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OUT OF ACTION

School Physical Education Programs are Failing our Children

by Tony Proudfoot
Chairman, Dept. of Physical Education,
Dawson College

The education system has come under considerable attack recently for its failure to adequately prepare students to live and work in tomorrow's society. The "return to the basics" movement is dominating educational discussions as "literacy" levels are deemed to be unacceptable. Literacy is widely understood to mean the ability to communicate in English and French, both orally and through the written word. There is another type of literacy, however, that is just as important but sadly is often undervalued by administrators and education officials — *physical literacy*.

The huge increase in awareness about the benefits of a physically active lifestyle by adults over the past ten or fifteen years is not reflected in school programming or in our children. While activity levels for adults have been increasing for the past fifteen years, according to Fitness Canada surveys, there is a corresponding decline in levels of activity for children under the age of nineteen.

This physical illiteracy is manifested by shocking statistics compiled by the Canadian Association for Health, Physical Education and Recreation (CAHPER). (1988-92)

- Only 10% of Canadian youth are active intensely enough to receive the health benefits associated with regular exercise.
- In North America, 40% of 5-8 year old children can be classified as obese.
- Forty percent of Canadian children already have at least one risk factor for heart disease — reduced fitness due to an inactive lifestyle.
- Canadian children are up to 40% less

In North America, 40% of 5-8 year old children can be classified as obese.

active than they were 30 years ago.
— By the time they reach the 15 to 19 age group, only 24% of girls and 50% of boys can achieve a recommended level of aerobic fitness.

These Canadian-based statistics are disturbing, but the situation with respect to Quebec youth is even more dismal. In the most recent Fitness Canada survey (1991) Quebec youth placed last in activity and fitness levels.

What is happening here!?

These statistics are indicative of many lifestyle factors such as; a more affluent society, a more mechanized and automated society, more children in day care and unsupervised, etc. But an additional argument to consider is the sorry state of school physical education programs. Consider the following facts:

- There is no Canadian province that mandates its schools to offer a daily physical education program of at least 30 minutes per day.

— Quebec ranks 8th out of the 10 provinces in the total amount of time the students receive physical education from age five to seventeen.

— The Quebec Ministry of Education suggests students receive 120 min./week of physical education at the elementary level and 100 minutes/week at the high school level each year. CEGEP students, beginning next year (1994), will only receive two, thirty-hour courses in a two or three year program.

— The provincial ministries allow school boards to decide the amount of time to allot for each subject and again the statistics are not good for physical education.

— Only 610 out of more than 15,000 Canadian schools are presently offering a minimum of 30 minutes of physical education daily.

— In Quebec, the actual time children receive physical education, on the average, is 75 minutes/week in elementary schools and 85 minutes/week in high schools, a long way from the mandated 120 minutes/week and 100 minutes/week.

— Compare this with the 300 — 500 minutes/week that students receive for Math and Language Arts.

To put this into perspective, our children receive about one-quarter (1/4) to one-sixth (1/6) the amount of time in physical education classes as they do in math or language arts. It is no wonder that our children are "physically illiterate".

While it may seem to parents whose children participate regularly in after school or community programs that their children are receiving enough activity that is not actually the case with the vast majority of our youth. Nor can these informal activity periods, although extremely beneficial, replace a systematic progressively structured educational program that applies current educational and developmental goals designed to suit all age levels. Unfortunately many parents and public officials make the mistake of equating physical activity with physical education. This is similar to saying that sexual activity is the same as sexual education. Or to put it another way, the reduced time-commitment for physical education in schools is like offering one course in English and then handing each student a library card. This approach does not recognize the obvious fact that the less-motivated and under-active will not choose to participate in optional physical activity.

School physical education programs at all levels remain the primary vehicle for physical activity and lifestyle education. As well, for most children their physical education classes represent the only activity they receive on a regular basis. This fact is borne out by Fig.1, which compares the amount of time in school physical education programs to provincial activity levels for each province. There is almost a perfect correlation showing that the prov-

TOTAL HOURS OF SCHOOL PHYSICAL EDUCATION COMPARED TO ACTIVITY LEVELS ACROSS CAN.

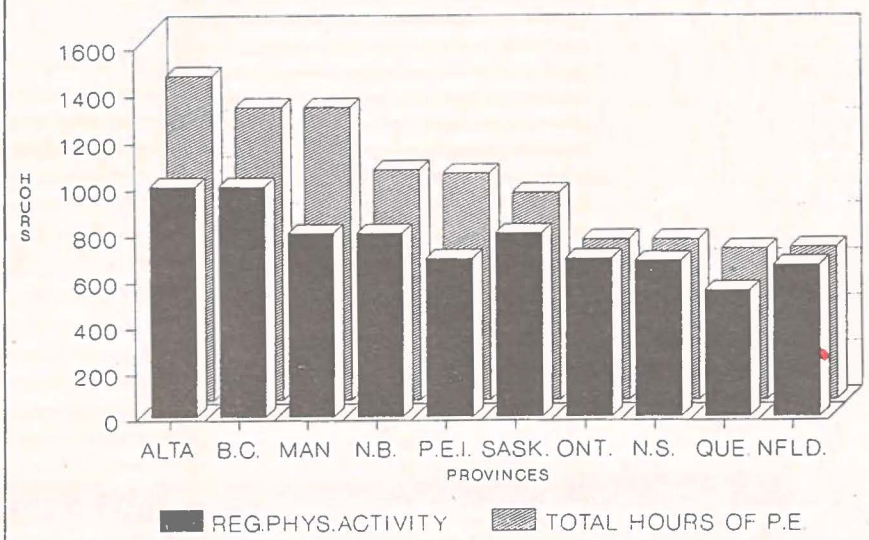


FIG 1 Source, Fitness Canada Survey

inces offering the most school physical education time are the ones with the most physically active population. Notice where our Quebec students come to rest!

So, what is to be done ?

Fear that increasing physical education's share of the school time-table will detract from other subjects is groundless. Numerous studies have shown that by increasing the amount of physical education, students actually improve academically as well as develop improved self-concept.

A long-term study in France in the 1960's found that physical education could be increased to one-third of the school day without resulting in any decrease in academic performance. This French study has been replicated many times in Canada since then, always with

In Three Rivers, a long-term, well-controlled study found that students who receive one hour of physical education daily achieved improved academic performance when compared to the control group who only received thirty minutes of physical education every other day.

similar results. Not only do students exhibit a better concentrated effort in academics, but they are healthier, more disciplined and have a better self-concept.

In Three Rivers, a long-term, well-controlled study found that students who receive one hour of physical education daily achieved improved academic performance when compared to the control group who only received thirty minutes of physical education every other day.

The results of another educational project in Quebec, the Pierre de Courbertin school in Montreal, further add to the

argument that more physical education is beneficial for the students both academically and personally. This experimental school, established in the 1970's, offers physical education classes daily for all students from one to two hours in length. Each year since its inception they have rated above average in provincial exams and ahead of most other Montreal Catholic School Commission schools. More importantly, administration, parents and students are happy with the school environment and programs.

Most parents don't seem to realize how little physical education their children receive and how negatively this affects their children's health and personal development. Perhaps parents assume that physical education is taught as frequently as it was in their day, that their children are receiving more than they actually are. In any case, the situation is deplorable and in the long-term it will cost society dearly unless this trend of decreasing school physical education can be reversed.

A quality physical education program can be defined as having a progressively planned, balanced and meaningful content which is taught to all students throughout the entire school year by competent specialists as a valued and integral part of the entire education process. Such a program includes:

- fitness and motor skills.
- adequate equipment and facilities.
- recreational/competitive participation opportunities. (ie. intramurals, etc.)
- competition, fair-play, enjoyment, success and social awareness outcomes.
- no less than 150 minutes of instructional time on the weekly timetable.
- learner-centred pedagogy which is individualized.

see Phys. Ed., page 15

Before School Starts

Ever asked yourself what goes on at school before school starts? No? OK. I admit it. Neither did I. I was always too busy getting myself and my family organized to even think about anyone else. But, being this year's Home and School President, there were some things I wanted to get ready before the parents arrived. I'd always liked the first day welcome for new parents that was part of Home and School at Elizabeth Ballantyne and I thought it would be nice to carry this idea over into the High School. After all, the only parent more nervous than a kindergarten parent has got to be a secondary I parent.

As school started on Aug 30, I strolled over to Westmount High the week before to get a few things organized. I expected to spend a lazy hour or two, spread over a day or two, organizing the Home and School materials. Little did I suspect how busy the school would be.

The office was FULL of boxes of books. Packing slips needed to be extracted. The contents of the boxes then needed to be checked, counted, stamped, and delivered to the appropriate classroom. No sooner would a gap appear, than new boxes would arrive to hide the newly cleared space. The stack was as high as the office windows.

Don't get the impression, however, that things were quiet. Parents sat with their children waiting for interviews. Mr. Jeffers, the vice-principal and Mr. Kaufman, the guidance councillor, were hard pressed to keep up with the demand. The telephones were constantly ringing. Three lines and two secretaries meant a lot of juggling. So many questions, questions, questions!!!

Communicating is important!

Though I know that letters are sent home to every parent who has a child registered in the school, I had not fully appreciated the kind of effort required to get the letters sent out. As I had a little free time, I thought I would help with stuffing envelopes. With well over 600 students enrolled this year, this meant a lot of envelopes. A lot of pieces of paper to fold. A lot of stamps! In no time at all the counter was full to overflowing. We started packing the completed envelopes into bags and boxes. It would even be a challenge to get all of these letters down to the post office. What a foretaste of our new plan for improved communication with the parents this year. There would be four mailings to the parents, from the parents. Meg Sheppard will call for volunteers at the first School Committee meeting. I understand that she's planning to lure them in with a promise of a sociable evening and a bottle of wine!

At one point, I found myself looking wistfully out of the window. And then I did a double take. Wasn't that Dave Mills, the student activity coordinator, standing out there? Was he running a soccer practice for the students? Already??? Yes, in fact he was. The soccer season is quite short and starts right at the beginning of school so the earlier it can get going the better it is.

Then a short tour of the building seemed to be in order. There's lots of time to think of excuses to get away when you are stuffing envelopes. There was a lot of activity here too. Teachers were to be found all over — getting ready for classes, checking new books, planning projects. There was a feeling of excitement in the air. Students dropped by. Some were new students getting ready for the coming year, some were graduates coming by to see staff members and say hi. Iona McAulay contacted the prefects. They needed to meet before school starts in order to be ready to welcome new students on August 30th. Their role as Big Brothers and Sisters starts on the first day. Staff and students involved in the peer mediation program would be discussing their goals for the coming year before school started as well.

Tony Wignall and Howard Streit sent out the word, and the meeting was well attended.

And just where was Philip Corcos going with that crowbar? Though there was a lot of jesting and speculation, my investigative instincts told me to follow him to his classroom in order to discover the truth. Mr. Corcos was redecorating his whole room from top to bottom. Having ripped away everything he didn't like, he was now transforming his room into a multimedia, multipurpose environment. Still incomplete, the transformation is exciting to watch. A galaxy of glow in the dark stars and planets fill the ceiling. (As the drama teacher, Mr. Corcos is sure to spend a great deal of time enjoying the heavens during rehearsals!) Decorative paper covers parts of the walls and blinds are waiting patiently in the corner for their turn to be installed. How will it look when it is finished? But enough daydreaming. Time to get back to work.

The envelope stuffing job was getting the better of us. Before we knew it, the school day was rapidly running to a close. There was still a large pile of envelopes to finish. As they dropped by to say goodbye for the day, people paused and then pitched in to help so that we could all go home. Soon there were 8 of us, including staff, parents, teachers, and Mr. Meades, the principal, finishing the task. As the work required only our hands, we were free to talk, laugh, and make plans for the coming year. And if this moment was any indication of the kind of communication, enthusiasm, and teamwork the school is going to have this year, then things are **LOOKING GOOD**.

Anna Marrett,
Westmount High Home and School



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

Quebec Home & School NEWS

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Opinion

The Criminal Code of Canada, Section 43, now provides that: Every school teacher, parent, or person standing in the place of a parent, is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

Part of the raison d'être of the provincial federation is to channel the concerns raised by the membership to the appropriate authorities. A concern expressed by an individual can represent the unspoken, unexpressed question of many others. Politicians can and do respond to legitimate queries put to them by constituents. How else can they find out what we are thinking? A case in point: the controversial (to some) section 43 of the Criminal code. The letter to the Minister and his reply follow.

June 17, 1993

Minister of Justice

re: Section 43 of the Criminal Code

Dear Minister:

Having attended the recent Annual Meeting of the Canadian Home and School and Parent-Teacher Federation (CHSPTF) May 30 – June 6, in Winnipeg, MB; and having taken part in discussions about the section and the controversy that the issue generates when it is proposed that the section be removed and/or amended; may I strongly recommend that until such time as the issue has been more thoroughly discussed by all those, especially teachers and school administrators, who are concerned about the impact of the removal of the section from the Criminal Code, and understood by the public, that the section be retained as is.

Personally I support the position of the Canadian Teachers' Federation (CTF) and also of the CHSPTF in asking for clarification of the terms "force" and "reasonable," for the reasons which have been stated by the CTF.

Helen Koeppel
Past President, CHSPTF

August 26, 1993

Ms. Helen Koeppel

Past President

The Canadian Home and School and Parent-Teacher Federation

Dear Ms. Koeppel:

Thank you for your letter of June 17, 1993, concerning section 43 of the Criminal Code, which permits physical correction of children in certain situations.

You may be assured that I am fully aware that, as you point out, the question of whether any changes should be made to section 43 is undoubtedly controversial. Furthermore, I entirely agree that this is an issue on which the views of all interested groups and individuals must be carefully considered. We are already informally engaged in this process and I hope to consult more formally on this issue in the near future, although no date has been set as yet.

As my department's examination of section 43 is ongoing and no conclusions have yet been reached concerning whether section 43 will be amended, I can assure you that, in the meantime, the section will remain as it is.

I am pleased that you took the time to bring your views to my attention.

Pierre Blais
Minister of Justice
and Attorney General of Canada



Letters to the editor

1995 is Home & School's 100th Anniversary

President
Canadian Home & School and
Parents Teacher Federation

Dear Dolores Neil,

It is with great pleasure that I find myself writing to you. As all Home & Schoolers are very much aware we will be celebrating 100 years in existence soon!! Quite an accomplishment.

Here at Elizabeth Ballantyne School we like to do our "bit" so to speak and so please find enclosed a cheque for \$19.95, for the Countdown Account.

I am looking forward very much to 1995 — it will be a special year for us all.

Yours sincerely
Ann Bishundayal
President,
Elizabeth Ballantyne School

Editor's note: In 1995, Home & School in Canada will be celebrating the founding of the very first Home & School Association in Canada. This took place in 1895 in Baddeck, Nova Scotia. The founder was Mabel Hubbard, wife of Alexander Graham Bell, who was concerned then with the fact that young children were working in the coal mines. Then, as now, Home & School is concerned with the education, safety and well-being of children and youth. To celebrate the 100th Anniversary, each Home & School was urged to contribute \$19.95 to Canadian Home & School to help them commemorate the occasion.



Hello!

Thank you for your paper's fine coverage (including the article by Dianne Skoda from McCaig School) of the 1993 Terry Fox Run. Everyone involved with the Terry Fox Foundation understands the value of strong media reporting in the ongoing campaign to find a cure for cancer.

While this acknowledgment is late in arriving, please be assured that your particular efforts in promoting the Run have been greatly appreciated. Thank you again for your kind cooperation and best wishes for continued success.

Peter Vranckx, for
Catherine Rowe
Provincial Director



The Terry Fox
Foundation

PSBGM Seeking Employers

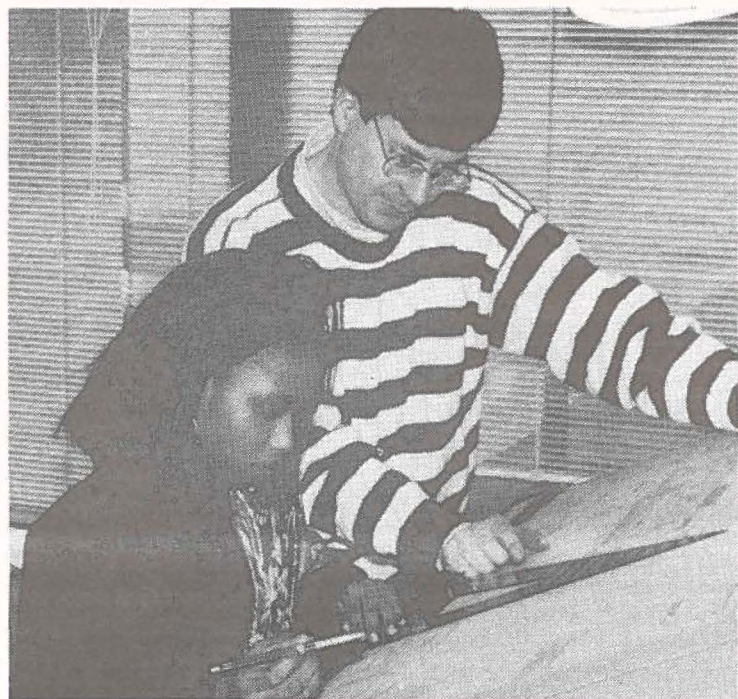
For the past six years, the Protestant School Board of Greater Montreal (PSBGM) and Employment and Immigration Canada (EIC) have been offering a Co-operative Education Program for high school students who are interested in exploring a particular career in either the private or the public sector industries. This year, at least 100 students will be participating in the program between October 1993 and April 1994. The students will be at least 16 years of age or more and they will spend between 6 to 12 days (one day per week) in a particular worksite. Presently the PSBGM is seeking potential employers who are interested in hosting a student in their work setting.

Participating employers have highlighted the following advantages of this program

- it permits employers to join the school community in its aim to increase the educational and professional success of our youth;
- it permits employers to collaborate in the training of future working adults interested in working in non-specialized fields such as office work and retail sales.
- it stimulates an interest in existing careers as well as in scientific, technical and administrative fields.

Participating students have highlighted the following advantages of this program:

- helps to clarify and learn about the skills and knowledge required for a particular field of work;
- encourages the students to establish realistic objectives with respect to their career choice;
- to better understand the changing demands of the working world.



During the 1992-93 school year, 90 companies hosted 106 students coming from the PSBGM high schools. These host companies include The Royal Bank of Canada, The Montreal Children's Hospital and the Montreal Botanical Gardens.

This education-industry partnership promotes a closer association between students and the world of work. Working adults from diverse fields of work share their expertise and their knowledge with students. This work experience assists students in evaluating their career interests and in making decisions with respect to their subsequent educational paths. The student learns about a particular field of work by means of observation, information gathering and occasionally through on-the-job experience.

The students will be selected by their guidance counsellor and will be recommended by their teachers. The company representative will receive a Co-op handbook in order to prepare the student for his/her work experience. If you are interested in hosting one or more students in your work setting, please contact Sanda Salesas, Co-operative Education Coordinator, PSBGM, at (514) 483-7476.

TEN COMMANDMENTS OF HUMAN RELATIONS

1. **Speak To People.** There is nothing so nice as a cheerful word of greeting.
2. **Smile At People.** It takes 72 muscles to frown, only 14 to smile.
3. **Call People By Name.** The sweetest music to anyone's ears is the sound of his/her name.
4. **Be Friendly and Helpful.** If you have friends, be a friend.
5. **Be Cordial.** Speak and act as if everything you do is a genuine pleasure.
6. **Be Genuinely Interested In People.** You can like almost everybody if you try.
7. **Be Generous With Pride — Cautious With Criticism.**
8. **Be Considerate with the feelings of others.** There are usually three sides to a controversy: yours, the others fellow's and the right side.
9. **Be Alert To Give Service.** What counts most in life is what we do for others.
10. **Add To This** a good sense of humor, a big dose of patience and a dash of humility, and you will be rewarded many fold.



Co-President's Message

CHANGE — A RELENTLESS FORCE

Alvin Toffler, the American futurist made us all sit up and notice when he published his book *Future Shock*. The author who has since written several other books looked at change as a force in the world. Toffler had two theories. One was that as we approach the 21st century, we will be faced with constant change. His other point was that these changes will come about faster and closer together than ever before.

We in Quebec are no strangers to change, but coping with change doesn't seem to get any easier.

There are changes on the political scene with the rise of the Reform and Bloc Québécois Parties and the demise of the Conservative Party.

Nationally we are faced with a stubborn unemployment problem which despite all the changes and advancements in technology we have not been able to solve.

Education constantly faces changes. There are critics who say education changes too much and others who want even more changes in the way we educate our young people.

In Quebec, reform or changes are underway in the CEGEP system and now in our high schools. Bill 107 will totally reorganize our existing school boards from a confessional or religious basis to a linguistic basis.

Change then, is all around us, and who knows what the next change in our world or Canada, our Quebec and our local community will be.

While we all cope with, and at times, welcome change, there are some things that we all hope will not change.

Our 1993 Fall Conference had the theme of family. Speakers talked about the value of family, the value of parents in children's lives and the need for constant love, support and understanding in the life of a family.

We know that families themselves have changed over the years, more so in recent years.

But let's hope that the value of the family and the value of the individual will never change.

ALLAN LOCKE

Home-based education report released

The final report of the Advisory Committee on Home-based Education in Saskatchewan recommends compulsory registration of home-based education programs, eligibility criteria for registration including preparation of written educational plans, the monitoring of home-based education by school divisions or Saskatchewan Education and the establishment of a Home-based Education Review Board. From these recommendations, the provincial government will develop policies and regulations for the September 1, 1993, implementation date.

The committee was established last year following court cases which confirmed parents' rights to educate their children at home. There are about 400 families in Saskatchewan at present who have chosen to teach their children at home.

Reprinted from Newsletter, Dec. '92

Calvin Potter Honoured

Calvin Potter was one of two recipients of the 1993 Eugene Forsey Award given by the Châteauguay Valley English-speaking Peoples Association.

CVESPA established this award in 1991 in memory of Senator Eugene Forsey, a remarkable Canadian and a staunch defender of the English-speaking minority in Quebec. The Award is meant for Canadian citizens, 65 or older, to recognize their contributions in a variety of ways to Canada.

Quebec Federation of Home & School Associations had nominated Dr. Potter for his unique contribution to the equality of rights in education across Canada and the defence of the English-speaking minority in Quebec:

"Dr. Potter has been a loyal and devoted defender of the English-speaking minority in Quebec. He has demonstrated this profound support by actively serving the thousands of members of the QFHSA, in issues affecting the rights of the English community in Quebec, particularly those affecting English educational rights. Dr. Potter has been an unceasing advocate on behalf of the constitutional educational rights of our children. Additionally, he has been the educator, teacher and

mentor of members/parents, old and new. Dr. Potter is the personification of a Canadian who wants all his fellow Canadian citizens to enjoy equal respect and equal rights and he has quietly and unceasingly worked toward this goal."



Cal Potter, 1993 Eugene Forsey Award Winner.

Dr. Potter received this award at CVESPA's annual meeting. Several members of the Board of Directors and past presidents were in attendance. Every member of the Board is aware of Cal's remarkable grasp of Canadian history, the constitutional issues involved, and the precious rights of minorities across Canada.



FOCUS on MEMBERSHIP



HOME AND SCHOOL MEMBERSHIP 1993-1994 as of November 15, 1993

Schools	Membership Chairperson	Family M'ships
Allancroft School	Lynn Huber	140
Andrew S. Johnson School	Gerald Bennett	—
Ayer's Cliff School	Cathy Morgan	15
Aylmer Elementary School	Carl Bertrand	44
Bale Comeau School	Pamela Lalonde	48
Beacon Hill School	Wendy Tonkin	182
Beaconsfield High School	Betty Yamaoka	74
Beechwood School	Josie Rodgers	101
Carlyle School	Ingrid Oner	33
Cedar Park School	Lynn Bachand	93
Christmas Park	Cheryl Patton	103
Courtland Park	Karen Carter	142
Dorset School	Laurie Greenberg	107
Dunrae Gardens School	Flora Lopes	187
Ecole Primaire Beaconsfield	Haifa Darwiche	91
Ecole Primaire Harwood	Terri Tansey	140
Ecole Prim. Pointe Claire	Johanne Rolland	—
Edgewater School	Sandy Thomas	54
Edinburgh School	Jacquie Roye	170
Elizabeth Ballantyne School	Catherine Maxham	139
Evergreen School	Sylvie Dilorio	144
Gardenvue School	Susan Hughes	—
Greendale School	Susan Lieberman	125
Howick School	Susan O'Sullivan	11
Hudson High	Heidy Berthoud	106
John Rennie High School	Kathryn Brydon	92
Keith School	Joyce Ireman	—
Lachine High School	Monique Ball	19
Lindsay Place High School	Louise Amy	153
Macdonald High School	Lynda Barr	76
Meadowbrook School	Anne Banton	53
Merton School	Linda August	148
Mount Pleasant School	Linda Tom	107
New Carlisle School	Janice Sylvestre	26
New Richmond School	Barbara Harrison	—
Northview School	Carol Bayly	78
Roslyn School	Patricia Smith	199
Royal Vale Alternative Sch.	Cindy Schwager	303
Royal West Academy	Kathryn Arrell	104
Seigniory School	Pam Godfrey	128
Shigawake-Pt. Daniel	Barbara Hottot	7
Somerled School	Starlet Diggs	2
Sunnydale School	Linda Sculnick	171
Thorndale School	Ellen Pender	74
	Carol McCarty	
Valois Park School	Civita DiFilippo-Zhang	111
Westmount High School	Anna Marrett	26
Westpark School	Robin Deskin	70
Willingdon School	Yvonne Zacharias	73
Windermere School	Jennifer Mironowicz	124

1993/94 GROUP AFFILIATE MEMBERS as of November 15, 1993

SCHOOL/PARENTS' COMMITTEES:

Andrew S. Johnson's Memorial High School
 Asbestos-Danville-Shipton School
 Aylmer School
 Cecil Newman School
 Charles A. Kirkland School
 Cookshire School
 Dr. S.E. McDowell School
 Dorset School
 Ecole Primaire Beaconsfield
 Gerald McShane School
 Hadley School
 Harold Sheppard School
 Hemmingford School
 Huntingdon Academy
 John F. Kennedy School
 Jubilee School
 Knowlton Academy
 Laurenval Parents' Committee
 Lennoxville School
 Lindsay Place High School
 Macdonald High School
 Metis Beach School
 Mount Pleasant School
 Netagamiou School
 North Hatley School
 Onslow School
 Ormstown School
 Philemon Wright High School
 Pope Memorial School
 Princess Elizabeth School
 Queen Elizabeth School

Riverdale School
 Royal Charles School (St. Hubert)
 Ste. Agathe Academy
 St. Bernard School
 Ste. Foy School
 St. Johns School
 St. Patrick School
 Ecole le Sentier
 Sinclair Laird School
 Souvenir School
 Spring Garden Parents' Congress
 Sunnyside School
 Three Rivers High School
 Westpark School
 Wilder Penfield School

TEACHERS:

Association of Moral and Religious Educators of Quebec
 Aylmer School Staff
 Lakeshore Teachers' Association
 North Island Laurentian Teachers Union
 Provincial Association of Protestant Teachers



SCHOOL BOARDS:

Eastern Townships School Board
 Greater Quebec School Board
 Protestant School Board of Châteauguay Valley
 Protestant School Board of Greater Montreal
 St. Maurice Protestant School Board
 South Shore School Board

OTHERS:

Association for the Advancement of Jewish Education
 Kahnawake Education Center
 Kells Academy
 Loyola High School
 Quebec Association of Independant Schools
 Queen of Angels Academy
 St. George's School of Montreal
 The Study



September Home & School THINK TANK. Organized by Vi Minto (on the left), two of the attending Presidents were Tula Corber, Westpark School, and Josie Rodgers, Beechwood School.

Received 2 Newspapers

If you were a member last year and have rejoined this school year you are on 2 mailing lists. The extra copy will be gone by the next issue! Why not offer your second copy to a neighbour? *Editor*

APPLICATION — QFHSA

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

Name _____

Address _____

Postal Code _____

(Please do not forget to include post office box number or apartment number if applicable)
 Your membership card will be forwarded to you, immediately, upon receipt of your application by:

Quebec Federation of Home & School Association
 3285 Cavendish Blvd. #562, Montreal, Quebec H4B 2L9 (514) 481-5619
 Membership includes the bi-monthly newspaper and affiliation with the Canadian Home & School and Parent-Teacher Federation.



New Richmond High School — new building rises from the ashes! You will recall the school burned to the ground last winter but the MEQ has kept its promise to rebuild their school as quickly as possible. With luck, the students will all be together again in February. *Photo courtesy of SPEC.*



News from The Canadian Home and School and Parent-Teacher Federation

Literacy and the Information Age

The New Learning: Focus on Mathematics and Technology

An important part of the Annual Meeting of the Canadian Home and School and Parent-Teacher Federation (CHSPTF) which was held this past June in Winnipeg, Manitoba, was the conference day, June 3rd. FOCUS ON MATHEMATICS AND TECHNOLOGY was held in the Winnipeg Convention Centre under the chairmanship of Dolores Neil, President CHSPTF, and was the sixth in a series meant to examine aspects of the theme LITERACY in the INFORMATION AGE. Rosemary Vodrey, Minister of Education of Manitoba, opened the day-long conference, which set out to explore the proposition that there is a growing consensus on the part of the public about what constitutes a basic curriculum for this decade. Language arts, including literature, mathematics and science are seen to be essential components of any learning program at the elementary and secondary level.

It is argued that computers have the potential to play an increasingly effective role in both training children and assisting teachers in the classroom. As a result, educational software will become an important teaching tool with the capacity to:

- harness the simulation potential of virtual reality to enhance skills in mathematics, logic and science;
- provide a capability for drills and self-testing;

- improve writing and language skills by correcting both grammar and spelling.

As a consequence, there will be ever-growing demand for the use of technology in the classroom particularly of computers and videos. Furthermore, the skills to handle these technologies have to be acquired at an early age. The means to support this new style of learning, both hardware and software, must be in place throughout the educational system — at all levels in every community.

If the thesis is correct, schools are on the brink of a new era.

Keynote Address: Focus on Mathematics

Dr. Roger Palmer, Development Team, CMEC (Council of Ministers of Education Canada) Indicators Program, Assistant Deputy Minister, Student Programs and Evaluation, Department of Education, Alberta, gave the keynote address. He began by explaining the shift that had occurred in the approach to testing in North America. The new approach moves testing away from the bell-curve to *criterion standards of performance*, i.e. standards that define the substance of what is learned and demonstrated rather than of the distribution of student scores, percentiles or comparative performances. (c.f. *It's Time To Take a Close Look at Outcome-*

Based Education, by William G. Spady)

Having explained the underlying philosophy of the CMEC Indicators Program (SAIP), he laid out the framework for implementation. The first round of pan-Canadian assessments was launched in April 1993. All participating provinces and territories approved final versions of the mathematics content and mathematics problem-solving assessment material.

Close to 28,600 13-year-olds in 14,000 schools and 27,500 16-year-olds in 1,000 schools took part in the mathematics content and mathematics problem-solving assessments conducted in April.

The marking of students' work will be undertaken by teachers at three centres across the country, following procedures prepared and tested over eighteen months of developmental work. Representation from participating jurisdictions will be ensured at each marking centre. Training will be provided for these teachers to ensure that marking is conducted consistently.

Results of both mathematics assessments will be available in the Fall of 1993.

Three separate workshops examined aspects of the teaching of mathematics.

1. In *Women and Mathematics: the Barbie Syndrome*, Sharon Philp, Employment and Immigration, Canada, discussed the implications of the recall of the dolls which had raised the ire of feminists during the 1992 Christmas season. That Canadians appear to agree that *mathematics is hard* was clear from the fact that although the furore had prompted the manufacturer to offer to replace the dolls in question, *not one was returned in Canada*. A culture in which, even in schools, girls are praised for their behaviour and boys are treated more sensibly and are rewarded for achievement was examined in the light of labour market trends. It was clearly evident that there is a need for students and their parents to recognize the consequence of dropping mathematics in that access to 82% of the jobs which will be available in the new economy will be closed off.

2. *Business-Education Partnerships: the Way of the Future* picked up that theme. Norman Lee and Roberta Vyse, whose Birds Hill Project has received national acclaim,



Welcome home Mom

First time Quebec Federation delegate to an annual meeting of the Canadian Home and School, Rickhey Langlois, Recording Secretary, is welcomed home from Winnipeg by her family, at Dorval airport. Rickey was among participants from all ten provinces, who during a week of intense meetings hammered out positions on such diverse issues as gun-control, immunization, community involvement in literacy upgrading, technology in classrooms, and lunchbox nutrition.

dealt with the need to address issues, which in their view, have created a crisis.

Many countries have a culture that prepares children to take a meaningful place in the workforce. Canada is finding it difficult to compete with countries which ensure that students are prepared for the world of work. Business/Education Partnerships are one way of meeting that objective in this country.

The barriers between education and business must be broken down. Making modern equipment available to train both children and their teachers will go a long way to achieving that goal. If computers introduced in the classroom are to play an effective role technical expertise and support must also be readily available.

3. *The Changing Nature of Maths* was illustrated by Wayne Watt, Mathematics Consultant, Curriculum Services Branch, Manitoba Education and Training, in a workshop that tested the participants' understanding of mathematical concepts. He argued convincingly that there is a growing need for an approach to mathematics well beyond the basics of *shopkeeper arithmetic* which would emphasize creative thinking, problem solving and an appreciation of the power and usefulness of mathematics.

Address: *Technology for Learning*
Ron Smith of the Learning Support Council of Canada shifted the

focus from Mathematics to Technology. Recognizing that the computer will play a decisive role in the improvement of basic competence in mathematics, the Council has undertaken to carry out the *Technology for Learning* project across the country.

Canada now faces a situation in which the global market place is fast becoming a reality and the forces of global competition will give the "educationally advantaged" a distinct edge. A literate and technically functional population/workforce is critical to attract new economic opportunity to Canada so as to maintain the quality of living presently enjoyed. In order to meet the increasingly competitive challenges of the 21st century the students of today need the skills of tomorrow.

The Project's mission is to identify, collect and utilize appropriate retired and unused technologies (computers, software, TVs, VCRs, etc.) for educational and community purposes, and to help students, educators and others to become more capable in the use of technology.

Access to technology will enable teachers, children and communities to teach, learn and communicate more effectively. Canadians will wind up becoming more comfortable with technology which will, in its turn, help to create the most skilled, literate workforce possible.



Delegates from all the Canadian provinces attend each year's annual meeting. Pictured above are: Corinna Bolo, P.E.I.; Deborah Agema, Sask.; Bette Turner, President of the Ontario H&S; Sophie Gordon, Life Member CHSPTF (from Manitoba); Allan Locke, our Quebec Co-president; and Ann White, N.S. President.

Tips on TV for Parents & Teachers

Becoming Aware of How TV Influences Us

Pat Lewis

Being a critical viewer means being aware of how TV can influence our lives as individuals, families and society. We need to question, rather than accept, what we see on TV. To better understand, debate or discuss the following with your children or in your classroom:

- TV is an 'electronic' babysitter available anytime.

- Children who watch too much TV do not play — they simply copy what they see on TV.

- TV feeds us pre-digested information.

It does not give our brains time to process the information. Thinking powers are diminished, therefore.

- Violence seen on TV finds its way into our real lives.

- TV makes us unnaturally passive.

- TV viewing dulls our verbal and logical skills.

- Watching TV reduces our attention spans.

- The values promoted on TV are not necessarily those of our family or society, but are self-serving.

- TV gives children a false sense of reality. Too much technology

can make unnatural events seem to be real.

- Excessive TV viewing results in distrust of strangers, people from other cultures, each other, and even our own instincts.

- TV viewing is an incomplete experience. It does not involve our senses of touch, smell or taste.

- TV promotes negative stereotypes and reduces diversity of culture, views and opinions.

Activities to Do with Your Children

Can we prevent the danger of "Seeing is Believing?" To help children learn to better evaluate the information they receive you might:

- Go through highlights of the upcoming week's TV schedule with your children and help them decide which shows are worth watching and why. Watch your children's favourite TV shows with them. Have a discussion about what everyone observed, reactions and negative emotions. To encourage children to open up, raise such questions as: How did you feel when...? Did you think that could happen in our family? Did you think what they showed could happen in real life? What were they selling on the commercial where...?

- Prepare kids to look for certain things in their viewing, e.g., multicultural sensitivity, inclusiveness, bias or stereotypes, world view,

values, violence, crimes, abusive language, role models, sexism, smoking, drinking alcohol, drug use, etc.

- Have students prepare a chart of things to look for. Have them fill in charts as they watch show. Discuss findings with them.

- Set up a classroom debate to encourage kids to compare main forms of media: TV, cinema, radio, theatre, newspapers and magazines.

- Unplug TV for a week (or month or a year). Discuss what you can do alone or as a group, both indoors and outdoors, during hours you would otherwise have spent watching TV.

- Encourage kids to discover treasures in real life.

Abstinence and Sex Education

Occasionally I read articles that suggest sex education does not include the important topic of abstinence and that sex educators are often guilty of encouraging sexual activity through their teaching. Nothing could be further from the truth. If one knows where to look there is curricula on the market designed to promote abstinence.

Let us start with a definition of the word abstinence. Because definitions vary as you go from one individual to the next, for purposes of this article, I will define it as, "abstaining from sexual intercourse."

SIECUS (Sex Information Education Council of the United States) publishes many articles that have abstinence as one of the main goals. The SIECUS booklet, "Guidelines For Comprehensive Sexuality Education - Kindergarten to 12th Grade," deals with the topic of abstinence. It becomes obvious, if one is familiar with SIECUS, that they believe abstinence must be included in a comprehensive sexuality education curriculum.

Promoting abstinence

Let me name a few programs which teach and emphasize abstinence.

1. *Reducing the Risk: Building Skills to Prevent Teen Pregnancy.* This fifteen unit program is for 8th and 9th graders. It is very direct and to the point. It encourages students to avoid sex. Part of the homework assignments have the students talking to their parents about sexuality issues.

2. *Girls, Inc.* has a curriculum designed for 12-14-year-old girls. It teaches resistance skills so that girls can say no to the pressures they encounter regarding sexual intercourse. This program works in tandem with another one which emphasized parent-teenager communication about sexuality. These young teen programs are followed up by another one designed for young women in the 15 to 17 age bracket.

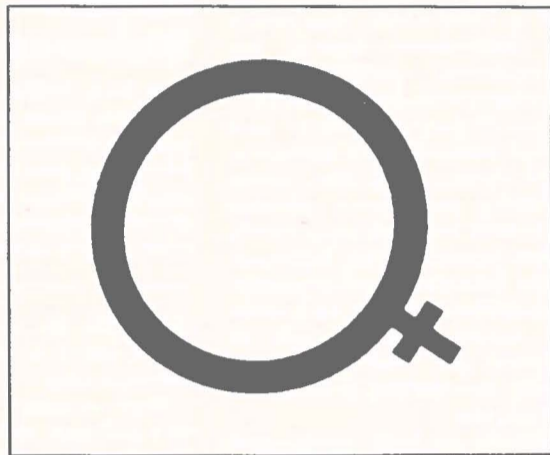
3. *PACT (Parents and Adolescents Can Talk)* is a curriculum for parents and children. Its design has two sections. The first is for 5th to 6th graders and their parents; the second is directed towards 7th to 9th graders and their parents. The salient points of this program are self-esteem, parent/adolescent communication, assertiveness, decision-making, knowledge and values toward sexuality.

The above are just three programs having abstinence as a major goal. The bibliography, *Helping Teens Wait*, lists more than sixty curricula, audiovisuals, brochures and other resources where abstinence is

tied to joint sexuality education and communication between parents and their children. Many parents find it awkward to communicate with their children on sexual matters. It is important, therefore, to support parents and make available sex education workshops which address their needs and concerns.

In terms of abstinence I use eighteen years of age as my point of departure. Should any young adult couple be considering incorporating sexual intercourse into their lives, then the criteria, for making this important decision, has to be reviewed. The following is an example of what I mean:

1. The relationship contains mutual respect.
2. There is long-term commitment.
3. They have many common interests and friends.
4. There is freedom to develop individual traits.
5. Facts about STDs, contraception are shared.
6. Sexual activity is not the main point of the relationship.
7. Both individuals have received comprehensive sexuality education.



8. Both individuals have the support of the important adults in their lives.

9. The couple have learned to value and share feelings.

10. The relationship enhances continued development of a positive value system.

If the above criteria is followed it is obvious that most individuals below the age of eighteen will not be able to fulfill its demands. The emotional and physical maturity required is not often found in individuals below the age of eighteen.

Today there are still those individuals who wait until marriage before they incorporate sexual intercourse into their lives and this decision remains a valued one. The age young people marry has climbed to the mid-twenties, whereas in the late 1800s it was at 16 and 18 years of age and puberty only began at approximately 16 years. Marriage coincided with physical maturity and when sexual desires became one of the dominant forces in their lives. Today the onset of puberty has fallen to 12 years of age in many individuals.

Differences of opinions

Among sex educators there are differences of opinion and controversy. There are those who believe that sexual intercourse should happen only within marriage. But what about those individuals who marry late (mid-twenties and later) and others who choose not to marry? Then there are others who believe the goal is to have teenagers delay intercourse until they are older and are in a position to better understand the consequences of their behavior. There are also disagreements concerning family planning and contraceptives. Should they be discussed or not? In my opinion these are all elements of comprehensive sexuality education. The situation is complicated needless to say.

Yes, abstinence is important and has to be practised among young teenagers. I want young teenagers to be abstinent and I want them to have a program which allows them to see that choosing abstinence is an important decision in their lives. But I also believe that we have to give them all the information necessary which leads towards mature, adult, loving, sexual relationships.

Lynn Peterson in a SIECUS Report article, "The Issue - and Controversy - Surrounding Adolescent Sexuality and Abstinence", wrote:

After twelve years as a parent and as a professional sexuality educator, I am still working on my own definition of abstinence and I am still struggling to find the best educational method for integrating abstinence into sexuality education. However, in my mind, I have concluded that bringing up a child - a daughter or a son - to be a good lover is not inconsistent with teaching abstinence to teens.

I could not agree more with her viewpoint.

John DeNora

Health Issues Report

by Shirley Straughton

HEPATITIS B

An increase in the cases of Hepatitis B has led the Canadian Pediatric Association and The American Academy of Pediatrics to recommend routine immunizations of the Hepatitis B vaccine.

What is Hepatitis B?

- an infection which affects the liver. It is transmitted through blood, sperm, and vaginal secretions from an infected person.
- infected people are contagious from several weeks BEFORE the appearance of symptoms until several months after.
- 1 in 10 infected persons are infected for more than 6 months and often become chronic carriers.
- chronic carriers have an increased risk to develop cirrhosis of the liver, liver failure, or cancer of the liver.

Sources of infection:

- sexual contact with an infected person
- contact through the skin with blood of an infected person, e.g. ear-piercing, re-used needles, sharing of razors, biting (especially with young children)
- contact between mucous membranes and the blood of an infected person, e.g. a splash in the eye, nose, or mouth
- newborns via an infected mother.

Symptoms:

- may appear 6 WEEKS TO 6 MONTHS after the virus enters the body
- jaundice (yellow colour of the skin and whites of the eyes)
- fever
- nausea
- abdominal pains and occasional vomiting and/or diarrhea
- fatigue

Who is at risk?

- anyone engaging in unsafe sexual practices
- sharing of personal items that could pierce the skin, e.g. razors, earrings
- anyone living with an infected person

Prevention:

- avoid sharing of razors, toothbrushes, etc.
 - use disposable needles for ear piercing, tattoos, etc.
 - use condoms during sexual contact
 - vaccination
- Hepatitis B vaccine:*
- 90% effective
 - administered in a series of 3 doses
 - mild side effects include local soreness, swelling, or redness at the site of injection
 - occasionally fever, headache, or muscular pains have been reported.



It is important to note that Hepatitis B is transmitted similarly as the AIDS virus. Hepatitis B can lead to a devastating disease but, unlike AIDS, has a vaccine which is 90% effective. Though recommended by many pediatricians for our children, the vaccine is not covered by the Quebec government on a preventative basis. Private insurance may cover the costs incurred. For more information, contact your family pediatrician or local C.L.S.C.

*Acknowledgement is given to the C.L.S.C. Lac St. Louis for their help in the research of this information.

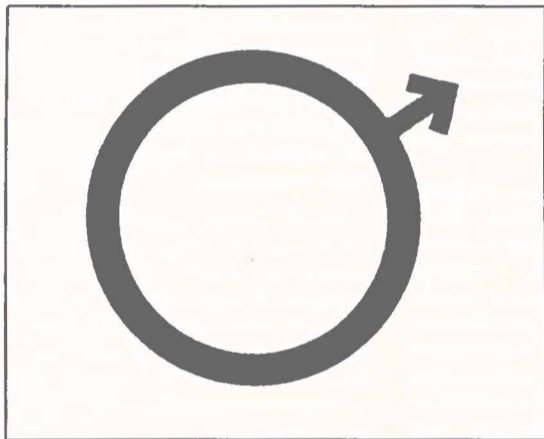
To Coach or not to Coach

Physical activity is an important part of a healthy lifestyle. Organized sports provide an outlet for children's energies, an opportunity to learn to co-operate with others, and a way to meet new challenges. Very often, the coach has a direct bearing on whether this becomes a positive or negative experience for our children.

There are many wonderful people who offer their services to coach children of all ages levels. The Coaching Association of Canada has developed a series of booklets for coaches of hockey, ringette, baseball, softball, and soccer at the community level called "Getting Started in Coaching." They offer practical information on communicating with children and their parents, planning safe and enjoyable practices, and features step by step guidelines, illustrations of basic skills and sample practice plans.

The cost is \$7.00 and they are available through most organizations responsible for sports and at all participating Canadian Tire Stores. For more information, contact: Susan Pearl, Coaching Association of Canada, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4, phone (613) 748-5624.

*Information about this article was obtained from "Inter-Action", national newsletter of the "Acting Living Alliance for Children & Youth".



underlined and emphasized. For example, the brochure *Teen sex? It's okay to say: NO WAY!*, is part of this bibliography and has been printed by Planned Parenthood of America Inc.

Abstinence not enough

But abstinence based programs are not enough. They must be part of a greater comprehensive sexuality program. If school districts are unable to begin these programs in kindergarten then they must be in place no later than grade five and continue to the end of grade eleven. I continue to believe that well designed and researched sexuality curricula can be effective and can help young adults become sexually healthy individuals.

Other factors leading to successful programs include the support and professional development that teachers receive. A basic requirement for all sex education teachers should be to participate in a Sexual Attitudes Reassessment (SAR) workshop. The end results of this workshop are that the individual gains a better understanding of one's own sexuality and value system, combined with a greater awareness of the range of sexual expression. The SAR uses a psychoeducational approach utilizing seminars, videos, guest speakers and small group discussions. AASECT (The American Association of Sex Educators, Counsellors and Therapists) sees this workshop as a basic requirement for all sexuality educators.

Parent participation needed

Effective sexuality programs also demand parental participation. Research tells us that the lowest rate of sexual intercourse among 15 to 16 year olds is directly



Smoke is unhealthy
for all living things
PLEASE DON'T SMOKE!

WORLD HEALTH ORGANIZATION

Social Affairs/Support Services Committee



by Pat Lewis

KIDS HELP PHONE: Children and teenagers from across Canada call KIDS HELP PHONE more than 1000 times a day. Fourteen per cent of the callers are French-speaking. This service offers confidential and free counselling by paid professionals 24 hours a day. There is a computer data base of children's emergency services with 23,000 listings, and over 44 counsellors are on the staff. The Kids Help Phone has been promoted on some TV shows, including Degras-si High. KIDS HELP PHONE: 1-800-668-6868.

SCHOOL WATCH: The September issue of HOME MAKER's magazine tells of the first School Watch, organized at a high school in St. Catharines, Ontario. In some ways it is similar to Neighbourhood Watch. Some of the rules for making your school safe, especially if you are there after school hours, are listed in a brochure, and include: Make sure you sign out if you're leaving the building; tell your parents if you change your after-school routine; don't jog or run alone but go with a buddy; report strangers in the building or suspicious vehicles on the grounds to the office or to a staff member immediately; don't bring valuables to school; never leave wallets or jewelry in rest rooms. Help others by reporting illegal activities, vandalism or fights to a teacher or counsellor. See RESOURCES for more information, especially if you'd like to have a School Watch.

RECOMMENDED FOR PARENTS: The October issue of CANADIAN LIVING magazine has a pull-out 48-page booklet

called "For the Love of Kids," which has practical tips for parenting from birth through age 16. The last half has very good advice about school age children.

TODAY'S PARENT magazine for August has ideas about stretching reading habits at home, reading at bedtime, buying or borrowing books, providing variety, bribe and rewards, and looking for award-winning books. The same issue has an article about children's games, most of them "street" or "chalk" versions.

Another article of interest is entitled "Family Health Care," about complementary medicine. In addition, the Canadian Paediatric Society has a first-aid primer, indicating what can be done at home before a doctor is involved.

October CHATELAINE has four articles for parents. One called "Safe and Sorry" discusses the question of how best to street-proof kids. Another tells how to prevent playground accidents, and points out some of the hazards of playground equipment. A third is about how parents can discourage bullying, whether your youngster is a victim or a bully himself or herself. The fourth article spells out a doctor's advice on how to limit spread of contagious ailments, such as colds, conjunctivitis or head lice.

Aside from the usual departments of TODAY'S PARENT, the September issue has a special education report with four articles. One outlines the fight about "back to basics;" another talks about parents being part of the school team; a third gives pointers for choosing the school for your children; the fourth is a discussion about standardized testing. All are recommended.

UPDATE ON AIDS:

Teaching about AIDS prevention in Montreal area schools is tough. The PSBGM is still working on the dilemma of how much and what kind of information teens should be getting about AIDS. The Lakeshore School Board is working to produce programs on sex education as part of the moral and religious curriculum. Some teachers are now working on

Grades 4 and 5 levels. Too often students seem to ignore the warnings from teachers, and if students had been taught about abstinence, there might be fewer teen pregnancies and therefore fewer STDs and AIDS cases, according to a public health expert.



SMOKING: Smoking-related deaths in the U.S. declined for the first time since 1985. Even so, smoking is "still responsible for one of every five deaths in the U.S."

As of September 1st the city of Pierrefonds has outlawed all smoking in municipal buildings, including city hall, the arena, as well as public works buildings and all park chalets.

The debate continues between tobacco manufacturers and the federal government regarding tough new cigarette health warnings. In July the Health Minister announced that the large print warnings, which cover one-quarter of the top of all cigarette packages, have been delayed until next July. The arguments are still not settled among the bureaucrats and their aides.

Recent television series that have included smoking in one form or another today often include the equivalent of a warning about it. In episode after episode characters who puff are chastised, criticized and mocked. This is quite a change from the days when TV ads praised smoking.

A recent conference on world population was told that women will begin replacing men as the main victims of tobacco-related deaths in the next decade. Studies have found that the "price of liberation lay in tobacco" and the price is being paid most heavily by the poor.

The first national conference on Tobacco or Health was held in Ottawa, October 20-22, 1993. Watch for reports from the meeting.

VIOLENCE IN SOCIETY: The messages in newspapers have not changed very much. "Murder the fourth leading cause of children's deaths in U.S.;" "Male violence against women at crisis level in Canada," a federal panel reports. "Women bearing brunt of recession." "Everyone should fight violence against women... and then our society could be transformed." "Schools are failing to teach students the difference between right and wrong." "Women in conjugal-violence cases should be warned when attackers freed." "Female marchers demand safer streets (in Montreal)." "UN says Canadian women get short shrift." "Justice system is sexist." "Many believe rise in abuse of women is myth..." (Figures show the opposite.) "Emotional and sexual abuse com-



mon among dating teens." "B.C. Teachers Federation says violence in the school system has increased alarmingly. Weapons are becoming common, with knives or razors the preferred choice." "Do chilling stories of urban rage in the U.S. cities offer vision of future in Canada?" These headlines should give a picture of Canada which we want to change before it is too late. Parents and teachers can help with the solution.

RESOURCES

- For further information on AIDS, especially for teenage girls, write: The Director, HIV and Development Programme, United Nations Development Program, 304 East 45th St., Room FF 1094, New York, N.Y., USA 10017. Phone: 212-906-6976.
- BOOKS ON BOOKS:**
Michele Landsberg's Guide to Children's Books by Michelle Landsberg, Penguin, 1985.
Choosing Children's Books, by David Booth, Larry Swartz and Meguido Zola, Pembroke Publishers, 1987.
New York Times Guide to the Best Books for Children, by Eden Ross Lipson, Random House, 1991.
The New Read-Aloud Handbook, by Jim Trelease, Penguin, 1989.
The Reading Solution, by Paul Kropp, Random House, 1993.
- BOOK CLUBS FOR KIDS:**
 Doubleday Children's Bookclub, 105 Bond Street, Toronto, Ontario M5B 1Y3
 Grolier Ltd., 16 Overlea Blvd., Toronto, Ontario M4H 1A6. Attention: Rob Furlonger.
 Today's Parent Book Clubs, 269 Richmond Street West, Toronto, Ontario M5V 1X1. Several clubs available.
- VACATION IDEAS FOR CHILDREN:**
 The Kids Cottage Book, by Jane Drake and Ann Love, Kids Can Press.
- GUIDE TO QUALITY BOOKS FOR CHILDREN AND YOUNG ADULTS**, published by Quebec Library Association. Title: READ! Available from P.O. Box 1095, Pointe Claire, P.Q. H9S 4H9. Also, at many bookstores and libraries. Cost \$3.00.
- For information about a School Watch program write to: Mr. George Thomas, Principal, Sir Winston Churchill Secondary School, 101 Glen Morris Drive, St. Catharines, ON. L2T 2N1.

Fall Conference Write-ups on pages 7-9



Registration was brisk.

Barriers to Parental Involvement

What are the barriers to parental involvement in our schools today? In a lively group discussion, a great many problems were explored. On paper, these problems are not surprising. On paper, we can solve these problems by distributing welcome packages — letting new families know what services and committees are available in our schools and our communities. But paper isn't the real issue.

It's our feelings which are holding us back. How does it feel to be black and attend a Home and School meeting in which everyone else is white? How does it feel to be new in town and attend a meeting which radiates an "Old Boys Network" type of atmosphere? How hard do you think you are going to have to work to be accepted by the other people in these groups? Twice as hard? Three times as hard?

What if you come from a culture

where women are expected to stay at home? What if you come from a culture where parents are not expected to be at the school, where supporting the school means having the confidence to leave the professionals at the school in charge? What would coming into the school mean? Dissatisfaction? Rebellion?

What if you have to work at two jobs in order to run your household? What if both parents work? What if shift work means you cannot commit yourself to any one day or time? What if you have moved here from a country where servants used to do all the household chores and you now find yourself with the additional responsibilities of doing all these chores yourself? How can you also make time for the school? How can the school expect you to do even more?

How do your children feel? Are they embarrassed at the thought of your involvement? Will your

involvement change the school's attitude towards your children? How did you do at school? What is your past experience with your children's previous schools?

OK. Now what? Now we feel terrible. Combine this with the ordinary feelings of shyness and uncertainty and it's surprising that any of us manage to get to the school at all! So? What attracts us? A glance, a smile, a hand. For it is the hand of someone else reaching out to us which draws us to the school, to that important first meeting.

It's the feeling that diversity is good news. The certainty that there will be time and place for an open discussion about racism and discrimination if these are the concerns which we wish to address. Yet we must, at the same time remember that committees and meetings will only attract certain parents, so we must look for

continued on page 9

FALL CONFERENCE WORKSHOPS



Richard Meades, Principal of Westmount High School.

What's the best way to start the Fall Conference? Take Wendy Buchanan's warm welcome, add the smell of chocolates that the fundraising companies bring to the display tables, mix in the good news that the new school being rebuilt in New Richmond should be open in February, watch the Canada Geese in the cemetery across from John Rennie High School and even 9:00 am on a Saturday morning can be pretty exciting! With these multisensory moments as a springboard, we were ready to jump into listening to the plenary session "Our Children, Whose Responsibility?"

There is an African proverb which states that "It takes a whole village to raise a child." How did Oscar Grossman and Richard Meades interpret this message for Quebec in the fall of 1993? Oscar Grossman, a professional psychoanalyst and family therapist, was asked to address the role of the family and Richard Meades, principal of Westmount High School, was asked to discuss the role of the school.

Let's start with some great news. A healthy family which functions well need not look perfect to the outside world. So don't apologize for the dust and the dishes, don't feel badly if there's conflict in your household, and don't feel guilty if you occasionally lose your cool! What is of critical importance in the family is that one to one relationship which a child develops with a parent — they learn to know each other's moods and feelings.

Dr. Grossman started right back at the beginning. He reminded us

Our Children: Whose Responsibility



that an infant wants to show us what he/she has discovered about the world. The child will take a few steps away from us and then will run back to us for an enthusiastic response and praise. Our reaction is critical, for we are responding to his basic needs. An unenthusiastic response can be very damaging. In thinking this over, there have been many times in the lives of my teenagers when I have reacted less than enthusiastically to their discoveries. (I know. Some discoveries do not lend themselves to enthusiasm.) But there are as many new situations for teenagers as there are for infants. Their victories in dealing with the world at this time deserves our full attention and our praise, too. For, as Dr. Grossman pointed out, this pattern of moving away from parents and then returning to them continues throughout life.

As children grow older, they venture further and further away from us, but they need to know that they can rely on us. They need to know that we will be waiting for them, back at home, with praise and reassurance. This is the path to true independence. A person who is independent feels strong — able to rely on others when necessary and not to feel alone.

But this does not mean that everything is always wonderful at

home. Far from it. Conflict is present in all our lives. Frustration and anger are real emotions which all of us feel. How we respond to these emotions is what is important. If we accept these feelings and deal with them effectively, our children will too. For children learn by imitating their parents. Families which deny negative emotions lead children to think they are bad for even having these feelings and they will find it very hard to deal with them. Addressing and resolving conflict are important skills to learn. Healthy families are flexible and maintain an attitude of love and respect towards individuals.

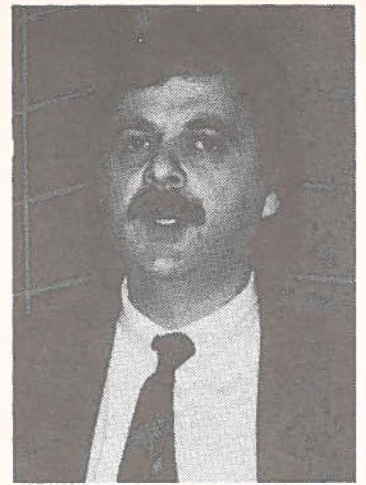
Breakdown of the family unit

Both Dr. Grossman and Mr. Meades expressed concerns over the breakdown of the family. Poorly-managed daycare centres combined with a child's real need for one-on-one adult contact can lead to angry, frustrated kids who are attracted to violence on TV. Family breakdown is complicated by the lack of extended family in many of today's neighbourhoods. The extended family network is also in a state of crisis. The search for jobs and/or a new life has taken people away from the support of grandparents, aunts, uncles, and com-

munity leaders. Our lives are simply not like those of our parents. The building in which the school is housed may need to take on more tasks, as well. If a school opens its doors at 6:00 am to address daycare needs and stays open until 8:00 or 9:00 pm, the atmosphere of the building has changed.

So, what seems to be the responsibility of the school? Legally, Mr. Meades told us, children must attend school until the end of the school year in which they turn 16 and all children have the right to an education until they turn 18. The government also controls the curriculum and thus, to a certain extent, uses school and compulsory education to control the population. Principals, teachers, and school staff are expected to act in the manner of parents. But what does this mean? These definitions are so cold. What about humanity and emotion? What does it take to give a child space to grow? How can caring and nurturing be legislated?

Schools used to be very rigid and used fear to control the students. Suddenly, schools decided to do away with these structures. Like taking the cork out of a well shaken bottle, the results were sometimes disastrous. Now we are trying to get that cork back in. But times have changed. There has been a



Oscar Grossman, family therapist, at the Argyle Institute of Human Relations.

change in society. Once again, we must face the fact that our lives are not like those of our parents. Needs have changed. Breakfast programs are starting to be the norm at schools. Have schools become charitable organizations or do we just find that people function better when they have been fed? There is also more pressure on school staff to serve as missing role models for the children.

The location of a school needs to be considered as well. We have to look at the population which a school serves. Some schools are at the centre of their communities. Everyone knows everyone else at these schools, the sports teams double as town entertainment, and the parents feel comfortable at the school. In many of our urban schools, children are subjected to more outside stimulation and parents do not have much time to give to the school.

The education process is a lot like making a meal. Food can be purchased, prepared, and presented, but ultimately it is the child who must pick up the knife and fork and eat. It is the child who must be capable of taking responsibility for him/herself.

Allan Locke, Co-President of QFHSA, then thanked the speakers and reminisced a little. He confessed that grade 8 would always be the best five years of his life! Hey, Allan. You were lucky to go to school way back when. Today, under the Regime Pedagogique, you would have been forced to move on after two!!!

Anna Marrett
Westmount High School



Diane McLean-Heywood, Learning Consultant, Lakeshore School Board.

Perspectives on Integration

This workshop was led by Diane McLean-Heywood, a learning consultant with the Lakeshore School Board, and Anne MacWhirter, a teacher from Gaspesia-The Islands School Board.

Diane began by leading us through the evolution of integration. Our education system has come a long way, from an original policy of exclusion to the current policy of full integration of special needs students. The philosophy of full integration stems from a fundamental shift in our approach to these children. The focus is no longer on what they cannot do, but rather on what they can do.

This shift in emphasis has necessitated a number of changes to policies and practices, and there are many challenges still to be faced. As always, teachers will bear the brunt of these challenges. In order to be successful, integration requires classroom teachers

first to make an effort toward professional development. They are expected to work in concert with a variety of resource people, including parents. It is also up to them to provide the positive classroom atmosphere essential to the general acceptance of special needs children. They face a formidable task and they, as well as the children, must be ensured continued support and cooperation.

Anne shared with us her wealth of experience as a teacher who has dealt with these challenges as a matter of course, since there are no resources readily available to special needs children in her area. Anne explained that her forte (as most Home & Schoolers know) is reading, not special education. Her approach to the children in her classes has been to use that strength: "Teach a child to love books before school and we can teach them to read". She empha-

sized that a positive attitude toward special needs children is essential. Working with them is not always easy. They require a great deal of time, energy, creativity and commitment. Parental involvement, even as little as an hour a week, alleviates some of the stress on the teacher and is really appreciated.

Anne told us that she had been reluctant to do this workshop because the reality of teaching special needs children involves negative experiences as well as positive ones. Given that most of the question period focused on behavioural problems and how to resolve them, perhaps it is most important that we all keep in mind the reality of the classroom, and the added stresses on teachers, as we implement the philosophy of full integration.

Norma Ewen
Aylmer Elementary



Anne MacWhirter, teacher from the Gaspesia-The Islands School Board.

Volunteers — How to Get 'em and Keep 'em

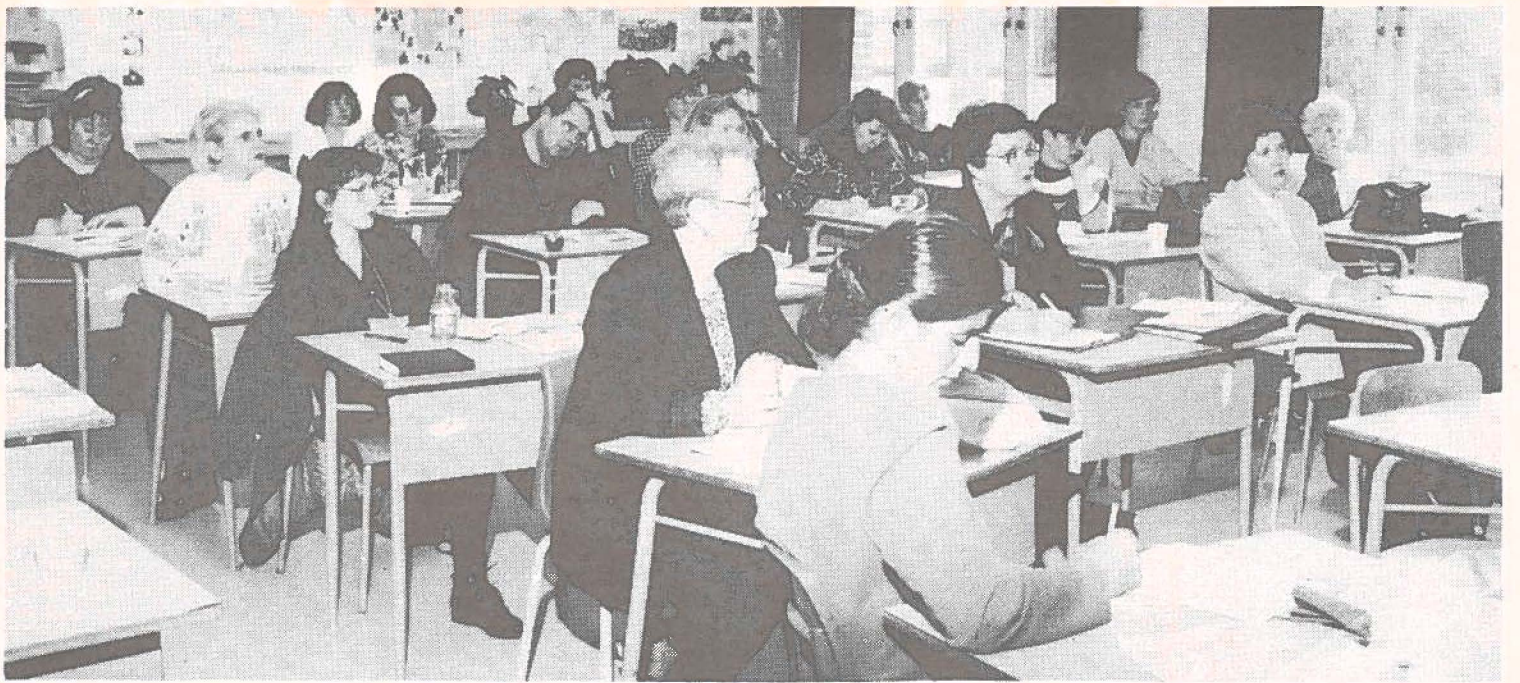
Alma Baker of the Community Office at Beaconsfield High School and Nancy Peppy of Aylmer Home & School presented many very practical suggestions for encouraging volunteers to participate in the life of the school. Too numerous to describe completely in this short article, some of the main ideas included:

Many community organizations, including our Home & Schools, would not exist without the leadership and work of volunteers. Early experience as children in community service leads to a greater awareness of this vital role in society. Contacts made through volunteer work can later become invaluable networking opportunities for employment.

There are innumerable reasons for joining an organization: meeting people and becoming part of a compatible group, developing useful skills such as the ability to organize and coordinate work with other people, promoting leadership and practicing languages, achieving a sense of accomplishment and building confidence. These experiences in community work are valuable assets to a resumé.

Volunteers can be found throughout the community: the elderly or retired persons with specialized skills; Scouts and Guides can help with weekend or after-school activities; Newcomers Club & Welcome Wagon. Companies encourage community service and often the personnel or p.r. director will put a notice in a company bulletin or announcement at a monthly meeting.

Use every opportunity to recruit



Gee — some of those ideas are really neat! I think I'll try that next time.

parents: open house, report card mailings, local newspapers, church bulletins, volunteer bureaus. Be organized, positive, enthusiastic, and appreciative. Describe the needs of your group and emphasize the benefits of their contribution. When approaching a group for help, student presentations (choir, dance, fitness activity) create an avenue of communication.

Programs, time-lines and goals should be well-defined and realistic. Publicize the results of the fund-raising drive and items purchased with the profit. Success creates a positive environment. Volunteers enjoy being invited to participate in successful endeavors.

ours.

The school board and school administration should be informed of all volunteers for insurance coverage. School policies regarding volunteers should be clearly stated: identification procedures, open door policy, times they are welcome in the school, etc.

Any volunteer activity, large and small, should be recognized and thanked personally with a note, volunteer tea, certificate, etc. Recognition from the school administration for the volunteers' efforts is also greatly appreciated.

Angie Ostrowski
Seignior School

BARRIERS

continued from page 7

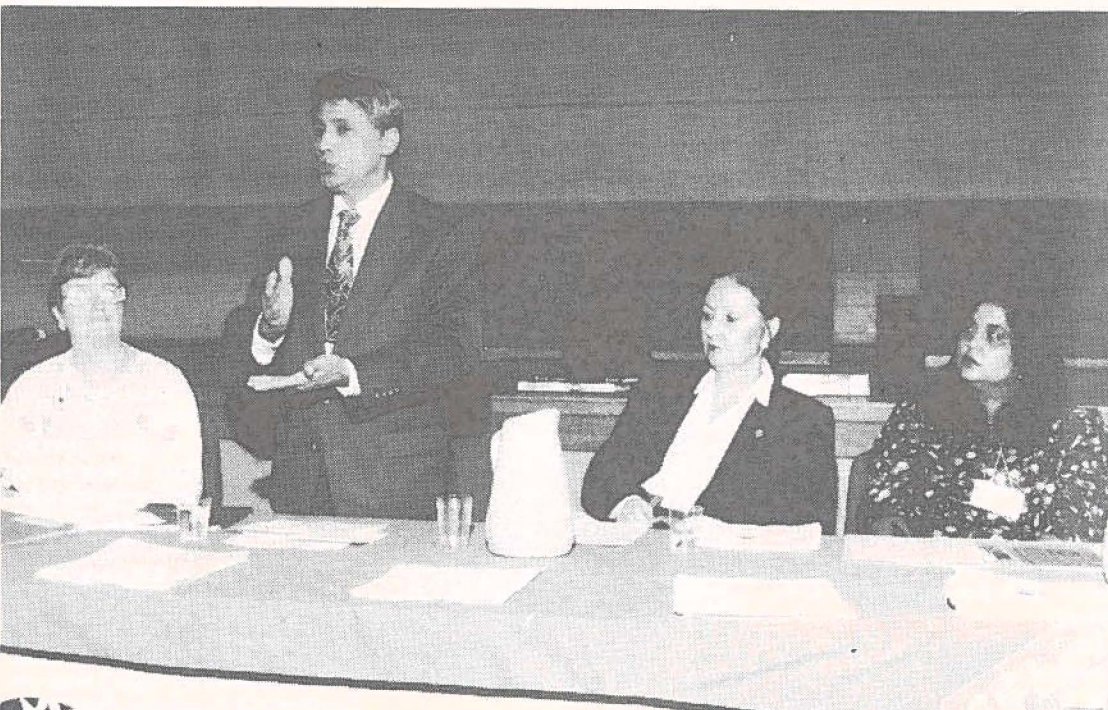
opportunities and other ways to reach people. Well, the best of these is known as "the schmooze factor". Never, ever underestimate the schmooze factor. Yes! The schmooze factor. The opportunity to chat informally with other parents when they are in the building already. You know: parent-teacher interviews, open house, school plays and concerts. So just look for us when you come into the school for we will also be looking for you.

Anna Marrett
Westmount High Home and School

Peace News

A number of schools in the Lakeshore School Board planned to take part in the annual PEAL FOR PEACE DAY celebrations, which are held all around the world. The dates chosen are not necessarily the same, but all occur in September.

The KIDS FOR PEACE club at Beacon Hill School are planning another busy year, but regular meetings will not begin until October. Parents and students at Windemere School are being offered the chance to form a Peace Club, also. They will be aided by the Home & School local association. Betty Lou Maker, a QFHSA vice-president, has volunteered to help with the organization.



Panel moderator Marion Daigle, listens as Nari Kumar, Quebec Hindu Association, makes a point during a lively discussion on "Barriers to Parental Involvement". Waiting their turn are Nicole Le Bihan, Multiculturalism Consultant, Lakeshore School Board, and Sunita Prasher, Co-president of Mac High Home & School.

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FOCUS on the LOCALS

ROYAL WEST



Royal West students get a grilling: medium or well-done?

For the over 800 students at Royal West Academy, the first few weeks of school hold more excitement than homework, trips to the local pharmacy, and hatred for alarm clocks. Since its debut three years ago, a huge Barbecue for students and staff helps ease the way into the next long year of academics. True to form, it's a family affair, with even the teachers and vice-principal grilling the hot-dogs and filling orders for long queues of hungry staff and students. The administration gives the students an extra school period for lunch and the new Student Council organizes the Barbecue bash down to the last bag of chips.

The memories of this relaxed atmosphere linger on in the coming months of stress and deadlines. For this one afternoon, everybody helping out is wearing an apron, whether they got their Ph.D. 20

years ago and just happened to have assigned a term-paper that morning, or if they just (barely) survived their first week in high school. U2 and Red Hot Chili Peppers music floats through the air as students lounge in the grass in the last remaining warmth of summer. Who would have every thought that hot-dogs could be such a unifying food? It's as if the barbecue heat melts away the barriers between people and brings out the essence of school spirit.

This year's Barbecue was especially successful, with made-to-order weather and a huge turnout. With students and staff in an organized flurry of co-operation, the overwhelming feeling was that you belonged right there in the back field of the same school that has you working with a tidal wave of responsibilities. Needless to say, the Barbecue was a great bash to celebrate the end of summer...and the beginning of home at school.

Jennifer Chandler
Secondary V

COURTLAND PARK

School objectives this year include:

"Self-expression through the Arts" — To allow the child to discover and express his/her personal potential through art, music, drama and dance.

"Myself and Others" — The development and encouragement of self-esteem and confidence and of positive relationships with others.

Every year we name our classrooms. Some years it was names of planets, or names of flowers etc. This year they are named after painters. Parents are encouraged to discuss the painters with their children. Maybe even go to the Library and look up a book on their specific painter.

The Read-A-Thon, held last spring to raise money to provide

services for people with Multiple Sclerosis, was a great success. The students raised \$1,527.

Last spring the school arranged a linguistic and cultural exchange for the Grade 6 students with a French school, Ecole Douville in St. Hyacinthe. The students exchanged letters and made three visits. The first visit was at Ecole Douville. For the second visit the students went to the new archeological museum, Pte. à Callière in Old Montreal. The third visit was at Courtlund Park with a visit to Dorval Airport.

The pre-kindergarten opened its doors on September 7th this year. Mrs. Erika Klenk and Mrs. Olga Messih, formerly of West Island Pre-School are the teachers. The bilingual program is offered four mornings per week.

CEDAR PARK

We're back at Cedar Park and everyone is so very busy.

The parents are helping their children to prepare for camp. The children from grades two to six are going to Camp Notre Dame, St. Liguori, Quebec. The purpose of this fall outing is to promote co-operative learning in a bilingual atmosphere. This activity was generously subsidized by Cedar Park Home and School Assoc.

Again this year Cedar Park is taking exceptional care of the school yard where the students play. Through Eco-play our school yard will be safe and ecologically sound. Thanks to all the volunteers working on this project.

Cedar Park again is offering its very popular lunch-time activities. With choices ranging from Christmas crafts to drama to chess to guitar playing, parents have an exceptional selection to choose from. Thanks to Home and School and the many devoted volunteers, lunch-time activities are available for the children to enjoy.

During the month of September, many committees will convene to set their agendas for the 93-94 school year. Among these will be the Christmas committee, organizing our very popular Christmas bazaar, which is a major funding tool for the Home and School. The theme this year is "The Night before Christmas — Part Deux". The bazaar date is November 26, 1993. This bazaar has been such an enormous success because of the talented and creative volunteers who are willing to give so much of their time to Cedar Park.



Cedric the
Cedar Gator

Lots of Activities are Planned

Another major event planned is the Cedar Park Book Fair — November 11, 1993. Thanks to Babar Book Store in Pointe Claire Village, the book fair can offer a vast selection of items for sale.

Again, Cedar Park will be collecting food for the food bank "Christian Action." This simple act of sending much needed food assistance helps educate our children about helping people within our own community.

Many activities have been organized for Cedar Park. Outers' Club has had one successful canoe trip, with another outing scheduled for the end of September. Peace Day is being observed Sept. 21 with many celebrations planned. The grade sixers are planning a garage sale and car wash on Oct. 2 — 10:00 a.m. — 2:00 p.m. at Cedar Park School.

Last but not least, Home and School is sponsoring a New Parents Luncheon on September 30, 1993 during which all the new parents can meet and find out what Cedar Park and Cedar Park Home and School are all about.

Cindy Lane

HOPETOWN-SHIGAWAKE-PORT DANIEL

The first meeting of the H&S was held at the Hopetown (School) Municipal Library on Tuesday, September 21st. Meetings will be held at the Library until renovations are completed at the Shigawake-Port Daniel School. The children are now being housed at the French school in St. Godefroi. The Principal is Mrs. Margaret Barnard and the Head Teacher is Mrs. Lynda MacWhirter.

A Terry Fox Run was very suc-

cessful—over \$1200 was collected.

The Ways and Means Committee is planning a fundraising event this fall.

The H&S was elected for 1993-94 and installation of the officers took place at the meeting on October 26th. The program for the meeting was "Meet the Teachers". Following adjournment, a social time was enjoyed by all.

Cindy Major
Bertha Hayes

MEADOWBROOK

BREAKFAST CLUB HAS STARTED!

All students are eligible to purchase monthly passes for only \$5 per month (or pay a daily fee of .30 cents). For this they get a nutritious breakfast every school day of the month.

The menus are all preplanned. A weekly menu would be cereal (Monday & Thursday), Muffins (Tuesday), Pita Pizza (Wednesday), Bagels and Cream Cheese



JOHN RENNIE

Renate Sutherland, John Rennie High School parent extraordinaire.

We are very proud and happy that RENATE SUTHERLAND, a Home and School member since 1979, has been awarded the Lakeshore School Board Parent Committee Award of Excellence in recognition of her outstanding contributions to education and to her community. Among her many volunteer activities, she was chairman of J.R.H.S. School Committee for four years, and library coordinator at Cedar Park School for many years. Her leadership, wisdom and commitment have earned her the respect and gratitude of the whole community and, in particular, of John Rennie High School.



Renate Sutherland

Student Bursaries

Last June we were pleased to award bursaries to eight graduating students. We also contributed ideas toward the reorganization of the homeroom system with the aim

(Friday). Fruit and milk are served daily.

The Club is operated by volunteers who may help as often or as little as they like. Forty volunteers a month are needed to run the program.

The campaign to raise money for the Society for Crippled Children took place from September 25th to October 9th. During this time cans were placed in the classrooms and children were invited to help out by bringing in their pennies.

Proceeds from the Christmas Fair on November 13th will go towards Christmas baskets, the Breakfast Club, and charitable organizations.

of improving communication among students. Our closing meeting was a dinner meeting, held jointly with JRHS School Committee.

Home & School Activities

Our opening meeting this year was held on Sept. 14, with Mike Dawson, JRHS Student Life Coordinator, as our special guest. H&S agreed to help Mike throughout the year, especially with the citrus sales to be held this year before Christmas. Of special interest was his explanation of the individual accounting of credits that students are encouraged to build up through their contribution to profits from school fundraisers. Students are able to use these credits to defray the cost of school trips and activities in which they participate.

We are continuing our Membership Drive and as an incentive to encourage early registration, we are offering to people who sign up before October a chance to win a free membership. A welcoming letter outlining some Home & School activities, including the Fall Conference and the Home & School News, is being sent home with the membership cards.

Fall activities to date include help with the Terry Fox Run on Sept. 16, and setting up refreshment tables at Meet the Teacher Night on Sept. 23. At this time we hope to encourage more people to get involved with Home & School.

As a service and a fundraiser, we are organizing sittings for family photos. These will take place on October 6 & 7 and the photos will be ready before Christmas.

We are all looking forward to an involved and fulfilling year at JRHS.

Esther MacLeod

Carlyle School



Carlyle Flea Market & Bake Sale is sponsored by the Home & School. Families rent tables and get rid of no longer useful belongings; a baked goods table is a tempting extra.

CHRISTMAS PARK

Last year, a dedicated group of volunteers (staff and parents) compiled a booklet entitled "1992-93: A Year in Review — École Christmas Park School". It was felt that a document to state where we have been and where we are going was needed, and this booklet fits the bill.

The following is a summary of the list of beliefs of the parents and staff at our school:

1. WE BELIEVE IN INCLUSIVE EDUCATION

Christmas Park is a community school which welcomes all eligible students. Pupils range widely in ability and interest, but the school adjusts to allow each pupil to be successful.

2. WE BELIEVE IN FRENCH AND ENGLISH PROGRAMMES

We are committed to a bilingual curriculum that emphasizes English in the Primary grades and French in the Senior levels.

3. WE BELIEVE IN WHOLE LANGUAGE

The relationship between listening, speaking, reading and writing are recognized. Students take advantage of a diverse range of experiences for language acquisition.

4. WE BELIEVE IN MATHEMATICS, COMPUTERS AND ECOLOGY

A special emphasis is given to these subjects because today's

year, and further workshops and techniques will be applied.

In computers, our knowledgeable principal, Fred Argue, is constantly on hand for support and, with the aid of volunteers, has allowed the children to participate in "Kidlink", "The Canadian Geography Game" and numerous other computer-learning games at every grade level. The Home and School has helped with the purchase of additional software packages, a new IBM computer (along with the Service de Garde) and the school has invested in printers, CD Rom and an IBM optic scanner.

On the Ecology front, we continue to recycle, be it paper and other reusable goods, food scraps for the compost pile which further feeds our gardens, or by collecting good used clothing to aid the underprivileged.

5. WE BELIEVE IN THE ARTS

Music, movement and the graphic arts receive attention as these modes of expression are fundamental in our culture.

Having a music specialist in our school has enabled us to continue our recorder program for all pupils in grades 3 and up, and has allowed us a recorder ensemble. Active participation in our choirs ensures that the sound of music fills our halls.

In addition, extra-curricular programs such as arts and crafts, cartooning, drama, aerobics and dance, piano, ballet, judo, school and parent sponsored concerts and plays, and musical performers such as Charlotte Diamond all add to the children's love of the arts.

6. WE BELIEVE IN EXPERIENTIAL LEARNING

Children learn from a wide range of experiences which are made tangible, authentic and relevant.

Mathematics where children physically manipulate numbers, science where children "create" weather, field trips where one can use what is learned in school and further enhance their in-class studies.

7. WE BELIEVE EDUCATION IS A PARTNERSHIP

Children learn easily, effectively and happily when there is a congruence of concern and effort amongst the student, parents and teachers. As an education community we are all ready to learn.

The 1993-94 school year promises to be exciting, as we welcome new and old students to another fun and learning filled year at Christmas Park!!!

Nancy Dubuc

Two Schools Get Nutrition Funding

Knowlton Academy, an elementary school with 350 students, has received \$1500 from The Canadian Living Foundation for Families, for its Breakfast Programme. The Foundation grants funds to nutritional programs.

The money will be used to purchase milk or juice to enhance the nutritional quality of the menu. The free breakfast program, available to all students, offers milk, juice, muffins, toast, croissants, peanut butter and jam. All the food, except the muffins, juice and milk, is donated by local merchants and parents.

Funds from the Foundation will ensure that the 70 to 100 children attending the program get a nutritious start to their school day.

Another recipient of the Canadian Living Foundation for Families was the LUNCH (Lennoxville Urges Nutrition for Children) program at the Lennoxville Elementary School. The funds will be used to purchase food or equipment.

The program provides breakfast for 22 children and hot lunch for 24 children. The grant will allow them to provide lunch free of charge five days a week instead of only three days. They also serve breakfast five days a week free of charge. The program will aim to be available to all children for both breakfast and lunch.

THORNDALE

We've had a wonderful start to our 1993-94 school year. Already the teachers have introduced themselves and their subjects to the parents on curriculum night and the children's desks have been checked to see if they really are neat and tidy!

The Home and School fundraising committee has been busy distributing chocolates to our school population for our major fundraiser of the year. Sales are going very well as we can tell from our waistlines!

Our membership train is steadily growing and we hope to be past the offices very soon. Have you seen your train car yet?

We would like to welcome our new principal, David Wadsworth, our new teachers, Debbie Berg, Marg McEwen, Marie-Josée Messier, Mary Pawlowsky and Lois Gosse and our new integration aide Janet Richardson, to Thorndale School. We are very happy to have you join our school community.

Ellen Pender
Carol McCarty

EVERGREEN

We're ready to play!

Our new playground structure is in place, areas have been asphalted courtesy of the Lakeshore School Board, and we now have a number of nice play areas for our students. The Town of St Lazare has said they will install a paved outdoor basketball court beside the gym. The Home & School has already purchased the poles and nets so we are all set to go! The Town has also said they will enlarge the asphalted "ball wall" area behind the gym.

Our enrollment grew so we have a new teacher — Tara Fitzgerald is our new grade two teacher and we're glad to have her as part of our team.

Our students participated in the Terry Fox Run and it was a big success thanks to all the participants and helpers.

We now have our own cookbook, "What's Cooking at Evergreen", and are busy filling orders. If you would like one, call Sue Dickison at 514-458-2964.

Our library is officially open, students have received their library cards, and we're ready to read. Our computer room, run entirely by volunteers, is up and going. Workshops were given to parents interested in working with the children.

MT. PLEASANT

The Playground Committee is hard at work deciding on what needs to be done to enhance our playground and how to raise the money to do it!

At the same time the Home & School is planning on producing a Mt Pleasant Cookbook in time for Christmas gift giving. We have some great cooks so the book is bound to be a mouth-watering success.

Peter Milot, one of our teachers, spent one week at a science seminar at the University of Alabama and has returned with lots of wonderful ideas to hook our students on science. We will also be hooked up to the University via a modem so that the students can interact directly.

Our library is off and running thanks to all our faithful volunteers who enable us to have the library open every day.

FLASHES

Gaspe Elementary proudly reports that its gala book fair event held on September 21st to 23rd was a great success.

Windermere Safety Patrollers held a Halloween Party and used the occasion to collect food for the needy, the "price" of admission being canned or non-perishable goods.

Geordie Theatre Productions

The 1993/94 season features:

LIARS by Dennis Foon

Lenny and Jace are teenage classmates brought together by a common problem: an alcoholic parent.

Suitable for high school audiences.

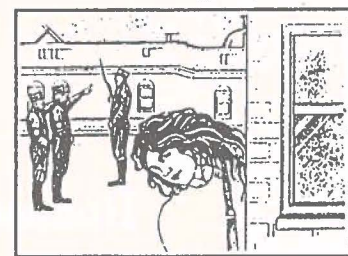
Touring Sept. to end of Feb.

A PRAIRIE BOY'S WINTER

from a story by William Kurelek

Based on childhood memories of growing up on the Prairies during the 1930s.

Suitable for kindergarten through grade 6 and for family audiences. Touring Sept. to end of Feb.



LISA by Carol Matas

Lisa tells us of a nightmare she had while growing up as a Jewish girl in Nazi-occupied Denmark.

Based on actual events.

Suitable for high school audiences.

Touring March/April 1994.

LEACOCK SPEAKS!

Actor David Francis portrays Stephen Leacock in this one-man show adapted from some of Leacock's funniest work.

Suitable for high school and general audiences.

Touring March/April 1994.

For further information contact
Geordie Productions at (514) 845-9810.



Tala Bessette

world requires a great appreciation and knowledge of the sciences.

Teachers have attended special workshops in new and innovative mathematics techniques and cooperative learning and have purchased new "hands-on" equipment for mathematics. In addition they are applying problem-solving techniques through individual and group activities to promote a love of mathematics and its practical application to everyday life. This is an ongoing concern in the current

BEACON HILL

The school year was off to a somewhat slower start because of the change in bus schedules and school hours. H&S had to take into consideration the acquisition of new computers and the space needed for them when they were organizing the Enrichment program.

The first major undertaking of H&S was the annual Ski & Skate sale, which offered sports equipment of many kinds, winter outerwear, guide and scout uniforms and new and used school clothing. Many parents came, and the sale was a success, raising about \$250 for the evening. Claudette Boyd, who was the organizer for this event, extends her thanks to all the many parents who helped.

Meet The Teacher night was for everyone, of course, and in addition to seeing the teachers and their classrooms, parents were invited to look at the photo albums



Arie van der Vlist, the new Beacon Hill School principal, teams up with some of the new day care students.

in the front lobby to get a better picture of the past history of the school.

A tree has been placed in the lobby. The students are looking for a name for it. The tree is to recognize the good things that children do for others. Any parent who spots a good deed by a child is encouraged to hang a leaf on the tree for that child.

Elbow Grease

A little community elbow grease is giving Beacon Hill a fresh look. Cold, wet weather didn't stop a group of fathers from helping Arie van der Vlist, Beacon Hill's new principal, from helping out around the school grounds.

Fortunately the weather was more cooperative for the three

MORE FOCUS

grade six handball teams. Coach Janie Ladd-Carr had 36 children participate in the handball tournament held in October.

Participation, sportsmanship and game skills were emphasized at the event, instead of winning or losing.

While the grade sixers were learning the skills of European Team Handball, Beacon Hill teacher, Norm Horner, had his cross-country running team train two afternoons a week, rain or shine. The race held at the Morgan Arboretum was open to grades

four, five and six.

New Service

A first for Beacon Hill School this year has been the implementation of a Day Care service. Children can now be dropped off at the school at 7 a.m. for breakfast and remain after school until 6 p.m.

"We had to address the needs of working parents," said Cindy Patino, a Day Care Supervisor. Activities such as drama are offered through the day care, "But the biggest seller, by far, is the homework room," said Patino.

H&S is looking forward to a busy year with a new President (Albert Thorne) and Vice-President (Maggie Tietjen).

Debbie Boles

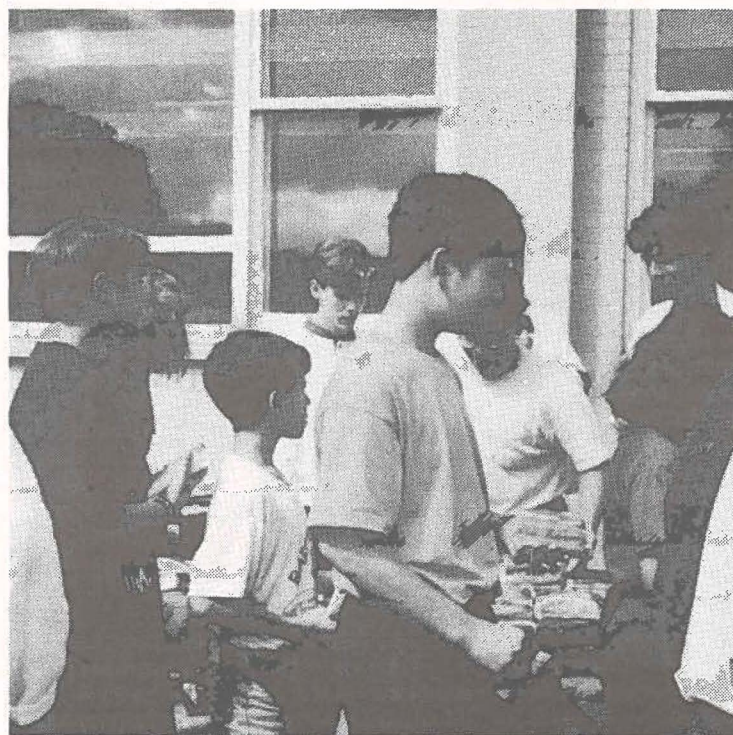
WESTMOUNT HIGH

The First Week of School

Exhausting!!! There's just no other word for it! Exciting!!! There's just no other feeling like it! From directing new parents and students in the hallway and the smell of new textbooks, to the unbelievable amount of activity in the office, there's no place like school! Congratulations to Nancy Gallop, our programmer. Every time I saw her, she was faced with a mountain of timetables — new ones to be produced for last minute "enrollers", and revised editions for those who wished or needed to make changes in their schedules. There was always someone looking for her. Actually, she can produce an incredible number of timetables in an hour, hour after hour! Guinness Book of World Records, get ready!

How many times did I hear teachers greeting senior students with the words, "You REALLY GREW over the summer!" How many times did I hear seniors say, "The grade seven kids are SO SHORT!" Hmmm. Sounds like the theory of relativity in action.

No shortage of volunteers here. With 48 prefects, I am looking forward to events like *Meet the Teacher* and *Open House*. I attended one of their meetings in order to introduce myself and was very impressed by the way in which they organize themselves. Their plans for a welcoming hot dog lunch for the grade sevens were as well thought out as any Home and School projects I've seen. And it was the students who were doing the organizing while Mrs. McAulay acted as secretary, recording the names of volunteers



Welcome to WHS! Hot dog lunch is served to Grade 7 students by the prefects.

on the blackboard. Only one difference between this meeting and those of Home and School. Anyone who did not add his/her name to one of the lists was matter of factly "volunteered" by fellow prefects when the last tasks needed to be filled. The message is clear. Volunteer early if you want a choice!

Out in the hallway, I met students who had graduated last year. I was delighted to see them but knew I would miss them, we'd had such a good time together. To my surprise, they told me they'd come and help anytime and for any chore! The exact words "Just give me a call. Really!" Other reunions stirred mixed emotions. A student returning from her native Yugo-

slavia brought a lovely picture book for the school entitled *Croatia* and, coupled with this, 3 other books describing the horrors in her once beautiful homeland. She was visiting Canada for the month and offered to come to MRE classes to discuss life now in her part of the world.

Unfortunately, Dave Mills had to spend some time in the hospital. Everyone at school pitched in to help run the activities while Dave directed things from his hospital bed. Once a day papers were exchanged between Dave and the school, lists of chores were compiled, and between times, the phone lines were buzzing. His brother Keith, who also works at the school, also kept all of us — staff, students and parents up to date on his progress. The rush to greet Dave when he finally returned showed just how much we all missed him. He really wanted to come back, too. Mr. Meades shouting, "Go home Dave you're not well enough to be back here yet!" had little effect. Dave kept sneaking back, excusing himself by saying he was just dropping by for a minute, while keeping a sharp look out for Mr. Meades! Welcome home, Dave!

Secrets behind Westmount High Revealed!

The best kept secret from the parents of Westmount High students has to be the chance to spend a delightful late afternoon watching the students participate in activities on the field behind the school. After school, on a beautiful day in September, I chose to sit out

the practice drills was exciting to watch and showed that the student coaches were as good as the teachers.

At the same time, out on the track, students were trying out for the cross-country team. It was my pleasure to overhear Mrs. Braithwaite telling these students that they all "made the team," based on their commitment to the practices. Hurray! That's my kind of team selection!

The corn boil, Student Council's back to school welcome party was held at lunch on the same day. Though I missed this event, I had a chance to hear it described by the students. Talk about a lesson in media literacy! A TV news truck pulled up to the school while the party was in full swing out back. The reporters chose to ignore the crowd and headed off to the football field where they asked students about steroids. First lesson. News is not what you see, but what you are looking for. The students I spoke with were angry over the image of the school, and what parents would think. They wanted the parents to see the positive, joyous picture of the students having a good time. Why look for bad news when good news is right there before your eyes. I want these students to grow up to be reporters!!! They show that they already have the critical skills necessary to evaluate the news. This kind of "real life" hands-on contact with the media provided a lot of valuable lessons.

Of Lakes, Lessons, and Laboratories

Beautiful weather made the grade 7 Beaver Lake trip absolutely terrific. From "catch the prefect" to clothespin tag (Hey Keith! Just how many clothespins were on your shirt?) the activities were a great success. However, 152 students combined with 48 prefects did make for quite a crowd. As an elderly gentleman insisted on pointing out to Mrs. McAulay, it was a little noisy!

The very next day, Sept. 23rd, was Meet the Teacher time. Just like last year we followed our children's timetables and paused for a moment to talk in between classes. "Hi! Where are you off to?" "What period is this?" "Where's room 201?"

Friday was a professional day. The teachers were given the opportunity to attend one of John Allen's cooperative science classes. We joined him in the lab where we experimented both with science and also with his style of cooperative team approach to learning. Though most of our attempts to solve the problem failed (Hey! That's science!) we were all successful at cooperative learning. Thank you, Mr. Meades for inviting parents to join in the fun!

Anna Marrett

ST. JOHNS

The school, located in St. Jean sur Richelieu, held its annual chocolate bar drive September 9th through 20th. This fundraiser is usually a great success. The proceeds go towards defraying the high cost of bus transportation for field trips and other miscellaneous projects offered to students during the school year.

Michael A. Thompson

CENTRE D'ÉTUDES ACADEMIA C.E.A. INC.
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First Nations Education Council Kahnawake Step-By-Step Early Learning Centre

OUR MISSION: STEP-BY-STEP EARLY LEARNING CENTRE strives to enhance the valuing of all members of society by advocating for an inclusive society.



CHILDREN ARE OUR FUTURE: Early intervention with active parent involvement promotes both the actualization of developing children to their fullest potential and the acceptance of children with special needs.

For further information contact the Learning Centre at 514-632-4813.

SEIGNIORY

New Parents Tea and Grandparents Day get your year off to a good start.

September always seems to fly by, as we all head into the year with enthusiasm and new ideas. It seems such a short time ago that the days were long and hot. Now, the children are busy working with all their new school supplies. Class outings are apple picking rather than swimming, and children are beginning to talk about Halloween.

Our Home and School has had its usually busy first month. Our new Parents' Tea, on September 10, was very successful, and everyone had a great time meeting new friends.

Grandparents' Day was celebrated by our primary classes at the same time. This is always a very successful day at Seigniory, and is

becoming a very popular tradition. Children invite their grandparents (or substitute grandparents) to visit their classroom, read some stories, share some of their own stories, and see a concert in the gym. Teachers and students spend a lot of time preparing for this day, and it is always fun.

Our school library is now open, and as always, running quite smoothly. The children all have their crisp, new library cards, and are looking forward to a great year of reading. Many thanks to Janet McKelvie and all the dedicated volunteers who keep the library open and running all year long.

This year, we are planning some new projects. The one which seems to appeal to many, is a school cookbook. Looks like it's going to be a busy, productive year!

Vikki Kouri

ELIZABETH BALLANTYNE SCHOOL



Terry Fox Run, EBS (Sept. 13th). Ayse, Christine, Debra, and Shannon at back.

AYER'S CLIFF



Mr. Munkittrick's grade 4 class under the Clock Tower at the Quai de l'Horloge (at the Old Port of Montreal).

Mabel McVetty Memorial Plaques

In June of 1981 a fund was created in the name of Mabel McVetty, a former teacher of our school. The fund grows by donations and every year one student from each of the 6 grade levels is chosen to be awarded the Mabel McVetty Citizenship Award for his or her grade level. Each winner receives a small plaque to keep with their name and year. Awards are given for manners, behaviour, attitudes toward school, contribution to school life and should not be judged on academic performance alone. Each grade also has two runners up.

Last June's award winners were: for gr. 1 Reece Vanasse, gr. 2 Emily Robertson, gr. 3 Jennifer Vincent, gr. 4 Tetiana Henderson, gr. 5 Stacy Beekers, and for gr. 6 Julie Dupuis. Thanks to Mrs. and Mrs. Kenneth, the parents of Mabel McVetty for their yearly support!

Following the ceremonies everyone was invited to stay for a small reception in the gym where a light lunch was served by grade 5 parent volunteers.

A TRIP TO THE OLD PORT

On the first day of summer, June 21, Mr. Munkittrick's grade 4 class visited the Old Port of Montreal. First on the agenda was a tour of the ship "Pelican," a reconstruction of the original ship which set sail from France in April of 1697 and ran aground on Hudson Bay's

shores in September of the same year.

Grade 4 also visited Expotec '93, an interactive science fair about inventors, inventions and their applications to our daily lives. They also experienced the 3-D Imax theatre and ended the day with a trolley tour of the Old Port.

BIODOME

On the same outing to Montreal, the bus having left our grade 4's at the port, went on which Mr. Onicz's grade 3 class to the Biodome (meaning "house of life") where they were able to visit the four main ecosystems of the three Americas all in one day! Everyone had a wonderful day! Many thanks to Mr. Munkittrick, Mr. Onicz and parent volunteers for making these visits possible!

REDUCE — REUSE — RECYCLE

For three years now A.C.E.S. has been involved in a recycling program. Our grade 2 teacher Mrs. Dezan has organized the students to work every Friday at noon to sort out all of our recyclables. Every classroom and office has a recycling box. Tin cans are reclaimed from our cafeteria. We think that our students have become more environmentally aware through this project. Thank you, Mrs. Dezan!

Ann Henderson

NEW CARLISLE

The New Carlisle Home & School Association hosted an afternoon tea on Sunday, October 24, to celebrate their 40th anniversary. Guest speakers included Diane Sawyer, a founding member, and other former Home & Schoolers. All past and present members, as well as all NCHS parents were invited to attend.

Despite a bad day weatherwise, 50 members showed up. Six of the founding members were on hand: Evelyn Bechervaise, Betty Flowers, Earlene Gilker, Roberta Beebe, Irene Flowers and Diane Sawyer.

Among the accomplishments of the New Carlisle Home & School are the Day Memorial Bursary Fund which provides scholarships for students going on to the polyvalent; fundraising to provide kitchen equipment and lunch programs; volunteer support to organize carnivals; help with graduations, plus much more! Back in 1958, they had raised \$2,000 (a large sum then) to purchase office equipment for the new business course being offered.

Current concerns, said President Ruth MacWhirter, are focussed on the library needs and in organizing Book Fairs for the students and parents alike [there is no English bookstore in the area].

After School Programs



Rosie Emery, a children's singer/songwriter and storyteller specializing in environmental themes, offers a variety of up-beat and fun 'after school' programs.

OBJECTIVES INCLUDE:

- Promotion of self-esteem
- Making positive choices
- Co-operation
- The interconnection of all life
- Respect for ourselves and others

Children are encouraged to participate in a joyful experience of discovery.

For further information, please call:

(514) 487-5829 or (514) 1-562-7605

DORSET

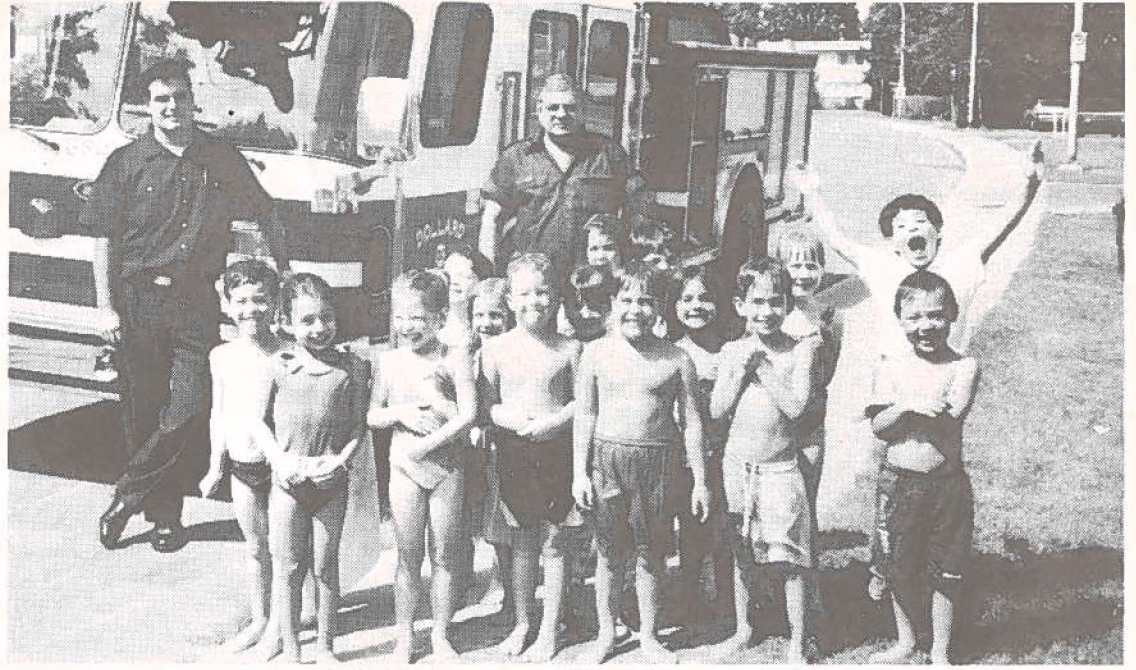
Dorset School started the '93-'94 school year off with its 3rd Annual Home and School Family BBQ. With the great organization of Shirley Straughton and her team of volunteers, the evening was a great success! Mother Nature cooperated with sunshine and mild temperature and we had a wonderful turnout. Over 500 hamburgers and hotdogs were cooked by Mr. Janusz Leskwiewicz and his family of Harvey's Restaurant. Parents and teachers helped to dole out drinks & chips, wrap hamburgers and hotdogs and used the time to exchange news of the summer. The BBQ was also an opportunity for all our parents to meet our new principal, Mrs. Lorna Varden. Everyone is looking forward to an exciting and productive year. With old and new faces joining in the cause, it's sure to be terrific!

MORE FOCUS

Dorset Home and School would also like to wish Mrs. Sonia Antosko, who retired on September 17, a happy and healthy retirement. We thank her for her many years of teaching at Dorset.

As cooler weather sets in, everyone is settling down to the routine of homework and another year of learning. Dorset hopes to continue to help our parents help their children by providing workshops that aid this cause. Have a great year, everyone!

Wendy Fitzgerald



DDO Fire Department "lends" some water!

WESTPARK

School's in! And it's fun!

The 1993-94 school year is back in full swing at Westpark. The kindergarten children were welcomed to three full days of activities, beginning with an activity day. Teachers and volunteer parents had set up various activities throughout the school to help the children familiarize themselves with their new environment. Day 2, they were treated to a SPLASH PARTY. Many thanks to the Doldard Fire Department in setting up

a huge spray on the front lawn of the school. Both students and teachers romped through the spray in a variety of swim wear. The week ended with a corn roast. Amazing the amount of corn 120 5 year olds can consume.

Our grade 1's visited the Ecomuseum and Raptor on Sept. 14th and 15th. A great day on the 14th but a bit wet on the 15th. However, all seemed to enjoy it.

The grade 3's are looking forward to their visit in late September to the DISCOVERY ROOM,

a "HANDS ON" science environment at Westmount Park School.

Our grade 6's have made arrangements to visit the Insectarium and Botanical Gardens on Tuesday, September 28th.

Apple picking, always a favourite, will see the kindergarten and grade 5 students roaming the orchards of Ferme Jean Claude Dubeault in St. Joseph du Lac on Sept. 27 & 28.

We are looking forward to another busy and exciting year at Westpark School.

Tula Corber



Dorset Home & School B.B.Q.

Back to Our Roots

For the past six years, the native community of Nemaska has made an annual trip to its original site. This involves travelling by road for about an hour and a half and then an additional hour by boat.

Over twenty years ago the people of the Nemaska band were forced to abandon their village because of the threat of it flooding with the creation and function of the first hydro-electric dams. Some had never returned since then even though Hydro-Quebec's flooding prediction proved wrong.

Our first trip became a very emotional one for all involved. As we gathered at the lake landing, waiting for the boats to transport us to the site, there was much speculation and anticipation. What would the community look like now? What buildings would be left?

As people stepped ashore the flood was one of memories: their past experiences; their past home; their past way of life. Many parents of our present students were reminded of their school days with the often unpleasant recollections of the residential schools.

In early September a plane would land on Lake Nemiscau and wait for its cargo — the school children. Some, upon hearing the motors of the dreaded plane would run off and hide or climb trees — refusing to come down or to reappear until the plane had left. These could not and would not endure the tortures of the residential schools. First graders (ie first — time students) would be given some unexpected treats and coaxed into the plane. Others reluctantly boarded the plane. None would return until the following

June. All holidays, including Christmas and New Year's would be spent away from their families and their homes.

The most tragic aspect of the residential school was the complete denial and disrespect of these children's language, customs, traditions and rituals. Their "roots" and their values were to be ignored and forgotten.

Our continued visits to Old Nemaska create the opportunities to acquaint and reacquaint our youth with their "roots". We feel that it is vital that our students know where they came from for we feel that this will lead to a higher level of self-esteem, an essential prerequisite if successful learning is to take place.

Metha Bos

Luke Mettaweskum School/Nemaska

MACDONALD H.S. EDGEWATER

TERRY FOX RUN HUGE SUCCESS!

On September 16th, the school held its annual Terry Fox Run. Each student brought in pledges and then ran/jogged/walked the 5 km course, or 7.5 km course if they were skateboarding or rollerblading. In all, the school raised well over \$12,000 of which about \$8,000 was raised by a Grade 9 student Shawn Young. There was great participation from both student and teachers. All the money raised goes to the Terry Fox Foundation for cancer research. We hope they will find a cure for this deadly disease soon.

Another friendly gesture was the celebration Peace Day, September 21, with the exchange of yellow fuzzies. The fuzzies are pieces of round yellow material, given to another person, either to make peace with them or to show appreciation for their peaceful ways. This event was a big success: students and teachers were both seen exchanging their tokens of peace. The message was that peace is positive and that if one is peaceful with others, one is peaceful with oneself.

Mac High was busy preparing for its Annual Craft Fair held on Oct 16th. There were 35 Quebec artisans displaying their wares, the popular international food table, baked goods, the country corner, books, "White Elephant" corner and a raffle for wonderful prizes. It was an event not to be missed. The annual fair is sponsored by the Macdonald H&S.

Sunita Prasher

Family Fun Day

It was with great pride and enthusiasm that Edgewater School hosted its "Family Fun Day" on Sept. 11. Amid well-organized games, raffles, delicious treats and various other activities for children of all ages, the mayor of Pincoart was on hand for the ceremonial ribbon-cutting, marking the official opening of the long-awaited children's playground facility.

Proceeds from this well-attended, fun-filled event will be used to fund a new playground, this one for the older children. Many thanks are extended to the city of Pincoart for its support and to all organizers, staff and volunteers who helped to make this day a tremendous success.

Edgewater "Gives a Little Love"

On Sept. 21, Edgewater students gathered together in honour of "Peace Day." Hands joined, they filed into the gymnasium singing "Give a Little Love," a song dedicated to the promotion of peaceful solutions to stressful problems.

In an hour-long celebration of love during which talks were given and ideas were shared, the "Friendship Quilt" was presented. This quilt is to be an extended, school-wide project to which students of every class will contribute. When completed, the quilt will be displayed on the wall of the school gym as a reminder of the valuable lessons learned on this special day at Edgewater.

Liz Glasgow



An elder, Louise Jimiken, showing students how to make traditional slippers.

Back to our roots



Cree culture teacher Harriet Wapachee demonstrating how to skin a beaver with a bear bone.

continued from page 1

- the ability to meet the diverse needs, abilities and interests of all students by incorporating a wide range of experiences.
- students who have been empowered to take responsibility for designing, achieving and maintaining their own level of physical activity and fitness.
- cooperative and "fun" social interaction with peers and adults.

As parents, use your clout!

Assess the physical education program in your child's school. Many schools in Quebec have excellent physical education programs that are working effectively on all of the above components. But without the essential component of adequate class time/week it

is unlikely that even the best programs can achieve the stated educational and health objectives.

In an effort to increase the amount of physical education taught by physical education specialists in your school, contact your principal, school committee and physical education teacher and make your views known. Any change in school scheduling will be the result of large numbers of concerned parents expressing dissatisfaction with the present situation.

Make your opinion known to the people and groups that can effect change: school principal, school board Education Committee, School Committee and Orientation Committee, Home & School Association, local MNA, and our Minister of Education, Lucienne Robillard, Edifice Marie-Guyart, 1033 rue De La Chevrotière, 16e étage, Quebec, PQ., G1R 5K9.

BOOK REVIEWS

How Can We light a Fire When the Kids are Driving us Crazy?

by Ellen Kreidman
Villard Books, N.Y.; 353 pp,
hardcover.
\$26.00

Are you unhappy with your love life? Do you feel you lack good parenting skills? Well, this is the book for you! It can solve both of your problems AT ONCE!

If you are too embarrassed to buy a book on parenting and think that disguising books by switching paper covers is strictly for teens, this is definitely the book for you. If you are too embarrassed to buy a book which deals so explicitly with, ah, you know, you can tell your friends you bought this book for the parenting advice! This is probably the best book you can buy about parenting for a reluctant mate who refuses to read any advice designed for parents but is more than willing to read anything about sex.

The book starts off in an exciting manner. The introduction certainly generates a lot of heat. In fact, one is practically panting by the time one finishes the introduction. So many marriages seem to have been "saved" by Ellen Kreidman's advice! But for whom is this book written? The bored and idle rich? There are a few pretty unbelievable case histories. Some of the suggestions in this book are rather wild. Even the raging hormones of adolescence are no match for some of the sex driven scenarios adults who wrote to the author described as appealing. (For this lady is none other than the author of *Light His Fire* and *Light Her Fire*. In fact, these books are referred to so often that you need not bother to buy them. This book tells it all!!!) Some of the ideas are so distasteful,

this book could actually be used to teach teenagers abstinence! (Or at least when to say NO.)

However, between the descriptions of the lovelorn and the sex crazed, there are some really good, solid ideas about parenting. You know, the kind of thing you could suggest at a Home and School meeting without any embarrassment at all. Things like "catching your children being good." The idea here is that you praise your children, out loud, when they do things right — play together without fighting, etc., instead of just being quietly grateful and hoping it lasts. This will encourage them to do more of this kind of thing because it earns them your praise.

There are also some excellent ideas on building your own self-esteem and breaking the cycle of poor parenting which you may have had yourself. There are some very sweet, really nice, romantic ideas in this book as well. Things that would really add a nice touch to any good marriage.

This book is definitely recommended reading for anyone with an overactive imagination. Just picture some of the scenes in this book if you actually tried them yourself. Guaranteed not to turn out the way they are described. This book is highly recommended for those with a great deal of money, a car, a private office, a secluded backyard, weather that is warm enough to wear a coat but not warm enough to look conspicuous doing so (because you shouldn't remove it on the street), and a job where punctuality is not important.

As Ellen devotes a great many pages to describing students from her classes and quoting from letters, allow me to close with this sample of what I might be tempted to write.

"Dear Ellen: Please try to remember that a garage is a place where you park your car, provided that there is any space left over once the bikes, tools, lawn furniture, mower, etc., are all inside and that the washing machine is a household appliance that should be treated with respect, as the alternative — washing all that laundry BY HAND — should be enough to cool anyone's ardour!"

Anna Marrett

Help!

HELP! School Starts in September, by Joan Craven, Detselig Enterprises Ltd: 1993, pp 128, \$13.95.

"Parents who want the best education for their children should take an active role. No one else has such a long-term interest in their youngster's welfare or will love them in spite of their failures and problems."

How can I be an active partner in my child's education? What should I expect from the school? What should the school expect from me? How will my child cope? How will I cope with the demands of the school? If these questions sound familiar then this is a book for you. Aimed at parents of elementary school age children, *HELP! School Starts in September* sets out to inform and guide parents along that road to a successful and positive learning experience for their children — author, Joan Craven, accomplishes this task. The language and style of the book makes it easy reading for anyone.

Basically, the book is divided into two sections, "At Home" and "At School", and covers a great variety of situations and topics. Everything from *The First Day to Thinking Skills* to *Speech Development* and from *Peer Relationships* to *Repeating A Grade to Volunteering*. In her chapter on Communication she explains how volunteering can give you an insight as to what goes on in school, how it affects your child, and the benefits he/she will reap. Chapter 6 deals with *Thinking Skills* and explains how to stimulate and challenge your child with a list of 17 activities. Each chapter ends with a summary in the form of "Points To Remember" — a very handy quick reference for parents. One thing she stresses throughout the book is something we all as parents should remember "good enough is all we can ask". There are no perfect parents and likewise there are no perfect children.

Children need parents that are loving and supportive. This book emphasized how important the partnership between parents, students and the school system really is. Something that most Home & Schoolers are fully aware of. So, if you have youngsters about to enter Elementary School, or have children already in grades 1 to 6, pick up a copy of this book. At \$13.95, the price is right. You'll enjoy reading it and will probably pick up a few good pointers along the way.

Ann Bishundayal

Xmas Carol

Movie: *The Muppet Christmas Carol*, a Walt Disney Pictures/Jim Henderson Production starring *The Muppets* and Michael Caine. Suggested retail price: \$24.99. Formats: VHS HiFi & Beta HiFi

This Charles Dickens' classic comes alive in true Muppet fashion — full of humour, outrageous puppets, and lot of laughs — as only the Muppets know how! Michael Caine, ever the consummate actor, is wonderful as Scrooge and even makes his singing debut in this his 72nd film!!

If your kids love the Muppets they'll love this Christmas Classic — so it's a must for under the tree this season. (I find \$24.99 expensive for tapes so I always wait until they're "on special" for \$19.99 — which usually does happen around Christmas time!)

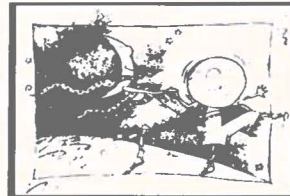
Parents will enjoy the fun and weirdness of this Muppet production too — well let's face it more adults than children watched *The Muppet Show!!!* (Admit it!) What did my three youngest daughters think of this movie? Well after watching it about 10 times they all agree it's "funny, funny, funny!" Even my eldest daughter had to admit she enjoyed it — and yes, me too — well, after all, Michael Caine is in it!

Ann Bishundayal



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NEW FRENCH BOOKLET LAUNCHED BY THE QUEBEC LIBRARY ASSOCIATION



The Quebec Library Association proudly announces the publication of *LIRE!* Un guide d'excellents livres français pour enfants et adolescents. The booklet is an annotated list of over 150 books written in French and contains nursery rhymes, picture books, junior and senior fiction and non fiction by French authors from Quebec and around the world. It is highly recommended for parents, teachers and librarians and is available at \$4.00 for single copies with special rates for multiple purchases plus shipping and handling. For further information and to order please call Marie Eberlin at 514-630-7994.

SAFETY SCENE

SAFETY SCENE

VACATION SECURITY AWARENESS: DON'T LEAVE HOME WITHOUT IT

Vacations, whether alone or with the entire family, have become part of our way of life. Vacations are suppose to be a time for fun and relaxation. A time to "get away from it all." Unfortunately, there is no vacation spot in the world that is 100% safe from criminal activities. Therefore, the crime prevention measures that you incorporate into your daily routine must be incorporated into your vacation planning. Do not develop a false sense of security just because you are on vacation. Actually you should develop a greater awareness to your surroundings while in unfamiliar territory. Don't let your vacation be ruined by becoming another crime statistic. The following precautions will help you to have a safe and enjoyable vacation.

Before You Leave Home:

- Plan your trip and give the itinerary with emergency phone numbers to a trusted friend or neighbor.
- Place identification tags on the inside and outside of your luggage. Use your first initial and last name only.
- Install good locks on your doors and windows and be sure to use them.
- Remove all exterior "hidden" house keys.



- Make sure all your valuables are engraved with your name and driver's license or social security number.
- Make a record of your credit card and travelers check numbers and keep it in a safe place.
- Arrange for a friend or neighbor to pick up your mail, packages, and newspapers on a daily basis.
- Make arrangements to have your lawns mowed and watered.
- Use timers for interior lights and radios. Make your house look "lived in."
- Give your local law enforcement agency the dates that you will be out of town. As time permits, they will conduct extra patrols of your neighborhood.
- Make arrangements for the care of your pets.

When Traveling:

- Prior to any long distance motor vehicle trips, have your vehicle serviced by a reputable mechanic.
- Never carry large amounts of cash, use traveler's checks.
- Always be aware of your surroundings.
- Always check the interior of your vehicle before entering.
- Do not stop and assist a stranded motorist. Go to the nearest phone booth and call for help.
- Never let your gas tank get below one-fourth full.
- Use well traveled roads, avoid shortcuts.
- Keep your doors locked and windows up at all times.
- Do not pick up hitchhikers.
- Never advertise your plans for strangers. If you think you are being followed, drive to the nearest public area telephone and call the police.
- Always park in well lighted areas.
- Always carry your purse or wallet with you.
- Keep your valuables out of sight, preferably locked in the trunk.

- Engrave your car stereo, CB radio, car phone, and other removable items with your name and driver's license number.
- Avoid late night driving.
- If lost, stop at a well lighted service station for directions.

At The Hotel:

- Unpack and arrange your belongings so you can tell if anything is missing.
- Lock your suitcases so they can't be used to carry your property out of your room.
- Always take your cash, credit cards, and car keys with you when leaving your room.
- Do not open your door to strangers. Look through the door viewer before opening your door.
- Do not leave jewelry, cameras, or other expensive items lying around your room. Use the hotel safe to store your valuables and extra cash.
- Always use the hotel's auxiliary locking devices on the doors and windows. Consider purchasing and using portable locks and alarm devices.



- When leaving, if the maid has cleaned your room, hang the "Do Not Disturb" sign on the outside of the door.
- When you go out, leave a light and the radio turned on.
- Take your room keys with you. Do not leave them at the front desk.
- Be aware of your surroundings. Notify the management of any suspicious persons in the area.
- Do not give out your room number to strangers.
- Report any missing items to hotel management and the police.

While Sightseeing:

- There are safety in numbers. Tours should be taken with a group.
- Verify the tour agency or guide is reputable.
- Be wary of strangers who ask a lot of questions about you and your vacation plans.
- Never carry large amounts of cash. Leave what you don't need in the hotel safe. Separate the larger bills from the smaller ones in order to avoid flashing all your bills in full public view.
- Stay in public areas. Do not wander off from your tour group.
- Looking lost will make you an easy target for crime. If you need directions ask a service station attendant. Do not ask pedestrians directions.
- If renting a car, cover the car rental agency's name or logo with a piece of masking tape.
- A rented car is a good indication that you are a tourist.
- Before leaving the hotel, ask if there are any areas in town that should be avoided.
- Travel brochures and maps are a good indication that you are a tourist. When not in use keep them in the glove compartment.

MISSING



Name Kory Diconca Lippert
 Born August 5, 1985
 Race-Sex Caucasian-Male
 Height 4 ft. / 1.21 m
 Weight 70 lbs. / 31.8 kg
 Eyes Brown
 Hair Brown
 Father Walter Diconca
 Mother Nidya Deborah Marcilla
 Missing July 25, 1993
 From Montreal Canada

Child taken by non-custodial father. Anyone having information should contact:

Missing Children's Network
(514) 843-4333

Kory Lippert is a student at Elizabeth Ballantyne Elementary School in Montreal West.

Joy to the World!

Editor's note: Each year at this time, I take a moment to talk about safety during the festive season. This year, I happened to be glancing at the Fall 1993 issue of *Practitioner*, a publication of the International Society of Crime Prevention Practitioners, Inc. An article, written by Mark Gleckman, an independent security consultant, caught my eye. It's called *Vacation Security Awareness: Don't Leave Home Without It*. The article discusses, not only crime prevention, but safety as well. Considering that many of our readers head south during the Christmas break, I thought this would be a most appropriate article. Read it! Heed it! It could be the best thing you did in many a moon. My wife, Barbara, my daughters Jackie and Allyson, join me in wishing you a safe, and merry Christmas and an excellent New Year!

Don Smith
 Editor
 Safety Scene



FREE BOOK

Get a free copy of **Canada Quiz**, which contains 50 quizzes about this great country, when you order **SCHOOL SMARTS** by E. Calvin Coish, B.Sc., M.Ed. SCHOOL SMARTS offers information and advice on such topics as motivation, study skills, career planning, learning disabilities, and peer pressure.

Please send self-addressed envelope for details to:
Lifestyle Books, 6 Dawe Crescent
Grand Falls, NF A2A 2T2

Info also available on how to raise funds by selling SCHOOL SMARTS.

Birds for Tomorrow...Funds for Today! THE ENVIRO-BIRD FEEDER

Introducing a unique, ideal and environmentally friendly way to raise funds for your school and community projects.

Take advantage of a truly unique fundraising opportunity with the Enviro-Bird Feeder, fast becoming one of the hottest fundraising vehicles around and guaranteed to work wonders.

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 Nomad Environmental Scientists
 P.O. Box 511, Station N.D.G.
 Montreal, QC
 H4A 3P8

