that provided her with a sense of security and belonging.

"A sense of belonging is necessary for self-esteem," Montague claimed. "And without self-esteem there can be no learning." The experienced educator described her work with a dizzying range of at-risk children, a list that included Native Americans and young convicted murderers.

In order to prepare children for life we first must "accept them as they are," she said. In some schools, she described "an atmosphere so thick with anger, you could cut it." Beneath this anger she discovered profound disillusionment arising in the home environment caused by unrealistic parental pressure, injury to self-esteem, drug use, sexual and physical abuse as well as "unfriendly divorces and unfriendly marriages."

"Anger in children starts at a very young age," claimed Professor Montague in her informal yet eloquent address. Montague, who has fostered, adopted and raised her own birth children, maintained that it is always necessary to validate a child's anger, whether the child be a teenage murderer or learning-impaired student.

Another vital ingredient in getting our children to learn is relaxation. "Our kids are stressed out," she emphasized. "No one of them wants to be the bottom kid in the hierarchy. Young children simply can't learn when they are stressed out and older

children begin to associate learning with stress."

"We must teach our children to breathe," she said. "We must give them some time out."

Today's children also need to be provided with new — universal — values, other than those promoted in the media, especially through T.V., "the most powerful influence on our children at present." Our culture needs new, kinder, gentler heroes and some SHEROES. And we must teach our children to think critically and to look for these common values, such as honesty and acceptance, in these new, non-celebrity heroes and sheroes.

Citing a study indicating that the average parent spends a total of 4 minutes weekly on productive conversation with his/her children, Montague closed her address by imploring parents to cut down on the lectures and threats when communicating with their children and instead to create a loving dialogue with them. "Our children must be encouraged to use their brains more."

Over 125 teachers, administrators, school board officials and parents attended the QFHSA conference entitled, "The Family: Think Globally, Act Locally. For more reports and pictures see pages 8, 9, 15.

## Editor's Corner

### Reading, Writing and Mighty Morphins

One morning last year, my firstborn Andrew (in grade three at the time) ran up to me in a panic: His book order was due! The book club is Troll and it comes to us through the schools. The paperbacks are generally very well priced and over the years, because I believe it to be important to encourage my sons to read, I have purchased quite a number of their selections.

That morning I hastily perused the titles my son had ticked off. X-Men, Mighty Morphin Power Rangers, Full House and Beethoven (the movie).

"Wait a second," I said. "Something's not right here. Don't you want any REAL books?" Andrew stared up at me blankly through his thick bifocals.

What ever did I mean?

I quickly glanced over the flimsy pink and blue flyer with Troll's titles of the month and much to my surprise, I could hardly find any true literary works we didn't already have. I was shocked to see how commercial this particular book club had become.

"I hope you understand," I rather too crossly told my son, "That all of these titles from T.V. and movies aren't intended to make you think. They are intended to make you buy!"

"X-men isn't from television," my son nonchalantly replied. "It's a comic."

No, he didn't understand. And worse, he felt confused. I could see it in his face. He rightly expected praise for making an effort to read, not criticism.

And I, too, was confused. I didn't feel that my son, an excellent reader, needed to be lured into the habit by abysmal knock-offs of popular movies. I supposed it was my job to point him towards the better books.

In fact, the winter previous, we had snuggled up each night to read *The Child's Odyssey* together. That was before he had become mesmerized with space age superheroes and intergalactic mutants.

But then I recalled my childhood passion for *The Fantastic Four*, not to mention for anything on four hooves. My Oxford educated father may have adored Shakespeare, but he had never expected me to spurn Walter Farley's *Black Stallion* for Falstaff.

So, I changed tacks, sort of. "Tell me more about your favourite superheroes," I implored Andrew one snowy afternoon a week or so later.

"O.K." he replied.

And from that moment on we often spent our time together poring over a bright red binder full of collectors cards of mutant monsters and musclebound superhunks. Andrew just loved to discuss superheroes with me.

"See, Mephisto's strength is 7. He's one of the strongest."

I told him about my childhood interest in *The Fantastic Four*.

"Yea, THING is cool. He's real strong."

"Strength isn't everything," I tried to persuade him, springing back to old form. "Remember how Odysseus used his brains to beat his enemies?"

Andrew appeared sceptical. I couldn't stop. Not now. I tried to show him how his superheroes are derived from characters from ancient myth. His eyes merely glazed over.

I tried to make him see that "good" and "bad" are relative terms. I even tried to get him to look up the word "morphin."

"Oh, Mom!" he said. "I hate when you do that!"

I guess this is the price Andrew pays for being my son. You see, I'm into words. I'm also into media literacy. I want both my sons to learn to think critically about the media and the popular culture around them. I want them to notice how the sexes are polarized in popular culture. I want them to understand how violent their favourite video games are. (We have yet to do the *Iliad*, by the way.) I want them to realize that there is more to life than buying everything with a *Ninja Turtle* on it.

"Remember how you HATED *Ninja Turtle* spagettios?" I asked Andrew.

"No I didn't," he replied.

And above all, I want them to appreciate good writing. I am projecting, I guess. Because it's his life and popular culture brings him great joy. So I ask, "In the Nintendo-crazed world of today, what's a classical Mom to do?"

The only certainty I can see — in this Information Age — is that the parents have just as much to learn as the kids!

In this issue of the Home and School News we discuss many of those difficult issues facing parents today and provide you with resources as well. Sex, Kids and Videotape Violence, our social affairs report, has some very scary statistics on our violent culture. There's an article and two reviews on science literacy, and some tips on being a good "reading role model." And the big news this issue is about parental involvement, the buzzword in Ottawa (and Washington).

We're being told that as parents, we are our children's first teachers. We're being told that children succeed best when their parents are involved with their education. And considering the incredible changes going on in our culture, in our world; no wonder we're a little confused, a little scared to take on this seemingly overwhelming responsibility. But just in time, *The PALS Project*, described on Page One. It's a huge initiative designed to help us, as parents, through this transitional period in education. It's especially designed to help out those parents who are information poor, lacking in resources and confidence. Our world will surely be a better place for it!

Happy Parenting,

Dorothy Nixon

### Everyday life is education. Here are some tips for making reading richer for your child.

1. Provide a good role model - read yourself and read often to your child.
2. Provide varied reading material - for enjoyment and for information.
3. Encourage activities that require reading - cooking (reading a recipe) also great for developing math skills through measuring; constructing a kite; identifying an interesting bird's nest or bird or shell collected on the beach. Yes, research skills can be developed at home, as well.
4. Establish a reading time, if only for 10 minutes a day.
5. Dedicate one whole evening to reading. (A great way to avoid second-rate sitcoms!)
6. Write notes to your school age children and encourage written responses.
7. Ask one child to bring home a library book for a younger sibling and have her read it to him.

Beverly Swanson, Director Access Eric in the Education Forum, Compuserve.

## LOCAL HIGHLIGHT

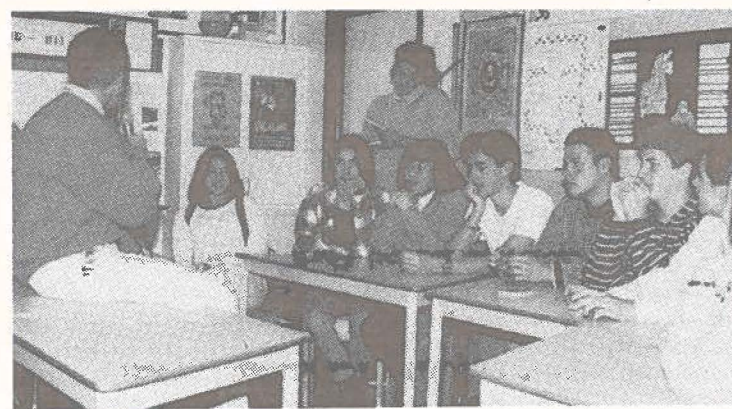
### Daybreak Comes To Westmount High

CBC Radio's Royal Orr Proves a Real Hit With Students and teachers at Live-to-air Classroom townhall.

"Five, four, three, two, one..." I hold my breath as Eric Smith hand signals the silent countdown. "It's twenty to eight and you're listening to *Daybreak* on CBC 940 in Montreal. We're coming to you this morning from the English resource room at Westmount High School." Amazing! Royal Orr's warm, comfortable style puts all of us at ease - the politicians, the teachers, the parents, commissioners and students - as we discuss education issues in the upcoming election. But there's more to this experience than the voicing of opinions and being "on air."

#### Radio in Action

It's a chance to see radio in action. The remote mobile is parked out back and sound tests are being conducted on the microphones with results being monitored by telephone. Speaking distance to the mike is being checked out



Producer Eric Smith — standing at back with remote phone — coordinates on-air classroom discussion moderated by Royal Orr (with mike).

to avoid "popping." In addition to the interviews, Royal Orr also reports on the weather and gives us some news. Westmount students raise a silent cheer for a swimming bronze medal Canada has just won at an international meet. The producer, Eric Smith, is doing at least three things at any one time: talking on the phone; listening to the show through an earphone; signalling to Royal Orr time remaining; or pointing to a student who is eager to voice an opinion.

Royal is jumping around the classroom to make sure that every student who wants gets a turn. It's impressive to watch him. He's a master at summarizing a topic, opening new areas of discussion, or providing a "teaser" (telling what's coming up) to keep people tuned in during commercial.

No doubt about it. This is education!

Anna Marrett

### How Literate Are We?

In 1989, Statistics Canada, on behalf of the National Literacy Secretariat, conducted the first large-scale national assessment of the literacy levels of the entire adult population in any industrialized country. The Survey found that 38 per cent of Canadian adults have some difficulty dealing with the reading requirements of their everyday lives. This includes:

- 22 per cent of Canadians who carry out simple reading tasks in familiar contexts;
- 9 per cent who can use printed material for limited purposes only, such as finding a familiar word in a simple text; and
- 7 per cent who cannot use more printed material.

Literacy levels rise from east to west in Canada: in Newfoundland, 39 per cent of the adult population is able to meet most reading requirements, whereas in British Columbia, 69 per cent of adults have reading skills sufficient to meet most everyday demands.



The Quebec Federation of Home and School Associations is an independent volunteer organization dedicated to enhancing the education, health and general well-being of children and youth by encouraging public interest in education, promoting cooperative efforts among parents and educators and fostering public opinion favorably to the advancement of education.

#### QUEBEC HOME & SCHOOL NEWS

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## Co-President's Message

# The Challenges of Parenting



Many of you attended the recent Fall Leadership Conference held at John Rennie High School. It was inspiring to see so many parents participating in what was a very exciting day for all.

Parents have discovered that, unlike your new home computer, children do not come with an instructional manual. (Although both are often difficult to understand.)

Home and School is about parents and children and, of course, about schools.

As the family changes, and these changes impact children, the school is being asked to take over some of the traditional roles of the family. We hear of school breakfasts, noon hour programs, after school programs, and schools open until 6:00 pm to allow working parents to come by for their child.

Several studies are being conducted on the effect of new family styles

on children. What happens to the "latch key" child, the child of a single mother, or the child in a house where both parents are working.

We often talk of "quality time". Some experts claim that parents, on the average, spend about 10 minutes a week in meaningful discussions with their children. Considerably more time is spent giving orders, i.e. "clean up your room, responding to requests - "no you can't go", "yes you can, but...".

The challenge for parents then is to spend more time - more quality time - with their children. We all have the same amount of time - just 24 hours a day. Planning to spend time with your children will make both your home and your school a better place, a happier experience for both parents and children and, after all, "KIDS ARE WORTH IT".



Marion Daigle presents a cheque to Wendy Buchanan, Co-president QFHSA on behalf of Association of English Language Publishers of Quebec.

## Highlights of the Quebec School Board Association Meeting held October 28

Newly appointed Education Minister, Jean Garon, was present at the QSBA monthly board meeting and announced:

- Linguistic school boards will be postponed indefinitely.
- The Corbo Report will be shelved.
- An "Estates General" to discuss all aspects of Quebec education is being considered.

Home & Schoolers will also be pleased to learn that Dr Calvin Potter, past President of QFHSA, was honoured with a Life Membership in the Quebec School Boards Association.

Commissioners at the meeting commented very favourably on the Home and School Fall Conference, held October 22 at John Rennie High School.

The International Year of the Family may be coming to a close, but for the parent/volunteers of the QFHSA

### **THE WORK HAS JUST BEGUN!**

We have always been there, a respected voice speaking out on behalf of the education and well-being of children. And today we continue to speak out - loud and clear - on issues such as the need for parental involvement in education, on social security reform, on children & television and on changes to the Youth Offenders Act. With your \$12.00 membership you can lend your voice to ours, and by contributing above and beyond that, you can help build our movement, where parents join with policy makers and teachers to make our children the happiest and best educated anywhere!

### Yes, I want to join the QFHSA

(And receive a free subscription to this newspaper!)

I enclose my \$12.00 membership fee in cheque form

I would like to make a TAX DEDUCTIBLE contribution.

I enclose a cheque for \$20.  \$50.  Other

Please make cheques - with name and address - payable to  
Quebec Federation of Home and School Associations  
3285 Cavendish, suite 562, Montreal, Que. H4B 2L9.

## Think Tank Session Focuses on Volunteers —

# Getting Them, Keeping Them



QFHSA Co-president Wendy Buchanan extended a warm welcome to the 30 or so local execs who chose to attend our annual Think Tank session August 31st and then spoke to them of the busy summer experienced by many Federation board members, what with those frequent meetings to discuss pressing

financial concerns. Wendy also unveiled our office "wish list" for up-to-date equipment, computers, printers, photostat machine and fax, etc., the modern basic necessities that are so vital to the future functioning of our Federation. After all, if we want to help out the children and their families, we need to greet

the 21st Century with them. After dinner, Pat Waters led an informative session on the art of managing volunteers, those selfless and hard-working individuals who comprise the very backbone of our Federation. Many valuable pointers were exchanged at the friendly get-together.



Schmoozing over Szechuan: Members of Local Executives gather for a dinner time discussion and exchange of ideas at annual Think Tank.



# FOCUS on MEMBERSHIP



## HOME AND SCHOOL MEMBERSHIP 1994-1995

as of November 20, 1994

Schools	Membership Chairperson	Family Memberships
Allancroft School	Lynn Huber	74
Ayer's Cliff School	Cathy Morgan	
Aylmer School	Jane Bertrand	21
Baie Comeau High School	Pamela Lalonde	37
Beacon Hill School	Wendy Tonkin	173
Beaconsfield High School	Judy Serve	97
Beechwood School	Josie Rodgers	107
Carlyle School	Ingrid Oner	22
Cedar Park School	Lynn Bachand	79
Christmas Park	Linda Ellyett	110
Courtland Park	Karen Carter	138
Dorset School	Laurie Greenberg Kim Spinelli	92
Dunrae Gardens School	Flora Lopes	156
Ec Primaire Beaconsfield	Haifa Darwiche	217
Ec Primaire Harwood	Pat Johnson	
Ec Primaire Perce Neige	Françoise Foster	
Ec Primaire Pierrefonds	Joanne Keithlan	7
Ec Primaire Pointe Claire	Shahira Azny	
Edgewater School	Barbara Dixon	
Edinburgh School	Sharon Martin	168
Eliz Ballantyne School	Catherine Maxham	145
Evergreen School	Sylvie Dilorio	110
Greendale School	Jackie Fligel	120
Howick School	Susan O'Sullivan	
Hudson High	Heidy Berthoud	69
John Rennie High School	Esther MacLeod Vicki Proudfoot	100
Keith School	Betty Sabourin	15
Lachine High School	Monique Ball	
Lindsay Place High School	Mary Yadgard Raina Carolla	106
Macdonald High School	Sunita Prasher	108
Meadowbrook School	Anne Banton	58
Merton School	Kathleen Fauteux	147
Mount Pleasant School	Linda Tom	111
Nesbitt Annex	Connie Parry	34
New Carlisle School	Brenda Gallon	28
New Richmond School	Elaine Sexton	
Northview School	Chrystal Fernholz	51
Roslyn School	Patricia Smith	
Royal Vale Alternative Sch.	Wendy Daitch	289
Royal West Academy	Kathryn Arrell	134
Seignior School	Pam Godfrey	141
Shigawake-Pt. Daniel	Barbara Hottot	17
Somerled School	Kenneth Homer	12
Sunnydale School	Linda Sculnick	126
Thorndale School	Carol McCarty Cathy Rogers	104
Valois Park School	Gail Saloranta	115
Westmount High School	Anna Marrett	27
Westpark School	Jo-Ann Light	253
Willingdon School	Yvonne Zacharias	113
Windermere School	Jennifer Mironowicz	122

The above membership figures include full family members and associate members (families that joined originally at another school.)

## 1994/95 GROUP AFFILIATE MEMBERS as of November 1994

### School/Parents' Committees:

- Asbestos-Danville-Shipton School
- A.S. Johnson Memorial High School
- Bancroft School
- Bury School
- Charles A. Kirkland School
- Cookshire School
- Dr. S.E. McDowell School
- Ec Le Sentier
- Ec Primaire Beaconsfield
- Franklin School
- Hemmingford School
- Lennoxville School
- Macdonald High School
- Margaret Pendlebury School
- Mary Gardner School
- McCaig School
- Mount Pleasant School



- Noranda School
- Ormstown School
- Prince Charles/T.H. Bowes School
- Princess Elizabeth School (Magog)
- Royal Charles School (St. Hubert)
- Sinclair Laird School
- Spring Gardens School
- St. Patrick School (Thetford Mines)
- Three Rivers High School
- Western Laval High School
- Wilder Penfield School

### School Boards:

Commission Scolaire du Littoral

### Others:

- Association of Moral and Religious Educators of Quebec
- Direction de l'enseignement protestant, MEQ
- Nomad Scientists
- Quebec Association of Independent Schools
- Trafalgar School for Girls
- Weston School

### Teachers:

- Baie Comeau Teachers' Association
- Dorset School Teachers
- Eastern Townships Association of Teachers

## HIGH SCHOOLS NEED PARENTS, TOO!

High school is an extremely important time in our children's lives.

When they enter secondary education, they are only halfway through their formal education and they must begin making decisions that will ultimately affect the course of their lives.

They will turn to us for help.

So then, where do we turn? To Home and School, of course. A Home and School Association can provide the information we need through special programs and speakers. It can provide us with an opportunity to become personally acquainted with our high school children's teachers. And it can help us become more aware of the decisions and opportunities confronting our children.

We can attend parent-teacher interviews and try to provide a positive environment, but there is more.

### Volunteer

- We can volunteer to help a teacher who does not teach our children.
- We can read novels or texts onto audiotape for teachers to use.

We can volunteer to accompany classes, other than our child's, on field trips outside the school.

We can attend Home and School workshops where teachers explain what approaches they take to the subjects they instruct.

Last year, a Home and School Association in a Saskatoon collegiate held workshops by teachers on mathematics and literature. Parents learned how good math teachers ply their craft in contrast to how it may have been done back when they were in school. They learned how English teachers help students create literature of their own rather than having other sources of literature deconstructed for them.

If there isn't a Home and School Association in your high school, organize one. Our kids need us!

### Disheartening Study

"Child Trends," a Washington D.C. based research organization recently came out with a study that proves what many involved in education already know. Parents of high school students are even less involved in their children's academic careers than parents with children

at the elementary level. "There is a real withdrawal by parents in their kids' teen years," claims the study. "Parents almost seem afraid of parenting when the kids get older!"

One half of the students in this American study have parents who never or rarely attend a high school plays, football games, PTA (Home and School) meetings, Back To School nights, volunteer activities or science fairs. Where a full 74% of parents exhibited high or modest participation in the school activities of their elementary level children, participation dropped off drastically to just 50% for high schools.

(Could it be even lower in Canadian high schools?)

"Parents need to pay more attention to adolescents," the study claimed. "Especially in the face of a peer culture made powerful by T.V. and music and with adults less confident about exerting authority."

"In some cases," the study added, "peer values in the high schools are the very opposite of parental values, for example where academic success is concerned."

Reprinted from Saskatchewan Federation's Newsletter.

## APPLICATION — QFHSA

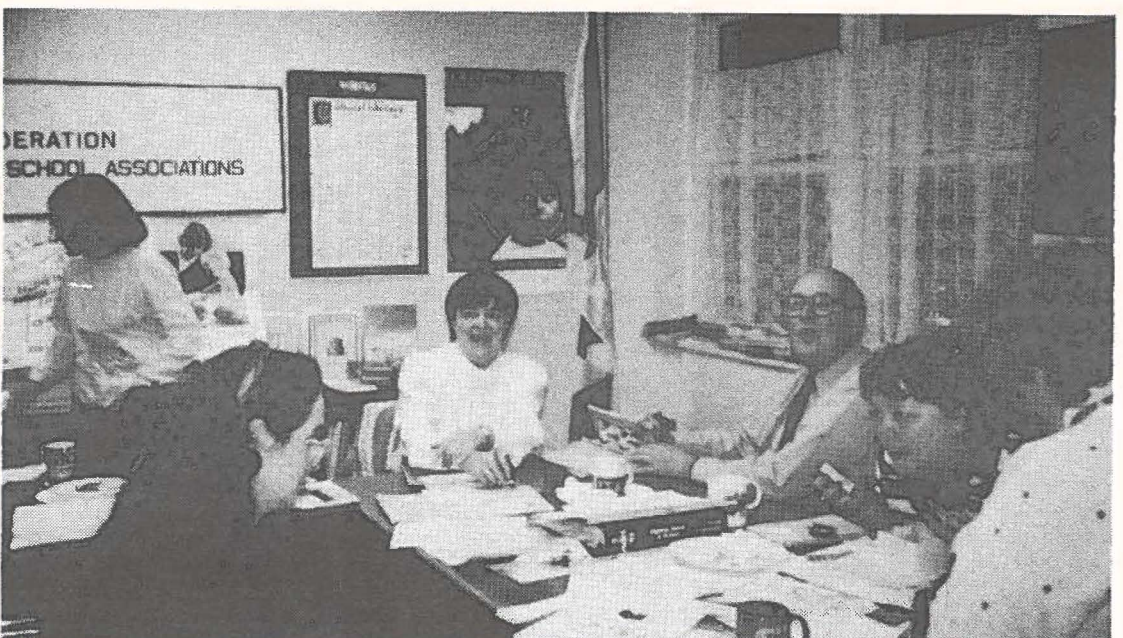
- Supporting (Family Membership) . . . \$12.00
- Affiliate (Group) Membership . . . . \$50.00  eg. School Board, School Committee, Parents Committee, School Council

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 Association**  
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.



Fun at a Board meeting! From left to right, Norma Ewen, Area Rep from Aylmer; Shirley Straughton, Health Issues Chm; Debi Brown, Treasurer; Allan Locke, Co-president; Wendy Buchanan, Co-president; Rickhey Langlois, Vice-President; all hard at work.

# Peace News

## Update from Beacon Hill

On the morning of International Peace Day one day last September, students at Beacon Hill School came together to express their feelings about warmth, caring, security, togetherness, acceptance and tolerance.

"Nurturing Harmony in the Schools" was the theme for the day, observed under the leadership of Margaret Mitchell of the Lakeshore School Board. Celebrations for the International Year of the Family were held simultaneously.

This year's symbol is two interlocking hearts, sheltered by a roof.

Susan Colyer's grade 1/2 joined with Jeremy Tallboy's Grade 2 students to read the story of Sadako and the Thousand Cranes. They followed by folding origami cranes in recognition of the day.

The young people in Janis Morrow's 5/6 split made a wonderful acrostic poster using the word PEACE. Finding and observing peace within the family was the objective of Laura Green's 3/4 class. Their discussion was most fruitful. Wayne Morrison's grade 3 boys and girls talked about friends and friendship and then investigated family trees. Sandy Meredith's children in grade 2/3 learned about the "Secret of the Peaceful Warrior," and talked about their reactions to the story.

Teachers for Grades 4 through 6, Cláudette Farrera, Alexandra Shtychno, Cathy Sheppard and Lise O'Brien showed their students a film in French called *Guerre des Tuques*. A discussion followed this very moving film, which, at one instance, caused some children to weep.

The highlight of the day came after recess with an assembly led by Principal Van der Vlist welcoming new families to Beacon Hill. Among the new students were two from Zambia.

Susan Colyer pointed out the significance of the International Year of the Family, while Anne Marie Kessler spoke about the school's African foster child Theresa, part of the world family and a child whom Beacon Hill families have helped out in many ways. Mr. Van der Vlist spoke to the boys and girls about playground safety and announced a project involving seniors helping out in this regard. He also talked about Good Deed Tree in the school's lobby and its significance and explained the Helping Hands Project.

Finally, two members of the Kids for Peace Club, Colin Babin and Hayley Reynolds, rang small bells in honor of Peace Day and all the girls and boys were invited to join the Peace Club



Naoka Tmoita, Shana Fishman, Nick Noniger, and John Gurnsey from Janis Morrow's class with acrostic poster they made for Peace Day at Beacon Hill.

## Teachers learn to teach in the school yard

The Evergreen Foundation, Canada's leading environmental education organization, recently announced the launch of a nine city, cross-Canada series of training conferences, to encourage and educate communities to transform school grounds into education resources. Learning Grounds will be the first national environmental training series of its kind to take place in Canada.

The series, co-hosted by local environmental partners, will be held in Vancouver, Hamilton, and

conferences in Calgary, Regina, Winnipeg, Ottawa, Montreal and Halifax in 1995.

Increased awareness of the significant educational benefits of outdoor classrooms has meant a growing demand by teachers, students and parents for training, technical resources and financial support. Conference speakers and session leaders have been chosen for their expertise in education, ecology, landscape architecture, biology, fundraising and the environment.

For more information, contact

## PARENTAL INVOLVEMENT AND SCIENCE LITERACY

### Some Tips From The Nomad Scientists

Science learning begins at home, with you as your child's most important teacher.

By sharing science with your children, you can help them:

- feel the excitement of discovery;
- build critical thinking and creative problem solving skills;
- learn to answer their own questions;
- develop a positive attitude about science and technology;
- grow to understand and enjoy the world around them.

#### Science is all around us - Everyday

Science is a way of looking at the world. Scientists ask a lot of questions and try their best to answer them. They experiment to see if their ideas make sense. SO DO CHILDREN!

"How do zippers work?" "Where does the rain go?" "What will happen if...?" When your child asks questions and tries to find out answers, she is beginning to do science!

#### Science skills are used in everyday life

When you observe, compare, sort, experiment, record or share information, you are practising science skills. A child arranging seashells by shape is using the same thinking process as a scientist uses to sequence genes of a human cell!

#### Science is information about things and how they work

Although science is more than just facts, science knowledge helps us build on our discoveries and understand things that happen each and every day.

#### Let your child take the lead

Build on our child's interests. If your child loves to cook, let him measure and mix ingredients, pour the batter into a mould, see mixtures change as they're heated. Children love to "know all about" their favourite topics. This confidence carries over to other areas of science, and to adult life.

#### Take the time to do science

Science is exploring, observing, handling materials, testing ideas, and talking about what our explorations tell us. Give your children a chance to repeat experiences, to practice skills, to deepen their understanding.

#### Take the time to talk with your children

Encourage your children to talk about their experiences. Listen to them and talk about what they observe. Talk about what they think and feel. Ask questions, especially those with more than one answer.

#### It's OK to say "I don't know."

Science is all about searching for answers. Observe and experiment together to find answers to your children's questions. Go to the library, or use other resources. Start by looking for information together and soon your children will try it on their own.

#### Enthusiasm is for everyone

Let your children see that you also have questions about the world, too. Enjoy your child's curiosity and discoveries. Show your children that you think learning is important and fun.

#### Be ready for magic moments in science

Sometimes science opportunities happen when you least expect them. These are magic moments. Your child may notice soil getting washed away on a rainy day or a full moon shining. Sometimes, it's worth getting a little wet or losing a little sleep.

#### Remember Safety

Teach good safety habits. Use materials that are non-toxic. Supervise children when using heat or chemicals — even simple on like vinegar and baking soda. Take away hazards — kitchen cleaners, poisons, sharp objects, things that can break. Teach children how to prevent accidents and what to do if one occurs.

## MEALTIME MATH

### ■ COMPARE...

the nutritional analyses of different breakfast cereals, packaged snacks or other products your family uses.

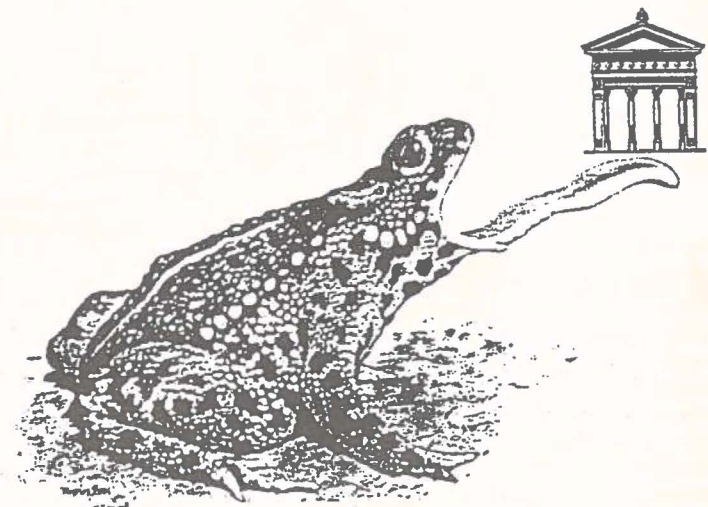
### ■ ESTIMATE...

the number of calories in an afternoon snack or in a typical family meal. Compute the actual number of calories as closely as possible by using product nutritional analyses or a table. How close was your estimation?

### ■ TALK...

about fractions when you use a recipe or want to modify it. Try doubling or halving a recipe for a favorite food when preparing a family meal.

from "Gazette's Newspaper in Education Program"



## McGill's Redpath Museum Mounts Frog and Toad Tour

An exciting new interactive travelling exhibit about the Frogs and Toads of Quebec is in production at the Redpath Museum/McGill University. Due to open March 15, 1995, this bilingual, hands-on show features frog specimens, diagrams, photomontages, audiotapes, games and animation. This exhibit is designed specifically for children and teachers from pre-K to grade 6 level.

The Frog and Toads of Quebec consists of ten folding panels focusing on the amazing life cycle and natural history of amphibians and also explores the belief held in scientific circles that frogs may well be disappearing from our environment. After the exhibit finishes at the Redpath Museum in late summer it is available for circulation to other venues such as community centres, schools, and small regional museums. The

entire exhibit occupies approximately 100 square meters but the panels can be used independently according to different sub-themes. The cost of renting this exhibit has not been established because the museum is applying to the Ministry of Education and the Ministry of Commerce and Industry to subsidize the transport costs. The exhibition is available from September 1995 until May 1998 and can travel anywhere in the province. A Teacher's Resource Kit is provided.

If you are interested in booking this exhibition for your school, please write, call or Fax Ingrid Birker at the Redpath Museum with your preferred dates (first and second choice) and your address: Redpath Museum, 859 Sherbrooke, West, Montreal, P.Q. H3A 2K6, Fax (514) 398-3185, Tel (514) 398-4094.

# SEX, KIDS and VIDEOTAPE Violence

## Social Affairs/Support Services Committee



by Pat Lewis

Evidence indicates that if T.V. technology had never been invented, there would be 10,000 fewer homicides, 70,000 fewer rapes and 700,000 fewer injurious assaults in the United States each year!

"If exposure to TV causes 8 percent of the population to shift from below-average aggression to above-average aggression, it follows that the homicide rate will double,"

claimed Irving Kristol in an article in the the Wall Street Journal which was picked up by the Globe and Mail in June. And that goes for other violent crimes as well. The article also called for a cooling down of the sexual climate in which we North Americans live.

Parents must take some responsibility for what is happening to society and their children, the article also said, but they can't be expected to do it all. Government must step in, shouldering some of the burden once carried in large measure by church, school and popular culture, to help parents out.

On a similar theme, Marilyn Geewax, a writer for the Atlanta Constitution, contends that we must not equate poverty with violence. People who lived through the Great Depression, she says, managed to raise their children with self-discipline and respect for others. — in most cases. Geewax believes that violence in our society stems from a

collapse of values and not from a lack of dollar bills.

**VICTORY OVER VIOLENCE:** A 4-part mini-series called Victory Over Violence, hosted by Walter Cronkite, showcased some of the communities in the U.S. where families and officials were uniting in an effort to beat violence. The series was aired on NBC's Plattsburg affiliate, (Channel 5 in Montreal). Some of the topics dealt with included: relationships between fathers and their children (especially sons); teaching fatherhood to boys; improving relationships between mothers and children; familial respect; reducing violence in the home; teen pregnancy and violent acts by the very young. You can call 1-800-Met Life for a free pamphlet called Victory Over Violence.

**BOMBING RUN BAN:** A simulation of a B-52 bombing run was pulled from the program of the Montreal International Air Show

held recently at Mirabel airport. Local peace activists had threatened to launch a boycott if the bombing simulation went ahead.

**INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT:** This widely-reported U.N. conference held in Cairo in September dealt primarily with global overpopulation; a crisis fast reaching the point of no return, many believe. Abortion proved a very touchy issue at this conference, but most delegates agreed that improving women's lot was critical to the safe leveling off of world population.

A working group of 160 countries at the conference moved on to the issue of women's rights with regard to healthcare and reproduction. Canada's delegates demanded action to end the costly human toll of unsafe abortions. Gwynne Dyer claimed in an article in the Gazette that the conference was not merely about birth control and safe abor-

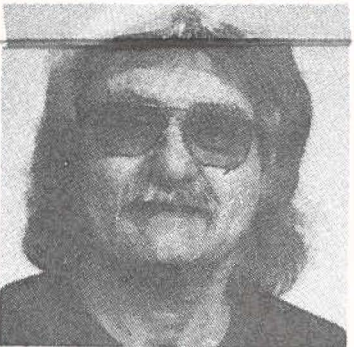
tion. It was "the scene of patriarchy's last stand."

**AIDS:** It has been recently reported that there exist a number of strains of HIV, some more potent and quicker acting than others. There have also been more reports claiming that not enough is being done to help AIDS victims or those with HIV.

Dr. Catherine Donovan told a seminar for health professionals that there is a prolonged outbreak and spread of AIDS among women in Newfoundland, and that "people have to take action."

**TALKING TO YOUR KIDS:** Should you have missed the September 11th article in the Entre Nous section of the Montreal Gazette entitled "Talking to your Kids," you missed a good one. The Quebec Home and School will try to get reprints for any interested parents.

## Materials for Comprehensive Sexuality Education



by John De Nora

This summer, while browsing through a SIECCAM (Sex Information and Education Council of Canada) journal, I discovered a remarkably good review of Lynda Madaras' "Growing Up Guide for Girls." I tried to purchase it but could not, as the store had sold the last copy.

But, I did wind up buying three other books by Lynda Madaras.

Her books are written in a sensitive, informative, non-patronizing fashion. They are well illustrated, accurate and complete. Her writing reflects her classroom teaching as a sexuality educator of teenagers. She has an obvious liking for and a respect for young people. I was not surprised to read the critical praise she has received from SEICUS - the U.S. version of SIECCAM - and the American Library Association.

### Growing Up Guide for Girls

Although I have yet to read her "Growing Up Guide for Girls," the reviews suggest it is a worthwhile purchase. This particular book was written in response to letters and questions Madaras received from readers of her previous books. She used various avenues, such as quizzes and multiple choice exercises to inform and teach, including a technique called "freewriting". This method allows the writer to jot down whatever comes to mind without worrying about punctuation, spelling

and other possible mistakes. Having used this technique in my classes, I really appreciated finding out that Lynda Madaras promotes it in her book. The technique can be very effective in exploring thoughts and brainstorming ideas.

The books I did end up buying were updates of her "What's Happening to My Body? Book for Boys," and "What's Happening to My Body? Book for Girls," written for 12 to 14 year olds as well as "Lynda Madaras Talks to Teens About Aids," written for the 14 year and older crowd.

### A Great Learning Experience

All three books are useful to parents, their children, and also for sexuality teachers. Parents and their children might enjoy reading the books together!

This can be a great learning experience for everyone concerned.

Certainly, the first two books I've mentioned should be read by both sexes. This allows any individual reader (boy or girl) to receive information about the opposite sex - something that 12 to 14 year olds want to have and actively seek! In its first chapter on puberty, for instance, the Book for Boys deals with: The First Changes; The Five Stages of Genital Development; How Long Does It Take to Get Through These Stages?; Feelings About Starting Puberty; Am I Normal? If you have ever taught 12 to 14 year olds, you will agree that these are common topics.

With regard to AIDS, our biggest weapon continues to be education and Lynda Madaras' book on the subject certainly succeeds in its attempt to pass on to readers rele-

vant, practical information on the subject. Over five chapters she covers: AIDS: The rumours and the real facts; The Sexual transmission and spread of AIDS; Preventing sexual transmission; Abstinence and safer sex; Other types of transmission and their prevention; and Joining the fight against AIDS.

Are you as a teacher involved in a high school comprehensive sexuality curriculum and are searching for audio-visual materials to strengthen your program? The American National Education Association's 15 minute video, "Considering Condoms," could be useful.

This video looks at the mixed sexual messages in our society and has teenagers commenting on how these messages affect them in thought and action. The need for sexual abstinence is under-

lined and depicted as the only 100% way of avoiding pregnancy. STDs, condom use, and the need for frank honest communication between partners are also discussed.

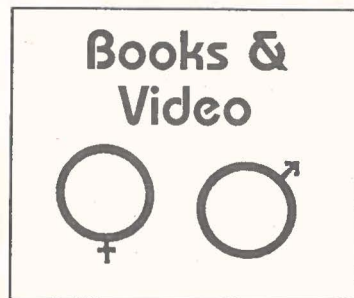
A Teacher Discussion Guide and Student Worksheets are included with the video. Do not use this video in an isolated fashion. It must be part of a comprehensive sexuality curriculum. To order a copy, send 15 dollars U.S. by cheque to: National Education Association Video Library, P.O. Box 509, Westhaven, Connecticut 06516. Make the cheque out to National Education Association and allow 6 weeks for delivery.

### Gay Health

A second video, "It Is What It Is," produced by the Gay Men's Health Crisis Inc. of New York City, covers the important areas of identity,

homophobia and safer sex. This outstanding video covers all sexual orientations in a most professional manner. The information offered leads to discussions around topics that need to be explored if we are really serious about ridding ourselves of misconceptions, inaccurate information and prejudice which are too often present when we look at gay-lesbian issues. This video should be part of professional devel-

opment sessions for those who want to be sexuality educators or with senior high school students who have received comprehensive sexuality education in their high school years. It can be purchased for \$50. U.S. from: Gay Men's Health Crisis Inc., 129 West 20th Street, New York, New York 10011-0022. Attention: Myrtle Graham, Distribution Associate, Education.



## THE TRUTH ABOUT CHILDREN'S LYING

It is very distressing when a child lies; you wonder what YOU did wrong and whether you will ever manage to get your child back on track. What everyone should realize is that all children lie at some point in their lives. And a 40 minute cassette tape by Neala Schwartzberg called "But Mom, it wasn't me? Honest!" Why Children Lie...and What You Can Do About It, offers parents some tools to help deal with this difficult situation when it does arise.

The video attempts to help parents become aware of and understand what motivates children to lie; shows parents what they can do to encourage their children to tell the truth; and explains how to handle it when they don't. Schwartzberg explores this complex issue in a thorough and clear fashion, filling the tape will useful - and encouraging - ideas.

Here's a taste of the advice she offers up in the tape:

### Why Does a Child Lie?

A child may lie to evade punishment or to avoid embarrassment in front of his peers, or to escape from having to do something he would not rather do. "I have no homework tonight," for instance.

### How Should Parents Handle It?

When dealing with a "liar" parents should be understanding of the child's

motivation for lying. They should make it clear to the child why truthfulness is important and should reward truthfulness. Avoid belittling the child and physical punishment while accentuating the positive positive, praising progress. And let the relationship be repaired after a lapse. Accept that apology!

And most importantly, build your family's values around honesty. Discuss the concepts of honesty and integrity with your child using examples from everyday life or the news media.

A parent's ultimate goal, according to this tape, is to have the child be truthful because it is important to him and not because it is important to you! "Mom and Dad will be angry and punish me" should ideally shift to "I am an honest person, so I don't lie." Once this vital transition is made, your child will not cheat, steal or lie under any circumstance.

An goal worthy of one's effort. The practical advice in "But Mom, it wasn't me! Honest!" will certainly set families off in the right direction.

Francie Gunther

Cassette tape \$7.95 U.S. from Achievement Inc. 485 S. Broadway, Suite 12, Hicksville, New York 11801 U.S.A. Tel (516) 931-2500

# BOOK AND VIDEO REVIEWS

## KEN RADU'S CORNER

### ADMIRABLE ARTWORK

I have written previously of my admiration for the artwork of Ludmila Zeman's trilogy, picture book renderings of the Gilgamesh epic. The first, appropriately enough, is called *Gilgamesh the King*. The second volume is the visually dramatic *The Revenge of Ishtar* (Tundra). Perhaps it's an act of high presumption to reduce a profound and complex epic poem to the skeleton of its plot in prose, unremarkable prose at that.

One evening without warning, terror struck. Pillars crashed down. Roofs fell in. People ran in panic. Enkidu saw Shamhat cry for help. He rushed to save her. But he was too late. He lifted her lifeless body, carried her to Gilgamesh and cried in despair. "Why?"

"It is the monster Humbaba," Gilgamesh raged. "He hides in the mountains. We must destroy him before he comes again. If you will not come with me, I will go alone. I am not afraid of death."

This is writing by numbers, a mechanical approach to narrative for children which is more common than desirable these days. To her credit, Ludmila Zeman has not flinched before the task of taking one of the great unread stories of the world from a defunct civilization, and hewing it down to a version that may well capture the interest of young readers and old adults alike, thereby, one would hope, sending us all in due course to the epic itself. The glories, however, of *The Revenge of Ishtar* reside in the pictures and not in the prose. I thought the first book of the trilogy stunning and think the second no less so. Having studied, and been inspired by, ancient Mesopotamian artifacts, bas reliefs, architecture, hairstyle and clothing, Zeman is in

full command of her artistry and sources here.

Her pictures of the Gilgamesh story repay considerable attention. They take you in, encourage you to roam in a world both historical and mythical at the same time.

Also a filmmaker, she clearly has an eye for visual depth and background. Although I find the expression on the face of Ishtar's nasty bull more silly than frightening (facial expressions do not seem to be Zeman's strong point), the canvases are painstakingly built upon the physical details of the ancient city and its surrounding geography. Always compelling, they are consistently alive with action and colour. Especially impressive are the pictures depicting the enraged Ishtar furiously riding through the heavens in her chariot, or the appearance of Humbaba rising out of a volcano, "breathing fire and smoke."

Given the evidence of the first two instalments of Zeman's ambitious and beautiful project, we should look forward to the third: *Gilgamesh's* search for the secret of immortality.

Kenneth Radu's most recent book is a collection of stories, *Snow Over Judaea*, published this fall by Véhicule Press of Montreal.

## THE WRITERS IN SCHOOLS PROGRAM

It's always been a mystery to me why Canada is among those countries in the world who pay the least attention to their writers. Literary awards and prizes abound to be sure, and everyone has heard of Mordecai Richler and Margaret Atwood, but turn please to the English curriculum of the local public or high school as I have. With few exceptions, there is scarcely a Canadian voice to be heard. In Quebec the English-language writer not only has to break through the historical indifference to the literary arts, they also have to make themselves known in a small world where, it would appear, they do not officially exist. To judge by Ray Conlogue, for example, the *Globe & Mail's* Arts reporter for Quebec, literature does not include works created by those writing in the English language.

Contrary to popular stereotypical thinking and misconception, most writers do not sit around waiting for Canada Council hand-outs, staring at their sparkling countenance in a mirror, and expecting rich rewards for little effort. Quebec English-language writers (especially Michael Harris, Ruth Taylor and Carolyn Zonailo) have been busy this past year establishing a writers-in-the-schools programme for the anglophone community. One of the several creative and worthwhile results of the recently formed Federation of English-Language Writers in Quebec (FEWQ), the Writers-in-Schools Programme (which has been operating in the

French school sector for years) has received recognition and funding from the Ministry of Education.

This program enables teachers to invite living, breathing contemporary Quebec English-language creative writers (novelists, poets, journalists, etc.) to the classroom to discuss their work with students who have had the opportunity to read it. The ministry bolsters its support of the program by offering to pay for student copies of the book(s) a teacher has selected to work with.

In September English schools in Quebec were sent dossiers of FEWQ members who submitted their names for consideration. Once the dossiers have been received, the schools are asked to look them over and select the writer they wish to invite to read and/or talk in their classes. For more information about the dossiers (if you haven't received one) and for specific details, please call the FEWQ office.

Quebec authors (many of whom are teachers and, like the wonderful parents who support our H&S associations, do many hours of unpaid volunteer work) who write in the English-language have taken great pains to introduce our young people to the vitality of contemporary writing. It is now up to the schools to meet the writers half-way and open their doors and their classrooms.

Contact: FEWQ (Federation of English-Language Writers), Atwater Library, 1200 Atwater, Suite 3, Montreal, QC H3Z 1X4; telephone (514) 934-2485.

## The Nightmare Before Christmas

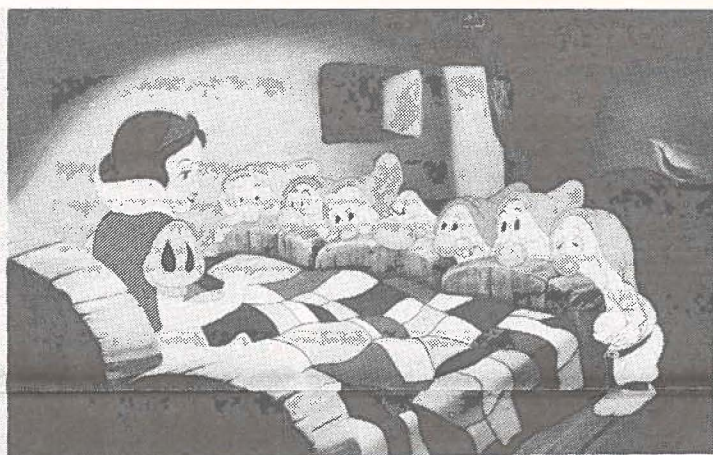
Touchstone Home Video  
VHS \$19.99, 76 mins.  
Release date: Sept. 30th, 1994

When JACK SKELLINGTON, the Pumpkin King of Halloweentown, becomes bored with his annual Halloween routine and decides to become a substitute Santa, things don't exactly go according to plan — in fact they come dangerously close to disaster.

No doubt about it, Tim Burton, has a flair for taking the ordinary and making it outrageous, if not macabre.

Rated PG, this movie is not for everyone. Although many young children really enjoy this film, some do find it scary. Parental discretion is advisory for this home video release which went on sale September 30th, 1994.

Ann Bishundayal



## Snow White and the Seven Dwarfs

Release date: Oct. 28, 1994  
Walt Disney Home Video,  
The Masterpiece Collection  
VHS, \$28.99, 83 mins.

Walt Disney's first fully animated film, the classic, *Snow White and the Seven Dwarfs* was finally on home video October 28th. This Oscar winning film is certain to be a big hit with parents and children flocking to purchase their copy.

Everyone knows and loves the story of the beautiful *Snow White* who must hide in the forest to escape her vain and wicked stepmother, the Queen. There she befriends the lovable dwarfs, but alas cannot escape the Queen's evil spell...ah, but "someday her prince will come"!!!

## Girls' Science

THE SCIENCE BOOK FOR  
GIRLS and other  
intelligent beings.  
by Valerie Wyatt, Kids Can Press  
Ltd., 1993  
Pp.80. \$10.95

When I was in grade school in the 1960s, science was taught as sort of an afterthought. The real curriculum consisted of the 4Rs, and maybe gym. Nevertheless, by the time I was ready for high school, I was sure I wanted to study the natural sciences. Nurtured by little more than the encouragement of intelligent parents, the occasional CBC "nature show," and the odd foray into the countryside to search for bugs and tadpoles, somehow this nascent interest

survived the lacklustre treatment the sciences received in elementary and secondary schools, and I eventually became an environmentalist.

While boys and girls alike suffer from mediocre science curriculum, the disadvantage is usually unequally shouldered by female students, whose perceptions and values often leave them far behind in the male-dominated field. Valerie Wyatt's fun and factual book *THE SCIENCE BOOK FOR GIRLS*, addresses this imbalance. Aimed at the crucial 8-12 age group, it is an excellent incentive for the science shy.

The book is divided into three sections. "Everyday Science" gently eases the young reader into the world of esoteric terminology and concepts by

showing how even household materials, processes, and foodstuffs involve science. The chemistry and physics of cooking and digestion are particularly fascinating.

"Be a Scientist" runs through several professions - geologist, environmental scientist, etc. - and gives examples of how a girl can "try out" the career with simple experiments. In addition, each professional featured is a woman - as a possible role model, and girls' inventions are also shown. Finally, "Flex your Brain" wraps up the book with some brain teasers.

Wyatt's book is highly recommended for the girls in your home or classroom — but be ready to participate in some way-out experiments!

Louise Fabiani,  
Nomad Scientist

## Read! More

A Guide to Quality Children's and Young Adult Literature

*Read! More*, the second edition of *Read!*, is now available. An annotated list of over 200 international titles of board books, nursery rhymes, easy readers, picture books, junior and young adult fiction, and non-fiction. Selected by a committee of librarians, these books were all published between 1992-1994. Also available are *Read!* and *Lire!* (the French list) which contain titles published between 1980-1992.

Order from:  
Quebec Library Association  
PO Box 1095  
Pointe-Claire QC H9S 2H9  
tel: 514 630-4875

\$3 for any 1 booklet  
\$5 for any 2 booklets  
\$6 for any 3 booklets.  
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# Fabulous Fall Conference High

## LEARNING FOR THE 21st CENTURY

This workshop was introduced by Ann Cumyn, Chairman of the QFHSA Education Committee and Vice-Chairman of the Lakeshore School Board. The seminar was led by Judith Newman, Vice-Chairman of the Quebec Superior Council of Education and past President of the Provincial Association of Protestant Teachers.

Following the Corbo Report on school exit profiles, and the recent change in our provincial government, the direction of the debate on how school curriculum should be improved is not clear. We need a coherent public discussion and a more global view of what is best for the system. In the past, significant changes have often been made without public participation and review. Some examples of this practice were the introduction of the History of Quebec and Canada course, the change of the Biology course to Ecology, and the introduction of an Economics course.

The new government may, or it may not, choose to follow up on the Corbo Report but, with our unacceptably high dropout rate and increasing demands of a global economy, further action on the curriculum of our schools is required. The previous government announced a goal of an 85% graduation rate by the year 2000.

Our schools have taken on an ever broadening mandate to educate future citizens to be literate, employable, moral, responsible and cooperative. Most important, students must learn to learn because education has become a life long challenge to keep up with the information explosion.

The Corbo Report began to examine what we need to learn and how we must use our knowledge. It suggests questions such as how much decentralization is appropriate and how it should be implemented, how we can decrease school dropout rates and improve performance, how we can avoid the marginalization of poorer children and counteract the effects of family changes and child poverty, how schools should handle the issues of pre-school education and availability, daycare, and family abuse, and how we should manage change in education.

As a part of the public debate on school change, the workshop was divided into four groups to examine the four aims underlying the curriculum. We discussed what our children should learn under the sub-headings of knowledge, skills, and attitudes.

The first aim of "Intellectual Development" involves learning to think and analyze clearly and pushing students to learn how they learn best. Besides learning the basic skills of reading, writing, and counting we must make students media and computer literate. They must understand the many and varied situations with which they will deal and they must know how to find reliable information on subjects in which they are not expert.

Self motivation and the ability for independent study, research, and learning are key elements of a suc-

cessful education. Good self esteem and the ability to learn from failure are also essential elements. Critical thinking implies being emotionally prepared to make choices and the understanding that the real world involves seeing things as relative — not absolute. We would also like to teach our children participatory or co-operative learning, creative and critical thinking, communication skills and a motivation to continue to learn.

The second aim of "Cultural Initiation" was seen as wider than just art, music, or books. It also extends to the cultural context of our lives and our heritage of democracy and equality. Many items can be combined into current subjects to show how history or geography shape, and are shaped by, the music, arts, and drama of the location and time period. Students must get a sense of their own uniqueness as well as a sense of belonging. We each need a comfort zone and a value system which validates our experiences. We must be open minded and accepting of differences but we also want to teach a good grounding in our Canadian identity and values. We want to get to know our history and our roots without losing our tolerance and our sense of

community.

The third aim of "Social Education" should prepare us for citizenship, cultural diversity, community involvement, democracy, and the world of work.

We must know our rights and responsibilities as individuals in a community. We must learn to resolve conflicts non-violently and deal with peer pressure. To develop our rule as individuals in a society we should be comfortable with our own sexuality and self esteem. It is important to learn to accept criticism and to work in a hierarchy.

The fourth aim of "Personal Development" involves self esteem, independence, and creativity. Each student must have some experience of excellence and that involves recognizing all seven forms of intelligence. Not everyone is strong in Verbal or Mathematical/Logical intelligence. Others may express their excellence in Artistic, Musical, Social, Physical, or Intuitive intelligence. All parts of our ability should be educated and that can help to make it fun to learn. Emotional maturity involves understanding that values can be taught from many sources and not all of life can be fun, interesting and exciting. Each student must learn to know and appreciate their own talents and inter-personal development.

Clearly, the four aims underlying the curriculum have multiple overlaps and inter-related implications. We should all get involved, to whatever extent is possible, in the upcoming debate on how to improve the delivery of education to our children.

Howard Solomon



Judith Newman

Vickie Zack

## MAKING MATH MEANINGFUL

**MATH MATTERS: MAKING MATH MEANINGFUL** was a well attended workshop at the Fall Conference on October 22, 1994. Helen Koeppe introduced the speaker as "Vivacious Vicki, who got parents and teachers working even before the workshop started!"

**DR. VICKI ZACK**, teaching since 1968, is presently a Grade 5 teacher at St. George's School. Her background in the English Literature tradition led her to learn late in life that **EVERYONE CAN DO MATHS AND EVERYONE CAN LOVE IT!** She recently received a three year Social Sciences and Humanities Research Council grant to continue her research into children's work in complex problem solving. It is Vicki's passion for both literature and mathematics that made the workshop interesting and informative.

She spoke about putting into practice the goals envisioned by the National Council of Teachers of Mathematics (NCTM), their emphasis on the ability to solve problems in the real world, and her ways of helping students become confident problem solvers.

Vicki reminded us, first hand, of that math nervousness which many people experience, when she handed us each a problem on a sheet of paper and asked us to "figure it out". You should have heard the groans!

She emphasized that math is not just a secret code that someone else knows. It is understanding. Students are trying to understand, and they search for meaning, but they don't always succeed. Often, they don't even ask questions because they can't pinpoint their difficulty, or even know **WHAT** question to ask.

In Vicki's classroom **STUDENTS WORK TOGETHER** to solve problems. Often, they will start as a pair, then groups of 4, and so on, until the class is once again whole. She will often pair children of relatively equal ability, because collaboration is the key. Teamwork in the classroom allows children to learn in a manner that teaches them how to work with others to achieve a common goal while planning, discussing and organizing.

Lynn Arthur Steen, writing in the "Instructor" (April 1990) wrote, "In a typical mathematics class, students take notes, practice what the teacher has demonstrated, and then work in isolation to perfect techniques. None of this engages the students' minds as effectively as does vigorous argument and discussion. Argument in search of convincing proof is the essence of the mathematical method and it is a natural activity for children of all ages".

In her classes, Vicki's students work on problem solving three times per week. Vicki prefers three 90 minute periods of math per week to five 54 minute periods because more seems to be accomplished.

Students each have a special notebook in which they solve problems. They have at least one special problem per week to solve as homework and that problem usually pertains to a current real issue the children are facing. Vicki asks the students to record in these journals answers to questions she poses, about what helped or hindered their problem solving. She is able to comprehend their problem solving techniques from these writings. Writing about mathematics helps children clarify their own understanding and it also provides an opportunity for pupils who prefer writing over math to "grow in the discipline with a vehicle more suited to their interests", according to Steen.

When asked if boys are more successful in math than girls, Vicki responded that they are not, but that they do ask more questions generally. Boys are somewhat more competitive and girls are more collaborative according to Vicki's experience.

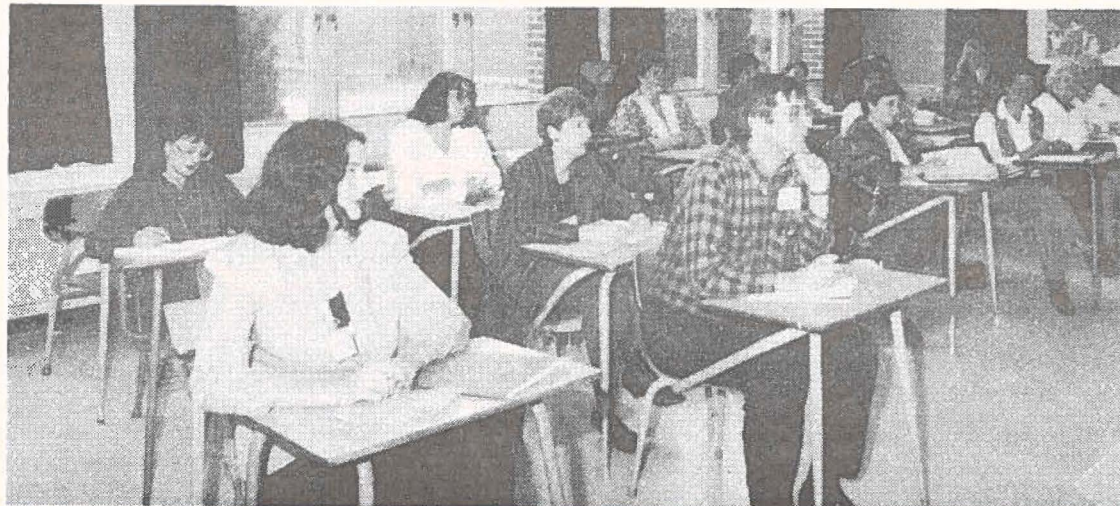
Dianne Skoda

### WORKSHOP

1

### WORKSHOP

2



Futurespeak and Exit Profiles at Annual Conference.



# lights: Think Globally; Act Locally

## Step 120: One Small Step for a School, One Giant Leap towards Preventing School Failure

It's Saturday afternoon. The class is full. There are at least thirty parents crowded into Room 212 at John Rennie High School and they are all asking questions. Joyce Morrison and Gary Leschuck, who are leading the workshop, can hardly keep up. But that's typical of the Quebec Federation of Home and School Association's Fall conference. Joyce and Gary are describing the Step 120 resource centre in Westmount High School. The parents are impressed by their frankness, the incredible number of activities, resources and people which they are able to juggle, and their willingness to help any group from any other school to set up a similar program.

Exactly what does go on down in room 120? The room is bright and welcoming. Plants line the window sills and there are lots of tables and even a couch. Joyce shares one of her secrets with us — the furniture has all been donated.

During the course of a week, approximately 100 volunteers pass through the door. How can she get so many? Again she shares a secret. She canvasses colleges and universities for help. Also, some of the volunteers are students or parents at Westmount High, giving back to the system that helped them or just reaching out to help others.

What services does the centre provide? Well, there is a large amount of tutoring. Students can be tutored if they need to catch up, if they need more one on one help, or if they wish to improve their grades. Students who have been absent and need to write tests can write in room 120. Students from different grade levels are in the room at the same time. No one knows the reason why anyone else is present, so there is no stigma attached to going to this centre. Joyce and Gary are also available for counselling. Problems can be discussed and solutions found. Children with special needs are integrated into the system as well. Those with learning disabilities who need more time to write exams can write them in room 120.

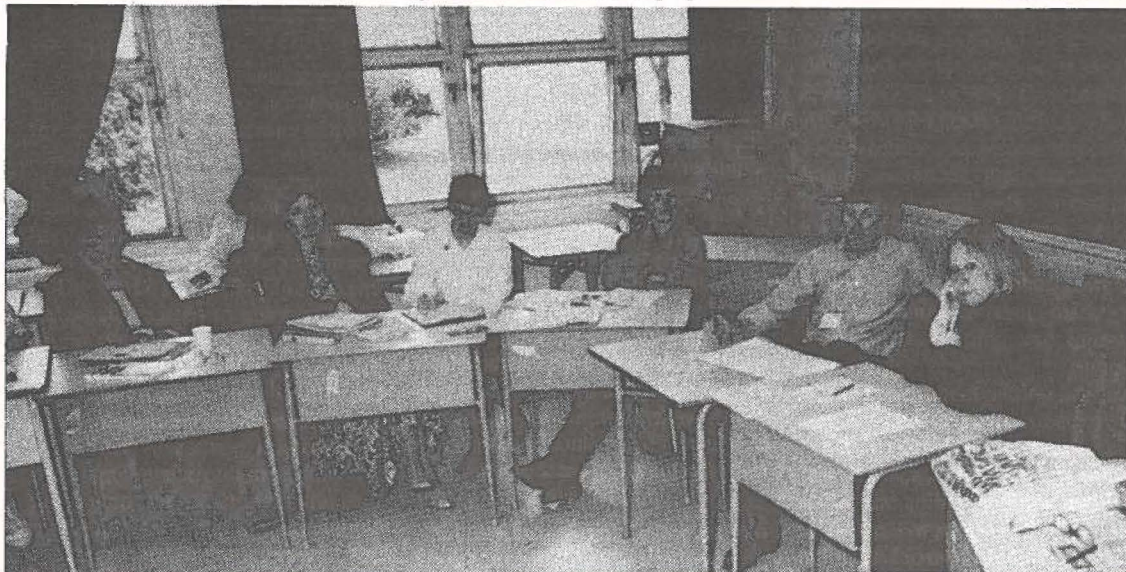
Individualized programs to give students the time they will need to be successful in high school are organized and run through the centre. Mentors, who act as Big Brothers and Big Sisters to the students are matched by Joyce and Gary. For example, students may be paired with lawyers, restaurateurs or entrepreneurs, depending on their interests. The booster program helps get students on track if they are having a hard time keeping themselves organized. Pencils, pens, geometry sets and rulers are always available if you came to school unprepared.

How are these items stocked? At the end of the year, the lost and found can be a treasure trove of materials! And there's always snacks available if a student's problem seems to be hunger.

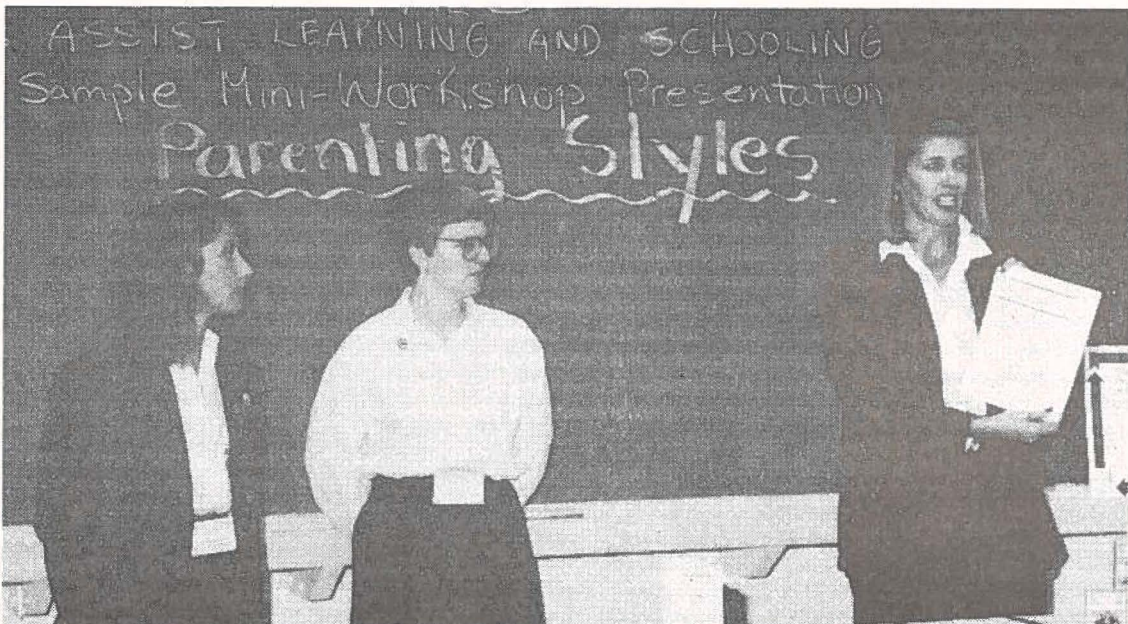
Parents can use the centre to find out how their child is doing at school. Joyce and Gary can ask for reports from all the teachers and a complete look at a student's school performance can be reviewed. If necessary, referrals can be made to help families get the help they need to solve problems. Teachers can use the centre to help every child in a class to achieve. They are welcome to review a student's school performance, in particular if there seems to be difficulties or if a student has had a change in behaviour. Crisis prevention classes are also offered to the teachers as both Joyce and Gary are qualified instructors.

Joyce and Gary are more than willing to help any interested school set up a similar program — in fact, both Willingdon and Elizabeth Ballantyne Schools have been helped in this manner. For this system can work at both the elementary and the secondary levels. Flexibility and challenge are at the heart of this concept. Anyone wishing to find out more should contact Westmount High at (514) 933-2701.

Anna Marrett



Step 120 workshop leaders Joyce Morrison, Gary Leschuck (at right) present their case to a large group of interested workshop participants.



Jocelyne Godard-Pickler, Anna Marett, Pat Waters give a mini PALS workshop as conference finale.

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Rickey Langlois presents a book to lunchtime speaker Ghislaine Picard-Mayer

# FOCUS on the LOCALS

## POPE MEMORIAL

### "Back in the Swing of Things"

Pope Memorial Elementary School in Bury got back in the swing in September with our first annual Welcome Back Barbecue. Staff and students enjoyed hamburgers, hot dogs and fresh corn on the cob in the warm fall sunshine.

On another beautiful September day, students, parents and staff participated in our annual fall "Walkathon". The 8 km walk took place on a beautiful tree-lined country road. This major fundraiser, where students find sponsors for their walk, raised over \$1500 for school outings and projects. Not bad for a school of approximately 80 students!

In between classroom work and studies, the students and staff have found time to visit a local apple orchard and the Coaticook Gorge. Besides the beauty of the Gorge itself, the students were also fascinated with the Indian exhibits. Students of grades 1 and 2 visited the local senior's residence. Classes throughout the school do this several times a year and the residents really look forward to seeing the children.

In the sports news, Pope Memorial reigned victorious at the

Compton County Soccer tournament held in Sawyerville in October. Also some of our students participated in two Eastern Townships School Board cross country runs held recently — one at Richmond Regional and one at Alexander Galt Regional.

A grade 5 student, Travis Coleman, placed 1st in both these runs in the boys 10 and under category.

Grades 5 and 6 students have been chosen by computer, out of 500 schools, to do a research project on Japan. These projects will be sent to Japan and may be part of a permanent library.

We are lucky to have volunteers in the school to work with the children. One particular area where we have concentrated a lot of effort over the last year is our computer room. Through the school board, a one-time grant from the MEQ, and fundraisers by our School Committee, we now have 9 computers in our school. We also have a modem and a CD Rom. The students are extremely interested in using these resources for school projects.

Chris Adams, the naturalist, has visited the school and given a very interesting presentation to the children. The children have been very excited about the beginning of the school year and the months to follow promise to be just as interesting.

*Penny Coleman*

## BAIE COMEAU H.S.

### A Busy Beginning for BCHS

Run, run as fast as you can...That's what we did...at our Run-a-thon.

On the morning of Thursday, September 15th, students from all levels ran to raise money for school events and polo shirts. Parents and teachers worked together on the organization, and each student received a participation prize. Pictured is our surprise visitor. After lunch, the time was spent at various events, such as the twelve-legged race, the piggyback race, the egg & spoon relay, and croquet. All students from Grade 1 to Secondary V were on mixed-grade teams. "The Clowns" were the overall winners. Lots of laughs were had by all! That was our 1994 Welcome Day!!

Our local H&S has helped to sponsor two plays performed by the Geordie Theatre group. "A Promise is a Promise" was enjoyed by elementary students, while secondary



students were exposed to a thought-provoking look at violence in relationships, in "Mirror Game".

The next event, to be held from November 14th to 16th, was our second Scholastic Book Fair.

Remembering last year's great participation, we looked forward to the purchase of hundreds of books.

*Pauline Kaye*

## DORSET

Greetings from Dorset! Hope everyone had a great summer. The school buses spilled out this year's students on August 29th. We have lots of new faces this year — both student and teacher.

We welcome Natalie Knott, Marilyn Quinn, Lyse Landreville, Marjorie Legault, Nancy Harwood and Brenda Walsh to our great staff family! It is going to be a terrific year.

As usual we started off the year with our annual H&S BBQ. It didn't rain and the weather warmed up a bit giving us a wonderful evening. Thanks to our never-ending supply of great volunteers, hot dogs, hamburgers, chips, drinks and ice cream were doled out to a hungry crowd of

students and parents. It was a great chance to renew friendships that also took summer vacation!

Students and parents were pleased to see Grace Berard and Kathy Gorrie come and join in the fun. The BBQ raffle was a big success. Prizes of restaurant gift certificates, car tune ups and hair salon visits were just a few of the great prizes. A big thank-you to all who donated raffle items.

Not it is time to crack the books and get back into the routine for another year. Before we know it, the white stuff will be here! What a scary thought. With the colder weather came the Dorset Xmas Fair on November 19th. Hope you were there for all the fun.

*Wendy Fitzgerald*

## EVERGREEN

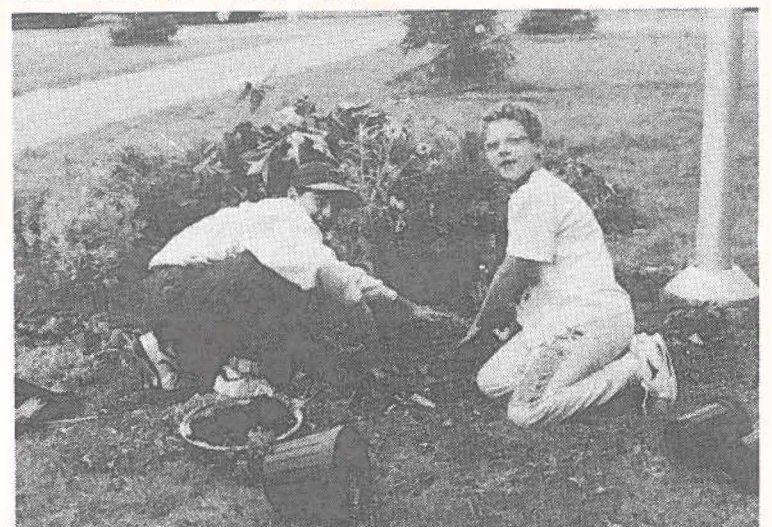
### It's Back To School

The school year of 1994/95 promises to be an interesting, exciting time. The school year started off with a Tea to Welcome Back the staff and new Principal, Mr. Barry McBride. The H&S presented Mr. McBride with an "Evergreen Survival Kit" which includes an Evergreen jacket, a cap, and Evergreen mug, eagle T-shirt and a large bottle of Roloids.

Once again this year all the students at the school participated in the Terry Fox Run to raise money to support cancer research. Each year for the past two years our students have raised over \$5000 towards this cause. Our H&S was there to encourage the children and serve refreshments by none other than our very own Water Girls! Thank-you to all who helped out for this worthy cause, a great big Thank-you to Mr. Halbert who organized the run. We really do appreciate you!

Our 2nd annual Ski & Skate/Bake Sale was held on September 17th. This event raised close to \$1000. Thank you to the many volunteers who helped make this happen. Your involvement will have a direct effect on our school.

The 1994/95 school year appears to be another exciting one, with extra-curricular activities, class field trips and visits. Choir rehearsals have begun, handball is a big attraction at lunchtime. School photos have been taken and the results are anxiously being awaited. Computers are up and running. Lunchtime/after school activities will be starting early in October. The grade 4's have been apple picking. The kindergarten classes will be visiting Nature, a pet shop with a large assortment of fish... in keeping with the theme "Under The Sea". Grace Henderson's class has been studying Air in Science and visited the St. Lazare airport. The grade 5's had the opportunity to experience the Ecomuseum centre at Macdonald College early in October.



Evergreen Elementary students Steven Gauthier and Peter Hulley were busy planting and preparing for spring bloom. Well done boys!

The annual peal for Peace Day at the Lakeshore School Board was celebrated with great pride at the school. Being the International year of the Family, all the students gathered into the formation of the word FAMILY and sang Une Colombe, It's a Small World and Let's Go Fly a Kite. Each class also constructed a kite bearing peace words down the

tails. The kites were presented to Mr. McBride, who in return read the children a peace story.

The ECLECTICS played at the 2nd Annual Harvest Moon Dance. The dance took place October 15th. The ticket price included food, prizes and live entertainment.

*Linda Zambon*

## LINDSAY PLACE

### Unique Project Reaches Fruition

It has taken four full years for the school's Charter of Rights and Responsibilities to reach its final state. Teacher Keith Morris points out that school suffers "from the same stresses and strains" as the rest of society. The Charter is designed "to explicitly state the fundamental rights, freedoms, beliefs and responsibilities of all of the school community."

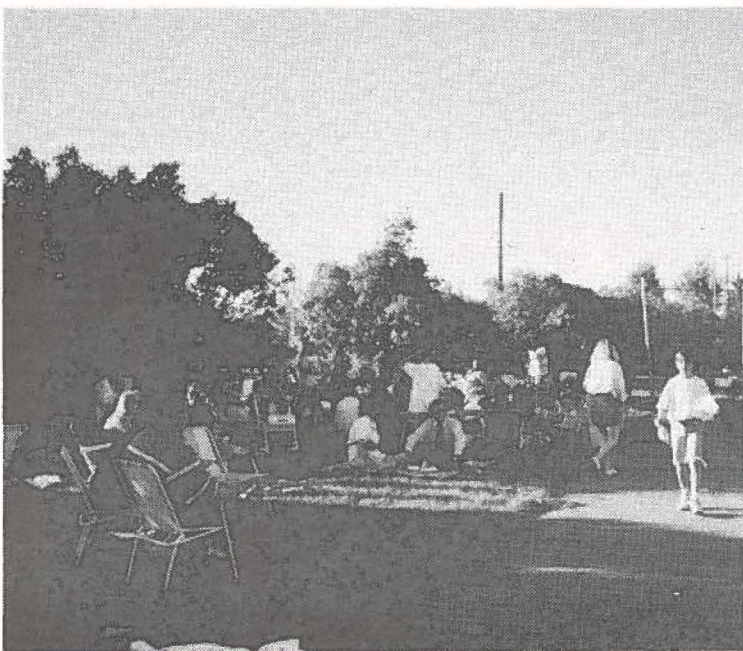
A questionnaire was circulated to the students to determine what they felt were important issues as far as their rights and responsibilities. Morris points out that "for each right there's a corresponding responsibility."

Panel discussions helped sensitize teachers to the issues concerned,

while guest speakers such as Cheryl Jenkins of the West Island Black Community Association and Rabbi Mordecai Zeitz of Congregation Beth Tikvah informed the whole community. Moral and Religious Education classes and projects in the English department ensured the involvement of the all students and teachers.

The Charter, which was launched in early October at an assembly featuring an address by National Assembly Member Clifford Lincoln, lists 10 rights and corresponding responsibilities. Each student will receive a copy and there is a four-by-eight foot writ posted in the school.

Morris says that the next step in this unique project is "to set up a mechanism to provide teeth to the charter, so it doesn't become just a piece of paper."



# MORE FOCUS



## COOKSHIRE

### Our School Goes To The Circus

On September 2, 1994, the school went to the Shriner's Circus in Sherbrooke. They left the school at 11:15 a.m. All the children were tremendously excited on the bus.

When they arrived at the Circus, they became even more excited. When the teachers finally got the children calmed down and into groups, they marched happily staring at the circus equipment and animals. All the chatting and giggling made the day feel even happier.

Once inside the circus tent, it was even harder to keep people in their groups, as they looked round-eyed at all the surroundings: people, popcorn vendors, cotton candy carts and all the things you would expect to see at a Circus. It took at least ten to fifteen minutes for people to get settled and the show to start.

The first act was the Siberian tigers. They made the audience "ooh" and "ahh" at their amazing jumps through hoops of fire, rolling and standing on their hind legs.

The second act was Sonia, the acrobat. She stood in the ring glimmering with shiny sequins in the light. Her elegant jumps and swoops made everyone gasp.

Then came a funny clown with a tuba, running and playing music around the ring. That made everyone laugh.

Next were the elephants, horses, and dogs that were all delightful. The elephants and horses did their tricks with Sonia in the ring. After a few more things came along, the great show was done. Everyone left talking about their favourite parts and what had happened.

Before they got on the bus, a man who had been in the show burst out of a huge cannon and went flying into the net. Everyone laughed and got on the bus with a last look at the Shriner's Circus. Boy, did they ever have a good day!

Alexandra Pope, Grade V

## JOHN RENNIE

H&S activities began early this year. A membership table was set up at the Cycle 1 Parents' Information Night on August 29 and membership envelopes were sent home with each student on the first day of school. Other H&S tables were organized at Meet the Teacher Night on September 22.

Meetings are held on the 2nd Tuesday of every month. At the October meeting we were given a tour of the library and shown the materials that have been purchased with H&S donations.

Esther MacLeod

## QFHSA AND NOMADS ON THE ROAD AGAIN!

The communities of Kegaska and Harrington Harbour along the Lower North Shore of Quebec, were host to special activities during a recent QFHSA and Nomad Scientists Literacy Exchange. "Creating a Learning Environment - at Home - at School - and in the Community: Opening Doors To the Future" was the theme.

It was financed and organized jointly by these partners: Littoral School Board's Department of Educational Services, Literacy Partners of Quebec, Mainland School (Kegaska), Harrington Harbour School, Quebec Federation of Home and School Associations (QFHSA) and the Nomad Scientists.

Marion Daigle, QFHSA Literacy Director, and Harold Spanier, of Nomad Scientists, focused discussion on the new meaning of literacy in the information age and the skills necessary to function in an increasingly technological world. Marion and Harold emphasized the need for both communities to examine economic, social, and educational needs related to creating a literate environment for their youth, now and in the future.

Marion and Harold introduced reading and science activities to community leaders, families, young people, teachers, church representatives, and others. The Family Fun Fair brought families and young people out to share activities together.



Harold and friends

The following is a brief summary of the program (available in detail at the QFHSA office and through Nomad): The Literacy Exchange; Born To Read, Storytime, Parenting; The Cosmic Adventure; Readers are Leaders; Home Reading: Make it a Habit! Communication & Technology; Flight for Freedom; Story Hour; Kitchen Chemistry; Village Tour; the Family Fun Fair; and the Action Committee meeting.

The Action Committee meetings were comprised of keen volunteers who began to focus on activities for children and families. It was under-

stood that it is important that all share in the activities planned for the children as it opens lines of communication between the school and the home. These communities have already worked on community activities, but realized that with a focus on literacy for the future of their children, they could achieve so much more.

Both Marion and Harold extend their thanks to the people in Kegaska and Harrington Harbour for their warm hospitality and for the privilege of being part of their future.

## Willingdon



## WILLINGDON

### Flag Day = Fun Day

"Back-to-School" took on a special meaning this year when students were assembled in the school yard, to participate in Flag Day. Every student received a flag to personalize and decorate however they chose. A strong sense of unity was achieved when our older students were asked to team up and assist the younger children. Once all the flags were completed, the children stood waving them while singing a song written especially for the day by our music teacher, Francoise Lamarche.

Everyone is excited about our new resource program, Step 31. Modelled after the highly successful Step 120 program at Westmount High, it offers both remediation and enrichment studies to students, away from their regular classrooms. A

full-time teacher/coordinator has been hired to oversee the program as well as assemble professionals from universities, CEGEPs and the community, to assist with tutoring, mentoring and other aspects of the program.

Students may be referred to the program by their teachers, or make individual tutoring requests. Students of both the remediation and enrichment areas of this program will receive help at the same resource centre, thereby eliminating the stigma often attached to remediation. We applaud the administration and teaching staff at Willingdon, whose determination to do more for our students, resulted in the implementation of this program.

The Extra-Curricular Committee has done it again by offering our students a well-rounded list of after-school activities, for all grade levels. From Ballet to Babysitting, Film



Trip to the radio station (Harrington)

Animation to Art, these are just a few of the well-structured and professionally taught extra-curricular activities our students can choose from.

In an effort to achieve greater parental participation in our school this year, the introduction of a new Volunteer Sheet proved very successful. Often, parents are afraid to get involved in the H&S as they feel it would require too much of their time. A volunteer sheet was sent home to inform parents of the different areas where help would be needed throughout the school year. This enabled them to volunteer for activities based on their individual situations and preferences.

Our annual craft fair was held on Wednesday, November 16 from 3:30 to 8:30 and again on November 17th from noon until 8:30. We arranged to have Oldies 990 there on the 17th to liven up the activities even more.

We are all looking forward to another fulfilling and fun year at Willingdon, with a long list of activities still to come.

Sheryl Hague

## GROSSE ISLE H.S.

### Our "New" Library

Janet Fisher was invited to Grosse Isle H.S. from April 12th to April 17th to get help get the school library organized. At the beginning it seemed like an enormous task, but Janet was able to help the volunteers get started. During Janet's stay, shelves and books were cleaned, shelves were moved, and all the books were classified under broad areas.

Janet also left volunteers with ideas on where to go next. Books needed to be alphabetized by section

and marked with cards and stickers. Janet also suggested we paint murals on the walls of the library and set up a story area with cushions and a rug. These projects are underway with the help of volunteers. The municipal council is also helping. The council has provided \$500 for the purchase of a book carousel, cushions, and a rug for the library.

We all know it will take some time before our library will be finished but the changes should make the library more accessible to the school and the community. (Reprinted from "Seaside Echo—Grosse Ile High School, Iles de la Madeleine. May 30, 1994")

Note: Janet Fisher, a library consultant, lives in Beaconsfield and is the author of An Index to Historical Fiction for Children and Young People, published by Scolar Press, Sept. 1994. Available at Babar Books, Pointe Claire.

## WESTMOUNT HIGH SCHOOL

### Taking the Tour

"The tour will be leaving in one minute!" I make this announcement with confident authority. Then I'm gathering the group together and leading them off through the door. Have I taken a summer job? No. It's the first day of high school and I'm welcoming new parents to the school. After a brief introduction and



**Student Council treats entire school to corn on the cob.**

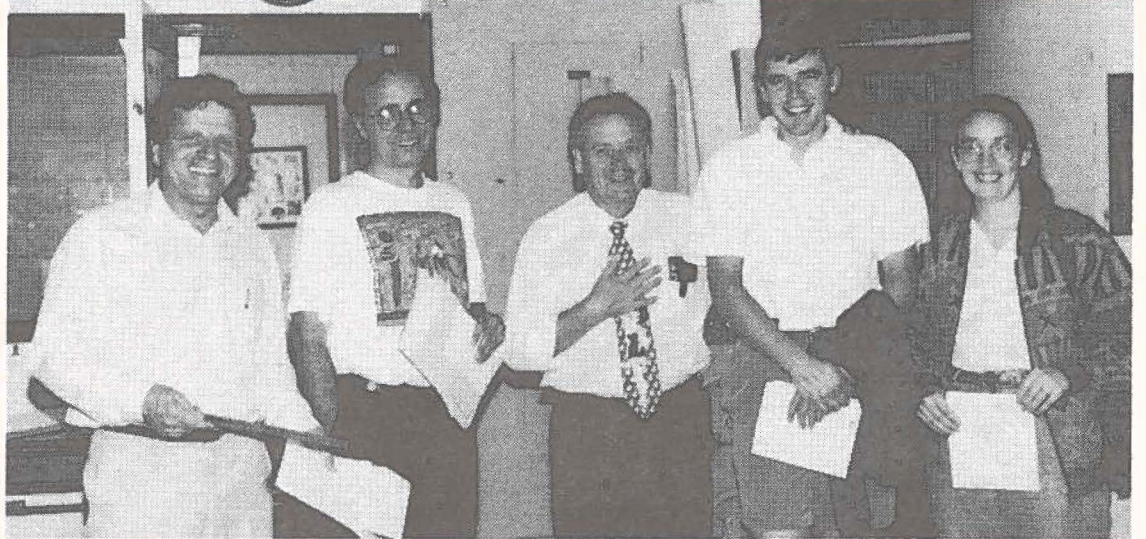
plenty of Home and School hand-outs, I decide to follow the lead of the prefects who are playing the roles of Big Brothers and Big Sisters to the new students. There are just a few differences. Firstly, my group is much larger than the three or four students each prefect is assigned. Secondly, I lose half of my group between the art room and the library. Thirdly, I learn a great deal myself. For example, I didn't realize who spent the money raised at the Annual Book Fair. I'd assumed Miss Hayes, the librarian, went out and selected all the books herself. In fact, she takes the library prefects out and they do the selecting. It's their library, they helped raise the money and they can decide. What a delicious treat!

It's almost as good as sitting outside on a beautiful fall day and sinking one's teeth into a freshly cooked ear of corn. September 2nd was just such a day as Student Council treated the whole school, staff and students alike to free corn. It's a wonderful tradition which should continue forever. The students husk, boil and serve the corn. They also do all of the cleanup afterwards. Thanks! It was great!

### The Oldest Mentor at WHS

September is a very busy month. New faces are everywhere. One of them is a new guidance counsellor, Neha Hathi. As I post notices and pictures on the bulletin board in the hallway, I glance into her office. Ben Kaufman, who retired last year, is sitting beside her sharing his expertise. We haven't lost a guidance counsellor, we've gained a mentor! It's a pleasure to see people returning to the school which gave them either a job or an education and volunteering their time. For the halls seem to be filled with last year's graduates. They've come to share their hopes, dreams, and triumphs — from being drafted by a farm team, to new jobs, to first impressions of CEGEPS and colleges. And yes, some of them have returned to share their skills with other students. It's great to see them!

Let's not forget new parents. They have shown interest in the school and a willingness to help us too. On behalf of all of us at School Committee, Home and School and the staff, I would like to welcome you. We think of you as an important part of our WHS family. This is especially to be noted in this, the International Year of the Family.



**Ray Golden, WHS teacher, welcomes parents to his classroom during Meet the Teacher Night**

professor who is preparing a group of students to become teachers. His classes are held here at Westmount High so that his students get to learn about the theory and see the practical application of it at the same time. It's a great idea and another great partnership here at WHS.

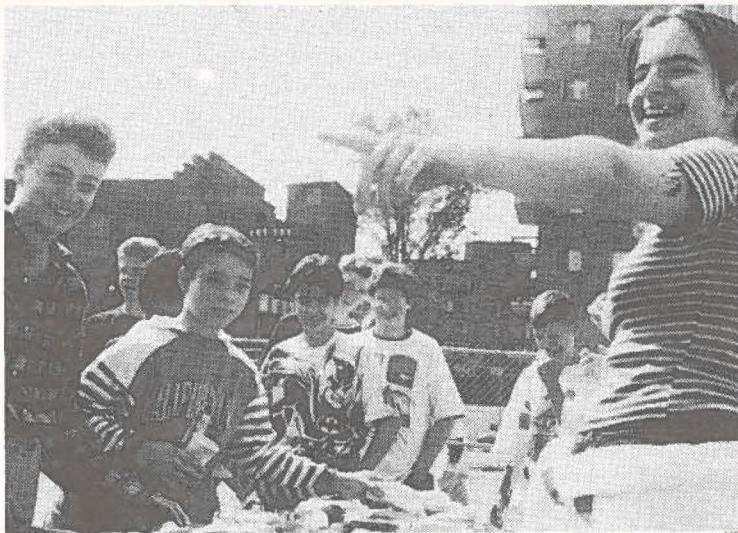
A number of other staff members dropped by and we discussed everything from bilingualism to shower curtains. We had to agree that one of the most appealing qualities about the school is its concern for the indi-

soon as the trunk is opened, there are many hands willing to help. In no time at all, the books and a plant for the office are just where I want them. I'm not the only parent to take advantage of the opportunity to drop off some books — one of the other chaperons has done the same thing. Yet another case of great minds thinking alike!

It's always a pleasure to attend a dance. It's a chance to study fashion, to watch some great dance moves, to hear some really loud music and to eat . . . chicken wings. What a treat! Student Council were selling chicken wings in addition to the usual chips and whatnots. The smell made us all hungry and we are eagerly awaiting the next dance.

If prizes were to be awarded, they would most certainly go to Keith and Dave Mills. Keith would win the "I'll Just Bet I Can Tango to Heavy Metal Award" and Dave would win the "I Won't Dance Until I've Got at Least 5 Girls to Dance With at Once Award". Both of you looked terrific out there on the dance floor. The new DJ, Second to None, paused between songs so I can now tell when one song ends and the next one begins. Am I getting old or what???

*Anna Marrett  
Westmount High Home and School*



**Directing traffic at the corn roast!**

### Coffee Club News

There's no doubt about it — the office needs more chairs! I had to sneak them in from the staff room, outside Mr. Jeffers' office and outside the guidance offices. Aside from this, we had a very pleasant morning getting to know a little bit about each other and exchanging information about schools, children and parenting. As David Smith and I were both reaching for the coffee pot in the kitchen at the same time, I asked him to come and say a few words to the group. He is a McGill

individual. This is a place where people are important! We had such a good time, the morning flew by and we can hardly wait for Oct. 12th, when we will meet again. Now let's see. Where shall we go on field trips this year. . .

### The Welcome Dance

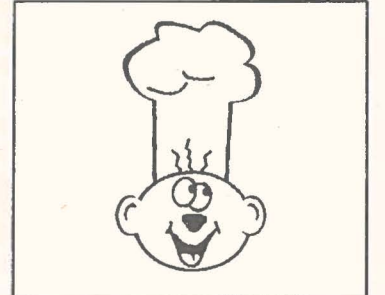
It's 7:25 pm on Friday, Sept. 30th. A crowd of students stand outside waiting for the doors to open for the first dance of the year. I've got a lift to the school and the trunk of the car is full of books for the book fair. As

### MEADOWBROOK

The H&S rummage sale was held on October 19th in the evening. After a successful sale, the remaining clothing was donated to organizations that help people in need.

The Ski and Skate Sale was held in September. Many people took advantage of the opportunity to buy and/or sell skis, skates and winter outerwear. It was a great place to get some bargains!

The Breakfast Club is operating and is open to all Meadowbrook students. Monthly passes are only \$5



(or a daily fee of \$.30). It takes at least 40 volunteers a month, so extra help is always appreciated.

### E.P. HARWOOD

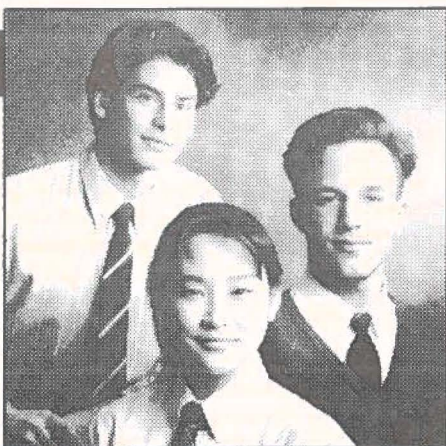
The students and administration at the school are looking forward to participating in and enjoying another successful school year.

The beginning of this school year brought on a major change at Harwood, our Principal since the beginning of Harwood's existence, Mr. Leo Lafrance, was transferred to E.P. Pointe Claire. Leo is regarded as a super administrator and a supportive and approachable individual. He gave the school a solid base on which to build success. He will be sadly missed by everyone here. The staff, students and parents would like to wish him all the success and best in his new venture.

At this time we would like to welcome Mr. Chris Scott as our new Principal and are looking forward to working with him. Chris comes to us from Edgewater School in Pincourt where he was Principal.

Our calendar of events this year includes our annual Christmas bazaar, held on November 20 from 10:00 a.m. until 3:00 p.m. Another event which is already in progress is an eight week parenting course which is being given by Nancy Hovey. Nancy is not new to Harwood as she conducted a two week parenting course last year. There are also plans to hold many more parent education evenings this year.

We are eagerly awaiting this year's encore presentation of "Le Cirque Magique". Last year this special event was held at Harwood. The presentation involved more than 300 students in set decoration, costumes, lighting, musical numbers as well as various circus acts ranging from mimes, floor exercises, balancing acts, ribbons, rhythm sticks, skipping ropes, rap numbers and numerous clowns. It was a magnificent show which was enjoyed by all. A special thank you for all the teachers who were involved in such a unique and fantastic show.



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We provide an outstanding university preparatory program with small classes, individual student advisors and dedicated faculty, all in a small and caring community.

### SCHOLARSHIPS

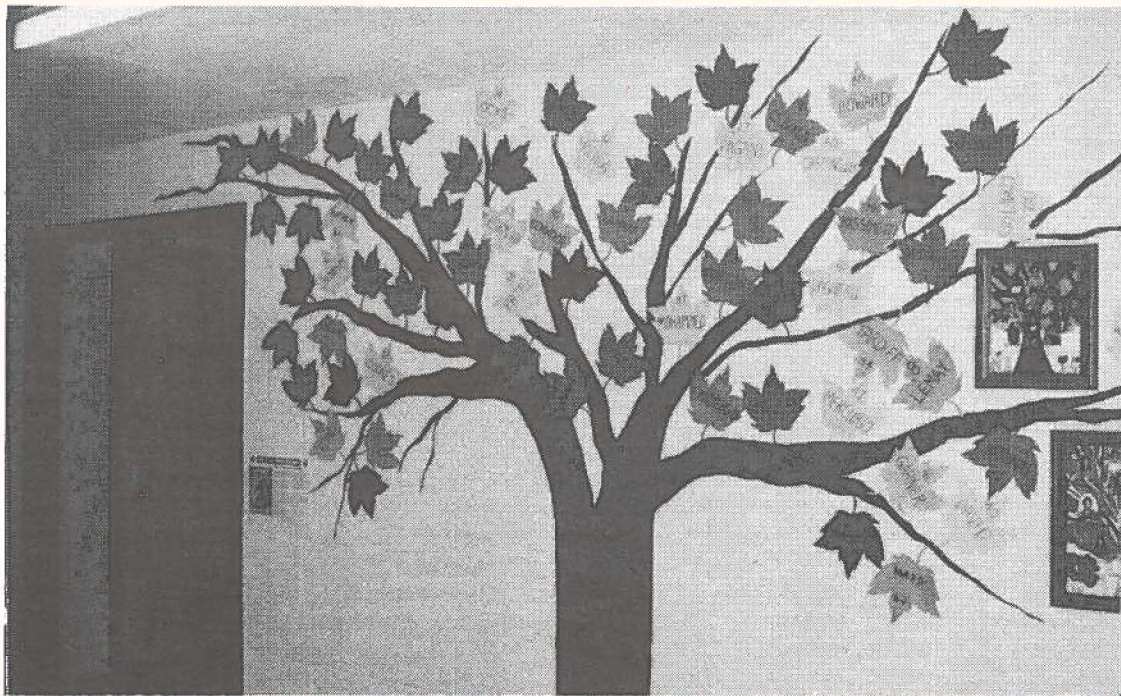
All boys and girls entering Grades 7 through 10 may compete for entrance scholarships of varying amounts.

Students entering at the Grade 10 level may be eligible for a full scholarship.

To participate in the final round of the 1995-1996 scholarship competition, applications must be received on or before February 20th, 1995.

Examinations will be held on **Saturday, February 25th, 1995.**

Contact: Andrew Elliot, Director of Admissions,  
Stanstead College, Stanstead, Quebec, J0B 3E0  
Tel.: (819) 876-2223 Fax: (819) 876-5891



Our growing "Thorndale Family Tree"

## THORNDALE

A big Tiger's Roar must go out to the students, teachers, parent volunteers and community for their support and participation in last May's "Jump Rope For Heart" (Quebec Heart and Stroke Foundation). Over \$8,000 was raised and, at the same time, everyone had fun. The teachers once again showed how generous they are, by donating the school's portion of the campaign to the MIRA Foundation.

Despite the uncooperative weather, our Family BBQ was a great success. Our Principal, along with some volunteer Dads, served up hamburgers and hotdogs to a record turn out of students and families. One lucky student rode home on a brand new bicycle, as a result of our Bicycle Raffle. That was a great way to start the summer!

Well, the 1994/95 school year is now in full swing. It looks like it should be an exciting one. This being the "Year of the Family", our

membership theme is "The Thorndale Family Tree". Every member adds a leaf with their name on it, to our tree. Early indications show that we can look forward to having a very healthy and colourful tree to adorn our halls.

The H&S chocolate bar fundraiser is well on its way and it looks as if it will be a big success again this year.

*Cathy Rogers & Carol McCarty*

## E.P. BEACONSFIELD

September has brought renewed enthusiasm for a school year full of promise, academic achievement and personal growth. The wheels are in motion and a phenomenal number of volunteers are working on committees organising computer labs, library assistance, the school newspaper, fundraising, monthly food drives for local food banks, uniform

sales, noon hour activities and planning the Christmas Fair (already!!).

The students were warmly welcomed in late August and are well into the groove of academic life. On September 20th, Peace Day, the elementary students were paired up with primary students for a variety of activities including cooperative art projects and sending peace messages. During the afternoon all 400 students and staff linked arms to form an enormous human chain

encircling the schoolyard and observed a minute of silence.

The grade sixes got caught up in election fever learning about democratic and civil rights in Canada. They are preparing for elections of their own for a new Student Council. They are also concentrating on themes of non-violence and respect for others.

*Wendy Wilson-24*

## OUJE-BOUGOUMOU

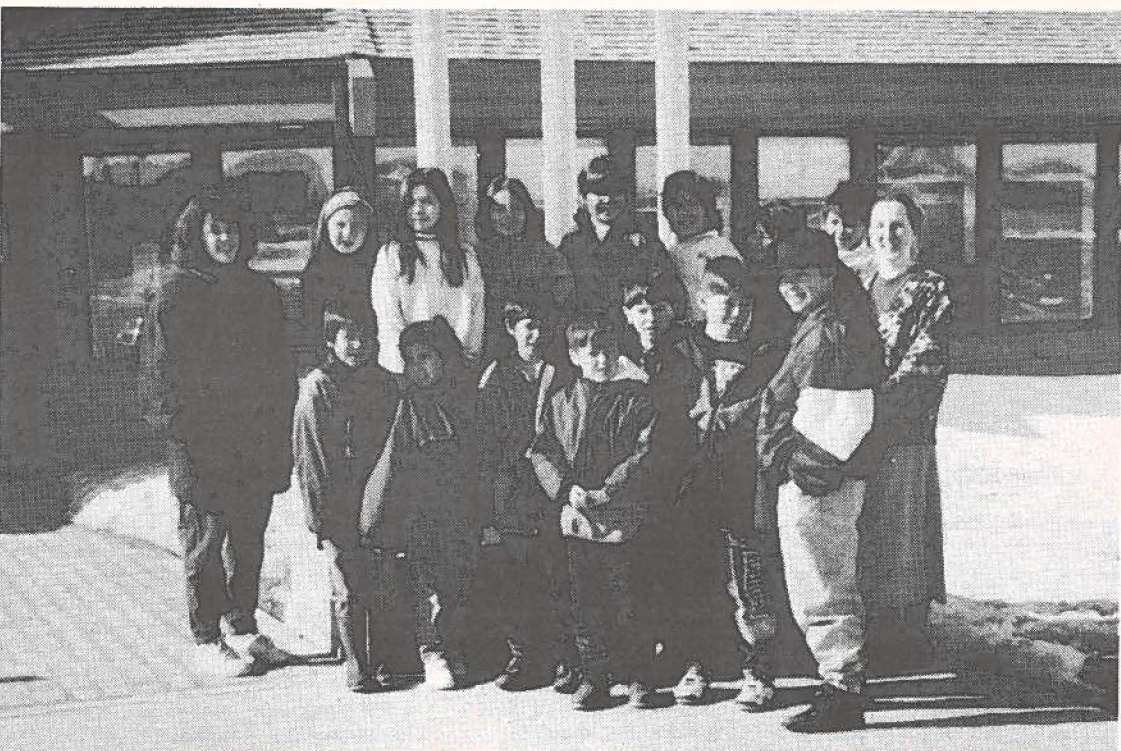
This picture was taken just a little while before Goose Break. The kids love it because they get to spend two weeks at the beginning of May in the bush at their family's hunting camp.

Some of the boys in this photo may shoot their first goose this year.

The Goose Festival usually takes place on a weekend near the end of May. Many of the very young children have their Walking Out ceremony at this time. Lots of other people in the community participate in games of skill — archery, skeet

shooting, goose plucking, and more. Of course, the whole festival ends with a tremendous feast of goose, roasted over an open fire.

*Murray Cornell*



Smiling Faces: Anticipating Goose Festival at Ouje-Bougoumou

## BEACON HILL

### Busy is the Word

H&S got off to a good start in September with a meeting on the 7th indicating that most committees are already well organized. Volunteers were organized to help with several field trips to Oka for apple picking in October. Kathy Lange reported that the first Helping Hand collection for the new school year would be held on October 5th. The Women's Shelter needs toothpaste and similar items, as well as canned food. The children will be helping each month.

Annemarie Kessler reported that another letter has been received from the school's Foster Child, Theresa, in Africa. This girl cannot go to school yet, but her living conditions and those of her family have been greatly improved by the contributions of students at Beacon Hill.

The lunch program got off to a great start under the supervision of

Liz Little. So far 173 students are enrolled.

With the leadership of Mona Hanskamp, the Enrichment program starts in early October. In addition to the previous courses in computer skills, chess and baby sitting, some new choices are now available, including Animals and Their Habitats (snakes will be brought into school); Calligraphy (fancy printing and handwriting); Dinosaurs (taught by Arlene Sweesey, a paleontologist); Space, the Final Frontier (being presented by teachers from Science Frontiers); a type of dance called Street Funk Jazz; and, finally, Toy Factory, where local sculptor Galin Tzonev will show students how to look at things as well as create them.

The Fund Raising Committee is well underway with plans for their Christmas project. Busy is the word for Beacon Hill.

*Pat Lewis*



Students in Laura Green's class as they discuss meaning of Year of the Family at Beacon Hill School.

## CHRISTMAS PARK

The 1994/95 school year is off to a roaring start. We welcomed many new faces to our school "family", from new students to a new grade 1/2 teacher.

The year promises to be full of excitement. To compliment the International Year of the Family, many family-oriented activities are planned. We're kicking off the drive with a night walk to raise funds for the V.O.N., followed by drinks and snacks and spooky stories told by professional storytellers. Upcoming will be a coffee house, complete with our resident folksinger, Ian McGilton, a family bingo night and more! In addition, the entire school will be visiting the Canadiana Village in Rawdon later in the year.

While not doing their homework, the children will be busy with extra-curricular activities including badminton, handball, cross country running, and bouldering and climb-

ing on the new climbing wall. This last has been an exciting addition to our gymnasium, and all ages are eager to try it out.

In addition, the H&S sponsored enrichment activities have started. Every noon hour, and after school, children are busy with Inuit carving, Woodworking, Fimo, Cooking, Tape Painting, Judo, Basketball, Computers, Chess, and too many others to name. Who ever dreamed that school could be so much fun?

Our Halloween fun day on October 29th was organized entirely by the Student Council. Although the activities were kept secret, a reliable, but anonymous, source let it be known that there would be games and a haunted house. A very happy Halloween!

All in all, the staff, students and parents at Christmas Park are in for another great year. Welcome back to all our new and old friends...and good luck to those who have left for new cities and new schools.

*Nancy Dubac*

### Pure maple products prove a hit with fundraisers!

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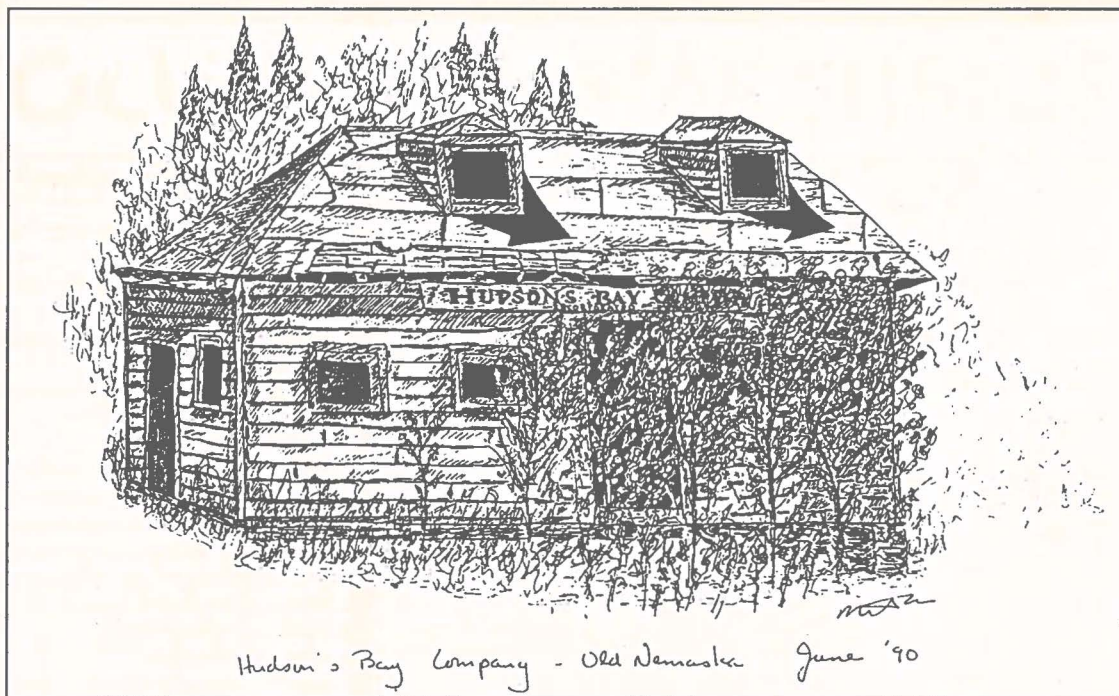
## OLD NEMASKA

This past Labour Day weekend, Nadine (another teacher) and I had the opportunity to spend some time at Old Nemaska. Our hostess was Kathleen Neeposh. Fortunately, she has a permanent bush camp at the site. We were, therefore, not obliged to set up camp, fetch boughs or cut firewood — we were there to relax!

Getting there involves an hour's drive and about forty-five minutes by boat. This turned out to be a typical trip — we had to wait an hour by the landing for a boat. But we were not harassed by hordes of blackflies. Instead, we could admire the view and devour Nadine's entire bag of fruit and nuts!

Upon arriving, we hauled the supplies and gear into the camp and lit the wood stove to take away the dampness. We were then free to look about. Every time we come, there are changes. Originally, Old Nemaska was a trading post. It grew into a community during the fifties, sixties and early seventies. After the construction of the Hydro-Québec dams at LG I and LG II, construction of dams on the Rupert River nearby became a possibility. With the departure of the Hudson Bay store manager, the community was forced to abandon the site. But, in fact, the area never flooded.

Twenty years later, the first large community trip to Old Nemaska was organized by Luke Mettaweskum



School. Subsequently, a trip has been organized every year since then. Community and regional gatherings have also been held there on a regular basis.

### Remembering the past

Nadine and I hadn't been there for a couple of years. So, as Kathleen was making moose-fried rice for the evening meal, Nadine and I went exploring. A new church had been constructed on the site of the old

one. The Hudson's bay store and its warehouse had both collapsed. The teacher's residence and the school had both been renovated. A large number of logs had been prepared for the construction of the homes as they were originally built as few of them still exist. It is the intention of the Nemaska Band to restore as much of the site as possible.

Kathleen later accompanied us to the graveyard. She explained who was buried there and their connec-

tion to some of the people that we knew. She also told stories of life in Old Nemaska when she was a young girl.

A lot of history, tradition and heritage lives on in Old Nemaska and it is encouraging to see it being relived, retold, restored and preserved.

*Metha Bos  
Luke Mettaweskum School  
Nemaska*

# MORE FOCUS

## WESTPARK

The 1994/95 school year is in full swing and it looks like it will be another busy and exciting year.

The children collected for the Quebec Society of Crippled Children and the returned cans were quite heavy.

Our grade 1 students visited the Ecomuseum and Raptor Centre on September 21st and enjoyed a super picnic on a beautiful warm and sunny day.

The grade 3s are looking forward to their visit to the Discovery Room, the first week of October. The Hands On science environment at the school is always a big hit with the children.

Apple picking, always a favourite will see the kindergarten and grade 5 students roaming the orchards of Ferme Jean Claude Dubeault in St. Joseph du Lac on October 4th and 5th.

With the help of City of Dollard Councillor, Mrs. Jo-Anne Gravelle, our morning kindergarten classes planted three more trees on Westpark Blvd. The City explained the type of trees to the children and each child had the opportunity to throw in a shovel full of earth.

We are looking forward to another successful year at Westpark School.

*Tula Corber*



## MACDONALD H.S.

The school, continuing an annual tradition, held its Terry Fox Marathon of Hope. All the students participated with great enthusiasm on this 5km course. Money was raised by the school in hope that it will help in finding the cure to cancer.

Meet the Teacher Night had a very big turnout. It was great to see so many parents interested in the school's curriculum.

Macdonald held its first ever Country Dance. Lots of people showed up and made this event a big success. Special thanks goes to our enthusiastic organizer, Shirley Straughton.

Our H&S Annual Craft Fair was an event not to be missed. Along with the ever popular Cafe International, many Quebec artisans were on hand to display their wares.

Our Homeroom Society started off their theme days with sports day, where most students came dressed in sporty attire. Our interscholastic sports, such as soccer, volleyball and field hockey, have started off on the right foot. Prospects for the Mac Bulldogs seem good.

Our H&S meeting was attended by many new parents, the start of a successful year.

*Preeti Prasher and Melissa Nolet,  
Grade 10*

## AYER'S CLIFF

### Turning Green!

At the beginning of November we reached the first step in our quest to become a "green school". We have now completed our first 20 projects. Everyone in our school, especially our Environmental Club, has been busy.

The club is subdivided into 11 groups of 7-8 children, led by a Grade 5 or Grade 6 student. Each group will have a turn on "recycling duty" and "compost duty" three times during the year.

A special thanks to Christine and Richard Keeble for making and donating our compost bin.

Three of the groups had fun doing Halloween projects. One group drew faces on bags of leaves that they had raked to be used in the compost bin. Another group made a "litter dummy" with garbage that

they picked up on the playground. A third group reused tin cans and baler twine to make a tin man.

One group decided to make door hangers for each classroom to remind people to shut off the lights when everyone leaves the room.

Another group has started weighing our cafeteria garbage every day to see if we are using more reusable containers and throwing away less packaging. Each week, two students from the recycling team sort through and save papers that have only one side used. One group makes note pads for teachers with this paper.

This year our school calendar's theme is "WE CAN MAKE A DIFFERENCE". Each month there is a different topic.

### Remembering others

On Remembrance Day, November 11, Mrs Dezan and her Grade 2 class performed a short skit explaining the importance of, and reason for, remembering our veterans.

Following the skit, the students laid wreaths on the cenotaph. A short service was held and questions were answered by Harold Flanders and other local veterans present for this very special occasion.

All the students received a poppy and were given the opportunity to make a donation to the poppy fund if they wished.

### Fund raiser a big success

Our flea market and silent auction, held November 12, was a huge success. We brought in over \$2500. This will be used to purchase special items for the school and for activities for the children. It was a perfect day and gave people a chance to get a start on their Christmas shopping. Kathy Dezan and Shelley Vanasse organized the event and we thank them for their hard work and dedication to our school.

*Norma Roy  
Sue Cunningham*

## AYLMER

### Family Picnic

In celebration of International Year of the Family, the school held a Family Picnic on the last day of school. Festivities started at 10:30 a.m. with the sun shining brightly. Activities and attractions at the Picnic included: baseball games (primary and senior), games of skill, art and water centres, face painting, dog obedience demonstrations, local radio station's boom box and much, much more.

It was a non-stop successful day! Small prizes of participation were given out, thanks to area merchants and their kind generosity.

H&S, with the support of our local IGA, cooked up lunch, serving over 600 hot dogs, drinks and watermelon. A hearty thanks goes out to the volunteers who endured the heat in order to feed the many families that attended.

The complaint that was heard during the day was that it had to end. What a positive way to end a school year!

*Teresa Stanley*

## MERTON

The new playground equipment has been installed. Thanks are owed to everyone who organized or participated in any of the past year's fundraising activities. Feedback from the teachers indicates that the equipment is very popular.

To ensure safe use, there are rules that are enforced by playground monitors. Discussions at home about safety are encouraged to help children understand the importance of the rules and the monitors.

The "Birthday Book" program allows parents to contribute to the library by making a cash or book donation to the library in the child's name during their birthday month. The child's birthday will be commemorated with an inscription on the inside cover of the book.

## ELIZABETH BALLANTYNE

Attending the first H&S meeting of the year inspires my gratitude for the many activities and events that exist due to the efforts of dedicated parents that enrich school life, yet are often taken for granted as we lead our busy lives. From the Welcoming meeting for new parents, to Safe Arrival, Hot Lunch, Lice Patrol, and Extra-Curricular activities, to name a few, H&S does a lot. A thought, as we look at the beginning of the school year and work out our involvements; many hands make light work.

A special event at EB, organized by H&S is our annual Terry Fox Run. The students get sponsors and then run/jog/walk a 2 km course as many times as they wish in the scheduled two hours. Most do the course five times although a few "keeners" managed 10 laps. The students raised \$4593.02 which was presented to a representative of the Terry Fox Run at a General Assembly.



**Terry Fox run - Samantha Bishundayal and Stephanie Cull.**

## MORE CONFERENCE

### Black Heritage

Those attending the mid-morning session of our Fall Conference had the very real pleasure of meeting up with Queen Nefertiti of Egypt, Queen Azina of Angola, and the late, great Martin Luther King, among others, through some inspiring orations performed in mostly glittering dress by a group of talented John Rennie students and alumni. These vignettes, from a production called "Our Heritage," were written, staged and performed by students in last year's Black History class taught by Gordie Blackman at John Rennie. Some danced, some drummed and some spoke of the great, mostly unheralded achievements of the bravest and brightest in Black history. So impressive were the perfor-

mances it only made one sorry to have missed the complete show.

Over these past few years, Mr. Blackman, a long-time teacher of history and English, has organized a special course in Black History at John Rennie. As the first year's final project, his students assembled a magazine; contributing drawings, essays and some very powerful poems, two of which Mr. Blackman recited.

Blacks have been systematically written out of our history books, the experienced educator explained. And with no sense of history, a people loses its self-esteem and dignity. (For who has ever heard of the great African civilizations, he asked, except for Egypt whose great pyramids simply could not be denied?)

In fact, Mr. Blackman was approached a while back by the Ministry of Education to compile a resource for the teaching of Black History. Poring over volumes and volumes for the scant entries on the subject, he and some others nonetheless have managed to gather enough material to fill a large volume in itself. This important document is soon to be made available in the schools and although its use is not compulsory, Mr. Blackman urges teachers to utilize it. "Black youth, by being exposed to and knowing their history, will be in a better position to understand and appreciate their heritage and culture and will be more likely to realize their potential," he declared.



Mr. Blackman generously donates the book he has just received from the QFHSA to John Rennie's library. Vice-Principal Norm Osgood accepts.



Addressing the conference prior to Mr. Blackman, keynote speaker Tena Montague echoes his sentiments.



Dancing to the Beat of Black History

## And a Good Time Was Had By All!



Registrants sign up for a day of workshops, speeches, exhibits and performances.

## Westmount High Co-op Event

by Anna Marrett,  
Westmount High Home and School.

Imagine having 1,000 years of teaching experience at your fingertips.

"Easy!" you reply. "Visit any library."

Well, I wasn't in any library. I was attending a workshop on cooperative education. Jim Howden was the speaker/facilitator. And no, he doesn't have 1,000 years of teaching experience! But he did point out during the workshop, that the 100 or so professionals there in attendance had an average of 10 years of experience and therefore represented 1000 years! He suggested the staff draw on this wealth of experience to apply cooperative education in their classrooms.

Everyone seemed to be attending this workshop, including the librarian! Teachers from Westmount High were joined by teachers from Roslyn, Westmount Park, Woodland, Philip E. Layton and Argyle Academy. Student teachers from McGill rounded out the group.

What an opportunity for novices to listen as experienced teachers, some with as much as 20, 25, 30 more years of experience, described their plans and goals, shared their triumphs and discussed how to overcome obstacles. Parents were also included. (Thank you Mr. Meades... the four available parent spaces were filled in no time. Parents want to know what goes on at school. And it was a great opportunity for student teachers to see the Home and School partnership in action! Parents left with a renewed respect for teachers as well as an understanding of Coop Ed.)

Jim Howden led us in a variety of activities designed to show us the practical applications of cooperative education. One was for the group to come up with as complete a list as possible describing a "good" teacher. Then, after dividing into smaller sub-groups, we were asked to narrow the list down to the single most important quality. There was no consensus. Only two adjectives were chosen more than once.

One of these, incidentally, was "open" and we certainly saw that quality demonstrated over and over again at this workshop!

Teachers at the workshop were "open" to Jim Howden's ideas as well as "open" to each other. They were "open" and welcoming to the parents and visiting teachers and "open" to those students who would be joining their professional ranks in the years to come.

"Dedicated" was the other popular choice. Although we all had been at school until late the night before for "Meet the Teacher Night," the energy and intensity that went into the 5 hour workshop could have been achieved only by a very dedicated group. At the end, we all were exhausted. We found it difficult to fill in the evaluation forms — there was so much to think about and we had used up all of our creative energy.

There is always something new to learn about oneself, as well. I learned a great deal about my zodiac sign from a knowledgeable staff member who shares it. Oh, Mr. Meades. Have I ever go a good excuse for the next time I get into trouble!



# SAFETY SCENE



# SAFETY SCENE



## The Holiday Season: A Time for Joy, A Time for Renewal, and Time to Think Safety!

Each year at this time, I get a mixed-up feeling. I see myself as a real neat guy who is giving candy to all the children on the block, but at the same time I see myself as the proverbial Christmas Grinch grabbing candy from the children with the other hand - but not for the same reason as the Grinch. I do it for the health of the children's teeth.

My family and I certainly want to wish you the very best of the Holiday Season, but we want it to be a safe one! (Think of the news reports aired over the past holiday seasons: "Christmas tree fire kills 3;" "Drunken driver involved in head on collision - 3 killed." Need I continue?

Safety is often the farthest thing from one's mind on such happy occasions as holidays. And, ironically, the one thing that keeps us neglectful of safety rule is the fact that neglecting safety rules doesn't

always result in an accident! (A serious accident can result from walking around with an untied shoelace, but how often do we walk around with our shoelaces untied without any negative consequences?)

Using common sense is a good rule. Sometimes we think "Oh, what's the problem?" only to find ourselves later regretting our blasé attitude. Christmas is the season when we want to enjoy ourselves with the least amount of effort. STOP! Take a moment to think of the consequences of your actions, or non-action.

And to you and yours, from my family and me, a very merry, prosperous and above all SAFE Holiday Season.



Don Smith

## The Thick and Thin of River and Lake Ice!

Christmastime is the time of festivity, gifts, fun, and occasionally, tragedy. Anyone living near water can surely remember some scary sage that happened in their neighbourhood with regard to ice - a child fell through thin ice while skating, or an ice-fisherman's car plunged through the ice, or a snowmobile, etc, etc.

The incidents are many, sometimes having resulted merely in a loss of property and sometimes in a loss of life.

Skating, ice-fishing, snowmobiling. Do you know when ice is considered safe for these activities?

The Red Cross considers that 10 centimetres of ice is considered safe for skating, but remember that the NUMBER of skaters makes a difference. If you are snowmobiling, 20 centimetres is safe, but remember that the weight of the

vehicle, whether or not it is pulling a trailer - and the number of passengers - can make a critical difference. Finally, an automobile requires a minimum of 31 inches of ice.

And BEWARE - BE AWARE - water is a capricious thing. (Remember the adage "Still waters run deep?") Currents are a factor in assessing the safety of a frozen over lake or river.

If you do fall through, don't panic. Stretch your arms out as far as possible on the ice, then gently kick your feet to raise your body. Try and slide yourself back onto the ice. The key words are "Don't Panic." If at first you don't succeed try again. It's important that once you get back onto the ice, DON'T STAND UP!

Once out of danger, a change of clothing and some warmth are essential. Visit a hospital to check for shock or hypothermia.

Don't allow carelessness to spoil your festive mood this holiday season.



## TOY SAFETY TIPS

The number 1 rule: select toys appropriate to the child's age and development.

The best toy for your child is the toy that is safe, well-constructed and recommended for your child's age group. Remember warning labels and instructions of toys relate to safety. Supervise children and teach them how to play safely with their toys.

For children under the age of three, avoid toys with small parts that could be placed in the mouth and cause choking. Make sure eyes on stuffed toys, wheels on toy cars, are firmly attached.

Choose non-toxic crayons and paint. Throw away broken crayons.

Keep small "button style" batteries out of reach of young children. If accidentally swallowed they could cause internal chemical burns or poisoning.

NEVER point shooting toys at anyone (arrows, missiles, darts).

SUPERVISE children sliding or playing on ride-on toys so they won't accidentally enter the street or fall downstairs.

Toy boxes should have a well supported, lightweight lid that can't slam shut on a young child's head.

Remove toys strung across the crib when the baby begins to push up on hands and knees. The baby could get caught and strangle.

## What Parents Should Know About Field Trips

by Yves Carrieres, avocat-chef

The following article explains why it is important to implement safety measures and have qualified supervisors at educational outings.

It is customary for schools to use volunteer parents for outings. Before embarking on an outing, it is wise to hold a meeting with volunteers to discuss safety precautions and to clearly outline what is expected of them.

It is also necessary to plan in advance how supervisory duties will be divided up among teachers and volunteer parents.

This will avoid many accidents occasioned by a lack of supervision.

Never assume that the organization hosting the children (youth camp, ski center, etc.) will provide supervision for the children.

Have a contract that is clear in this regard.

Check out if there been any previous bad experiences with the center. If so, make parents aware of the fact before the outing.

Is the center or organization well insured in the area of civil liability?

It is also important to ensure that the students are well-informed prior to participating in the activity. Have they been prepared from a safety point of view? Were logistics of the outing discussed with them in advance?

It is also important to check with the parents to assure that all students are capable of participating in the activity being organized, especially for ski outings. Do not promise a training course that you cannot guarantee. In the past, this has given rise to legal proceedings.

It may appear a lot of work to mount an excursion when all these factors are taken into account. However, consider that a poorly organized event may increase the odds of a youthful participant becoming quadriplegic, and you realize the work is well worth it! Keep in mind that the ultimate goal of an educational event is to "educate."

Editor's note: Reprinted, with author's permission, from UNISSON, May/June 1994. UNISSON is a publication of the School Council Island of Montreal.

## WINDERMERE SAFETY PATROLLERS

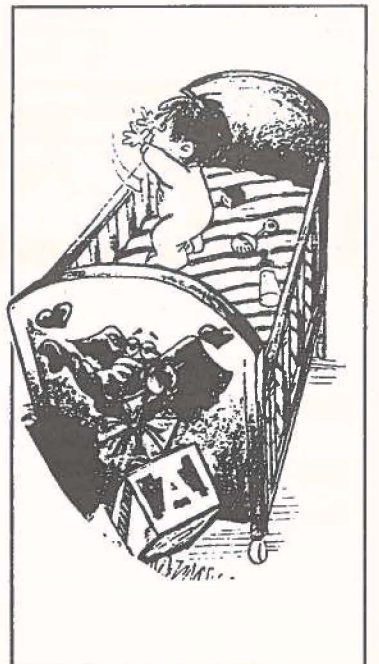
Windermere has a strong tradition for this volunteer activity. The thirty-two patrollers watch the cross walks near the school so that fellow students get to school safely. Betty Lou Manker, QFHSA Vice-President, is their long time "chief" patroller and organizes the duty rosters.

The Safety Patrol is much more than individual students who act as crossing guards. The group also provides a social setting where the students become acquainted with, or further their development of, community responsibility. In addition, they learn about group organization, procedures, cooperation and initiating ideas. The students are reminded that courtesy and good manners are important and necessary.

Patrollers who have completed two years of "duty" are: Andrew Thow, Ian Lennon, Jon Moffatt, Christina Bisante, Jaime Heinke, Dillon Fee and Amy McDonald.

The patrollers also enjoy social activities together. Gym parties include bringing donations of food for needy families; then there is the annual trip to Ottawa for the cross-Canada jamboree, always a favourite.

The patrollers are sponsored by the Windermere Home & School Association. If you would like information on organizing a Safety Patrol team at your school, call Betty Lou at (514) 697-1012, or the office.



Tips taken from Kids Care for Health Canada

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Dillon Fee, 2 year veteran of Windermere, & friends