



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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QFHSA - a role model

This is the script for a commentary delivered by Barbara Black on the CBC radio program Good Morning, Quebec on Saturday, Nov. 8. Under her married name, Barbara Peden, she is a member of Courtland Park and Lachine High Home and School locals. She also prepared a commentary on our Home and School and an interview with Mrs. Etsuko Yoshino, head of the Japanese PTA mission, which will be broadcast in Japanese to Japan through the CBC's International Service.

The Quebec Home and School Federation may be small, but its sturdy independence was given international recognition last Tuesday. I'm a Home-and-Schooler of ten years standing, and I enjoyed basking in the warm glow of reflected glory.

The volunteers at the Federation office in Montreal were startled last month when a letter with a Tokyo postmark landed in their mailbox. It said that eight members of the Japanese national Parent-Teacher Association were going to visit Los Angeles, New York, Ottawa and Montreal on a fact-finding tour. Membership in the Japanese PTA is a staggering 15 million, virtually every parent of a school-age child in the country.

(Here in Québec, the Home and School has been fighting in uphill battle since its membership peaked in the 1960s. It was always in a minority situation, because the government restricted it to Protestant schools in this largely Catholic province. In recent years there were other obstacles: busier parents, fewer schools, and rival organizations like the new, mandatory school committees. Right now, only about one quarter of Quebec's Protestant schools have active Home and School associations. Across Canada, about 60,000 families belong to the movement.)

Last Tuesday, morning we assembled at the Federation office, one member's best teacups at the ready, and with a combination of bowing and handshaking greeted the delegation of four women, four men and their interpreter.

It's taken me years to figure out our peculiar school system, with its federal and provincial jurisdictions, its French and English, Protestant and Catholic, its eligibility and Superior Councils. Would it all sound like Greek to the Japanese? And what would they think of our humble local activities — our bake and craft sales, our emergency telephone chains for use during snowstorms, our struggles to organize after-school programs?

Well, the Japanese visitors were impressed. I talked to Etsuko Yoshino, the leader of the delegation. We may have 15 million members, she said, but the vast majority aren't active. We wish we had your political nerve; you're always lobbying the government for this or that improvement in family life.

The biggest problem for Japanese parents, Mrs. Yoshino said, is violence — not by adults toward children, as we know it in North America, but violence by children against other children, or against adults. And a by-product of this is suicide. The government has taken measures to try to prevent student suicide, she said, but they never once consulted us, the mothers.

Mrs. Yoshino is the national head of the mothers' association, which is part of the Japanese home and school. She says mothers are active at the local level, but rarely rise to regional and national executive positions. So the mothers' association is a major instrument in the fight for a political voice for women in Japan. That's one battle we've already won — here in Canada, we wouldn't



mind having a higher proportion of fathers involved in Home and School!

The Japanese school system is one of the rigorous and competitive in the world. In Japan, which is a relatively homogenous, conservative society, the teachers tell the parents how to help the children with their schoolwork, and the parents obey. We Canadians, on the whole, don't have that unquestioning respect for teachers; our children don't feel the same kind of pressure that drives Japanese students to lead the world in technology — or to suicide.

What we do have is a tradition of parent initiative and activism. I felt proud of our Home and School on Tuesday. I'm glad I join up every September. Going to monthly meetings helps me understand what my kids are doing all day. We raise some money, argue about spending it, get to know each other and the school staff.

Subtly, though, we are part of a consensus. We know what we want for our kids, and we try to do something about it. I never dreamed that we could be a model for parents on the other side of the world.

**Japanese
come to
Quebec to see
how we bring
up our
kids...**

Editorial . . .

They also serve . . .

During World War II when the Allies wanted to get a message across to the people, they sometimes used short but patent slogans that could be easily remembered and repeated until the message was understood. We would like to use the same technique here to deliver a couple of messages concerning Home and School.

The full text of the message in the title of this article was "They also serve who only stand and wait."

We were reminded of this message as we entered the cafeteria at Lindsay Place High School during the lunch break at the Fall Conference.

The place was 'a-buzz' with people exchanging comments about what had been heard at the morning sessions and what sessions to attend in the afternoon. It was the kind of enthusiasm that organizers of the conference had dared to hope for.

As we surveyed the wonderous lot, we could not but wonder who was at home minding the flock so that mother could take part in the various workshops. Was it a doting grandmother or grandfather who welcomed the opportunity to have the little ones to themselves . . . or was it a husband who was tackling an oft postponed job around the house with his attention divided between that and watching out that he didn't get more help than he needed from an inquisitive off-spring.

Whatever the circumstances we owe them a vote of thanks for making it possible

for parents to attend Home and School meetings and conferences.

We are not unlike an army that relies so heavily on support staff and services for every soldier it puts on the field.

"They also serve who only stand (or sit) and wait" for Dad or Mom to come home from Home and School.

The other wartime wordless slogan was the now famous trademark of Sir Winston Churchill of the two upraised fingers forming the V-for Victory sign. To suit our purpose we would like to make that "V" exemplify the "Volunteer" nature of the Home and School movement.

In doing our homework for this article we found that Quebec Federation has one full-time paid employee to oversee the performance of the myriad of duties involved in running an operation of this size.

There are really two messages here, one having to do with the tireless efforts of that one paid employee while the other has to do with the countless hours spent by volunteers who help her in the performance of all kinds of duties that "keep the show on the road".

What makes these people invest their time and talent this way when they could be following more leisurely pursuits?

Is it because they really believe that "Kids are worth it" and that "Nothing is impossible if enough people care"?

G.G.R.



"I DON'T THINK THIS SCHOOL HAS VERY HIGH STANDARDS. MY DAD CAN DO MY HOMEWORK!"

OTHER PEOPLES OPINIONS

A parent's code of ethics

Two statements were adopted by the Canadian Home and School and Parent-Teacher Federation some forty years ago. Recently, the CHSPTF Board of Directors advised that new wording was required. The revised versions printed here were drafted with the advice of the leaders of provincial federations:

I WILL establish a direct and personal contact with my child's school by visiting it and getting first-hand knowledge of its teaching activities and facilities.

I WILL demonstrate constructive attitudes towards the school and its programs, by supporting and cooperating with the teaching staff and the school board to the fullest possible extent.

I WILL make no criticism of the school without ensuring that I have accurate and first-hand information.

I WILL encourage a positive attitude on the part of my child and will refrain from criticism of the teachers or the school in his or her presence.

I WILL expect nothing for myself or for my child which is contrary to the interests of the entire school.

I WILL accept my share of responsibility for the partnership of home and school in the education of children.

I WILL provide conditions favourable to study at home.

I WILL cooperate with the school in developing and protecting the health and character of children.

I WILL seek to learn about educational aims and methods so that I may better understand my child's school.

WE BELIEVE:

That a HOME AND SCHOOL or PARENT-TEACHER ASSOCIATION should be concerned with everything that relates to the welfare of the child at home, at school, or in the community.

That its main purpose is to bring together the home, the school and the other educational forces in the life of the child, in order to work for the good of all children.

That it should seek to learn about all conditions in the school and in the community that affect children and youth, and encourage those which promote their growth and safety.

That it should work actively to promote public support for schools, so that they will be equipped with the best teachers, facilities and other resources.

That it should help parents increase their knowledge and understanding of their own role.

That it should support the school in its efforts to give children and youth the education they need to become citizens who represent the best in Canadian national life.

That a HOME AND SCHOOL or PARENT-TEACHER ASSOCIATION may question the school and its policies, but shall not be used as a medium for criticizing or interfering with its authority.

That the principles which guide the HOME AND SCHOOL or PARENT-TEACHER ASSOCIATION are those of social service, good citizenship, good will and international peace.

Revised 1985

Caring about one's neighbours combined with a little individual attention can help prevent problems and provides a valuable social support system for us all.

Should you or your school wish further information regarding networking or wish to book Mrs. Daniels as a speaker, you may call this number: (514) 697-5605.

A Community Concern

Parenthood is a wonderful experience but it does have its ups and downs. The World Health Organization includes, as part of the definition of mental health, "a sense of belonging, of accomplishment and of significance". On good days, as parents, we know we possess these attributes; on bad days, we may wonder.

It is my firm belief, supported by experience and a large literature of psychological data, that the best way to nurture children is to nurture their parents. Society has an ambivalent attitude toward childrearing, typified by the frequently heard comment, "Oh, you don't work." directed at the parent who stays home with their child. On one hand, we are encouraged to have and nurture children; on the other, if we remain at home with them, we have no status in the eyes of many yet if we work outside the home we may be accused of neglecting our children. It is very

difficult to remain unfailingly loving, patient and giving when one feels tired, overworked, uncertain and unrecognized. These feelings are common when one is raising young children. Guilt is frequently experienced — many parents think they have no right to feel frightened, impatient or resentful occasionally.

Social support from friends and family can do much to alleviate the situation, yet with the decline of the extended family and the increased mobility of the average nuclear family, often the support just isn't there. Thus the onus must fall on the community. Members of the community must be sensitized to this need and encouraged in establishing a network of social support. The co-operative preschools and the neighbourhood schools are in an excellent position to do this, particularly those with an active Home & School Association and volunteer programme. It

by **Kathleen Greenfield-Zanti**
Editor, Québec Council Parent Participation Preschools Vice-Chairman, Christmas Park Home & School Director of Volunteer Programme Christmas Park School.

is possible for these groups to become a family of families, providing emotional support in periods of stress as well as opportunities for parents to utilize our talents, develop new skills and discover some of which we were unaware. Contributing to a group whose worth is keenly felt gives rise to a deep sense of significance. Work within the preschools and neighbourhood schools tends to overlap into other areas such as Block Parents, Neighbourhood Watch, Parents SOS, crisis information, Meals on Wheels and so forth, enabling members to function as facilitators and resource people networking together within an involved community.

I was encouraged to find this issue addressed in a recent interview with Mrs. Nancy Craig Daniels, a family counsellor on the West Island. She reiterates the need for "more caring in the community. There are no grandmothers and aunts around any more and neighbours are always moving away. Often nobody knows that someone is really hurting . . . today's families are under tremendous pressure." (News & Chronicle, Aug. 1986) She feels that groups such as Home & School Associations and preschools can contribute greatly to the reduction of loneliness and isolation and she is available to speak with members on this subject.



Quebec Home & School NEWS

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Hearing from you...

Recognize Rural Requirements

The School Committees of St. Michael's Elementary and Secondary Schools, in Low, Quebec, County of Gatineau, wish to advise you of their support regarding the necessity to have the Ministry of Education recognize the rights of rural children to receive a quality education within their own "milieux".

We believe it might be desirable to see rural schools, regardless of their School Board affiliations, regrouped for purposes of applying public pressure to the Ministry. All rural schools are living the same types of problems. Any school board faced with budgetary problems will have to meet the needs of the majority rather than that of minorities. We need, therefore, to have the Ministry of Education establish special norms relative to the needs of rural schools. The present conditions are certainly aiming to further centralize educational services and further

extend the dangerous bussing of our rural children. Budgetary reasons and their subsequent effect on the quality of education are forcing parents to follow in this centralization of educational "choice".

We would urge all rural schools, francophone or anglophone, protestant and catholic, who are part of this rural reality, to make representation to the Ministry of Education as well as to the Federation des Comités de Parents de la province de Quebec, 51 rue d'Auteuil, Quebec, G1R 4C2, with a view to having this "rural" problem recognized and remedied.

We wish you well in your endeavours.

Yours sincerely,
Colette Canavan, President
St. Michael's Elementary School Committee,
Low South, Quebec
J0X 2C0

QFHSA provides a focus

Dear QFHSA:

I wish to express appreciation to you for providing the wonderful day with the delegation from Japan and for extending such a warm welcome to all of us who were visitors.

Each presentation was clear, concise and full of interesting information. The dinner and the

fellowship was most enjoyable. Through your work you strengthen the fabric of the nation and through events like the one on Tuesday you strengthen the fabric of the world.

Yours sincerely,
Ed Yoshioka, Minister
Valois United Church

You benefit from being active

Dear Members of the Macdonald High Home & School Association:

It was with renewed enthusiasm that I returned to school this year.

Last June 20, the final day of school, Awards Day, will remain a very special day for me. I would like to thank you all for the honour you gave me.

The award from The Canadian Home & School and Parent-Teacher Federation has great significance for me and I am indebted to you for thinking of me.

My long association with Home & School began in 1975 and it will continue for many years to come.

As we begin another important year may I take this opportunity to congratulate you for your past accomplishments and to thank you for your hard work on behalf of our students.

To the new members — you are joining a dynamic organization that needs your support. It is a great learning experience and you will benefit from taking an active part in the life of the school.

Thank you again for the honour. Good luck.

Gretchen Code
Community Office, Mac High
(See write-up on page 12 under "Veteran Volunteer Honored").

Presentation — Terry Fox Runs Hudson & John Rennie High Schools are Winners

A presentation was made to Jean-Marc Pedneault of the Canadian Cancer Society of a symbolic cheque in the amount of \$24,652.77. This total represents the money collected to date by students of the Board's five high schools during the Terry Fox runs in September. When completed, the campaign total will exceed \$25,000.

As well, plaques were presented

to Hudson High School and John Rennie High School to honour these schools for having the highest participation rate in the project. A group of students from John Rennie presented a series of dramatic skits used in early September to focus on the issue of cancer, and to help encourage their fellow students to participate in the Terry Fox activities.

Renewed sense of commitment

On Saturday, October 18th, I attended the 1986 Fall Conference of the Quebec Federation of Home & School Associations. Its theme was "Footsteps into the Future: Putting Ideas into Action". Although it was open to all interested parents, School Committee members, teachers, administrators, etc., it was of particular interest to me as its principal theme was leadership and the development of "how-to" skills. (This is my first year as chairman of our School Committee in Thetford Mines.)

Mr. Gauthier, the keynote speaker, gave a very interesting and pertinent talk on the family of today which stimulated our thinking and concerns. This was fol-

lowed by a dynamic workshop led by Gavin Turley. We were then divided into different groups and given the task of explaining our roles and how other people saw us and what they expected of us. This was most helpful as we shared all our ideas later.

In the afternoon I attended the workshop on "Effective Meetings" reported on elsewhere (I was the recorder!). Then I went to the "Programs/Publicity" workshop where we were given booklets on programs and possible workshops. The "Home & School" was presented to us as a resource to be used by all parents.

Many thanks to the Home & School for an excellent conference. It was a pleasure meeting you all. I



President's message

Against a backdrop of a new provincial government, committed to severe budgetary restraint, we are witnessing the collective bargaining of school personnel, and the reallocation of money to school boards. In both areas, the actual educational impact upon our children is yet to be felt. The QFHSA is business as usual in this constant sea of change.

A serious membership drive continues; affiliate memberships have increased impressively; our main thrust is to increase our family memberships — to activate new parents and to reactivate apathetic parents.

The MEQ has given us a \$15,000 sustaining grant for 1985-86; we are back on the "organization list"; we are currently and hopefully awaiting a positive response to our 1986/87 grant request.

The fall Leadership Conference was thought provoking, as always. Those who attended felt sorry for the parents who did not decide to be there; the workshops were truly excellent.

The Secretary of State approved a \$15,000 project grant for membership development and leadership training under the Official Language Communities Program. It is this grant that helps QFHSA to bring its membership to the provincial conferences in Montreal; additionally, it enables us to send appropriate representatives and resource people to areas across the province. Our Past President has just returned from a visit to Sept Iles where she met with parents from fifteen communities on the lower North Shore of the St. Lawrence River. It is this project grant that made such a visit possible.

Two QFHSA delegates attended an

October conference entitled "The Future Directions in Education". This conference brought together educators and other partners in education, from the ten Canadian provinces, the Northwest Territories and the Yukon. The only participating parent voice was that of the four parents sent by the Quebec and the Canadian Home & School Federations. Your president and the CHSPTF president represented CHSPTF. It was extremely important that our voice was there; our willingness to be involved was clearly demonstrated by our presence.

QFHSA continues to be frustrated in its efforts to have its Bill 101 Case heard in court; we are currently awaiting a second review by the Language Panel of the Court Challenges Program re funding for this case; funding that was originally promised by the Secretary of State when the Liberal Party was in power. Since that time, the present government's political priorities seem to have changed. It appears that QFHSA's ability to be heard in court is being actively delayed and roadblocked within the great maze of the government and par-government bureaucracy. QFHSA does not feel that this was the original intent of the Court Challenges Program, nor the intent of the original promise to support our organization in a legitimate challenge.

This selection of information is what I meant when I noted "business as usual in this constant sea of change". We have had a busy and productive fall; it has been both frustrating and rewarding. I sincerely hope that all our members are reassured that their Executive and Board are working hard to address the priorities that have been enunciated by the membership they represent.

Dropouts given a second chance

School dropouts in the West Island have a second chance to receive a high school education, thanks to a recently developed program in Pierrefonds.

The ambitious scheme at Pierrefonds Comprehensive High School gives dropouts the opportunity to return to lessons and graduate.

Under the leadership of Neil Fitzpatrick, vice-principal at the school, the "Second Chance" program has already proved to be a huge success, and is scheduled to expand.

"The program has worked very

well so far," said Fitzpatrick, who started the scheme two years ago. "There is certainly a demand for it in the West Island."

The idea was born in 1984 when the Baldwin-Cartier School Commission decided to do something about students dropping out of school. Fitzpatrick was enlisted to run the program.

"Since it is difficult enough to find employment with a high school leaving certificate, those young adults without one often end up unemployed, perhaps on welfare," said Fitzpatrick in an interview.

"They often become a burden to themselves, their families and to society."

"It was important to reintegrate them into the school system," he added.

Fitzpatrick noted that many students who drop out of school would like to go back, but feel they are too old.

"In a lot of cases high school can be too big or even too impersonal

for many students," he said. "A small self-contained setting, where academics were emphasized but personal and emotional needs were also recognized, seemed to be the answer."

Fourteen students, who were all out of school this time last year, are currently enrolled in the program.

The student-teacher ratio in the program is approximately 9-1 and a counsellor is on hand to work individually and in small groups with students.

"The main objective of the program is to graduate responsible students from high school," asserted Fitzpatrick. "These students have an idea of where they want to go next and have the necessary skills to get there."

Because the program has been a success Fitzpatrick said he hopes to expand it to two groups of 20 students for the start of the next school year in September.

Andrew Mallabone
Reprinted from The Chronicle

Heather Aulis
St. Patrick's School Committee
Thetford Mines

Partners in preventing crime

A Canadian tradition since 1983

National Crime Prevention Week may have only started in 1983, but its themes of partnership, neighbourliness, family and community have always been a part of life in Canada.

Caring about our families and communities, and showing that caring through commitment to activities which improve the quality of life for all, is something that the Week is meant to encourage and stimulate.

What community crime prevention is all about

If you haven't been involved before, you may be wondering what you can do. There are three basic ways you can help keep your community safer and more enjoyable.

1. The first step is to follow basic safety precautions at home, at work and on the street.

2. Another way is to join with your colleagues and neighbours in co-operative crime prevention activities such as Neighbourhood Watch, Block Parents or anti-shop-lifting programs.

3. A third way to prevent crime is to participate in activities which provide alternatives for people who might be disposed to criminal activity, or which redirect offenders from their past involvement in crime.

There are many other types of activity which, while not directly intended to prevent crime, do help to build the type of community where crime is less likely to occur. Citizens involved in youth sports, service clubs and religious organizations are probably helping to keep crime down.

And perhaps most importantly, people who are good neighbours, who take the time to notice and respond to the needs of those around them, are largely responsible for creating the type of environment in their homes and communities which discourages crime.

Crime prevention is a community affair.

"Crime Prevention is... Good Neighbours" publication can be obtained from: Programs Branch, Ministry of the Solicitor General of Canada, 340 Laurier Avenue West, Ottawa, Ontario K1A 0P8, or from QFHSA office... Please send a stamped (68¢) and pre-addressed 7 1/2" x 10 1/2" envelope.

Crime Prevention is...

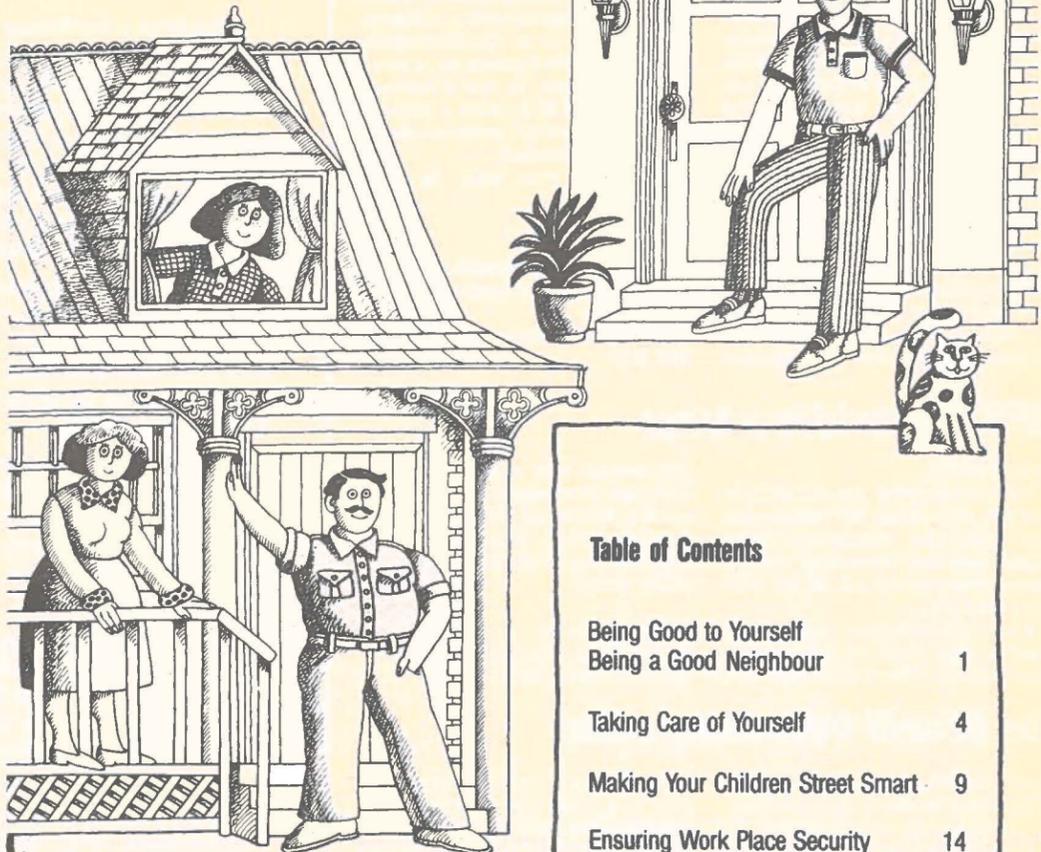


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Good Neighbours

NEWS...

From School Council of the Island of Montreal

Budgets

The Council adapted its 5-year investment plan for 1986-91. During that period, \$150.95 million of the fixed assets of the Montreal School System with \$109 million to be spent on construction work related to already existing schools and over \$40.8 million on new building projects.

Over the next five years annual investment will range from approximately \$24 to \$40 million.

The Council has authorized the publication of two analytical guides of French language educational resources in matters of intercultural education; the first concerns the elementary level, the second, the secondary level. Produced by the Collectif de recherches interculturelles, these hitherto unpublished documents present analytical description of nearly 600 written or audio-visual documents relating to intercultural education.

The Council has paid into the investment budgets of school boards who requested them, supplementary sums for the purchase of micro-computers.

The funds were allocated as follows:

Jerome-Le Royer	\$20,665
Lakeshore	11,262
Sainte-Croix	9,258
Sault-Saint Louis	12,895

The above grants are as the result of a decision by the Ministre de l'Education that allocations relating to the purchase of micro-computers should be increased.

Bill 29

Legal Council for SCIM presented the opinion that and PSBGM delegates were ineligible to vote on matters concerning the coming financial year (1986-87) until such time as an agreement has been signed between them and the Council. Under terms of Bill 29, the confessional school boards could enter into an agreement with the Council stipulating that the latter would continue to exercise its jurisdiction in this regard in certain fields. Such an agreement had been signed at the beginning of fiscal 1985-86 but, at the request of the confessional school boards, fiscal 1985-6.

The Council has delegated to the executive committee the power to decide on taking court action through any means it sees fit in order to clarify this question of the voting rights of the confessional school board's delegates.

The Council will consult the eight school boards in its territory respecting a proposal for a self-insurance system for the Montreal School Network.

The aim of this policy, recommended by the technical property protection committee, would be to set up a special fund to compensate third parties for liability-related

Insurance

damages and pay the management costs related to the fund.

According to the firm of consulting actuaries that prepared the project, this new risk management scheme should permit long-term savings of about \$800,000 per annum.

The system would have two parts: civil liability and risk prevention.

New Organization Started for Gifted Students

Giftedness-Quebec is a province-wide organization of educators, parents, and other individuals who believe in the promotion of giftedness and the need for services to gifted children within the Quebec educational system. Founded in June 1985, the association has approximately 400 members who network with other organizations such as ABC (Association for Bright Children) across Canada and the United States.

The executive publishes a newsletter in English and French on a regular basis, informing members of its activities and services. The organization has drafted a reference bibliography on giftedness, an analysis of educational intellect-provoking toys, as well as a list of speakers on the subject.

Conference Planned for Next May

Recently Giftedness-Quebec's president, François Gagné of the Université du Québec à Montréal, and Bruce Shore, of McGill University, co-published a detailed brief, promoting early entry to kindergarten for gifted children. The organization is presently involved in coordinating a conference on Giftedness 1987 at the Université du Québec (pavillon Lafontaine) to take place on May 1st and 2nd 1987, together with the MEQ, MCSC, and PSBGM.

Please phone Anna-Maria Dumont (école secondaire Royal

George Greenfield Park) 671-7209 or 671-6215 if more information is needed re: publications, membership, workshops, etc.

MEQ:

Gifted Guidelines

Quebec Ministry of Education published "Gifted and Talented Students at School; Current Situation and Proposed Developments."

It is a result of work begun in 1981 and proposed eight guidelines to which school boards can refer when adapting their services to meet the needs of gifted and talented students.

The guidelines cover (1) identifying the gifted and talented (2) giving preference to enrichment (3) calling on a variety of approaches (4) maximum use of the school setting (5) joint action by the school staff team (6) recognizing success towards excellence (7) giving preference to individualized instruction and (8) ensuring the active participation of parents and the community.

The M.E.Q is focusing on the development of teaching materials, the experimentation with intervention and organization models and the training of school staff. Over the year the ministry will support 13 innovative projects of the gifted and talented in 12 school boards.

Centre des services sociaux Ville Marie Ville Marie Social Service Centre

NOTICE - CHANGE OF ADDRESS

Since May 12, 1986, the Department of Youth Protection has been located at the following address:

5 Weredale Park
Westmount (Québec)
H3Z 1Y5

NEW TELEPHONE NUMBER:

935-6196

Chubby John... Shape up now!

John is a chubby and very unhappy little boy. Nobody at school will be his friend. In fact, most of his insensitive classmates call him "fatso" or "jelly-belly". Even his well-meaning teacher suggested that he would be liked better if he would lose some weight. John hates gym class — he's always picked last when teams are selected. Undressing for swim class is humiliating. "Leave him alone — it's only baby fat. He'll outgrow it", is his father's attitude. But his

mother, who is also overweight, fears that John will grow up fat like herself. So John's mother nags almost constantly about his diet, particularly when John takes chocolate chip cookies from the cupboard. "Why can't you be nice and slim like your older brother?" his mother asks in frustration.

"Won't you help me?" John begs his parents.

Being a fat child is no fun. As parents you can and should take steps to help your child.

Get An Honest Appraisal Of Your Child's Situation

Ask your family physician to evaluate your child. If the physician doesn't think your child is overweight, don't dwell on the issue. But if your child is too fat, do something now without further delay. The physician can also

determine if there is an underlying disease causing the problem. Such diseases are rare and should be treated if they do exist. If they don't, they should not be used as an excuse for lack of action.

Do Not Put Your Child On A Reducing Diet

Studies have shown that weight reduction can permanently interfere with growth and development. Try to stop further weight gain and allow the child to "grow into" his present weight. Make sure the youngster eats all the foods necessary for growth but limits or eliminates high calorie foods.

- Fat-Proof Your House. Rid the house of foods you know your child should not be eating.
- Don't buy special foods. Your child can eat the same foods as the rest of the family.

- Don't expect your child to eat the same amounts as you do.
- Don't encourage overeating by coaxing your child to clean his plate.
- Look for ways to trim calories during food preparation by reducing the amount of fat and sugar used.
- Make sure that snacks are low calorie.
- If the child is given or earns money, encourage him to spend it on treats other than food.
- Be firm. Do not feel guilty — you are not depriving your child.

Help Your Child Become More Active

Feeling clumsy, tired, accident-prone, and rejected by other children, many overweight children prefer to watch TV. They may even make up excuses for avoiding activity periods at school. This inactivity leads to more weight gain and a vicious circle is established.

- Encourage your child to join non-competitive activities at which he can succeed.
- Ask how much exercise he gets at school.

- Buy a bike, trike or even a dog that has to be walked.
- Make activities a family affair. Going for a walk together is excellent exercise.
- Encourage sports that can be carried over into his adult years.
- Encourage infants and toddlers to be active. Play actively with infants. Take toddlers out of strollers as young as possible, even though it may not be as convenient for you.

Provide support But Do Not Nag

- Make sure your child is encouraged in his efforts. Ask friends and relatives not to offer him food.
- Praise your child for his accomplishments. Reward him with kind words, affection, a toy or a special outing — not food.
- Emphasize other positive things about your child so he won't think that all you care about is weight. Work at improving his self-esteem.
- What if your child backslides

- occasionally? Remember, children are only human. Discuss the situation and carry on.
- Avoid putting excessive pressure on your child — too much pressure may set him up for failure. Make sure your love or approval is not conditional on his success.
- Be realistic about what is a reasonable weight for your child. Help your child accept a realistic size for himself.

Prevention is Better than Cure

Are certain children born to be fat? Not necessarily, but overweight tends to run in a family. Studies have shown that having one or both parents overweight increases the child's chances of becoming overweight. Whether this is due to heredity or environment is not yet known. It is known, however, that fat-making habits — overeating and too little activity — are learned behaviours which can be overcome.

Particularly when there are other overweight family members, parents should watch their children carefully for signs that overweight is developing, then act promptly. Serve good, nutritious basic foods so that children learn to prefer these to high-calorie foods loaded with fat and sugar.

Counselling

(1) Talk to the public health nurse at school or call your local CLSC — Local Community Service Center.

(2) Ask your family physician to refer your child to a dietitian in the outpatient department of your local hospital. (covered by medicare)

(3) See a Consulting Dietitian (private practice). This is not covered by medicare but some extended health plans do insure this service.

Books

Dr. Eden's Diet and Nutrition Program for Children. Dr. A. Eden, Hawthorn/Dutton, New York, 1980.

Mom, How Come I'm Not Thin? B. & E. Bluestein, CompCare Publications, Minneapolis, 1981.

Produced by Public Health Nutritionists in Metro, Toronto and the Regions of Peel and York.

Kids' magazine

Education and fun from USSR

Murzilka is the name of a popular children's magazine, published in the Soviet Union. Monthly circulation has almost reached 6 million.

"The magazine is brought out by quite special people: though grown-up, they have managed to maintain their links with the fabulous, naive and happy world of kids," comments Editor-in-Chief Alexei Shevelev. "I think this basically accounts for the magazine's popularity."

Murzilka contains not only material for fun and leisure. The magazine presents educational content with specific goals.

Shevelev explains, "I'd say our purposes are to teach children their first lessons in ethics, to help them distinguish between good and bad; to instill in them a love for all living things: humans, animals and nature, as well as a determination to protect them from injustice and cruelty; to bring them up to be loyal to their country."

Readers learn about children's

lifestyles around the world and the need for world peace. Children's classics of Soviet literature are published often, as are drawings by well-known artists.

Challenging puzzles and games are always included in each issue, for young, developing minds.

Each month, a well-known athlete contributes to the special chapter on "growing strong and healthy".

Murzilka often invites readers to enter short story and art contests. Winning entries are always published — providing unique and original reading material.

The magazine is named after a mischievous, good-natured puppy. This very nice little animal appeared in the first issue of the magazine, 60 years ago.

In 1983, editorial staff organized a contest to find a new name for the magazine, but young readers insisted the name "*Murzilka*" be retained. Both the magazine and its name are appreciated by many.

Nana Sioridze

English Educational Service in Quebec

DIRECTION DES SERVICES ÉDUCATIFS AUX ANGLOPHONES (D.S.E.A.)

D.S.E.A. is a ministère de l'Éducation service which provides educational leadership and support to the English school sector throughout Québec. Its main objectives and responsibilities are to:

- Represent the M.E.Q.,
- Inform and consult,
- Identify educational needs,
- Advise the M.E.Q. on the organization of services,
- Assist in developing and adapting M.E.Q. policies and programs,
- Assist in preparing educational support materials,
- Assist in implementing educational measures,
- Assure the availability of translations and adaptations of documents.

WHAT DOES D.S.E.A. DO?

In general, it acts as a resource to the English school sector by providing:

- Information sessions
- Study sessions
- Workshops
- Consultation
- Educational support

- In-service training
- Professional development
- Etc.

WHO CAN BENEFIT FROM THESE SERVICES?

Any person or organization involved in Québec's English school sector may take advantage of these services (pupil, parent, teacher, administrator, commissioner, school or school board).

WHO DOES WHAT AT D.S.E.A.?

A director, a team of professionals and a secretariat work for the service on a full-time basis. In addition, other educational specialists are recruited as required to meet special needs. Full-time personnel and their major areas of responsibility are:

Gerald Brown
■ Director

Alain Bénéitah

- Secondary education
- Technical-vocational education
- Microcomputers
- Individualized Learning

Walter Duszara

- Planning and organization
- curriculum implementation
- educational development

New publications available

Day care services in schools

The Conseil has decided to publish two guides for school day care services personnel. The first, entitled "Health Information and Reference Manual for The Child Care Worker in the Before School, Noon and After School Program" offers day care workers a comprehensive guide concerning children's health and first aid. The second document contains suggestions for games and group activities for children in a school day care centre.

Every elementary school on the Island of Montreal will receive a free copy of these documents. Any organization or individual interested in obtaining copies may purchase them for \$20 each. Write SCIM, 500 Crémazie Blvd. East, Montreal, H2P 1E7.

Allan Patenaude

- Educational evaluation

Judith M. Schurman

- Preschool and elementary education
- The process of learning

John James Skene

- Educational project
- Social and vocational integration youth (S.V.I.Y.)
- Special education
- Student services

Ruth Toohey

- Curriculum integration

Michèle Daoust

- Secretary

Sylvie Séguin

- Secretary

HOW CAN THESE SERVICES BE REQUESTED?

School board requests are made to the Director of Educational Services at the M.E.Q. regional office.

A copy should be sent to:
Ministère de l'Éducation
D.S.E.A.
600, rue Fullum, 8^e étage
Montréal H2K 4L1
Tel. (514) 873-3339

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366 Sherbrooke Street West, Suite 11, Montreal, H3A 2B7

The Health of Adolescent Girls

Canada committed itself to focus on health and development issues concerning women during the United Nations Decade for Women which ends this year, International Youth Year. A recent 'colloquium' organized by Health and Welfare Canada provided the opportunity to review issues in the health of adolescent girls. Proceedings of this meeting are to be published, but in the meantime it seems useful to summarize presentations made to participants from women's and youth organizations.

HEALTH CARE SUPERVISION

Health concerns for high school/university women include: contraception and abortion, sexually transmitted diseases, cervical dysplasia, vaginal aberrations due to DBS, drinking, obesity, eating disorders, psychological stress due to role confusion, education about the treatment of minor ailments.

Services to this group should be readily accessible, immediately available, non-threatening, and staffed by encouraging, positive professionals. 'Outreach' programs should reinforce positive attitudes by means of posters, exhibits, discussions, and including peer counselling and peer edu-

cation programs on topics like responsible drinking.

Young women are conscious of a persistent double-standard under which men can be promiscuous and open, while women are still expected to be virginal and discreet.

MENTAL HEALTH

There is one girl in every ten children referred to a psychiatric clinic. In adolescence the rate is almost equal. This may be due to girls' lack of satisfaction with their self-image. Success in interpersonal relationships tends to be their measure of success and identity, and they take little account of their general competence.

Eating disorders are on the upsurge among girls at high schools and universities. Bulimia involves bingeing followed by purging, and can start at around age 15, but more usually starts between 19 and 26 years old among high-achieving girls with a traditional lifestyle who have low self-esteem and a distorted body image. Anorexia starts at a younger age and may be associated with a dominating or intrusive mother. The anorexic has an acute awareness of other, more socially-skilled girls, and uses mastery of food as a way of coping. Popular culture also bombards her with messages like

'be slim' and 'eat fast foods'.

The struggle for identity in adolescence is squeezed between childhood and adulthood. As children, girls' goals are set by parents. As they enter adolescence they find they have no set goals, nor ways to set their own goals. Anxiety is at a peak as they try to set their own goals.

When they have achieved this, they have achieved their identity. It is not easy for girls to find a socially-acceptable role to fit the goals which they have set for themselves. Until they have solved this problem, their self-esteem remains low. The effect can be depression, attempted suicide, promiscuity or acting out; manic depression and other psychoses are also possible, with more lasting effects. Another obstacle in the identity development process is the fact of becoming a teenage parent. This interruption and delay can lead to more difficulties later on.

HEALTH PROMOTION AND THE ADOLESCENT GIRL

Some 400,000 girls use tobacco; some 250,000 use alcohol; and 200,000 use cannabis. 13% of girls aged 10 to 14 are said to smoke daily. The rate of smoking among teenage girls is not declining. 80% of women still smoking started as teenagers. They have a special difficulty in stopping smoking, and their health problems related to tobacco are increasing.

Teenagers believe that there are benefits to using tobacco, alcohol and cannabis. They believe more people use cannabis than actually do so. They know many of the risks, but their knowledge about the risks does not affect their use. They have a 'live and let live' attitude, and their attitudes are strongly related to their use of tobacco, alcohol and cannabis. Current health promotion campaigns include no special message for teenage girls, but there are plans to produce materials on tobacco for women.

The teenage girl who smokes is likely to have troubles in other areas.

NUTRITION

Adolescents are nutritionally vulnerable, because they are in a period of rapid growth. Girls need more calcium, iron and thiamin than they typically get at this age, and probably require more folic acid and vitamins A and D, too.

Girls aged 15 to 19 have low cholesterol levels. Obesity rates are decreasing, but there are hazards associated with weight control methods. Teenagers may also

SMOKE FREE SPACES

The aim is to eliminate smoking



The Quebec Heart Foundation supports research to cure heart diseases, in order to increase life expectancy for present and future generations. This is why "Smoke-Free Spaces for Kids" aims at preventing and eliminating tobacco use in Canada.

The program emphasizes this motivation by making the popula-

opt for vegetarianism at a time when their energy needs are very high. An enhanced interest in activity may bring involuntary weight loss. For these reasons, they need more information about food and nutrition.

FITNESS

The health status of girls aged 10 to 19 has improved, according to the FAS Women's Program Fitness Survey. Girls this age are not interested in organized sports, and their favourite sports activities do not appear in school programs: walking, biking, swimming, skating. Insufficiently intensive activity among 15 to 19 year olds causes a low level of cardio-vascular fitness. Girls point to lack of time and lack of facilities as obstacles to their physical activity. Their priority for fitness is weight control, and for this purpose they are likely to use tobacco.

Girls need greater encouragement to take part in regular physical activity, more opportunities provided by schools or communities, more upper-body activities for the prevention of later back-problems, more outdoor activities where smoking is difficult, and more activities in groups.

REPRODUCTIVE HEALTH

The revolution in sexual mores has not led to girls learning more about sex from their parents and teachers. Adolescents are very aware of the physical aspects of sexuality, and they feel pressured to conform or risk turning out 'queer'. Data from abortion clinics indicate that their clients typically began sexual activity at the age of 13, went steady at age 14, had intercourse at age 15, and became pregnant at age 16. The average number of sexual partners was 24, although 55% claimed to have had only one partner. 95% claimed to have some or sufficient knowledge about contraception,

but only 46% used contraceptive methods. Girls 15 years and younger are twice as likely to get pregnant during the first 6 months of becoming sexually active as are the girls of 19 years and older.

Fear of pregnancy is no longer a deterrent. The female is still the sexual 'gatekeeper'. Adolescent pregnancy is a major health problem.

AND RESPONSIBLE SEXUALITY

Women are at four times the risk of men to contact sexually transmitted diseases. Because they show few symptoms, they do not always seek medical treatment. Whereas sexually transmitted diseases can be relatively trivial in men, in women they lead to episodes of Pelvic Inflammatory Disease. From a rate of 88 cases per thousand in 1977, P.I.D. is now at a rate of 140 per thousand. After three episodes of P.I.D., there is a 35% change in fertility. One in every 26 cases of P.I.D. will experience ectopic pregnancy and tubal resection. The mortality rate in ectopic pregnancy is 50%.

It is estimated that, by the year 2000, women 20/24 will be being admitted to hospital at twice the rate of their older sisters. Between 1974 and 1990, the foetal mortality rate will double, and one in every 50 women born in 1954 will have to undergo ectopic surgery.

HEALTH OF YOUNG WORKING WOMEN

The young are more sensitive to poisons, yet there are no regulations concerning the employment of girls in typical jobs such as car-wash installations, dry-cleaning establishments, high-tech assembly-lines and food-processing plants, where they are exposed to chemicals, cuts, falls and back problems. No research has been done, nor any data collected on the health and safety of girls and young women on the worksite.

NFB/EDUCATORS FORUM REPORT

Highlights discrimination

The "Report on the NATIONAL FILM BOARD/EDUCATORS' FORUM ON WOMEN'S STUDIES IN SECONDARY SCHOOL" contains findings that will surprise many readers. For example, despite a formal endorsement of education of sex equity by and the importance of women's studies to ministries of education there is an abysmal gap in implementation, compounded by pervasive, unofficial resistance from other in the education chain, including parents. Sexual discrimination con-

tinues to be perpetuated in schools and classrooms, often in subtle ways. Like teenage female students themselves, much of society assumes that equality is in place. Such a disheartening picture is brightened by the commitment of individual teachers and by the positive efforts of teachers' federations and societies.

Copies can be obtained by contacting JoAnn Harrison, National Education Officer, The National Film Board, D-5, P.O. Box 6100, Montreal, P.Q. H3C 3H5.

Canadian Home & School and Parent-Teacher Federation: A Message from the President



had the opportunities to enlarge their curiosity for the world around them.

There is no environment more effective for learning than the family, where the learner is outnumbered by 'teachers' in the form of parents, older siblings and other adults. Even when school takes over the major role in the youngster's education, the family still influences how a girl or boy will perform at school, and what goals they set for themselves.

Whether infants or adolescents, children make special demands on families, who deserve the support of home and school and other organizations concerned for the welfare of children and the equality of their home life.

National Family Week gives us the opportunity to celebrate the family as the child's first learning place. Before beginning school, children have already had five or six years of education. They have learned to walk, run, jump and perform many manoeuvres. Most important, they have learned to speak and comprehend speech and





"International Year of Peace"

This summer I gave a peace education workshop on the "International Year of Peace" theme at the Moral and Religious Education week-long Workshop at Bishop's University. The session went well and was enthusiastically received by a classroom of Quebec teachers. Each participant went away with seven documents which will give them possibilities of developing peace lessons in their classes and celebrating the last four months of the International Year of Peace.

My philosophy on peace education has always been a positive and encouraging one for the children. Some children are experiencing anxiety over some of the alarming events we have lived through during this year of peace. Some of the concerns in class have been the Challenger explosion, the attack on Libya, and the Chernobyl accident, and these concerns need to be addressed with an honest answer appropriate to the age level of the children. The children who are experiencing the greatest anxiety are those whose parents refuse to address these questions with their youngsters.

The brain storming of solutions to dilemmas is very much a part of the M.R.E. program under Module Three (Relationships), and so creative conflict resolution is only the next step to follow. The class offers various solutions to a conflict situation, and attempts to find the best solution to the conflict in a creative and constructive way. They work together to accomplish a goal, and everyone is a winner. Competitive games are unacceptable in a peace class. The outcome is the development of a healthier self-concept and, as a result, a greater degree of respect towards others.

Peace Messages

From the children

The International Day for Peace, Sept. 16th, was a huge success on the West Island of Montreal as three schools participated (we expect all to participate next year, now that the seed has been planted, on the third Tuesday in Sept.) Students from Allancroft, Beacon Hill and Northview Elementary Schools felt very positive about their active involvement for peace, and those at Allancroft had the added bonus of seeing themselves on television, as they made the CFCF 6:00 news. They had released balloons with peace messages which managed to float as far away as Connecticut. Beacon Hill students participated with posters, films, artwork, and the

SAGE:

Students Against Global Extermination

SAGE, that vital and successful nuclear disarmament group run by and for pre-university youth, that give so generously of their time for the cause of international peace and justice, are embarking on the "Youth Nuclear Disarmament Tour", from October 1986 to May 1987. Four students, Alison Carpenter, Maxime Faille, Seth Klein and Désirée McGraw, will be participating in the coast-to-coast Canadian tour, hoping to reach about 200,000 youths directly. Their aim is to reinforce youth's psychological and political

There are three guiding principles to the development of non-violent communications skills:—

1. affirmation — respect for self and others
2. cooperation — working together instead of in competition
3. communication — listening, understanding, and expressing ideas and feeling; emphasis is on active as opposed to passive listening; criticism is dealt with but only in a constructive sense.

The teachers tried out some songs and worked on wonderword puzzles. Children need to express their feelings about war and peace through role-playing, poetry, symbols, artwork, collage, banners, etc.

Second order agreement has surfaced recently with the Gorbachev-Reagan meetings. The principle is that when two people are in conflict, each articulates the other's point of view to a third party. This is a challenge for elementary school students. Films are another means of dealing with problem situations. The phenomenon of war toys in our Nuclear Age was investigated, and possible lessons outlined. The Royal Bank has issued an excellent letter entitled, "The Art of Negotiation". It could lend itself to language arts lessons for upper elementary school students.

The Jewish people have an excellent word viz. 'shalom' which means peace and social justice. Social justice is dependent on peace, and vice versa.

We folded origami paper cranes, and I'm sure teachers will do this with their students. The class looked very colourful as the teachers concentrated on their folding. Later they spent time after class working out further peace curricu-

observance of the minute of silence for peace, celebrated internationally. At Northview, a Peace for Peace assembly was held with readings of students' compositions and the singing of songs related to peace. In the afternoon, the students from Pauline Busby's Grade 3 class joined in a special tree-planting ceremony to mark the occasion, at Stewart Hall, Pointe Claire with Mayor Malcolm Knox and Dr. Marion Finley, Jr., of the Baha'i Faith officiating.

As SAGE (Students Against Global Extermination) have discovered, optimism and hope can be acquired through information and action. The students from these three schools have a good start.

empowerment and responsibility towards the issue of the nuclear arms race, to encourage a better understanding of the daily effects of the nuclear arms race, as well as the threat of nuclear war. As they put it "We hope to inspire hope and optimism, through information and action. Young people have a vital role to play; not only as future leaders, but as potential victims, in demanding that today's leaders must learn to 'love their children more than they hate their enemies.'" Info: 849-5331-155.

lum which will be included in the next issue of the M.R.E. Bulletin published by M.E.Q. (the Ministry of Education). I look forward to reading it in the fall and broadening my own perspectives.

by **Pauline Busby**, Teacher
Northview Elementary School,
Pointe Claire, P.Q.

THIS IS A WAR TOYS FREE ZONE



Aggression linked to war toys

Sales of war toys have risen around 500% since 1982 to a record \$1.2 billion in 1985. They are the leading category of toys sold, making up 5 out of 6 of the best-selling toys in the U.S. These top 5 war toys are promoted by violent cartoon shows with war themes which are aired 7 days a week. These toys and cartoons are teaching children that opponents are evil and must be destroyed; that there is no room for negotiation, nonviolence or goodwill. Although many of us may have played with guns as children, we need to realize that the war toys of today are more violent and destructive than ever before. Studies have shown that playing with these violent toys and watching the cartoons which promote them, increase the tendency toward anger and violence in normal children.

Dr. Thomas Radecki, M.D., Research Director of National Coalition on Television Violence found, in studies comparing children playing with HeMan dolls to those playing with Cabbage Patch dolls, and Transformer dolls to Fraggie Rock dolls, that "in both instances, we found twice the level of hostile and anti-social behavior in children associated with the violent doll play compared to the non-violent doll play."

Dr. Charles Turner, Ph.D., University of Utah and a researcher of the effects of toy guns, stated, "Playing with violent toys increases the risks that children are going to use aggression in real-life at a later time. The violent toys serve as a way of rehearsing the violent behavior seen on television. They increase the likelihood that the effects of cartoon violence will carry over to the playground and into their everyday life."

Dr. Arnold Goldstein, Ph.D., Director of the Center for Research on Aggression, University of Syracuse stated, "The playing with war toys legitimizes and makes violent

behavior acceptable. It desensitizes children to the dangers and harm of violent behavior and increases the chance that they will resort to violent behavior."

Dr. Ron Slaby, Ph.D., of Harvard's Center for Research on Children's Television stated, "From research findings on the effects of playing with toys with aggressive themes, we can say that playing with these war toys is likely to stimulate higher levels of aggression. Ads or programs depicting toys in war-type combat are also likely to cause high levels of aggression, even in normal children, as well as children who already have problems with violence."

Even **Sylvester Stallone**, in an interview, talking about the new line of Rambo toys from Coleco, "It's not for kids. The movie was not supposed to be for little kids, and I wouldn't let my own children play with those toys."

But what can one do, with all the peer pressure? Individuals from Families for Peace and Justice have much success dealing with the issue with their children, to the extent that the children

understand and respect the fact that their home is a war-toy-free-zone. Parents, before buying the Christmas toys, should take into consideration some of the effects the toys can have. Discuss the topic in the classroom, perhaps using the NFB film "Toys", the story of "Wacky and His Fuddlelegig", and a Santa Claus puppet. (Families for Peace and Justice have had a very positive response to presentations of this type). Create a war-toy-free-zone. Letters to the editor reach a large number of people. Wear a button; talk to a friend. We can all have an effect. For more information, see the list of resources.

Susan Hawker Lussier

RESOURCES

WAR TOYS

- 1) "War Toys Free Zone" booklet "This is a War Toys Free Zone" sign in color (8 1/2 x 11 — \$2.00); "Boycott War Toys" button \$1.25 each, as well as other info: War Toys Boycott Campaign, 9 Melbourne Ave., Toronto, Ont. M6K 1K1
- 2) "Stop War Toys" Campaign Packet, including background, publicity materials, organizing ideas; send \$3.50 to New England War Resisters League, Box 1093, Norwich, CT, U.S. 06360
- 3) War Toy Information Kit \$1.50, Pamphlet on War Toys \$3/50 from Families for Peace & Justice, 401 St. Jean, Pte. Claire, Que., H9R 3J3
- 4) "Toys to Celebrate Life" flyer \$3/50 "Child Care Center" Poster, from Unitarian Universalist Service Committee, 78 Beacon St., Boston, MA, U.S. 02108

HOLIDAY SEASON

"Unplug the Christmas Machine: How to Have the Christmas You've Always Wanted" by Robinson, Jo and Staeheli, Jean Coppock. William Morrow 1982. Excellent book to help bring back the true spirit of the holidays.

PEACE EDUCATION

Teaching Workbook put out by Quebec Ministry of Education, in collaboration with other organisations, for International Year of Peace. Excellent appendices. Finishes with the empowering story of The Hundredth Monkey, and then on the back cover, concrete suggestions for further activities. Contact Jean Henaire (514) 873-8706.

DO YOUR PEACE

Don't just throw your war toys in the garbage, but send them to the war toy disarmament project and they will be used to construct a giant peace monument, dedicated to Samantha Smith. Send toys to W.T.P., c/o R.R.1, Box 1010, Wells, Vermont, U.S. 05774.

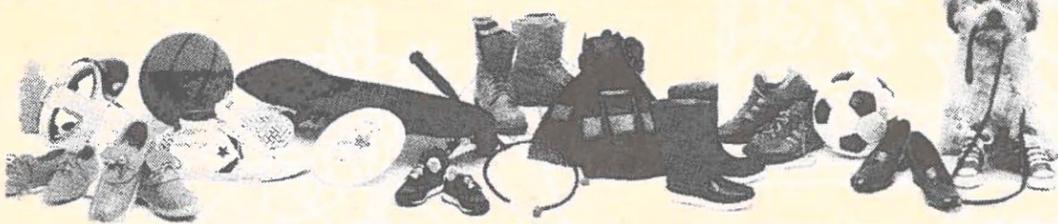
Hug O' War

I will not play at tug o' war.
I'd rather play at hug o' war.
Where everyone hugs
Instead of tugs.
Where everyone giggles
And falls on the rug.
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.

Taken from: "Where the Sidewalk Ends"
By Shel Silverstein, Harper & Row Publishers.



IF THE SHOE FITS...



You're off on the right foot!
Keep it up, MEMBERSHIP CHAIRMEN!

Signed Carol Ohlin - QFHSA M'ship Chm.

Date November 14th, 1986



1986/1987 GROUP AFFILIATE MEMBERS

School/Parents' Committees

Allancroft Elementary School
Arundel Elementary School
Asbestos-Danville Shipton School
Aylmer Elementary School
Beaconsfield, École Primaire
Beaconsfield High School
Cecil Newman School
Beechwood Elementary School
Cecil Newman Elementary School
Cedar Street School
Dr. S. E. McDowell Elementary School
Eardley Elementary School Committee
Edgewater Elementary School
Franklin Elementary School
Gault Institute
Hudson High School
John Caboto Elementary School
Jubilee Elementary School
Lakeshore School Board Parents' Committee
Lasalle High School Committee
LeMoine d'Iberville High School
Lindsay Place High School
Macdonald High School
Margaret Pendlebury Elementary School
Massey Vanier Regional High School
Morin Heights Elementary Parents' Committee
Mountainview Elementary School
North Hatley Elementary School

Onslow Elementary School
Ormstown Elementary School
Parkview Elementary School
Pope Memorial Elementary School
Riverdale High School
Riverview Elementary School
Royal Charles Elementary School
St. Augustine Elementary School
Ste. Agathe Academy
Ste. Foy Elementary School
St. Veronica Elementary School Committee
Sherbrooke Elementary School
Spring Garden Elementary School
Sunnydale Park Elementary School
Sutton Elementary School
Thorndale Elementary School
West Hill High School Committee
William Latter Elementary School
Windermere Elementary School

School Boards

Baie Comeau Dissident School Board
District of Bedford Protestant Regional School Board
Eastern Townships School Board
Lakeshore School Board
Ormstown School Board
Pontiac Protestant School Board
Protestant School Board of Greater Hull

Protestant School Board of Greater Seven Islands
Protestant School Board of Northwestern Quebec
Protestant Regional School Board of Western Quebec
Regional School Board of Gaspesia
Saguenay School Board
St. Lawrence Protestant School Board
St. Maurice Protestant School Board
School Board of Bonaventure
South Central Protestant School Board
Shouth Shore Protestant Regional School Board

Teachers

Aylmer Elementary School
Edinburgh Elementary School
Lakeshore Teachers Association

Others

Kahnawake Education Center
Loyola High School
Quebec Association for Children and Adults with Learning Disabilities
St. George's School of Montreal

FOCUS on MEMBERSHIP

	1985/86	NOV/86
ALLANCROFT	185	98
AYER'S CLIFF	24	17
AYLMER	50	56
BAIE COMEAU	—	—
BEACON HILL	161	161
CARLYLE	11	—
CEDAR PARK	134	126
CHELSEA	27	—
CHRISTMAS PARK	175	151
COURTLAND PARK	110	127
DORSET	87	71
DR. S. McDOWELL	14	—
DUNRAE GARDENS	138	133
EARDLEY	60	55
ECOLE PRIMAIRE BEAONSFIELD	195	225
ECOLE PRIMAIRE PIERREFONDS	—	22
ECOLE PRIMAIRE POINTE CLAIRE	150	142
EDGEWATER	206	188
EDINBURGH	197	192
ELIZABETH BALLANTYNE	146	163
GARDENVIEW	80	59
GREENDALE	94	99
HAMPSTEAD	118	65
HERBERT PURCELL	36	—
HOPETOWN-SHIGAWAKE	—	—
PORT DANIEL	40	27
HOWICK	5	5
HUDSON (includes high school)	121	157
HULL	26	—
HUNTINGDON ACADEMY	4	—
JOHN RENNIE HIGH	190	156
JOHN XXIII / DORVAL HIGH	10	CLOSED
KEITH	88	79
LACHINE HIGH	72	—
LINDSAY PLACE HIGH	164	135
MACDONALD HIGH	148	130
MAGOG (PRINCESS ELIZABETH)	29	38
MALCOLM CAMPBELL HIGH	30	14
MARY GARDNER	5	—
MEADOWBROOK	100	116
NEW CARLISLE HIGH	46	57
NEW RICHMOND HIGH	16	13
NORTHVIEW	144	100
ROYAL WEST ACADEMY	114	123
SEIGNIORY	113	112
SOUTH HULL	77	—
SPRING GARDEN	33	—
SUNNYDALE	22	134
THETFORD (Andrew S. Johnson Mem. School)	49	30
THORNDALE	114	111
VALOIS PARK	143	123
WAGAR HIGH	151	64
WESTPARK	162	172
WILLINGDON	65	82
WINDERMERE	216	194

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

APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00

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

Name: _____

Address: _____

Postal Code: _____

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

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

Quebec Federation of Home & School Associations

2535 Cavendish Blvd., #212
Montreal, Quebec H4B 2Y5
(514) 481-5619

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



Footsteps into the future

QFHSA Fall Conference Reports

PLENARY

"Stepping Stones" . . . Key to Action

The plenary speaker was Gaston Gauthier, coordinator of Family Life Education, Montreal Catholic School Commission. He is a recognized leader of parent animation and family counselling, and received the 1986 Molson Award as a "builder of Quebec in the field of social development". Mr. Gauthier is a member of the Vanier Institute of the Family, and is a frequent conference speaker and workshop leader. His academic background is in adult education specializing in parent education and family therapy.

Mr. Gauthier stressed the importance of working with families and said the best thing that can be done for a child is to bring his parents closer to him. Where support and guidance has been given to parents, teachers in kindergarten have seen the changes in the children. Working with parents helps us to see education through the eyes of the parents.

Violence in society and the family seems to be on the increase according to Mr. Gauthier. Normal, loving parents have been involved in cruel treatment of their children. The phenomenon of television and its impact on the family has yet to be completely perceived. There is lack of communication between parents and children. Parents need to be helped to learn how to "be there" for children.

He stressed that learning is enmeshed in ordinary living. The parents teach by transmitting and sharing knowledge, constantly and in ways geared to the individual child. This learning differs



from the formal education of schools.

Parents and teachers need to work together, for the children, particularly in the area of values. Parents cooperating together can be a positive force to effect needed change. Parents and teachers, and inter-parent support, can provide the "community" necessary to support the child's learning. Organizations such as the QFHSA are essential. The technology, such as T.V. and computers, can be utilized by the family to strengthen the transmission of important knowledge.

Two grave issues affecting fami-

lies now are societal and family violence and parents not having time for children; the children having to look after themselves in many cases. The strains on single parent families and economically deprived families are immense. Help for the stressed families must be forthcoming. Group support from other parents is essential. Mr. Gauthier said emphatically, "we must find the time". He believes in parents and their abilities to deal with these challenges.

Anne Kiss
Vice-President, QFHSA



There was talk . . . and listening



Volunteers do make a real difference!

Following the Fall Conference held last October 18th, 1986, at Lindsay Place High School in Pointe Claire, the President of QFHSA and other members of the Executive Committee wish to

thank **ALL the VOLUNTEERS** for their valuable time, their skills, and their expertise and especially the following:

GROUP LEADERS

Sylvia Adams, Ann Cumyn, Marion Daigle, Caspar Esselaar, Betty Lou Manker, Barbara Milne-Smith, Pat Lewis, Jon Percy.

HOSPITALITY

Windermere Home & School, Sharon Brost, Lori Ball, Peggy Hamblin, Barbara Milne-Smith, Barbara Peden, Carol Ohlin.

KITS & TRANSPORT

Sue Sladen, Gordon McGibbon.

PHOTOGRAPHY

Michael Hercus (Macdonald High Photo Club).

PROGRAM

Ann Cumyn, Marion Daigle.

PUBLICITY

Marion Daigle (Media), Carol Ohlin (Schools)

PUBLICATIONS TABLE

Donna Sauriol, Diane Lacey.

RECORDERS

Heather Aulis (Thetford Mines), Susan Curtin (Greendale), Judith Cloutte (Keith), Anne Kiss (QFHSA B/D), Susan Lussier (NEWS), Sue Rawlings (Elizabeth Ballantyne), Angelika Redahl (Edgewater), Donna Sauriol (QFHSA Exec. Sec.), Marcus Tabachnick (Sunnydale Park).

REGISTRATION

Ann Cumyn, Nicole Walker, Diane Lacey.

SIGNS

Sharon Robinson.

TELEPHONE

Anne Kiss, Marguerite Dunlop.

THANK YOU TEAM!

"Focus on Home & School: Ideas into Action"

Gavin Turley, an expert in Strategic Planning for organizations is well known as an energetic, enthusiastic and well organized workshop leader.

Mr. Turley showed the importance of clarifying goals, knowing whom the organization serves and their perceptions of need, what resources are available and how this leads into constructive action to meet goals. "Without planning any organization will go out of business".

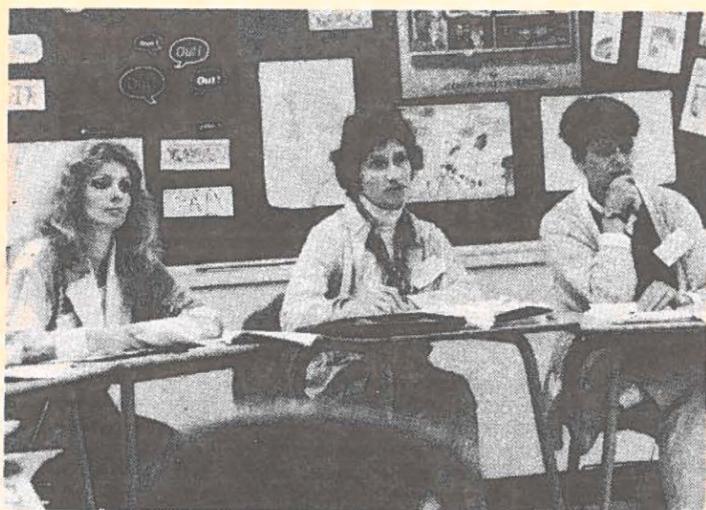
After initial direction the audience moved into small groups and looked at one aspect of setting goals and achieving them. Returning to the larger group, recorders from each small group read the ideas generated. Mr. Turley then pulled these ideas together in the context of strategic planning.

He reminded us that if you do not know where you are going, you will probably wind up somewhere else, and even if you are on the right track — you'll get run over if you just sit there.

The accompanying text which he provided, "Ideas into Action Planning and Strategy Formulation" is particularly valuable and worth reading for any of us concerned with keeping an organization on target.

Anne Kiss
Vice-President, QFHSA





Fall Conference . . .

Literacy: coping in the '80s

Workshop leader: Gayle Goodman, Coordinator of Curriculum, English Language Arts, Primary & Secondary, Ministry of Education.

Mrs. Goodman started her workshop by reading her paper on literacy which is summarized here.

Children hear sounds from the moment they are born, immersed in language, they begin to define

these sounds. Then as a baby, parents and older siblings continue to talk to them and regard their earliest attempts at communication — smiles, gestures and sounds — as purposeful and as having meaning. Earliest words are greeted as meaning whole sentences. Then as a preschooler the child talks, listens and negotiates and, in fact, by kindergarten the child is likely applying all key grammatical and

meets with constant criticism and reprimands, the child will not risk learning to talk.

Children learn reading by being read to

As with oral literacy, children learn to read by being read to. They learn to write the same way so we should not, given what we know today, interfere with children's minds by fragmenting the process of language learning. Functional skills must be introduced to children at all ages in the context of meaning making activities. Mrs. Goodman pointed out that we are not merely "coping" in the eighties, but are involved in a powerful, highly literate activity.

She then went on to read a couple of children's books to us; one being "Grandpa" by John Burningham. After reading the book she read a few comments made to her by a fairly typical 4½ year old. The child had completely comprehended the story and could discuss it, whereas some of the books printed for young children are very complex in their layout. A page giving many words beginning with the letter "L" was pointed out; all with little pictures and little phrases using L. This became too "busy", too involved for a child to follow, and not as interesting to the child as reading a story.

Gayle Goodman went on to say that if we mark student work with constant reprimands and criticism, then they will lose much of their interest and enthusiasm. But if we encourage and guide, the spelling and sentence structure slowly correct themselves — in the same manner as speech does.

Susan Rawlings

Elizabeth Ballantyne School



Gayle Goodman

syntactical understanding about language that older children portray when writing. When toddlers learn to talk they have accomplished the most demanding intellectual task of their entire lives. They have in fact learnt by talking to and with parent and siblings who expect them to communicate and through encouragement to make sense of their ideas and experiences through language.

If the toddler going through this very difficult learning process

resolution as she presents a dilemma to the class, and they offer their own constructive solutions. She encourages non-violent communication skills, involving affirmation, cooperation and, of course, communication. Pauline distributed resources for use for peace education, indicating for which grades the items would be appropriate.

There was an interesting discussion with parents acknowledging the need to face the issue as children, of even the younger grades, are talking about nuclear arms and parents need to know how to broach the subject with the children at their particular level.

The workshop was extremely well prepared, and our appetites were all whetted by the wealth of information. It was unfortunate to all of us, the speakers and those who attended, to have the time cut short. Hopefully we can deal with this topic more extensively in future conferences.

Susan Hawker Lussier

1986 International Year of Peace

Pauline Busby, a Grade-3 teacher at Northview Elementary School, and Tricia Fragnito, from Students Against Global Extinction (SAGE), both spoke on the value and the manner in which peace can be discussed in a responsible fashion in the schools.

Tricia began with describing SAGE and the importance of talking openly about the arms race with youth, to inform, and through empowerment, alleviate the fears. SAGE has had a very positive response to their presentations, from both students and administrators, and many affiliate SAGE groups have been established (20 in the Montreal area alone).

In the current across-Canada tour, SAGE hopes to reach one in fifteen Canadian High School students. Tricia concluded on the encouraging note of how child labour and slavery have been abolished, and that if we choose to, we can end the arms race and abolish nuclear arms as well. (Info. on SAGE: (514) 849-5331, ext. 155)

Pauline Busby, previously a moral and religious education specialist, has had considerable experience in evaluating curriculum



Pauline Busby

for education for peace, and has in fact created some of her own. She personally likes the term "Shalom"; as she pointed out, it includes the two elements of peace and social justice. She began with two songs to set the mood; another song, called "Our Peace Song", to the well-known tune of "This Land is Your Land", has actions and would be fun for children.

She often uses creative conflict

"Can I change my child's behaviour?"

Mrs. Kathryn Phillips, Principal, Beacon Hill Elementary School, led the very well attended workshop, entitled "Can I Change My Child's Behaviour?" Mrs. Phillips, who has had a long-time teaching career, ranging from the 'readiness' level to Grade 11, has also taught special education and was the co-director of the "Odyssey Programme," a Lakeshore School Board program for high school dropouts.

Mrs. Phillips gave guidelines equally important for parents, teachers and individuals dealing with young people:



"I'm sure I tried that, but somehow . . ."

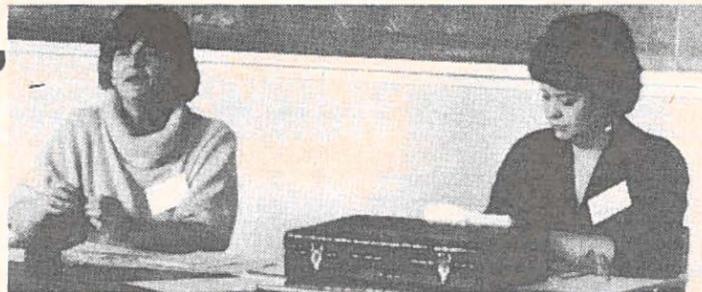
- be specific about behaviour desired.
- be consistent.
- be honest about motivation for behaviour change (growth vs convenience).
- be able to view the situation from perspective of adult and child.
- gradually reduce or delay the reinforcement.
- encourage child to attempt self-controlling behaviour.
- keep feelings for offender separate from feeling about the offence.
- know what you can not change.
- be fair (sense of humaness).

- have a sense of humour — laugh at situations.
- be calm and keep your voice calm.
- send out notes to head off trouble.
- communicate privately.
- be prepared with alternate plans.
- dignify the effort your child makes.
- preclude boredom.

- LISTEN to your child — or they won't listen to you.
- sarcasm, ridicule and pressure are destructive to good relationships.
- obtain a commitment and make a commitment.
- mistakes are not failures, we learn from them.

Angelika Redahl
Edgewater School

Effective meetings



Workshop leaders June Smith, past president of Willingdon Home & School, and Kathleen Greenfield-Zanti, Vice-President, Christmas Park Home & School.

June Smith had a wealth of experience to draw on in explaining to the delegates in the workshop the duties of the Home & School President or School Committee Chairman. Ideas on how to cope with everyday problems were given, then the room split into groups to solve a "problem." I was part of the group dealing with "making motions" (parliamentary procedure). One of the members of our group, Gordon Robertson, obviously had had years of experience leading a group and his insight and knowledge was a great help.

After, Kathleen Zanti gave the group a great deal of information concerning the running of sub-committees; ideas on how to communicate and motivate our members and the parents in our school. Personal contact and appreciation was stressed. "Enthusiasm is a great motivator," Kathleen stated.

Both leaders gave us numerous "hand-outs" to help us in our tasks at the school level.

Heather Aulis
Theftord Mines

WINNERS

At the Fall Conference, held October 18th, at Lindsay Place High School:

EVLUATION PRIZE — a book for your school library — won by **Julia Miller** of Arundel Elementary School.

CHILD'S PLAY (Grolier) — a displayer at the conference — also donated a book — won by **Esther Wearing** of Willingdon Elementary School.

MACGREGORS (frozen food entrées) — a fund-raiser/displayer — donated a box of frozen steaks — won by **Sue Sladen** of Edinburgh Elementary School.

Our congratulations to all three winners.

Workshop Reports Newsletters

Membership & Membership Development



Carol Ohlin

local is "a link in the overall chain network of Home & School Associations". The population at large must be made aware that in order to continue being recognized as the voice of parents, we must maintain a high level of support (membership) from them. The locals should remember that Q.F.H.S.A. should be used as a principal resource for membership ideas, brochures, speakers, etc.

It was also suggested that the Canadian Federation of Home & School Associations should be approached about preparing a video or other visual aid to help locals to get the message of what Home & School is all about, across to the parents.

Rod Elkin then addressed the issue of getting teachers to join Home & School, a sore point to many of the locals.

Mr. Elkin suggested that the teachers be approached not only on a collective basis, but also individually. He also suggested that teachers be reminded that if they have already joined Home & School at another school, they can show their support to the school in which they teach by becoming associate members (usually for \$1.00).

Teachers should be reminded that Home & School can be used to provide contact with parents, that



Marilyn Percy

on the local level the Home & School provides volunteers, in many schools Home & School supplies a.v. equipment, books for libraries, computers, software, etc. The teacher's membership shows their commitment to the Parent-Teacher aspect of Home & School. Other aspects of parental participation were also discussed.

Marcus Tabachnick
Sunnydale Park School
Ed. note: QFHSA holds a Membership/Publicity/Newsletters shop each June and many committee chairmen attended at that time.



Jean-Jacques Gauthier

Jon Percy

Workshop leaders were Jon Percy, who does re-write for the Quebec Home & School NEWS, and Jean-Jacques Gauthier, past Editor of "Edgewise" the newsletter of Edgewater Elementary School.

The first consideration when you are contemplating starting a newsletter to parents in your school is WHY do you want to have a newsletter. Remember that your newsletter is visible proof of services provided to your school community.

To get started:

- What is your aim/goal/objective?
- What do you want to achieve?
- Involve the teacher rep and principal in your planning regarding the kind of newsletter i.e., child oriented, parent oriented.
- How often will your newsletter come out? what size? what are your cost restraints? what tasks are involved? how will you distribute it? (i.e. one to every family or one to every child in school).
- Contact the obvious groups in your school for input to each issue. Principal — Safety Committee — School Committee — Home & School — Student Council (if you have one) — outside groups if pertinent.
- You will need a typist and someone to chase after the articles.
- Source of supply for paper and access to a photocopier/duplicator.

IMPORTANT POINTS

- Keep your delivery date (to the homes) reliable.

- Try for continuity in STYLE, LAYOUT, PRINTING DATE, COLLATION and DISTRIBUTION.
- Strive for simplicity (an "uncluttered" look is best in a newsletter).
- Readability. (Break up long articles; "box" some parts of the paper).
- Uniformity of layout (use same style of characters for all headings).
- Proof reading for errors and spelling mistakes is important.
- Try for balance; if it is an issue give both sides.
- A catchy name, tied into the school in some way, will help promote the newsletter with the students.
- Distribute your newsletter to key outside organizations and people. Your commissioner, your feeder schools (if you are a high school), key personnel at your school board. Don't forget to send a copy to the Home & School office for "Focus on the Locals"!

Have fun doing your newsletter and your parents will enjoy reading it and being brought up to date on the happenings in THEIR school and THEIR community. Ask other schools with newsletters for help/hints. They will all tell you it gets easier once you have the format down and everyone in the school knows what to expect (in terms of articles needed, children's work, principal's message, etc.)

Donna Sauriol
QFHSA Office

Child Assault Prevention Project (C.A.P.)

Workshop led by Kathy Penwill and Lisa Weintraub, project leaders from C.A.P.

C.A.P. is a community prevention project teaching children to prevent verbal, physical and sexual abuse. In French this group is called E.S.P.A.C.E. which stands for Éducation, Sensibilisation, Prévention d'Abus Contre les Enfants.

Most services responding to child assault offer crisis oriented care. CAP teaches children easy-to-learn strategies to reduce their vulnerability. Main components are:

- Assertiveness
- Peer Support
- Network of Trusted Adults

Special Features of the CAP Program:

The program doesn't scare children with stories; CAP takes children step by step from fear to confidence using non-threatening language children understand.

CAP provides children with practical skills, while building confidence in their own abilities to solve problems, even in crisis situations.

CAP can be quickly adapted to

the specific needs of any community.

CAP uses role-playing — a flexible and effective learning tool.

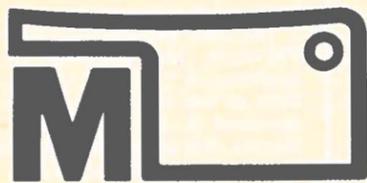
Three essential parts of the CAP Project:

- Parent Program
- Teacher In-Service
- Children's Workshop

Using role plays that depict three common assault situations for kids (the bully, the stranger, and the known and trusted adult) children learn to identify how danger starts. When the role plays are redone, as "success stories", kids participate and have the opportunity to both model and practice strategies they can use to prevent assault.

While CAP is a non-profit organization, they do charge for the workshops given in a school. The same workshop is not given to all grade levels; material is geared to age and maturity of students. If your school is interested you can contact them at: CAP/ESPACE, Box 237, Postal Station Place du Parc, Montreal, H2W 2M9, telephone (514) 276-0519.

Judith Cloutte
Keith School



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FOCUS on the LOCALS

WESTPARK

School with a Heart

Westpark Elementary School is a community school with strong academic programs in both English and French immersion. The school, though considered large in size with its 640 students, maintains the friendly caring environment which is usually only associated with much smaller schools. This closeness is reflected in all aspects of the daily life within the school. Beginning at 8:00 a.m. when both Mr. Herman, Principal, and Mr. Poole, Vice-Principal, wait outside the front door despite weather conditions to welcome the pupils to a new school day.

The academic programs encourage pupils to realize his or her maximum potential. Each student is viewed as an individual. The school offers enriched classes for those pupils who excel in academics and special tutorial classes for those who require more individual attention either on a one-to-one basis, or in small group sessions.

The social development of each student is an important part of the curriculum offered at Westpark. Students are exposed to a variety of opportunities to help develop social interaction with others. Field trips offer invaluable opportunities to share with one's peers; to experience together on uncom-

mon ground whether they be local day trips or cultural exchange programs.

Recognition of individual students' progress is an ongoing process. Each class participates by listing five or six students who have achieved academic excellence or have improved his or her personal best and each is awarded noted recognition as being "student of the month". This posting is displayed in the front foyer.

Parents are involved

Parent involvement is an important part of the family atmosphere at Westpark. The active Home & School Association works closely with the school administration to offer a variety of enriching programs through the sponsorship of special visits from theatre groups, classical orchestras, and after-school programs ranging from sewing and cooking to music and art classes.

The Home & School Association also runs an organized lunch program for the pupils of working parents. It accommodates 60 children under the scrupulous supervision of five dedicated mothers. During the lunch program the children are encouraged to select from a multitude of educational games which can be played individually or in small groups, or to partake in

that day's arts and crafts project.

Computers in Westpark are used as one of the vehicles to promote the logical thinking process from its students. Equipped with 10 Apple computers, five of which were purchased by the Home & School Association, students from Grade 3 up are taught through the "hands on" experience. They learn how to: create geometric shapes, how to solve mathematical problems and how to work with word processing programs. In Grade 4 students start to design their own simple computer programs and by Grade 6 the students are competently designing more sophisticated programs with ease.

Responsibility & continuity

Teachers team together to develop new pilot projects which promote responsibility from their students while teaching respect and consideration for others within the school — whether they be in their own class or another grade level. One such project, started in September, involves the English Grade 6 and the Grade 1 English class. The senior class meets with their little buddies once a week for a unique reading project. After a few up-beat songs each senior takes his/her little buddy for a quiet reading and sharing time. As one of the team projects in the school, teachers note the invaluable experience gained by all participants teaching responsibility to the older students and aiding in the development of oral communication skills in the younger children.

Continuity is an important part of stability and reassurance for youth, and just as the students are greeted each morning they are wished well at the end of the day by Mr. Herman and Mr. Poole. One thing becomes very clear when observing the hustle and busy goings-on at Westpark and that is that each child is special and that his or her individual achievements are noted and recognized within its own merit. No doubt, a refreshing approach to the educational grooming of our future leaders of tomorrow.

Doreen Edwards

MACDONALD HIGH

Veteran Volunteer Honored

The Community Affairs Office is once more back in full swing this year. This important part of the student and school life is largely the result of Gretchen Code's efforts.

Last June at the school Awards Ceremony, Mrs. Code was honored by the H&S for her contributions to Macdonald. She was presented with a Canadian H&S Parent Teacher Award.

Before moving to the Montreal area, with her husband, about ten years ago, Gretchen was a volunteer in Alberta and Ontario. Professionally she had been a physiotherapist. It wasn't long after she moved that she became involved with the H&S at Macdonald — and she has been active here ever since!

As well as being the Co-ordinator of the Craft Fair she was President of the H&S. It was as an outgrowth of her term as president that the Community Affairs Office was established, and it has flourished ever since.

Gretchen is a warm and caring person — the perfect person to have as a Community Affairs Officer. She is always on the go; busy and involved.

Macdonald is very proud to claim Gretchen as part of its community, and the H&S is equally proud to be able to honor one of their members.

The H&S held its 9th Annual Craft Fair on Oct. 25. About 30 artisans displayed their work to a continuous stream of browsers and buyers. A delicious lunch was available, and a wide array of items was raffled. The Bake Table,



Gretchen Code receives CHSPTF Award from Marion Daigle, Pres. Mac H&S.

as usual, was a favourite spot. Generous contributions to the Used Books and the White Elephant tables provided more interesting browsing and lots of buyers. By the end of the day the H&S had made a profit of over \$2,600.00. These funds will be used for a wide variety of activities at the school, from the library's stained glass windows (made by the Stained Glass Club under the direction of Mr. Phillippi), to support of the Debating Club and the donation of book and plaque awards.

The H&S welcomed a new Vice-Principal, Mr. Osgoode, to its meetings. A 'pot-luck' supper was held at the home of one of the members to bid farewell to Mr. Barnes. Don Barnes has had a long association with Macdonald. He was presented with an Atlas and wished all the best in his new position as Principal of Hudson High.

Now that planning and work for the Craft Fair is past, the H&S will be busy with its other interests. A tour of the school's new computer lab. is planned; further consideration of the 'role of the school nurse' is scheduled; and guest speakers in other areas of concern to us as parents and partners in the community are being arranged. It will undoubtedly be a busy year.

Diane Radu

WILLINGDON

Peanuts! Popcorn!

The H&S got off to a quick start this fall. Through the sale of peanuts they raised \$1008 for the Kidney Foundation.

On Oct. 31, \$0.25 bought a student a bag of popcorn and helped support the H&S. Also on Halloween Day parents were once more out in force for the annual face painting. Children from Kindergarten to Grade 3 love this event and it is a chance for parents to exhibit their creative talents.

Plans are underway for the December Holiday Fair to be held Dec. 1st. This is a major source of funds to enrich the children's school life, so make sure you mark it on your calendar and come out and join us.

EDINBURGH

Good News and Bad News in School Lunch Boxes

First, the good news. A handy little booklet offering specific recommendations, shopping hints, and suggested menus has been prepared by three McGill University students under the direction of Dr. Shirley Weber at Macdonald College's School of Dietetics and Human Nutrition. Moreover, only 56% of kindergarten lunchboxes surveyed in four Montreal-area schools last spring contained sweetened items — a surprisingly low figure, considering Quebecers' reputed penchant for sugary treats. Sweetened food — including such items as granola bars, doughnuts and some fruit drinks — provide calories but comparatively little nutritional value and, according to the booklet, "should be served only occasionally."

The survey conducted by Dr. Weber's students, with the help of a Challenge '86 grant, observed the lunches and snacks carried by kindergarten children in 354 lunchboxes during the months of May and June. The results of the project in the four schools (all of which have extended kindergarten programs) also indicate that snacks should not be taken lightly as a valuable source of nutrition, since "snacks provided a significant amount of the total nutrients in the lunch box."

The bad news is that when the annual subsidized milk program ended in May, only 29% of the lunchboxes carried by the children in the schools without the milk program contained a serving from the Quebec Food Guide's recommended Milk and Milk Products Groups.

The project was inspired by Jurate Daudens Tobin, lunch program coordinator for the extended kindergarten at Edinburgh School. Last October she gathered as many ideas for nutritious lunch boxes as she could and then she

made the file available to parents to help them to make nutritious, but enjoyable, lunches for the children. When Joan Gross, whose son Paul was a student in the extended kindergarten class, perused the file she realized there was an need for a complete collection of information about preparing nutritious box lunches.

Children consume 1/3 of their daily nutritional requirements from their lunch box. Mr. Gross was also impressed by the number of parents who had questions and comments for the teacher at the Parents' Meeting of the Extended Kindergarten.

All these factors combined and in November Mr. Gross proposed the project to Prof. Shirley Weber then acting Director of the School of Dietetics and Human Nutrition at Macdonald College.

From the beginning Prof. Weber was encouraging and supportive. The project developed and in March an application was made to Challenge '86 to hire three students to conduct the research and compile the data. Challenge '86 approved two students' salaries for the project.

Many people made up the team which initiated and carried out the project. Notably Susan Sladen and the Edinburgh H&S who endorsed the project and encouraged Ms. Gross to proceed with their support. Mrs. Marilyn Roman, Principal of Edinburgh, helped in the selection of three other schools in similar socio-economic areas. She also helped open doors for communications in these schools.

Plans are underway to develop the project — to expand on the information and content of the booklet and to distribute it to all families of elementary students in Canada.

Joanne Litvack

ÉCOLE PRIMAIRE BEACONSFIELD

Our newsletter yours!

The Newsletter is just one of the services provided by the local H&S. We expect to send one copy to each family via the Lunchbox Mail on the second Wednesday of each month.

We hope that this endeavour will be well supported by staff, students, and parents. We welcome news and announcements, riddles & jokes, classified ads, cartoons and stories & poems. Drop them in the Office "Newsletter" box or send them via the Lunchbox Mail.

Our newsletter is *your* newsletter so please consider how you can contribute.

The H&S got off to a fine start. The membership campaign is well underway. Funds were given to Jacques Campeau and class for a kit to cultivate mushrooms, to Lynn Bragto to complete a mini computer game, and to Louise Bru-

ST. PATRICK

Running to success

On September 10, the Grade 6 class at St. Patrick (Thetford Mines) had a Terry Fox Run. Sixteen students were involved and they worked very hard gathering pledges. The pledges were calculated based on the number of laps around the soccer field, the partici-

**SHARE
YOUR NEWS**
It's a good idea
for everyone...

net to buy educational question and answer games — "Quiz des Jeunes" and "Super Quiz 2&3". The Buddy System was put in place thanks to some hard work on the part of volunteers.

Our slogan is:
**NOT GOING TO SCHOOL?
YOU KNOW THE RULE:
CALL YOUR BUDDY**

On Oct. 23, the day of Parent-Teacher interviews, a Book Fair was held in the school gym. It was a good occasion to think of Christmas and birthdays; to delight friends and relatives with the lasting gift of a book. As John Milton once said, "a good book is the precious life-blood of a master spirit", and will continue to give pleasure long after the event which the gift commemorated.

Katie Russell

pant did within fifteen minutes. We had spectators, including the Grade 5 class who cheered us on.

The students' hard work paid off; they collected \$462.26, a substantial amount considering only sixteen students took part!

Deborah Colton

FOCUS on the LOCALS



DUNRAE GARDENS H&S 'Spice of Life'

The school opened its doors in Sept. 1986 to a great enrollment of 296 students, eagerly waiting to start the new year. Our four kindergartens, three extended kindergartens and our two pre-kindergartens were well supported by new students and parents.

Mrs. Martha Mance our Charity chairperson did a great job for the Disabled Children Campaign. There were 129 children collecting. We were very happy that the families and children were so interested.

The Membership Campaign went UP, UP and AWAY to a very good start. We combined our membership drive with the Meet the

Teachers Night. This brought a lot of new parents into the school. The H&S Bake Sale added to the success of the evening.

Our very active H&S started the year with a Fund Raising Campaign to help finance our Hands on Computer Lab. This program is now part of a regular school curriculum for grades 1 to 6, with a qualified computer teacher. The "Spice Up Your Life" campaign was a great success, thanks to all children, teachers & families taking part. The children are now looking forward to the prizes, pizza party and draw to be held very soon.

Judy Owen

NEW CARLISLE Immersion Class spends day at sea

The New Carlisle High Home & School is off to a good start. Refreshments were served to H&S members at the September meeting.

And then a group of students attending the 6' immersion program combined learning with a pleasant day's sailing across the Bay of Chaleur.

The children waved bon voyage from the deck of the Loyalist 200 and sailed off for a day of "school", singing French Canadian songs accompanied by their teacher

Charles Greene on the accordion.

While aboard the 52' sail training vessel, the students became acquainted with the terminology of sea, and assisted the captain in setting the sails, carrying out instructions issued in French.

On November 1st a Sports Equipment Exchange was held successfully for the benefit of our parents. November 29th is the Annual Christmas Bazaar and Casserole Supper.

Sharon McCully & Diane Lapoint
Reprinted from SPECT

SHIGAWAKE-PORT DANIEL Terry Fox run big success

For The Terry Fox Run, Shigawake-Port Daniel School has accumulated the considerable sum of \$1112.36.

We are proud of the effort and interest that our students have demonstrated throughout this financathon for cancer research. Many thanks to all students, parents, teachers and friends who have contributed to make this success possible.

Grade 2, \$201.16 best collector - Gail Dow \$50.00; Grade 3 \$160.75, best collector - Henry Ross \$25.00; Grade 4 \$129.95, best collector - Carla Sullivan \$29.00; Grade 5 \$313.25, best collector - Chantal Langlois \$65.10; Grade 6 \$307.25 best collector - Brenda Ross \$120.00. Total \$1112.36.

Marie-Ange Roussy
Reprinted from SPECT

STE. AGATHE ACADEMY June food & energy

A concern with nutrition prompted the School Committee to take action on the cafeteria menus. It was decided that non-nutritious snacks such as pop-sicles, etc. would be eliminated and nourishing replacements such as oatmeal cookies, muffins, etc. be offered. Parents were asked for their co-operation, and encouraged not to send in non-nutritious foods in their children's lunches.

Outdoor education got underway this year with the various levels going to the Kiamika River, Mount Washington, Mont Tremblant, Arundel Nature Centre, and Ottawa. The Elementary

School's swimming programme started Oct. 3 and will continue for 5 Fridays.

Mr. Wilmot, the geography teacher, attended the Energy course offered in July by the Society for Environmental Energy Development. This proved to be very interesting and Mr. Wilmot brought back a great quantity of slides, brochures, and information. He will be using this program in his geography and Technology classes. The purpose is to make our students energy conscious, to make them aware of how different forms of energy affect our environment.

ALLANCROFT Buy a book — help the library

The library was opened to students on September 8th. This year there is a staff of 50 regular volunteers and 8 spares.

The Book Fair which was held on September 18th, the Meet the Teacher Night, was a great success. Classes were allotted times during school hours to visit the Book Fair and make purchases and parents were welcome to shop in the evening. A total profit of \$163.98 was made and a big thanks to all those who helped.

The money will be put to good use. We weeded the Fiction section last June and are lacking in good material there. This year, we will weed the Easy section and will have to replace many books in this

area.

An anonymous poet had a timely reminder:

The summer was rainy and the pumpkins grew
To be large and ready to be carved by you;

Pumpkins, pumpkins everywhere, what shall we do?
BUY THEM AT THE PUMPKIN SALE WHEN THE NOTICE COMES THROUGH!!

The first fund raising event of the year was a great success. Over \$1600 will be collected in early November when the spices are received from Country Chef.

Judy Barrette, Ruth Jones,
Carolyn Malboeuf

JOHN RENNIE HIGH

Two New Programs Launched

This year John Rennie High School has initiated two new programmes to better serve the student community.

A new programme called Inner Circle has been created. It consists of a Junior and a Senior class. Students from grades 8 through 11 are enrolled in these classes which are designed to offer an alternative style of learning to challenge previously "turned off" students.

This programme operates on a more flexible schedule and the student has to take more responsibility for their own learning through the use of contracts.

Inner Circle got off to an enthusiastic start thanks to a great deal of preparation by the four teachers involved: Mrs. Bergeron, Mrs. Nicholson, Mr. Matthews and Mr. Murray.

"17 PLUS"

The second project which was inaugurated this year is "17 plus". This programme is designed for the students of the Lakeshore School Board Community and is a new approach for the student who may not be able to attain a High School Leaving Certificate.

"17 PLUS" consists of two components, an academic one and a work experience one. It will give the student an opportunity to accumulate more credits while at the same time preparing them for the job market.

At the moment each student has some work assignment within the community on a voluntary basis.

"17 PLUS" also has flexibility within the timetable to accommodate any job arrangements. Mr. Louttit is the teacher responsible for the academic portion of this programme and Miss Vann is the work study co-ordinator.

Lynne Ellemo
Vice Principal, Cycle II

Large or small?

Besides not wanting to take "something fundamental from the community," as Macdonald says, there is always the question of practicality. Where do you send the children after you have closed a school? And is it worth it?

Linda Corbett, a parent who sends her child to the Wakefield Elementary school says she wouldn't have moved to Wakefield if she thought her children "would immediately be bussed into Hull. That's a long way to bus a four-year old."

Macdonald explains that keeping a building open is a "very expensive proposition" but that the Poltimore school, for one, will be there "for a long time".

"Small schools do remarkable things" and are often the core of the community, he says.

And although Chartrand says the Poltimore school is a "dying breed", most parents agree that the best they can do is put their efforts into keeping rural schools alive.

A lively and informative meeting of parents and commissioners was held on Thursday, Sept. 11, at Campbell's Bay to consider the relative merits of the small, rural community school and its large, centralized counterpart. It was heartening to see the majority of the families whose children attend school in Campbell's Bay represented.

Erin Scullion
The Post

Library funds are allocated on a per child basis, which means their library is limited, and the Poltimore school doesn't have a gym, or access to the French Animator program.

And although there are no special education facilities available, Chartrand says, "we taught children as they functioned" and not necessarily according to specific grades.

"On the more positive side, because there is more than one grade in a class, the older children can often help other children in the lower grades to "crystallize what they have learned."

FOCUS on the LOCALS

CEDAR PARK

School can be fun and tiring

A Fun Day ended the first week of school at Cedar Park on August 29.

The staff had several purposes in mind when they organized this day. Primarily, they wanted to welcome the children back to school, but also they hoped to integrate the new students and make them feel a part of the whole student body. The day provided a relaxed mixing situation for students and staff and demonstrated to the children that although school signals the end of the summer holidays, it also provides lots of good times to look forward to.

In the morning, activities were centred in the schoolyard. The children were divided up into ten cross-age teams with the grade six students getting a taste of school leadership by acting as team captains. Each teacher had an activity to supervise and was assisted by a grade six student: As the teams circulated, the children not only had a wonderful time taking part

in activities such as an obstacle course, three-legged race, balloon toss, potato relay, and water brigade, they also met with all the teachers on staff.

In the afternoon, the whole school walked to Lakeshore Pool where everyone had a chance to swim in the pool and play soccer, baseball and other games in the park. It being a typical day for the summer of '86, many found that a very quick dip cooled them down quite enough.

Following the walk back to school, the children went home for their long week-end bubbling with excitement and enthusiasm, and the teachers read their last memo on the instruction sheets given them by staff organizers, Michael Harper, Joan Weller and Carolyn Turcotte:

"3:16 — Dismissal. Everyone over 5' tall is allowed to collapse..."

Esther MacLeod

GREENDALE

Activity broadens opportunities

Judy Jennings, the library technician, is running the library very well. We thank the volunteers who have taken time out of their busy schedules to ensure that this important resource is available to our children.

The H&S has allotted \$500.00 annually to the library. They have also given money towards the purchase of a new set of encyclopedias. Ms. Jennings is hoping to run a book fair, with help from the H&S. Such fund-raising activities help to broaden the opportunities for our students.

Our first spice drive last year turned out to be a hot item. Our children's efforts and their parents involvement made it a roaring success. We are hoping to do even better this year. The money raised is put to use in the school to help create a healthy and happy learning environment for the children.

Activities offered this year, by H&S, include Ballet Jazz, Drama, and Gymnastics. At present we are still looking for an activity for our younger children in Grades 1 to 3.

Susan Curtin

MORIN HEIGHTS

Community in action

Saturday morning, September 20, 1986 was full of great joy and excitement for all the school children. This is the day they have been awaiting for a long time. It all began four years ago at a school committee meeting.

"Why not have a good, safe playground for our kids — where they can climb on strong nets, slide down a safe slide, climb up wooden poles and have lots of exercise and fun?" Mallory Tabah and Vivian Lukian volunteered their husbands (Steve and Doug) for their building contractors' expertise. The Municipality helped out financially; all the labour was volunteer. Many fund-raising events were sponsored by the school committee for this \$10,000 project.

Willie Black of Mille Isles excavated the ground in May. George V. Riddle and Sons donated 100 yards of sand. Parents and friends donated many hours and plenty of elbow grease to complete this wonderful idea. It was a real community affair.

Marilyn O'Connell, Chairperson of the school committee, presented a plaque to Steve and Doug to be placed on the equipment. It reads: "Morin Heights Activity Center opened officially September 20, 1986 — in appreciation of support received. Thank you. W. Black, Laurentian School Board, D. Lukian and Associates, Municipality of Morin Heights, Organization Committee, Parent Volunteers, George V. Riddle and Sons,

School Committee, Steve Tabah and Associates."

Steve Tabah and Doug Lukian cut the Official Ribbon with Canon Horace G. Baugh and Tom Pearcey, School Commissioners; and René Letourneau and Peter MacLaurin, Municipal Councillors present. Mrs. Jean Boyd, School Commissioner — Arundel, and Charles McGuade, councillor, were among the audience. A great applause from the many children, parents and friends for this wonderful project. As Canon Baugh said, "This is the finest playground for school children in the area."

Marilyn O'Connell thanked all the parents on the school committee who have been persistent enough during the past to pursue a long term project and fully realize its fruition; the Laurentian School Board for the budget allotment to purchase the materials; the Municipality for their cooperation to recognize that the playground is a community project and thereby making a significant financial contribution. Doug and Vivian Lukian and Steve and Mallory Tabah for heading the Organizing Committee and designing the project and donating their time and expertise — a donation of immeasurable value.

May the children spend many happy, carefree and safe hours on this fine playground.

Rowena Blair

Reprinted from *The Watchman*



NEW RICHMOND

Students kept moving!

Over 300 children from all schools under the jurisdiction of the RSBG participated in the 3rd annual track and field event hosted by New Richmond High School September 26.

Students from Grade 4 to Grade 11 took part in twelve events including for the first time, the

javelin throw.

The day's activities were not marred by the cool temperatures — teachers, parents, and students were kept moving the entire day.

Results are presently being digested by the school's computer and will be available later.

Reprinted from *SPEC*

VALOIS PARK

Sharing part of Thanksgiving

Thanksgiving is remembered at Valois Park School each year in a special way. This year during the week before the holiday the children brought canned goods to school. On Thursday morning the classes walked to Valois United Church. There the minister talked about the meaning of Thanksgiving. The students and teachers sang songs they had prepared.

Then row by row the children walked up the aisle to give their gifts to the minister. After all the children returned to their places, they sang again. The food will be distributed to the needy of the community. The students had been taught about sharing and giving thanks.

Avis Brodie

COURTLAND PARK

Parents & staff agree on movie

Our annual fall meeting of parents attracted a much larger crowd than usual. Parents were undoubtedly there to see "Feeling, Yes, Feeling No," the acclaimed National Film Board presentation of sexual abuse of children. Cindy Ludmer, a researcher who worked on the film and has been doing follow-up work in schools where it has been used, was on hand to answer parents' questions. Our staff is enthusiastic about using the film in class, and parents seemed to agree.

The second annual used-skate sale, held in mid-September on a

CHRISTMAS PARK

School packets big success

Information packets were sent home on the first day of school and proved to be a successful way of informing parents about the H&S and student needs. The package contained a volunteer sign-up form, membership application, H&S welcome letter, and school supply form (enabling students to purchase uniform and specific supplies requested by teacher). All the material was contained in separate sections of one packet. The result

was a good and speedy return. Parent feedback indicates that parents prefer receiving all the forms simultaneously.

A Ski & Skate Sale was held Sept. 6th. There was a good turnout. Janet Mundy won the \$100 gift certificate for sports equipment.

Extra-curricular activities sponsored by the H&S include judo, art, Suzuki/recorder, drama, and creative movement.

Kathleen Greenfield-Zanti

THORNDALE

Tiger's Roar

This year Thorndale School Committee is instituting what we hope will be a monthly newsletter called "The Tiger's Roar". Its principal objective is to provide parents with news and information concerning the various activities and organizations of Thorndale, as well as, outside organizations of the Lakeshore School Board and the Province.

By the way, if you are wondering about the newsletter's name *The Tiger's Roar* the answer can be found in the following.

The story of *The Tiger's Roar* began several years ago when Mr. Patrick Baker, who is presently principal of Greendale School, was the principal of Thorndale. At that time, Mr. Baker was looking for an animal mascot with which the school could be identified, as well as, a catchy, whimsical letterhead for use whenever he would send less formal notices to the children and parents.

Mr. Baker chose a tiger — thinking of the "T" in Thorndale and the strong, fiery character of a tiger which he felt kids could relate to.

Our first grade teacher, Mrs. Alice Philibert, drew the first sketches of the "Tiger" and these were taken to a graphic artist who put on the finishing touches and made a plate for printing purposes. And here it is!

KEITH

"Kids Express"

The H&S held its 1st meeting September 15th with a special welcome to all new parents and regular members. Coffee, tea and doughnuts were served and a tour of the school given.

The membership drive is well underway and the response is good. Linda Keyes, the membership chairperson, is doing an excellent job.

We had a great turnout for the Terry Fox Marathon with all the children, teachers, and parents participating. A job well done by Mr. Beattie and Miss Bernstein, as well as the volunteer parents.

The students are busy with "Kids Express" which will roll into production with the 1st edition in December. Nancy Bernstein is helping the children out.

Linda Young



SAFETY SCENE



SAFETY SCENE



SAFETY

Parents' concern/school's concern? Do we share the responsibility?

This coming New Year's Eve marks the start of my 25th year as a policeman. I have covered many aspects of police work in the 24 years just past, but I think the one that has marked me the most is that of the Juvenile Squad. No we are not a squad of juveniles, but for the most part, a bunch of men concerned with the well-being and safety of our youth.

I started on the Juvenile Squad in May 1974 in the old Number 4 Station in the grey area of Montreal (Ontario and St. Laurent — The Main). In November 1977 I transferred to Juvenile at Station 12 in the West Island. It was from here that I really got involved with youth and safety.

Many fond memories come to mind as I think of the 7 years spent in the West Island, but one thing that continually stands out in my mind are the number of parents who thought so little of their child's safety — whether it was a matter of sending them to school on a bicycle far too big for them, whether it was by giving a bad example, like riding their bicycle on the wrong side of the street, or neglecting to wear their seat belt. Through all this, most of the schools I dealt with were more than concerned with their student population's safety.

In February 1984 I was asked by Le Comité provincial de concertation sur les programmes de sécurité routière en milieu scolaire to join their ranks in representing the Q.F.H.S.A. Roughly translated this is a Provincial committee to plan road safety programmes in school related areas. Although I have written on occasion about one or another of the programmes, I would like to tell you who we are, why we are, what we are doing, and what we plan to do. (Our layout people would have my head if I tried to squeeze everything into this edition, so bear with us for a few issues.)

The idea of a Provincial commit-

tee came from the many hints, suggestions and insinuations of the many groups concerned with road safety on the need of an amalgamated group. The first meeting was held on November 22, 1983 and carried over to February 16, 1984. It was the second half of this first meeting that I was asked to attend.

The founding members of this first meeting were, besides the Régie d'assurance automobile du Québec and the Ministère de l'éducation du Québec, the following:

- Ministère de la Justice
- Conseil scolaire de l'Île de Montréal (Montreal Island School Council)
- Fédération des commissions scolaires catholiques du Québec
- Québec Federation of Home and School Associations
- Sûreté du Québec (Quebec Police Force)
- Service de police de la communauté urbaine de Montréal
- Service de police de Longueuil
- Service de police de Sorel
- Service de la circulation et du transport, ville de Québec
- Commission scolaire régionale Carignon, Sorel: régisseur du transport
- Commission scolaire Ancienne-Lorette, Sainte-Foy: school principal
- Commission scolaire Jacques-Cartier, Longueuil: school principal
- Automobile et Touring Club du Québec
- Red Cross
- Block Parents
- UNICEF

In the meetings that followed changes were made to the committee. Other active groups joined: Quebec City and Laval police forces, Quebec Safety League, La Fédération des comités des parents de la province de Québec and the Commission professionnelle des services du transport scolaire. Unfortunately, for administrative reasons Sorel police force, the Red

Cross and Commission scolaire Jacques-Cartier withdrew.

In the next issue I hope to discuss the mandate the Comité gave itself.

ALL SEASONS SAFETY

In October the English version of "Learning to Share the Road in All Seasons" was published. If your school has not obtained a copy of this booklet, ask the principal to contact the school board or: Régie d'assurance automobile du Québec, Direction des politiques et programmes, 1134, chemin St-Louis - 5e étage, Sillery (Québec), G1S 1E5.

COMITÉ'S WORK FOR NAUGHT

The safety programmes, so well planned and prepared by the Comité, is designed to be used in the Health section of the Professional and Social Development Program that the Ministère de l'éducation has been introducing into the school systems throughout the Province. This programme has raised many a controversy amongst many a person in this Province. On September 30th past, Claude Ryan, the present Minister of Education, said that he would be looking to making the programme optional, especially at the secondary level. Much of the Comité's work is centred around the secondary students safety. Making the programme optional could mean our Comité's work and your high school son or daughter's safety is being thrown out the window.

Ask your principal if he is aware of the Comités safety programmes. If he isn't, why isn't he? Is there a danger that your children will be deprived of an important part of their education? If there is, please write to the Minister of Education, Claude Ryan.

SOBERING STATISTICS

In the province of Quebec, 8% of the registered drivers are in the 16-20 year old bracket. A small percentage, but they do represent one-half of that age bracket population, and they have twice the number of accidents than do all the registered drivers in general.

Half of all accidents in the province occur on a Friday, Saturday, and Sunday. In the 16-20 year bracket this percentage is increased to 57%. Forty one percent of the accidents occur between 8 p.m. and 3 a.m. The later the accident, the more serious the accident.

Automobile accidents are by far the biggest cause of death amongst our youth. Males, in the 16-20 year bracket, are 3 times more apt to die in a car accident than by suicide (the number two killer of our nation's youth). As for the females, this statistic increases to four times.

Statistics show that in ten years the number of fatalities on our highways would fill a CEGEP, that's some 2045 young people!

Alcohol is the most widely used drug amongst Quebec students; and it is the cause of at least 50% of all fatal accidents. A young person driving while impaired has 20 times a greater risk of dying in an accident than does a sober driver. Narrowing it to the 16 and 17 year

olds this risk rises to 165 times!

PARENTS' RESPONSIBILITY

In my 24 years as a police officer it has never ceased to amaze me how parents will hand their kids the keys to the car without any questions being asked. "Oh, I thought he was only going to see his girl friend." "He told me he was going to a party. I didn't realize there would be booze at the party." And the list goes on!

The Q.F.H.S.A. has printed and distributed a booklet entitled "Teenage Parties". This booklet was first published in Elmbrook, Wisconsin, through the cooperation and assistance of the City of Brookfield Police Dept., Village of Elm Grove Police Dept., and various community organizations. It has been amended to apply to the Beaconsfield* community with the cooperation and assistance of the MUC police and Windermere Home and School Association.

* Beaconsfield is a city in the West Island area of the Island of Montreal.

ED.NOTE: Except for the Beaconsfield By-Law number mentioned in the booklet, the entire booklet is applicable anywhere in the province. A copy may be obtained by writing the Q.F.H.S.A. office.

Block Parents

1986 Convention Report

As promised in the last edition of *The News*, I am reporting on one of the workshops that was held at the Convention at the Château Mirabel last June.

MULTIPLE DWELLINGS

My first involvement with the Block Parent organization was when I transferred to District 12 of the MUC in November 1977. From the outset there was a sense of helplessness when it came to the multiple dwellings, such as apartment buildings.

Apartment buildings often have the largest child population and therefore the need for Block Parents is probably higher here than anywhere else. The problem has been, and still is, how can a child determine which apartment is a Block Parent. Closely related to that problem is the one of getting to the Block Parent, even if you know where the Block Parent is. It could be more dangerous to enter a hallway of an apartment building to get to a Block Parent than it would be to stay on the street in sight of everyone.

At the 1985 convention a pilot project was given to Denise Gro-leau and her Block Parent Com-

mittee in Ascot (in the Eastern Townships near Sherbrooke). What a job they did! They were able to come up with a partial solution to the problem. Partial only because it would appear that a total solution is impossible.

The following factors were taken into consideration and were the deciding factors in "allowing" Block Parent homes in a multiple dwelling dwelling situation.

First of all the Block Parent has to be distinctly visible from the street. **Secondly**, access to the dwelling must be readily accessible.

Thirdly, if the Block Parent is in an apartment building, only those apartments on the first floor, facing the street, and with easy access to their door, will be considered. Note that the young child must not experience difficulty in opening the outside door, and once opened, the door to the apartment must be visible to the child.

Finally, it was suggested, and accepted by the general meeting, that only those Block Parent committees with a strong group of administrators would be allowed to permit multiple dwelling Block Parents.

Next issue: a new project, Securi-bus.

SADD

The Régie d'assurance automobile du Québec (RAAQ) has published a booklet on how to organize a SADD group. SADD (Students Against Driving Drunk) started in the U.S. in 1981.

The philosophy of the booklet is that we are all part and parcel of the problem of drunk drivers. Let's do something about it! The preceding statistics should be reason enough to want to get involved.

Q.F.H.S.A. has a limited number of booklets on hand. At present they are only available in French. An English translation is slated for September 1987, when the R.A.A.Q. will be launching a SADD publicity program in the CEGEPs. You do not have to wait until then... send for a booklet and get your SADD program started... NOW!

Answers to "Latchkey Logic"

1. (c) It's best for your child not to engage in any conversation with a stranger. Once a child is drawn into a discussion, the stranger takes control of the situation. If ignored, a stranger is unlikely to persist with the conversation.
2. (c) Make sure that your child understands that he or she should never enter the home when there is the possibility of danger inside. Your child should be told when you or other family members are arriving, either early or late. Don't encourage your child to play the telephone number is for each emergency. In a crisis, a child would likely be unable to find the time to hunt through the phone book for help. Leave a list of all emergency numbers near the telephone. Including the numbers of parents, relatives, neighbours and friends interested, they avoid the question of who is in the house. Some parents prefer that their children never answer the door when they are alone. If someone persists in their attempts to get into the house, a child should be instructed to call the police.
3. (c) Latchkey kids should never admit that they are home alone. By telling the person at the door that they're not home, they avoid the question of emergency numbers near the telephone. Including the numbers of parents, relatives, neighbours and friends interested, they avoid the question of who is in the house. Some parents prefer that their children never answer the door when they are alone. If someone persists in their attempts to get into the house, a child should be instructed to call the police.
4. (a) In a house fire, your child's life is more important than possessions. They should get themselves and their brother or sister out of the building as quickly as possible. Even a small fire has the potential to become an uncontrollable inferno in only a short period of time. Again, make sure that your child knows that it's all right to run from danger.
5. (c) Make sure that your child knows exactly who to call and what the correct telephone number is for each emergency. In a crisis, a child would likely be unable to find the time to hunt through the phone book for help. Leave a list of all emergency numbers near the telephone. Including the numbers of parents, relatives, neighbours and friends interested, they avoid the question of who is in the house. Some parents prefer that their children never answer the door when they are alone. If someone persists in their attempts to get into the house, a child should be instructed to call the police.
6. (b) By telling the caller that father leave the toilet alone, and not flush it, until it's been unblocked.
7. (b) Make sure that your child knows the location of a well-charged flashlight for this type of emergency. Never suggest that your child should use candles in the dark, as they are an obvious fire hazard. Don't ask a child to replace a fuse, especially in the dark. After calling a parent, the child can get further instructions on whether or not he or she should go to the home of a neighbour.
8. (c) If the child has any knowledge of toilet mechanics, turning off the valve behind the toilet is a good idea. Otherwise, the child should be instructed to leave the toilet alone, and not flush it, until it's been unblocked.

HIGH FIVES & DEEP SIXES

I know the mail is slow, but I am still waiting for your nominations to the High Fives and Deep Sixes column.

I would like to nominate a High Five:

Parents-Secours du Québec Inc. for making English translation available at considerable expense at their 1986 general meeting.

SAFETY SCENE SAFETY SCENE

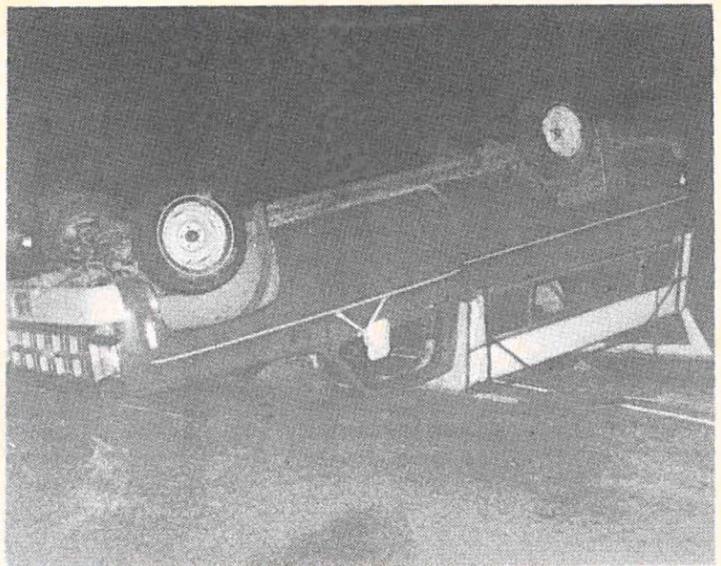
With the number of working mothers increasing, latchkey children are becoming more and more part of our society. For this reason we are printing the following with the kind permission of the Canada Safety Council.

Latchkey Logic

by Peter Kenter



The lady in the Chrysler (above) is driving back to her home in the city. The man in the pick-up truck (below) is driving back, with his family, to his home in the country. Suddenly the Chrysler is in front of him. You see the results, at least as far as the vehicles are concerned. The woman is taken to the hospital in the city. At the hospital she meets her sister-in-law. The sister-in-law tells her they just had an accident and her husband was killed in the accident. You guessed it, they were involved in the same accident! Oh yeah, I almost forgot — the lady driving the Chrysler was charged with driving while impaired as the breathalyzer showed her blood alcohol content to be .23! Tragic, to say the least. But even more tragic is the fact that the man driving the pick-up was not wearing his seat belt and was thrown from the vehicle. His wife and child, wearing their seat belts, were saved serious injury.



IT'S FOUR o'clock and 10-year-old Julie still hasn't cooled down from a game of after-school soccer. It isn't far from home — just a few blocks, in fact — but Julie's parents have told her to walk straight home from school no matter how short a distance. In her right hand, she carries the gym bag that holds her good pair of shoes and homework. In her other hand, she clutches the house key that usually hangs from a shoestring around her neck.

Julie arrives home at 4:15. The house is silent. A note by the telephone reads: "Help yourself to a glass of milk and one cookie. Will be home by 6:30. Love, Mom." Julie gets her milk and two cookies (a big one and a very small one) and settles down to do her homework for the next two hours.

Although Julie isn't a real person, her situation is just as real as that of thousands of Canadian children who return from school to an empty house each day. It's estimated that one-third of children, aged 6 to 13, begin or end their school day without a parent or guardian at home. They've been nicknamed latchkey kids because of the house keys they carry, usually attached to a string or chain worn around their necks.

The latchkey kid phenomenon first emerged during World War II, when many fathers were serving overseas and mothers took on civilian jobs to make ends meet. It just wasn't possible for parents to be with their children at all times. Today, with a greater number of one-parent families, and economic necessities that may force both parents to work, the situation persists.

Latchkey kids usually spend only two to three hours alone, but that can be enough for a child to face some serious problems including fires, power outages, or injury. Lesser problems, such as fights between siblings, a parent arriving home late, plumbing troubles, or a pet escaping through the back door can be just as traumatic to a child.

A group of teachers at Lord Elgin Elementary School in London, Ontario recognized the problem at their school. "We were noticing a good number of students with keys around their necks," says third grade teacher David Vince. "We also noticed that some of the students wanted to stay after school, longer than normal. That may be because they were lonely at home, or because they were anxious about going home alone. I read an article that said some children just hide in the closet until their parents return. We thought there should be something to help these children meet emergencies at home."

To make adults aware of the anxiety and difficulty faced by children who are left alone, the teachers devised a latchkey education program. It consists of a slide/cassette presentation and a written package of safety lessons that can be taught to children.

Asking important questions

Although one set of lessons can't cover every aspect of latchkey safety, it can help parents to start thinking about the problems their child may have to deal with. The Lord Elgin program, for example, covers such important topics as kitchen safety and how to deal with telephone calls from strangers. It also brings up many impor-

tant questions for adults with children. In an emergency, does your child know how to reach you? If your child can't get into the house, is there a safe alternative shelter? Would your child know what to do in a fire? Does your child know the proper phone numbers for emergency services? How should your child deal with strangers? What should your child do if the house key is lost?

These kinds of questions are also valid for children who are occasionally left alone, since they would have even less experience in dealing with such matters.

The questions on this page are designed for parents of guardians to ask of children. Review the answers first, then go through each question and answer with the child, one at a time, so that the information can be absorbed.

The answers shouldn't be taken as hard and fast rules. Parents may have a more appropriate solution for their own situation. The important thing is that your children

know what you expect of them, and how they can best meet these expectations.

Don't end the exercise with these questions. Create others that relate to specific situations that pertain to your household. Or ask your child what possible situations worry him, then go over possible solutions.

Vince stresses that frightening scenarios about "big black sedans parked in the driveway", or stories about what strangers might do to children should not be mentioned.

Merry Christmas and Happy & Safe New Year from "The Smiths" Don & Barbara

- You are walking home from school, and a man drives up to the curb and asks you for directions to the drugstore. What should you do?
 - Tell the man you don't know where the drugstore is, and keep on walking.
 - Go up to the car and help the man as well as you can.
 - Pretend you didn't hear the question, and keep on walking.

- You come home from school, and are just about to enter the front door, when you hear a noise that sounds like somebody is inside. You know that nobody is supposed to be home yet. What should you do?
 - Go inside and see who is making the noise.
 - Open the door slightly and yell that you are calling the police.
 - Run to a trusted neighbour's house and telephone your parents, or the police.

- A man knocks on the door and tells you that he's selling calendars. He asks to come into show you one. What should you do?
 - Tell him to come back later, when your parents are home.
 - Invite him inside to show you the calendar.
 - Don't open the door. Tell him that you're not interested.

- You're reading a book in your bedroom, when you smell smoke coming from the living room. You check to see what's happening and find that the curtains and wallpaper are on fire. What should you do?
 - Run to a neighbour's house and call the fire department.
 - Try to put out the fire.
 - Make a phone call to one of your parents and ask what they want you to do.

- Your younger brother finds a can of stain remover that should have been locked away. You think he may have swallowed some. What should you do?
 - Call the telephone operator.
 - Try to make him throw up.
 - Call the Poison Control Centre number.

- Someone calls on the telephone and asks to speak with your father. You don't recognize the person's voice. What should you do?
 - Tell the person to call back later, when your father is home.
 - Tell the person that your father can't come to the phone at the moment, and take down the person's name, phone number, and a brief message.
 - Hang up without saying a word.

- You're doing homework, when suddenly all of the lights go out. What should you do?
 - Run to the fuse box and try to turn the power back on.
 - Grab a flashlight and call a parent, or neighbour.
 - Light some candles so that you can finish your homework.

- Your sister accidentally drops a bar of soap into the toilet and flushes it down. The toilet begins to overflow. What should you do?
 - Call the police.
 - Flush the toilet again, to wash down the bar of soap.
 - Try to turn off the valve behind the toilet and mop up the spilled water.