



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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# "WONDERFUL!"

## 1996 Fall Conference a Huge Success

"The format was great!" "I love the Fall Conference. I learn so much each time." "I've always felt it was a great conference." "This was my first time. I enjoyed it immensely." "It was so well organized." These were just a few of the many positive evaluations of the QFHS's 1996 Fall Conference. But WONDERFUL, in big fat capitals, seems to be the word that

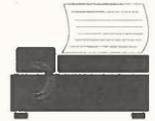
popped up most often on the post-conference evaluation forms. Always an event well worth attending, this year's Fall Conference featured a record number of informative and relevant workshops, and drew a record crowd of 200 parents and educators to John Rennie High School on Saturday, October 26. In case you missed it, all the workshops are written up in

this issue of the Home and School News. One 'negative' comment we just have to report was in regard to Margaret Mitchell's workshop on managing anger. "It should have lasted all day, said a respondent. Or maybe all week. Maybe Margaret should be put on video for posterity!" the respondent claimed.

In addition to all the information at the workshops, conference par-

ticipants -who paid 15 dollars to attend- were supplied with a lunch of tasty sandwiches and decadent dessert squares prepared by a group from St. Genevieve United Church. Leftovers were sent to Bon Dieu Dans la Rue, Father Emmett John's project that provides food and comfort to street kids. From beginning to end, a worthy day.

## Our New Fax Line!



(514) 481-5610

## Workshop Write-ups

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Left to right: Toni Bird, Debi Bock, Anne Williams and Gaby Morency share their expertise.

## Mission Statement

The Quebec Federation of Home and School Associations is an independent, incorporated, non-profit volunteer organization dedicated to enhancing the education and general well being of children and youth.

The Quebec Federation of Home and School Associations promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.

# How to Make a Million

Fundraising has always been part of the backbone of Home and School. In these days of budget cuts, the funds we raise often help to provide the basic necessities for our schools not the little extras and indulgences of the past. We have raised millions of dollars in millions of ways. Representatives from four schools sat down with us to share their fundraising projects and strategies.

Anne Williams of Willingdon Elementary School described how her home and school raises \$21,000 a year to help cover the cost of their Step 31 program. This program involves having a resource centre where teachers and tutors provide support and reinforcement for students with difficulties and also enrichment for gifted students.

Anne gave us an overview of a year at Willingdon. Her strategy was one of careful planning - spread-

ing events out over the year, keeping detailed records, and trying to involve as many people as possible. She gave us the following description of the Grand Trunk Sale.

"This was a garage sale with a difference. We rented out spaces for cars in our playground (at \$15 a place). The sale was held in conjunction with the NDG YMCA across the road. For several years the Y has held a neighbourhood yard sale in their field on the Saturday of Victoria Day week-end. This time we joined them and shared advertising costs. Participants sold out of their car trunks or off tables set up next to their vehicles. Home and School sold hot dogs, drinks and some baked goods. We also had a table where we sold donated items. As well, one of the teachers ran a table stocked with plants donated by parents or grown by members of the school's garden club. she made \$175

which went towards the purchase of supplies for the school garden."

After Anne's presentation, Debi Bock and Johanne Lazniak described fundraising activities at Merton Elementary School. Here every effort was made to include everyone in the fundraising fun. Preparations for the Art auction started right in the classroom. Every class made one large group project for the sale. For example, one class made a puppet theatre. Parents were invited one evening to bid on these items. Outside each classroom individual works of art were displayed for the sale and a donation tin discretely placed on a desk. The family picnic at the end of the year features Dads doing the cooking. "Funk for Fun and Funds" gave parents a chance to work-out at school. A cardio-funk instructor was hired and a good time was had by all. Community service and helping those less

fortunate than oneself was also a very important part of fundraising at this school and several activities centred on this theme.

Toni Bird of Macdonald High School gave us a detailed description of their main school event - the annual craft fair. Proceeds of the sale go towards graduation prizes and reception, student clubs and activities. This fair has a long standing tradition in the community and is eagerly anticipated by the neighbours. Tables are rented for \$20. At the same time a great number of other activities take place. The International Food Cafe is always a tasty success. This year the Home Economics class contributed to the bake table. Students were happy to take part and other ideas for encouraging student participation for next year are being considered. Gladiator Box-

continued on page 7

# Happy Holidays!



## Editor's Corner

### Of Prose and Images

My son brought "Dr. Doolittle's Post Office" home from school the other day and at the very sight of the book I got this warm and fuzzy feeling all over. I sure loved the Dr. Doolittle books as a child.

I picked up the hard cover volume and flipped open the back cover. I was sad to see that the book hadn't been taken out in two years. Are the books too hard for kids these days, I wondered? Or just not in fashion? If kids in elementary school aren't reading Dr. Doolittle, who is?

I have just finished a collection of essays by Sven Birkerts called "The Gutenberg Elegies: The Fate of Reading in an Electronic Age." It's not a new topic for me, I am intrigued by the subject, but this book was particularly compelling. A book reviewer by profession, Birkerts makes no bones about it: the decline of reading in our society is a sad, sad thing, he thinks.

We live in The Age of the Image. Even in families where reading is encouraged, there is just so little time to sit and pore over a big, fat volume from another time. There are so many distractions, too. So much else to do. In Victorian times, when many of those big fat books were written, people lived at a much slower pace. They weren't buzzed all the time. And

reading, Birkerts says, is a 'sit quietly under a tree by a brook kind of activity.' It takes a certain collected mindset to get into a book. It can even be hard work. But, as Birkerts, the book lover, makes clear, it has its undeniable rewards, rewards far greater than any received from a movie or television program. I thought about that. True, I can not begin to list the books that have moved me profoundly, left me dizzy for days, there are so many, but I can only two times that I have been truly moved by a movie or T.V. program - and that was with "The French Lieutenant's" Woman" and "Brideshead Revisited." Twice in forty years. Don't get me wrong: I love movies. But it is Dr. Doolittle I carry with me in my heart.

In fact, most of the books I carry in my heart I read as a child or teenager.

"How Green Was my Valley, East of Eden, Pride and Prejudice." This is typical, Birkerts claims. We feel things more deeply at that age. We have high ideals and existential angst. It's a great time to read and brood and dream.

Too bad so many kids these days miss out on that experience!

Birkerts book is published by Fawcett Columbine, New York.

## NORMA'S CHOICE

### When an 'involved' mom feels she's been stretched to the limit!

I live in a house with one husband, three children, one dog, two cats, one bunny, and six gerbils, all of whom expect to be fed on a regular basis. The house we share has a large mortgage, a roof in the process of shedding its shingles, a recently-deceased furnace, and a major plumbing problem I'd rather not discuss.

Although I work part-time and my husband has managed to avoid being downsized (touch wood) so far, I can no longer escape the fact that I need a full-time salary. After fifteen-years of walking on the financial wild-side, I have to admit defeat. Worse yet, with my serious lack of post-secondary education or marketable computer-skills, I have to look for a full-time job. Add my chronologically-challenged wardrobe to that mix, and you can imagine my enthusiasm.

(I lied, my wardrobe died with disco.)

In an effort to motivate myself to start a serious search for my niche in the pink collar ghetto, I spent this morning leafing through an old copy of "What Colour is Your Parachute?" Part way through the chapter on "How to Find Your Mission in Life," I found myself sitting here at the computer.

I am a dyed-in-the-wool Home and Schooler. My mission in life, at least at this point in time, is to enhance the education and general well-being of my children, to be involved in the advancement of learning, and to make my parental voice heard. With one child in high school, one in junior high, and another in elementary school, this

translates into a lot of volunteer work, phone calls, meetings, reports, and, bottom line: time and energy.

Over the years, I have met involved parents who work or go to school full-time, and still have enough strength to keep a meeting going past ten thirty on Tuesday night. I have to come to the conclusion that they are much younger than I am, and that they were hyperactive as children.

I know that I don't have the stamina to work full-time and continue to be as actively involved as I want to be. Going back into the 9 to 5 workforce now, assuming some kind of soul sees fit to give me a job, means I will either have to scale down my commitment to my current mission in life or start eating a whole mess of Wheaties. Since my breakfast of choice does not involve cereal, I've been looking at scaling down.

My number one son started high school this year: unfamiliar, complex and crucial territory. I have to be there.

Number Two's in junior high, been there, done that, but what about the overcrowding situation, and the continuing struggle for a new school? There's usually a two-year turn-around of parents at that school and this would be my third year. My experience might be of value. Okay, a possibility, but I really should be there.

Number three, my daughter, is still in elementary school. I'm familiar enough with that territory to let it go, but it's the only school in this area with a Home and School local, and I'm the Area Rep. Much as I

could live without the traveling on the Friday nights, do I really want to give up access to all the people and the information available at the Quebec Federation board meetings? No, not really, I guess I could.

I feel like I have the starring role in Sophie's Choice Meets the Money. Something number two son said to me when I first started working part-time comes to mind: "You're just doing this for the money, aren't you?.. Yes, but what about the roof, the furnace, and the other thing I don't want to talk about? We need the money to fix them.. yes, but which school/child do I abandon for that money?"

There we have the heart of the matter. I tell myself that choosing not to be involved in one or even all of their schools does not mean that I am forsaking my children, or relinquishing my responsibility as a parent. But, I also know from experience that that's not quite true.

I got involved in the first place because my children had problems in the system. I have since realized that my initial goal of a good teacher-parent-student relationship is only the tip of the education system iceberg. I will not take the chance of consigning any of my children to the Titanic.

Having said that, my choice is clear and my decision made: scaling down is out, Wheaties are in. Only seven more years on the iceberg to go. I can do it. I know I can. We Home and Schoolers are a sturdy lot, aren't we?

Where's my parka?

Norma Ewen

## One Hundred Years of Caring

By Gordon Robertson

While the Julian Calendar shows September to be the end of summer, the education calendar tells a different story...it shows September as the beginning of the school year and a time of renewal. It should be one of the most exciting times in the school year!

September sees kids anxious to get back to school after the summer holidays to see who their teachers are, to see their old pals and make some new ones.

Teachers and administrators get ready once again, to take up the challenge of providing educational leadership to our young people.

As I read the September issue of the Home and School News with its lead article from the "group of five", it became apparent that parents, too, set their hopes and dreams for the coming year at that time.

We should be thankful that this kind of dedication has been going on for years, for one hundred years, ever since a group of concerned parents at Baddeck, Nova Scotia formed the first Home and School.

Since all children must go to school, our educational system occupies a strategic position in our society. It is one of the most sensitive barometers as to the quality of life in the community. Whether the conditions be those of peace and tranquility or strife and discord, it is not long before they show up in the classroom community. For the most part, children are ambassadors for the homes from which they come.

Although "new occasions teach new duties and time makes ancient good uncouth," the Home and School movement has remained steadfast in its commitment to the strengthening of the ties between the home and the school. The ultimate is a triumvirate that embraces the student, the parents and the school and if any one of the components falters the total relationship is in difficulty.

To bring the matter into sharper focus, our Quebec Federation has been in existence since 1944 and has seen a succession of dedicated parent volunteers providing effective leadership in cementing the relationship between the home and the school and hoping to leave things a little better than they found them.

It should be noted that Quebec Federation is not ordained by law but gets its mandate from the members it represents and thereby maintains a high degree of independence.

If one were asked to characterize the role of the Federation, an accurate response would be that of the "great enabler" in that it seeks to create an atmosphere of mutual faith and understanding and is highly supportive of initiative at the local level. This is done through effective networking, workshops, fall conferences and annual general meetings and the free flow of information, allowing a sharing of problems and solutions.

A long-standing concern of the Federation has been that parents who have been active Home and Schoolers at the elementary level, seem to feel that they can back off when their children graduate to the secondary level. This is unfortunate for at least a couple of reasons. Firstly, recent studies indicate the students do better when they feel their parents are interested in their school life, especially at the secondary level. Secondly, experience parents gain at the elementary level is wasted if they drop out "mid stream". When parents graduate with their children, it makes for a much stronger Home and School at the secondary level.

One of the things we have learned over the years is that the chemistry in the local association gives it an identity all of its own which makes it different from all the others and one of the Federation's jobs is to understand and manage these differences.

In these days of fiscal constraints and budget cuts, the need for a strong working relationship between the home and the school is more important than ever, and hopefully, together, we can make it work.



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## President's Message

Patricia Waters

### SELF-ESTEEM – The Foundation of a Child's Success in School

One's life is the result of many choices. As parents we had to decide what we were going to study in high school and college, we had to decide what job we were going to pursue and we had to decide who we were going to spend the rest of our lives with. Our children are going to face those same choices! The question is – have they been properly prepared to make the "right" ones? Will they be able to resist peer pressure when they are offered their first cigarette or joint? Will they be able to say NO to early sexual behaviour and alcohol until they are ready?

We all know that how confident we are about ourselves determines what we are going to take a chance at doing, how hard we are going to work at it, and how we are going to handle the outcome, whether good or bad. It is the level of our self-esteem that determines the road map of our lives and where our journey will take us. Think about some of the choices you have made in your own life and all of the experiences, new friends and memories they have brought you. Isn't that what you want for your children? In order for them to make smart choices and hopefully lead a happy, fulfilled life, they need the guidance from their parents, the knowledge from their teachers and the feeling of being worthy from both of these important people in their lives.

A child with high self-esteem values himself and feels secure about who he is. He acknowledges his mistakes and takes criticism well. He expresses joy and confidence, accepts a compliment graciously and can laugh at himself. He isn't afraid to try out for the basketball team, enter a public speaking contest or audition for a part in the school play. These are the students that will get the most out of their schools and these are the students that most teachers love to have in their class. A study done on student leaders showed that almost all of them had high self-esteem and high career goals (1994). Related to this is the influence of the family environment – the relationship between the parents, the degree of commitment, the help and support of family members, group decision-making skills and the amount of conflict present in the home. When children feel listened to, taken seriously and genuinely cared for, their self-esteem is high as well as their performance at school.



But what about the children with low self-esteem? These are the children who tend to be withdrawn, anxious, depressed and have a great difficulty in forming friendships. They feel inferior and self-hatred, and frequently have psychosomatic complaints. They lack confidence and therefore do not speak their mind. They are the children who act out in class for attention, they are the children who become bullies and they are the children who, after repeated failures, will drop out of high school. It is a frightening thing when I do a PALS workshop on "Building your Child's Self-Esteem" and a parent comes up to me after to ask for help because their 9 year old son, Michael, hates school, doesn't do his homework and calls have already started from his teacher. Michael's frustration has turned into conflicts with his sisters and the whole family is in turmoil. What is the answer?

If there is a problem, you know your own child better than anybody else. As a responsible parent your first step is to take your child to his doctor or a CLSC for a physical check-up. Perhaps he isn't seeing the board or hearing the teacher, but the fact is... he isn't learning! If he passes that with a clean bill of health, the next step is to consult with his teacher and school principal. Could they arrange for testing either in the school through the resource office or through the school board. Unfortunately there is usually a waiting list, so be prepared for a long wait! Also with the government cut-backs, a lot of the boards have cut back on their resource teachers so your school may not have any.

Your third option is to go to a private tutoring centre where, for a price, your child will be interviewed, tested and assessed right away. On the West Island there is the Strategic Learning Centre in Dorval, and the Lansdowne Centre in DDO as well as in Westmount. These specialists have helped students who were reading at a lower level than their grade, had problems with spelling and writing, and had some form of 'learning disability'.

Struggling in school leads to problems with behaviour, relationships and, ultimately, the work place. Solving a learning problem at a young age will reap academic success and the ability to make the 'right' choices later in life.



## Our History

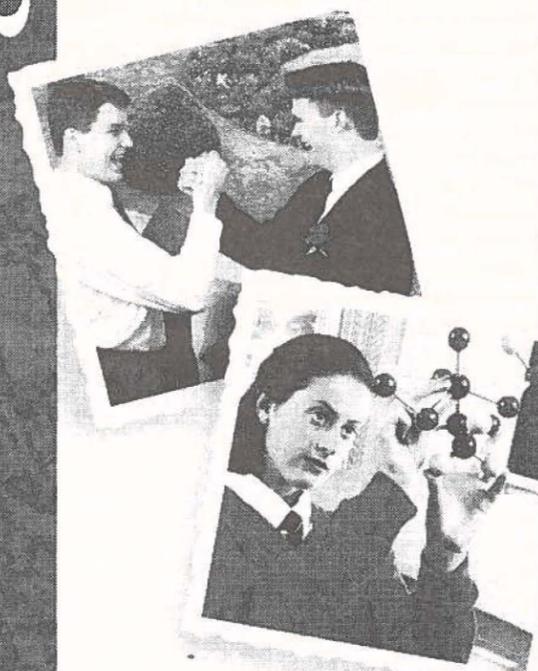
(excerpted from  
C.V. Madder's History)

The first Home and School in Canada may be traced back to a group of parents in Baddeck, Nova Scotia, who met in an upstairs classroom once a week after school had been dismissed. They were responding to the demands of a new world order brought on by industrialization. Times were harsh for children: Infant and child mortality was appallingly high. Except for immunization against smallpox and diphtheria, preventive pediatrics did not exist. There were no prenatal clinics or child health conferences. Child labour had become increasingly

common and as there were no child-centered social programs, children who roamed the streets and broke the law received the same treatment as adult offenders, being sent to jail, sometimes at the behest of their own parents. As more and more parents became concerned about the welfare of children in urban areas, groups of mothers met to protest, later to make the public aware of the existing injustice to children. From this kind of concern was born the Canadian Home and School Movement, with a group of women calling themselves "The Parents' Association of Baddeck." One of the group's founders was Mabel Hubbard, wife of Alexander Graham Bell.

# Stanstead College

## For those who Dare to Excel



Stanstead College prepares girls and boys for university and helps them develop the means to succeed far beyond the classroom. By promoting a healthy lifestyle, fostering a strong sense of citizenship and motivating students to become intellectually self-reliant, the faculty and staff at Stanstead encourage every student to reach his or her full potential.

### Stanstead Scholarships

Each year a number of entrance scholarships are awarded on the basis of academic performance, athletic abilities, character, leadership qualities and other demonstrated abilities.

All boys and girls entering Grades 7 through 11 may compete for entrance scholarships. Students entering at the Grade 10 level may be eligible for a full scholarship.

Applications for the 1997-98 school year are now being accepted. The Scholarship examinations will be held on February 22nd, 1997. Scholarship candidates must apply by February 17th.

Andrew Elliot, Director of Admissions  
Stanstead College  
Stanstead, Quebec, Canada JOB 3E0  
Tel.: 819-876-2223 Fax 819-876-5891

Stanstead College is an independent, co-educational boarding and day school – Grades 7 through 12

## Is an Electronic Classroom in Place in Your Child's School?

Here's a check-list for parents courtesy of the Canadian Home and School Federation from their pamphlet *The Electronic Classroom: A parents' guide*.

- Are computers available for students use in the classroom?
- If there are, how many?
- Is the learning of computer skills being hindered because of lack of funding?
- What kind of software is in use?
- Is learning being hindered because software is unsuitable for the type of computer in use?
- Can students access Canada's School Net and the World Wide Web?
- How many classroom activities involve the use of the computer?
- Is computer training for parents or community volunteers in place?





# FOCUS ON MEMBERSHIP



## HOME AND SCHOOL MEMBERSHIP 1996-1997

As of December, 1996

SCHOOLS	MEMBERSHIP CHAIRPERSON	FAMILY MEMBERSHIPS
Allancroft School	Kathleen Fleet, President	
Ayer's Cliff School	Susan Davies, President	
Aylmer School	Charlotte Taylor	30
Baie Comeau School	Cécil Burton	24
Beacon Hill School	Kersti Leetmaa	152
Beaconsfield High School	Linda Wallwork	77
Ecole Primaire Beaconsfield	Hanneke de Jong	168
Beechwood School	Josie Rodgers Cathy Kelly	91
Carlisle School		
Cedar Park School	Lynn Bachand	69
Christmas Park School	Nancy Dubuc	78
Courtland Park School	Karen Carter	112
Dorset School	Kim Spinelli	74
Dunrae Gardens School	Flora Lopes	181
Edgewater School	Ann Saunders	54
Edinburgh School	Sharon Martin	224
Elizabeth Ballantyne School	Debra McFadden	104
Evergreen School	Sylvie Dilorio	10
Greendale School	Eunice Brereton	105
Ecole Primaire Harwood	Sue Embury	228
Hillcrest Academy	David Fogel, President	163
Hopetown/Shigawake/ Pt. Daniel	Barbara Hottot	10
Howick School		
Hudson High School	Angela Brisbane	75
John Rennie High School	Esther MacLeod	113
Keith School	Betty Sabourin, President	19
Lachine High School	Bonnie LeCouffe, President	
Lindsay Place High School	Catherine Pemberton	91
Macdonald High School	Susan Tweddell	69
Meadowbrook School	Mary Pasto	43
Merton School	Kathleen Fauteux	170
Mount Pleasant School	Valerie Mergl	25
New Carlisle High School	Brenda Gallan	40
New Richmond High School		
Northview School		
Ecole Primaire Perce-Neige	Anne Bevan-Coste, President	4
Ecole Primaire Pierrefonds	Diane Paterson, President	17
Ecole Primaire Pointe Claire	Antonia Saryszewski	136
Roslyn School	Mary Vanaselja, President	
Royal Vale School	Pam Wener	277
Royal West Academy	Carol Stenhouse	157
Seigniory School	Louise Bolker	118
Somerled School	Kenneth Homer, President	
Sunnydale School	Keren Knopp Nessa Corber	
Thorndale School	Brenda Cameron Judy Tardiff Vicki Wilkat	163
Valois Park	Ruth Frenette	107
Westmount High School	Jean Enright, President	16
Westpark School	Joanne Mackarous	248
Willingdon School	Eileen Lavery	98
Windermere School	Jennifer Mironowicz	157

Membership figures include full family members and associate members.

## APPLICATION — QFHSA

Supporting (Family Membership) .....\$13.00   
 Affiliate (Group Membership) .....\$60.00  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 and School Federation.

## 1996/97 GROUP AFFILIATE MEMBERS as of December 1996

### School/Parents' Committees:

Arundel School  
 Aylmer School  
 Butler School  
 Cecil Newman School  
 Chelsea School  
 Dr. S.E. McDowell School  
 Gardenview School  
 Harold Napper School  
 Hemmingford School  
 Heroes Memorial School  
 Knowlton Academy  
 Lennoxville School  
 L.S.B. Parents' Committee  
 Margaret Pendlebury School  
 Mountainview School  
 Netagamious School  
 Onslow School  
 Ormstown School  
 Princess Elizabeth School  
 Pope Memorial School  
 St. Bernard School



St. Edmund School  
 Ste. Foy School  
 St. Paul School  
 St. Willibrord School  
 Spring Garden School  
 Sunnyside School  
 Terry Fox School  
 Three Rivers Elem. & High School  
 Wagar High School  
 Westmount Park School  
 Wilder Penfield School

### School Boards:

Greater Quebec School Board  
 Saguenay School Board "P"

St. Maurice Protestant School Board  
 South Shore School Board  
 Western Quebec School Board

### Teachers:

Gaspesia Teachers' Association  
 E-Primaire Harwood School Staff  
 E-Primaire Pte-Claire School Staff  
 Lakeshore Teachers' Association  
 Macdonald High School Staff  
 North Island Laurentian Teachers' Union  
 Provincial Association of Protestant Teachers

### Others:

Collège Frontière  
 First Nations Education Council  
 Kahnawake Education Center  
 Quebec Association of Independent Schools  
 Queen of Angels Academy  
 Sacred Heart School of Montreal

## MEMBERSHIP TIPS from the Horse's Mouth !!

The workshop, held at our annual Think Tank on September 04, 1996, dealt with the issue of membership: how to get members, how to sell Home & School to prospective members, etc. The following are comments from each group working on a different question.

### Question: Why Home & School?

(response was from Al's [Locke] angels).

- to have an independent voice of proactive parents, autonomous, incorporated.
- to provide your children's school with extra equipment, programs (cultural, sports, music).
- to provide interesting programs for parents.
- availability of a wide variety of volunteer opportunities (can basically run the school if you are so inclined!).
- help establish goodwill and a sense of community between parents and teachers.
- you have a chance to find out what really is going on in the school.
- you also have a direct line to the education establishment, i.e. school boards, Ministry of Education, the Protestant Committee, etc.
- gives local associations both a provincial and a national [Canadian] voice.
- be a part of a parent network - the Quebec Home & School NEWS, local school newsletters, other school news.
- Quebec Federation offers "unlimited" resources, ex. fundraising ideas, program ideas, teacher appreciation week, PALS programs, friendly, knowledgeable office staff.

### Question: How to Educate Parents?

1. **WRITTEN** - basic Home & School handbook giving dates of meetings, names and phone numbers of executive and the committees, what the role of each group is in the school, resources available, who to contact, etc.
2. **AUDITORY/VISUAL** - be sure to have yourself introduced at Meet the Teacher night by the principal. President of local association then introduces her/his Executive and gives a short speech re this goals and accomplishments. Try not to be the last person introduced.
3. **PERSONAL CONTACT** - phone possible new members, "bring a buddy" with you to next meeting, reach out to naysayers, diversify tasks.  
 We are not just a "tea and cookies" group - we feed your self-esteem.

### Problem: Being introduced as the "fundraiser" group.

1. Educate the administration.
2. Consider doing joint fundraisers.
3. So what?! maybe that's our foremost job in some circumstances.
4. Send a complete annual report home to parents: outline Home & School's activities, contributions,

accomplishments to your school and to your community.

5. Yes we do fundraising but we also do much more. Fundraising is a means to an end, but not an end to means.

### Problem: Getting More People Involved

1. the same people are always involved. **Solution:** have these people approach others about the jobs they do and why they do them.
2. people who only volunteer occasionally and feel guilty about it. **Solution:** try to keep these people better informed; meet with them one-on-one and talk to them.
3. the group of people who are never involved - i.e. they don't want to get involved, they don't care, they don't understand, perhaps are single parents, are unable to attend Home & School meetings. **Solution:** make Home & School fees part of the regular school fee, make more one-on-one phone calls, get the teachers involved more, ditto the administration, offer baby-sitting services (using older students), explain to parents that their children will do better in school when they see their parents are involved in their school and care about what is happening there [this has been statistically proven].

### Problem/Concern: at High School level.

1. volunteer burnout. **Solution:** there is less time involved at high school level, parental involvement is more low key as students take on many of the jobs done by the parents at the elementary level.
2. need for new definition of involvement. **Solution:** Home & School is a source of information which leads to better communication. A student rep usually attends the meetings to keep you up-to-date on what is going on.
3. getting parents to come to meetings. **Solution:** have "hot" topics - interesting and pertinent issues for discussion.
4. communication problem as students don't bring home information. **Solution:** post schedule of meetings and topics in advance - in school and in newsletter if you have one. Use a telephone chain.
5. parents don't volunteer because their kids don't want them there. **Solution:** volunteer anyway to stay connected to other parents, don't necessarily volunteer for some job that will bring you in direct contact with your children. Kids say "don't come" because they are at a stage where they are testing their limits. Send out a welcome letter/flyer to graduating elementary school parents inviting them to stay involved.

# Fall Conference at a Glance

Photos courtesy of Photo Art



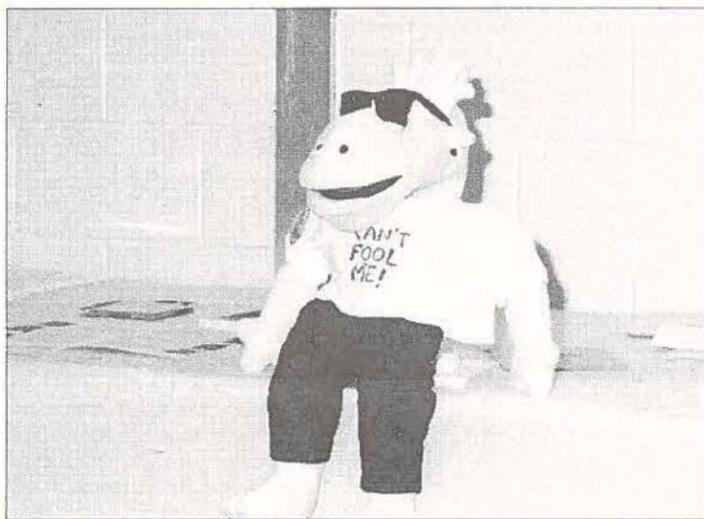
Harold Spanier of Nomad Scientists.



Big crowd of 200.



Margaret Mitchell surveys her audience.



Safe-T-Child mascot.



Taking notes.



Charlotte Taylor doing her "Homework".



Suzanne Longpré enjoying "Life's Journey".



Dancer from Youththeatre.

## Social Affairs Report

by Pat Lewis



**Family and Education:** A new magazine has recently been published called **Family and Education** which should be of interest to both parents and teachers. Teachers nationwide are facing shrinking budgets and growing classrooms. Some are getting stressed out by trying to be all things to all people. This situation is robbing Canada of some very experienced and exceptional teachers.

Today, school is both a place to learn and a refuge for many children. With the extra social demands placed on schools, they turn to their communities for help. This magazine also has an article by Nancy Devine and the issues facing schools across the nation as they try to educate children during fiscal restraint. Interesting ads

also in this new magazine.

**Who's Smarter?** Some recent studies in Canada have reported that at primary level schools, girls now have closed the gap between boys and girls and now outpace boys in reading and writing skills. Girls now outperform boys at every level. Some researchers contend that the male environment in high schools may be a possible reason for girls' math deficiencies in school, while the feminine environment in primary schools could be a possible reason for boys' problems in grade school.

**Update on Enrollment Decline:** The Chair of the Lakeshore School Board recently blamed a drop in enrollment on the political problems in Quebec which has prompted anglophone families to move out of the province. Marcus Tabachnick also said that the restrictions of Bill 101 prevented the board from taking on new students. The question of jobs throughout the province is also relevant. The employment figures show that over 12% of people are unemployed in Quebec. This is another reason that families are being forced to leave.

**Free Schools A Question:** Michael Wiener, President of the North Island Laurentian Teachers' Union, recently summarized the

critical conditions in our school system. He claims our schools are being propped by teachers' sacrifices — by way of layoff and salary reduction to the tune of \$100 million. The Quebec government will soon receive recommendations from the Estates-General on Education which has held hearings on finance and taxation reform. The Quebec School Board Association estimates that a total of \$1.6 billion has been cut from our school system, and further cuts being planned may total \$2 billion. One of the questions raised is that of financing private schools. It is recommended that this can no longer be considered. These costs in Quebec are more than similar subsidies in all other provinces combined! According to Wiener, the ministry of education must set a limit on user fees and introduce minimal standards. Parent volunteers also deserve breaks.

**Marihuana Update:** Records show that more and more teenagers are using marihuana. Many parents who are opposed to drug use are unaware of the dangers involved. The UN and the World Health Organization characterize Cannabis Sativa as a dangerous, stupefying, and addictive drug. Youth who smoke marihuana are 80% more

likely to use cocaine than those who do not. Two marihuana cigarettes have the impact of smoking 21 to 28 cigarettes and contain more carcinogens. Marihuana and tobacco inhibit the body's utilization of vitamin E, undermining the immune system. Scientific research shows a close association between drug use and AIDS.

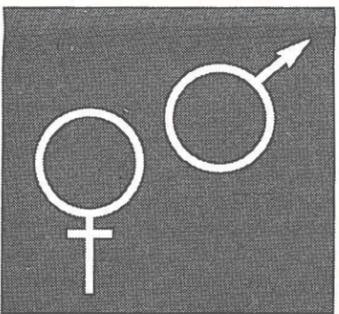
Marihuana is not only a provoker of latent schizophrenia, but also an independent risk factor for developing the disease. For more information about this issue, write to: Pride Canada, Inc. College of Pharmacy and Nutrition, University of Saskatchewan, Saskatoon, SK. S7N 5C9

**Land Mines:** Foreign Affairs Minister Lloyd Axworthy is making a great effort to win a global ban on the use of anti-personnel land mines by the year 2000. Every hour some 2000 people are killed by these anti-personnel mines in various countries. There are none in Canada, but our country does sell the products needed to construct these mines, especially to African and Asian countries. Land mines are the cruelest and least discriminating weapons of war. In the past few years, opposition to the mines has grown. Mr. Axworthy calls for the earliest possible conclusion of a

treaty banning mines. Several European countries and the Philippines have already decided on their own to ban the mines. Now that there is a nucleus of countries favoring a ban, perhaps this can be built into a global alliance. Canada should continue to play a leading role.

**Kids At Risk:** On October 3rd, the Gazette devoted an entire page to questions of child exploitation. Poor children in some parts of the world are sold into virtual slavery at a young age to work in factories for little or no money. Forced child labor is prohibited under the UN Convention on the Rights of the Child and 187 countries have agreed to this. However, progress has been slow. Sex exploitation of children is one of the most dangerous forms of child abuse, as it can lead to many illnesses, especially AIDS. In Canada, one of the persons making a difference around the world is a young boy from Ontario, Craig Kielburger, who organized FREE THE CHILDREN to combat child labor. The KIDS FOR PEACE at Beacon Hill School in Beaconsfield, Quebec contacted Kielburger, and they are now involved in a petition campaign for him, calling for governments to take action around the world. The petition is now on the Internet.

## The Internet and Sexuality Education by John de Nora



My latest copy of the SIECUS Report (Sexuality Information and Education Council of the United States) gave me an introduction to the Internet and how it is effecting different aspects of sexuality education. The articles I read were saturated with terms and expressions which necessitated many pauses and re-readings on my part. This edition was the proverbial eye-opener. It became clear that I need to update my sources of information.

Up until now, the tried and traditional methods of reading articles and books have served me well. When I took courses at the Institute for the Advanced Study of Human Sexuality in San Francisco, I was fortunate to have access to an active and extensive library of books, magazines, periodicals and videos. But now I see that the Internet beckons.

What gave birth to the Internet? According to one source, it began in the last 1960's, during the days of the Cold War. The American Department of Defense facilities were connected with university research laboratories and defense contractors in a manner that could withstand the chaos produced by a possible nuclear attack. If a failure of the system did occur, the rules governing communication and the transfer of information as is done in a computer system allows a re-routing around

the damaged part, and messages reach their destinations.

The Internet, then, is not a real network. Rather it is a conglomerate of tens of thousands of computers that are interconnected through a common language whose function is to give or receive information in a quick and efficient fashion.

Neither is the World Wide Web a real network but rather a sequence of abstractions which functions because all of the users agree to share text, graphics, sound, video by observing certain standard forms.

All of this has led to a positive potential of the Internet for sexuality education. There is a veritable library of curriculum and resources outside the school walls, sexuality educators who are on the Internet can use these resources in their classrooms

I took several stops when I asked my youngest son to look up some programs. He found them and I will be viewing them in the near future.

One of the articles I read, "Sexuality Education and the Internet," by Dorel Shannon and Chris Dwyer, mentioned several sexuality education resources which teachers and parents might find useful:

### Planned Parenthood Southeastern Pennsylvania

(<http://www.libertynet.org/~ppsepa>)

Available are this organization's publications, audio/visual catalogues, professional training programs, the only sexuality education library presently on-line and also a list steering you to other sexual healthy subjects on the Internet.

This service has existed since June 1995 and has received over 100,000 inquiries, e-mail messages and orders to purchase their publications from around the world.

### SIECUS

(<http://www.siecus.org>)

Information about SIECUS services, programs, publications, sexuality education from many other sources and updates on international activities are here for the interested.

You can also review complete SIECUS annotated bibliographies on child sexual abuse education, prevention and treatment; present day religious viewpoints on sexuality; gay, lesbian sexuality; HIV/AIDS; sexuality and disability; sexuality in middle and later life are all found at SIECUS.

### Planned Parenthood Federation of American

(<http://www.ppfa.org/ppfa>)

The Federation's Communication Department library of fact sheets are offered along with the contents of the national office library. Procedures are explained should you decide to telephone in an order to do a computer search of their library database.

### The Safer Sex Page

(<http://www.safersex.org>)

Precise information on safer sex behaviors, risk factors related to different types of sexual activities, barrier methods to prevent the spread of STDs and birth control are here for the asking. I do not want to give the impression that I now believe we should throw out all the time-tested methods. Not at all. And certainly nothing will ever replace the professionally competent well-trained, caring, sensitive sexuality educator. That individual remains the most important presence in the classroom. But the Internet is a powerful technology that can help us realize our sexuality education goals. Much good can come from this medium.

## Questions & Answers

*What exactly is the Home and School?*

The Home and School is a 100 year old nationwide parent/volunteer movement, dedicated to promoting the education and well-being of children through parental involvement and other means.

*But I only have a toddler? What's it to me?*

We, at the Home and School, believe that education begins at home at birth. Parents of pre-schoolers have much to gain by joining the Quebec Federation of Home and School Associations; in short, a head start at enhancing your child's school career.

*My kids are in high school. They don't want me interfering in their school life, so what's the use of me joining?*

Certainly, parents of high schoolers need to proceed differently from parents of children in elementary school, but there is a growing body of evidence indicating that high school students do substantially better when their parents show an interest in their education.

*I have no time and I don't like fundraising, anyway.*

There are many, many ways you can contribute to your child's success at school. Contact the school to find out! Or phone the QFHSA at 514 481-5619

**How to Make a Million...**

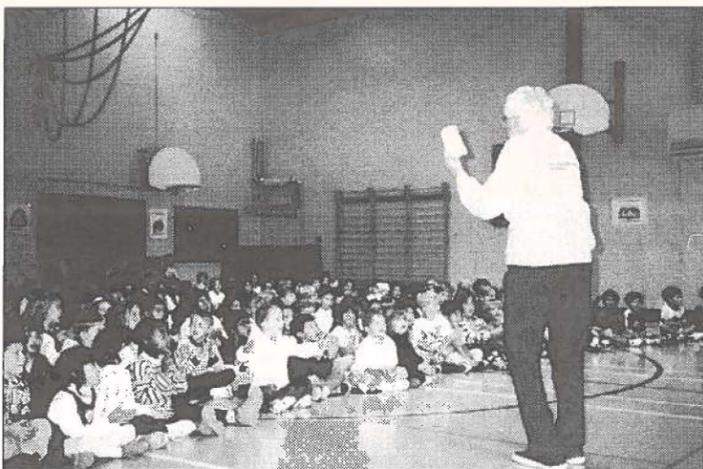
*continued from page 1*

ing and the presence of a local band attracted more students than previous years. A raffle, white elephant table, book fair, bingo and super Nintendo also contributed to the success of the fair. High school is also different in that student groups within the school do a lot of fundraising for themselves and the role of the parent has changed.

Gaby Morency and Carol Stenhouse of Royal West Academy High School described their activities. The May Book Fair highlights books from the school's reading lists and profits go towards buying books for the school library. The home and school has also ventured into a new project this year - a school shop. Run by volunteers on a daily basis it's an overnight success. Teachers help by supplying parents well in advance with lists of the supplies they will ask the students to purchase. These items are then stocked in the shop. The school uniform is also available through the shop. A lively discussion took place about the details of financing, stock and exchanges. No doubt about it. These entrepreneurs are ready to meet the challenge!

These four presentations gave us insight into these four schools, ideas of events to try ourselves and advice on snags and pitfalls. Although each school had its own unique character and style, they all showed a sense of achievement and teamwork which I like to think of as the trademark of Home and School.

Anna Marrett  
Norma Roy



Pat Lewis retired Beacon Hill teacher, leads a "Rap Against War" at the Peace Day assembly.



Allancroft students, David Barquero and Alexandra Eskenzahn, accept AMREQ award.

**Kids for Peace at Beacon Hill Celebrate**

The United Nations International Day of Peace was celebrated in September at Beacon Hill School in Beaconsfield with an assembly involving about 300 people, including teachers, students, some parents and the Kids for Peace club. Judy Grant, the principal, organized the program with all students from K-6 involved.

The first presentation was a Rap Against War, conducted by Pat Lewis, Home and School Social Affairs Chair and a retired teacher who works with the Kids for Peace Club at the school. The rap opened with the students learning six words: War Must Cease; We Want Peace! With the six words the six students clapped their hands six times. As Mrs. Lewis rapped out each of the couplets about peace, asking what is going on with the world and what children can do to help, the boys and girls clapped and shouted enthusiastically.

Margaret Mitchell, peace coordinator of the Lakeshore School Board, dressed in a long, colourful dress covered with flowers and butterflies, told a story about the peace dove and about a wooden statue of E.T. whom she said was a friend of hers.

Ms. Mitchell also read a letter to the Kids for Peace from Craig Keilburger, a young boy from Ontario who is fighting against child labor.

Craig thanked the KFP for their help with the petitions.

Principal Judy Grant then told the assembly about a candy factory where the workers are children, many only 12 years old, who wrap the candy by twisting the paper on each end and who sit on the floor working 14 to 16 hours a day for a few cents. Then Grant said each class would have candy drops for everyone when they returned to the classroom, and she asked that the students sit on the floor and twist the papers on the candy for at least 10 minutes and then tell the teacher how they felt.

Five students then stood and told their thoughts about peace as they had written in their classrooms. Charles Cummings, Vlad Amiot, Markian Miot talked in French, while Belinda Go and Katharine Robertson gave their ideas in English.

Posters and pictures of the candy factory covered some of the walls, as did peace posters made by other students.

As a fitting conclusion to the assembly, teacher Judy Steiner led the assembly in singing Shalom (Peace, peace be with you), a song for the holidays for the Jewish faith. The United Nations should be proud of the children at Beacon Hill School.

Advertisement

**ASSET ALLOCATION**

Having all your eggs in one basket is rarely a good idea. In investing, it can be downright risky. That's why diversification is important for investment performance. But before diversifying with investments in different industries or companies, there is a more fundamental decision to be made. How much of your portfolio should be allocated to each class of assets ... equities, fixed-income and cash?

Asset allocation is such a critical factor that many professional managers believe as much as 80% of a portfolio's performance (supported by several statistical studies) depends on it. Put another way, it's usually better to own the wrong security in the right asset category than to own the right investment in the wrong class of asset. For instance, you may have invested 75% of your portfolio in cash and fixed-income investments. During a period when interest rates are low, most equities will be outperforming the fixed-income sector. Even if you manage to identify a stock that demonstrates outstanding growth, its strong performance will be offset by weaker performance in the larger fixed-income portion of your portfolio. **Dynamic Partners Fund** has achieved above average 5-year performance through a strategy of successful asset

allocation. The **Partners Fund** is our most popular fund and possibly the easiest single investment decision you can make. By purchasing one fund, you get to participate in a portfolio that includes cash, bonds and stocks and is actively managed by professionals who monitor the asset mix regularly on your behalf. Goodman & Company, the managers for the **Dynamic Partners Funds**, believe that a sensible approach to asset allocation provides a high degree of protection of capital while simultaneously offering the potential for growth. The Partners Fund will always have some investments in each of the major asset groups. This makes true pension-style management available to individuals. The following pie charts show how the managers adjusted the asset allocation of Partners Fund over time.



**DOLLAR-COST AVERAGING**

Most people don't have the time to watch markets or the experience to know exactly the right time to invest. That's why they choose a mutual fund in the first place ... for the convenience and the access to professional investment management. At the outset, they should consult with a financial advisor to determine their objectives, establish which type or types of funds will fulfill those objectives, select the specific fund they want to purchase and choose the form of commission that suits their investment time horizon. After that, the only decision left is how to make the purchase. Some people invest \$5,000 or \$25,000 in a single fund because they have the knowledge and confidence to invest a lump sum all at once. That approach to investing suits their temperament and their expectations.

Others choose to purchase smaller amounts over time to make sure they don't invest it all on a day when the price may be unusually high. This form of investing is called dollar cost averaging and reduces the purchase price risk. With dollar-cost averaging, you make consistent purchases of the appropriate funds at regular intervals, usually monthly. For example, imagine you want to invest \$200 a month in a growth-oriented mutual fund that is currently selling for \$10 a unit. In the first month your \$200 buys 20 units. In the second month, the fund drops to \$8.50 which means your \$200 buys

23.53 units. In the third month the fund rises to \$9.75 and you buy 20.51 units. At the end of three months, you've invested \$600 and own 64.04 units which means you own them at an average cost of \$9.37. Their market value is \$624.39. If you had invested your entire \$600 at the beginning you would only have purchased 60 units which, at \$9.75 a unit, would only be worth \$585. Even though the price of the fund has dropped, by dollar-cost averaging, you've bought more units and generated a return that represents 16.27% on an annualized basis. That's the power of dollar-cost averaging.

\$200 Investment	Month 1	Month 2	Month 3
Price Per Unit	\$10.00	\$8.50	\$9.75
Units Bought	20	23.53	20.51



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# Fall Conference

## Tough Love

I suspect that the title scared off a few people who like myself associate Tough Love with the use of stringent disciplinary measures applied by parents who have reached their wit's end. Happily, this is not the case. The seminar was really about 'applying consequences to influence behavior,' something we all can relate to.

There was a brief discussion about characteristic adolescent attitudes and behaviors that cause grief to parents. Attitude is intangible, but behaviors can be identified and worked with. It was recommended that parents set up "house rules" or better still, a contract, composed of 5 or 6 clear "house rules," to establish discipline.

The rule should always be paired with a clear consequence. It's important that the consequence be appropriate and acceptable to the child because once the child has accepted the consequence, they've accepted the rule.

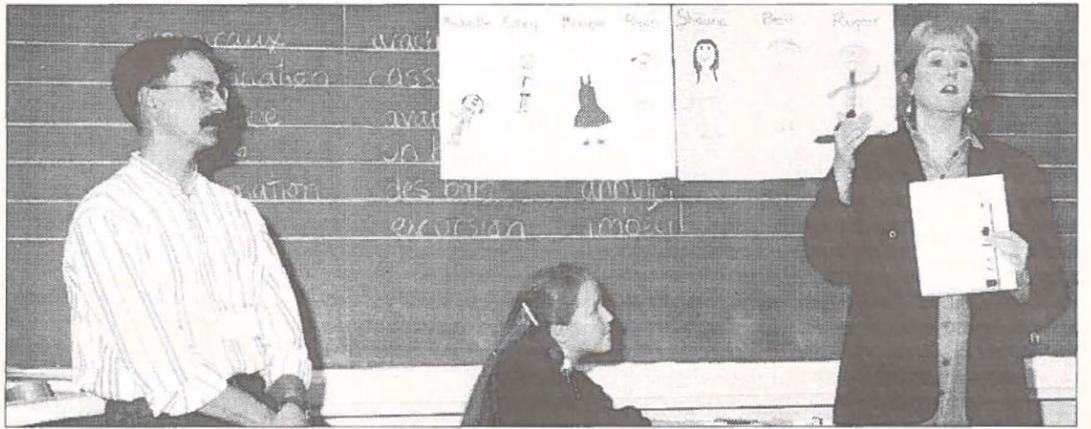
For example, if a child is 10 minutes late, they should come in 10 minutes early the next time. Overly severe consequences backfire. It was explained that parents should never set rules that they cannot enforce, and that consistency is part of the success formula.

Jim Thomerson, assisted by his wife, Janice, led the group through

the exercise of applying a curfew. It sounds pretty straight forward, but in our group of parents, there was a diversity of opinions and experiences. There's nothing like stating a simple rule to bring out a barrage of exceptions to the rule! We learned first hand why it's fun for our kids to challenge us. I, personally, learned some helpful things such as, if the rule's not working, maybe there is something wrong with the rule and not with your child. There was enough time for participants to ask their own questions and be heard - which was nice. At the end we received a pamphlet regarding the Parent Support Group for those who wish to follow up.

I noticed that some participants - especially those with pre-teens - felt that adolescence was perhaps being portrayed in too negative a light. True, but difficult to avoid in this context, considering that Tough Love is aimed at parents and teens who are hurting a lot. As one type of option for parents, I think Tough Love has merit and that the workshop was worthwhile, over all. It might be helpful in the future for someone to preface the presentation with a few explanatory comments to add some balance.

Jean Enright  
Westmount High



The Plourde Family let others in on their family's secrets to having, and enjoying, a large family.



## Family Matters

The family portrait covered the blackboard. There was 3 year old Michelle, 8 year old Cory, 10 year old Monique, 12 year old Ryan, 15 year old Shawna and their parents Bev and Roger. Each member of the Plourde family had taken the time to draw a self portrait for this workshop. Each participant in the session was given a set of handouts so that he/she could learn this family's secrets of success.

First, Roger and Beverly took us in detail, through Monday, Oct 21st. They are very well organized - clothes laid out the night before and a tight school schedule to maintain. Laundry is a continual process and one room of the house is cleaned thoroughly every day. We were given sample schedules of weekly menus and daily planners to work with in our own homes. We were given tips like keeping one week day activity free to schedule appointments. We marvelled that Bev had enough time to make homemade bread. We learned that a family with

5 children consumes 15 to 20 litres of milk in a week and also visits Club Price quite regularly!

But the schedules and routines are just a part of their lives. They live every day as if it will be an important page in a book of memories. Each day is an accomplishment. They have a tremendous commitment to each other as a team. They are accepting of themselves, consider it a privilege to have a large family, and believe that children learn by example. Compassion is important, "it's just a phase" a healthy approach to child rearing, and a sense of humour is essential. Included in the handouts was the following quotation: "A plain fact is that human beings are happy when they are striving for something worthwhile." We too can touch on the happiness we saw in the Plourde family by meeting the challenges we face within our own families and by recognizing the important role we play as parents.

Anna Marrett



Jim Thomerson of "Tough Love" explains rules and consequences.



Ruth & Eleanor Arless talk about promoting communication between parent & child.

## Surviving the Adolescent Years

Eleanor Arless has been through the mill as a parent, but she doesn't feel sorry for herself. In fact her trials as a single mom of two depression-prone teens have motivated her to become an activist in the cause of promoting a dialogue between parents and their adolescent children, in the hope that other families might avoid some of the ordeals she and her children were forced to suffer through as a family.

Her daughter, Ruth, now attending college, has joined her in this cause. They give talks together. While growing up has always been difficult, these are especially trying times for our teenagers, says daughter Ruth.

As guests of honor in the workshop entitled *Coping with Adolescence*, the sympathetic mother and daughter team told a story about their son/brother's near-death experience on LSD and about Ruth's own teenage rebelliousness and attempts at suicide.

Ruth and Eleanor were open and candid about their problems - very generous in their spirit of sharing. Sweeping things under the rug does no good, they both agreed. In fact, that is a big part of the problem - families are often afraid to face the truth of their lives, until an event comes along that gives them no choice.

The Arlesses are not embarrassed to talk about the more disturbing events in their past, in fact, their troubles have helped the family put things in perspective, sort their priorities. "I've learned not to sweat the little things," said Eleanor. "When your son is in the hospital with an overdose the only thing you are hoping for your child is that he stays alive. Everything else seems so unimportant."

What advice does this mother-daughter team give to parents to make their children's transition into adulthood easier? Listen to what your children have to say. Let them have a voice and they won't have to turn elsewhere for affirmation. Maintain a dialogue between equals so that your children won't feel the need to "prove they are grownup" by taking drugs, or staying out to all hours. Accept your children for who they are and what they want to be, even when they are in "horrible periods." Make sure it is understood that "no matter what you do, I love you!"

Ruth calls her mother Eleanor "a master at the art of listening." As Eleanor describes it, she had no choice but to become that way: her family's survival depended on it. Two exceptional and courageous people, Ruth and Eleanor Arless. Two people well worth listening to.

## Preparing our Children for Life's Journey

We parents and educators can sometimes become discouraged because children today, like the rest of society, often seem to be functioning in a moral vacuum. Yet all parents and teachers want to "make good people" out of their children and students. It is thus encouraging to be reminded, as I was in the workshop *Preparing our Children for Life's Journey*, that there exists a good program and caring individuals who wish to help us out in this regard. They are the Association of Moral and

Religious Educators of Quebec.

Some of the highlights of this workshop given by Suzanne Longpré of the MEQ's Protestant Education Services, for me as a parent were: learning that there is a clearly thought out moral and religious education program to supplement all that we teach our children about accountability and respect for others. being reminded of the importance of repeating to kids of all ages (including our big teenagers) "We love you." being given insight into the fact that all

of us - parents, teachers, and students - are working on learning to trust life and the people around us. To increase trust is to decrease anxiety about life.

I especially appreciated the comment about education being a long-term process. (Here's a saying that has helped me parent three teenagers: Don't count the score 'til the game's ended.)

In fact, the workshop proved an antidote to despair. Thank you Suzanne.

Elaine Lai-Hing  
Beacon Hill

# Pics and Reports

## If you're curious about science...

"Children today hold some rather outmoded ideas about science," said Kevin O'Donnell - spokesperson for the satellite science program at Radio Quebec, at his early morning workshop. "If you ask them to draw a scientist they will more often than not draw a "mad" scientist with white hair in a lab coat - always a male."

Not a true picture at all. O'Donnell hopes to help blow away this cliché image by bringing real everyday science into the classroom, by way of electronic field trips. When the kids watch "The World of Wolves" a pre-taped program offered by Radio-Quebec, they'll see real-life scientists at work dealing with real-life issues like nature and the environment, men and women, young and old.

It's important that kids understand science today, even if they ultimately don't become "scientists," says O'Donnell. In order to deal with the many ethical problems today - perhaps involving the environment or reproductive technology - a person must have a grounding in science.

O'Donnell played the group some videos with kids asking scientists questions about "feline psychology" on air. This was part of a THINK

TANK module, where students study animal cognition.

Radio Quebec's satellite science program takes advantage of all that technology has to offer. Many of the programs delivered into the classroom by Radio-Quebec are interactive, and if the kids don't get their questions answered on air, they can ask their questions by e-mail for a period after the show. This satellite science program is especially terrific for schools in outlying areas.

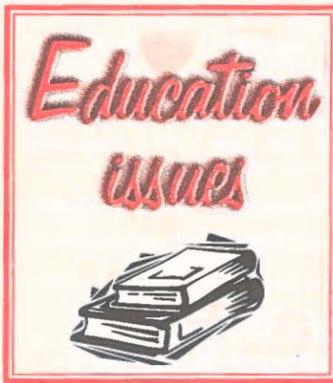
O'Donnell went on to talk about the Integrated Science Program offered by Radio Quebec through the University of Alabama. It's a middle school satellite learning program that promotes cooperative learning and that also offers support to teachers by way of training, an e-mail network, science kits and a 1-800 help line for teachers who sometimes don't have much of a grounding in science themselves.

Many schools in Quebec are on the Integrated Science bandwagon and the program has received rave reviews from students and teachers - and parents.

O'Donnell says efforts are underway to increase the Canadian content of the program, through McGill.



Kevin O'Donnell of Radio-Quebec is a science enthusiast.



## Capturing and Keeping Volunteers

This workshop was conducted by Sheila Dunwoody, an active volunteer with Scouts Canada.

Sheila opened by talking a little bit about Scouts Canada and her role there as a volunteer. She then discussed "motivation theory," or what makes and motivates a volunteer and then she talked about the need to remind ourselves and other volunteers of our value and the reasons we volunteer in the first place. Why do people volunteer. Because most people have potential and talent not being tapped in their day-to-day lives and they want to make a contribution to society. Key assumptions of the motivation theory are:

- a volunteer starts out motivated;
- a lack of motivation is learned;
- it is the Organization's role to create an environment that will make the volunteer want to do more;
- rewards will encourage performance;
- self-motivation is the best motivation;
- volunteers need to be treated fairly and have the work distributed fairly;
- a volunteer's work is important and he/she deserves feedback on how he/she is doing - keep the communication lines open.

The discussion then turned specifically to volunteering within a school. Some of the points raised were:

- how important it is to develop a good relationship with the staff and get them "on board" and let them know who the volunteers are;
- how volunteers need to be aware that they are in the school for all the kids and not just their own;
- how everyone needs to be kept well-informed so that they have the full picture;
- how there should be a job description for everyone - even classroom volunteers;
- how the lines of communication must be kept open;
- how the administration should be kept aware of your goals and how you should be careful not to impinge on instructional time;
- how we should inquire and discuss the "aims of the school" with the staff.

As a final comment, Sheila reminded us how we must always keep in mind the importance of communication and listening. We must always be aware of the goals of our volunteers and work to satisfy them.

June Barnett Greenwood



Surfing on the internet was a popular workshop.



Sheila Dunwoody explains how to capture, and keep, volunteers.

## Internet

This workshop was given by John Closs and Bill Pawlowski, owners of an Internet provider called Internauts.

They explained that the Internet is a global network of computers. As a subscriber, your computer can become connected to information on computers all around the world. Through this connection you can access information from a multitude of sources.

To access the Internet, you subscribe to a service provider - for a monthly fee. The amount of the fee depends on how many hours a month you wish to use it. Some subscribers provide unlimited access for a fee as well. You are then given a password which allows you to access the Internet system.

Companies and organizations using the Internet put up a Home Page giving details about who they are and what service they have to offer. Individuals and families also have home pages.

The Internet was originally con-

ceived in 1957 for military use. One of the interesting features of the Internet is e-mail or electronic mail - by which you can send or receive messages on your computer to or from another Internet user anywhere in the world.

A recent innovation that makes Internet easier to use is the World Wide Web, a system originally evolved in the early 1990's in Switzerland to enable better communications. Most service providers are connected to the World Wide Web and it makes the Internet more user friendly.

For those of you interested in becoming a user of the Internet, many local libraries offer courses on how to go about it.

Barbara Milne-Smith



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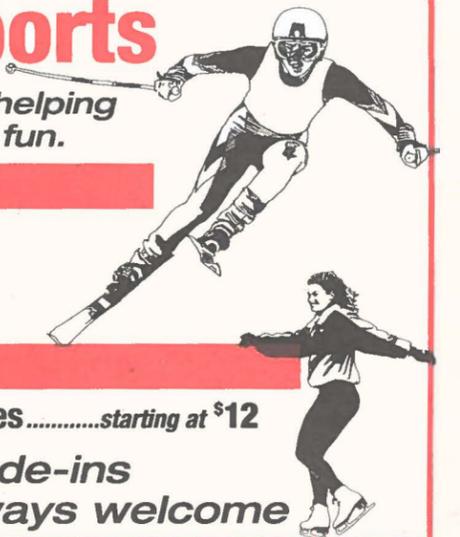
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# FOCUS on the LOCALS

## EDGEWATER

With school off to a successful start, preparations are under way for yet another busy year. We started with an assembly and these thoughts for the students: to be happy, to feel good about themselves and to treat themselves and others with respect. In keeping with this theme, Mrs. Allison's and Miss Bunch's classes organized "A Peal for Peace" day. Margaret Mitchell and the Rev. Dean Brady were our guest speakers. The focus of this assembly was to promote peace and to make people aware of Craig Kielburger's crusade in combating child labor. Through songs, poems and music, the children experienced a thoughtful morning. Virginia Bruman, on behalf of Miss Zipny's class, thanked Miss Bunch in the following letter:

We liked the Assembly. It was very very nice. We can tell you worked very hard. It taught us a lot about how to care more. It was peaceful. We like peace. Sharing and caring are really good. We liked singing with the man with the guitar. We liked the lady that was wear-

ing the butterfly dress. We liked your poem. We liked the peace film too. We loved the music that was playing very much. Our best respects.

### Fall Arrives

One walk down the school corridors can tell you that Fall has arrived. Our bulletin boards are busy with colours of deep red, burnt orange and bright yellow. How nice it is to see the boards already full. Some students got to experience Fall first hand. The Kindergarten children went to Labonte apple orchards, where they picked their very own apples right from the tree. The Outers Club saw the beauty of the Fall colours as well. They have just returned home from a canoe trip at Saranac Lake, N.Y., where a great time was had by both the students and accompanying staff.

Many of the programs offered at the school are in the beginning stages of development while others are already under way. The lunchtime enrichment program is up and running with several great activities from soapstone carving to cartoon drawing. Also in place, is our

leadership program, made up of grade 6 students who, with the help of the staff, keep things together in the school yard.

Our Physical Education teacher, affectionately known as Mr. Fi, is currently working with the children from grades 4-6 on our school's handball and cross country running teams. The LSB tournaments will be held later in October and the children are anxiously awaiting this event.

We also offer a student mentor program, where some teachers volunteer to mentor children on an individual basis. A big THANK YOU to these teachers.

Our peer mediation program, headed by Mrs. Jackson, consists of a group of grade 6 students who are trained to solve problems with their peers, should a conflict arise. These students, who have a strong sense of self, are then called upon when needed, to help solve a problem.

### Young and Young at Heart

Another program being offered is



our Young and Young at Heart. This program consists of approximately 14 students from grades 5 and 6, who visit with the senior citizens of the Cassidy Manor in Ile Perrot. They do crafts, play games and have sing-a-longs with the residents. Both the children and seniors reap the benefits of being able to share their lives and experiences with others.

Our Adopt-a-Reader program was a great success last year and we look forward to it gaining more momentum this year. This program consists of volunteer parents who come to the school to tutor a nominated child, on a weekly basis. The child and the volunteer stay paired for the duration of the program. Some special friendships have been formed from the pages of many a book. What great role models these parents make. Thanks to all the volunteers who work so hard at all our programs offered here at Edgewater.

Many events took place in October. In the first part of the month, grades 1-6 had an outside fun activity day. October 9th was our school photo day, and everyone remembered to smile. October 10th was a

very busy day, Cameo Productions performed their "The Legends of King Solomon" and the H&S's fundraising committee launched their annual campaign. This year H&S is offering the Jean and Charles Gift Collection catalogue and the Give'n'Wear clothing program. The campaign ran for 2 weeks. The proceeds will enable us to enrich the lives of the students.

At the end of October the H&S hosted a Scholastic Book Fair. As in the past, it was a great success. It is a wonderful way to expand both the home library and the school's library. A big thank you to everyone who helped at these events.

The school office has an excellent Parent Information Centre. You will find many booklets and pamphlets of useful ideas and suggestions for you and your child, from helping with homework to making children want to read. While you are at the office, be sure and say "hi" to Mrs. Benjamin, the school secretary, who helps keep the school running smoothly.

Cindy Maitland and  
Jennifer Miron



Vanessa McGie and Roxanne Major collected the most in pledges at this year's Terry Fox Run - \$593.65 and \$545.90 respectively. WOW!

## SHIGAWAKE-PORT DANIEL

### We've been busy this Fall!

The students at Shigawake-Port Daniel made a tremendous effort again this year in their collection for cancer. A total of \$2408.96 was collected. All students, except pre-Kindergarten, participated in the walk which was held on Friday, September 27. It was nice to have a good number of parents join the students. The weather was beautiful and everyone completed the 7 km walk. Juice and cookies were provided along the way by some of the parents.

Besides the very successful Terry Fox Run held in September, we provided a full course breakfast for all the students on October 15 - cost \$2 each. Then on October 25 a Halloween Basket was raffled off.

Plans are now in place to offer a CPR and First-Aid course to students eleven years and older. Home & School will subsidize part of each student's registration cost.

### Students receive recognition

In June 1996, the following students received W.I. awards for Improvement:

Grade 1: in French, Andrew Dow and Justin Benwell; in Language Arts, Jason Whalen and Patrick Hottot.

Grade 2: in French, Diana Wylie; in Language Arts, Brigitte Benwell; Math, Junior Mann.

Grade 3: in French, Tyra Kruse; in Math, Trevor Kruse; in Language Arts, Spencer Hayes.

Grade 4: in French, Nikki Dawn Hottot; in Multiplication Skills, Sara Major; in Language Arts, Steven Hottot and Christopher Hottot.

Grade 5: in French, Jonathan McRae; in Language Arts, Joe Dow; in Computers, Justina Hottot.

Grade 6: in French, Melissa Sullivan; in Social Studies, Tawny Benwell; in Science, Nathan McRae.

The English Composition Trophy was awarded to Vanessa Guyader and Jessica Hottot.

## LINDSAY PLACE H.S.

The new school year has just begun and already, the H&S Committee has left the starting gate and is approaching our first turn. The first meeting of 96/97 was held on August 26 and there were several new faces on the Executive: Taryn Burns, Sandra Crombie, Anita Dunn, Catherine Pemberton, Sally Robinson and Nancy Wein. Thanks to all of them for their support and interest in the Committee. We will be saying good-bye to Betty Shotton, who will step down as chairwoman in December. Many thanks for her hard work and dedication to Lindsay Place H&S.

A warm welcome and thanks go out to Norma Stirling who will be Betty's successor. Norma comes to us with the experience she has gained not only through Lindsay's H&S, but also from Valois Park's.

The H&S was on hand for the Grade 7 Orientation evening. The Orientation provides an opportunity for the new students and their parents to familiarize themselves with our school and its staff, without the organized chaos of the entire student body being present. We hope this evening alleviates some of the stress felt by the children and their parents upon entering "high school". Norma Stirling was gracious enough to give a speech and a welcoming refreshment table gave the parents of new students the opportunity to talk with members of the H&S.

This year, CPR has been added to the curriculum in Grade 9. Again, H&S will be there as volunteers are needed to help out.

"Meet the Teacher Night" is another occasion when H&S lends a hand. It is also an important event for our membership drive. The Committee is looking forward to an increase in H&S membership, as well as, expanding our always valuable volunteer base. There are so many interesting areas where the

creativity and expertise of parents are desperately needed: special events, like the Grade 7 Orientation evening; or, in the nursing station (training provided!); or, in the library; or helping with fund-raising, the annual plant sale or the band concerts. We have calling committees for those parents with outside obligations which make daytime volunteering impossible. Without these volunteers many of our services and events would not be possible! A few minutes of parents' time can ensure an involved H&S and help to provide the students with an enriching high school experience.

We look forward to keeping in touch and sharing our experiences and new ideas as the year unfolds.

Karen Leroux

## ELIZABETH BALLANTYNE

### School Celebrates 75th Anniversary

Another year at the school is off to a great start. We all extend a warm welcome to our new principal, Anne-Marie Léveillé-Shields, who comes to us from Dunrae Gardens in Town of Mount Royal.

This year promises to be a very exciting one. Not only is it the Town of Montreal West's 100th Anniversary, but it is also, Elizabeth Ballantyne's 75th Anniversary. Plans are underway for construction of a new playground and the designing of a logo to commemorate the anniversary, as well as, other activities in collaboration with the Town's celebrations.

With all these activities, there will be endless opportunities for parents to come and help out, have fun, and become more involved in their children's school. Lets all help to make this a great school year.

Alexia Prudhomme

## WILLINGDON

The H&S has another busy year planned for 1996-97. We started the year off with a Halloween fundraiser for the school's Step 31 enrichment program. H&S renewed its commitment to raising the funds to continue this program and a lot of our energy is now directed toward this cause. Step 31 is now into its third year at Willingdon, and its impact on the school grows with every year. The program is adapted from the enrichment program pioneered at Westmount H.S.

The program coordinator, the indomitable Mindy Laxer, coordinates a team of students from local universities and CEGEPs, parents and volunteers from within the community. Together they attempt to provide a positive learning experience for students who pass through the centre—and last year, around 80% of Willingdon's students took advantage of the Step 31 program!

Teachers and parents may recommend students for tutoring and enrichment through Step 31 and in the younger grades, it is often the teachers who work with the program coordinator on special projects with the children. But as the kids get older, they begin to initiate projects

on their own. Children are given the opportunity to explore interests which may not have an outlet in the classroom. One intention of the Step 31 program is that the classroom atmosphere is improved as students who may need it get help keeping up with their classmates, while others are given that extra enrichment they need to maintain their enthusiasm for school.

Just to give you an idea of what goes on in Step 31, last year: Grade 3 students created a web site on the Internet; Grade 6 students worked on a yearbook; eight Grade 5 students wrote a student newspaper called "One Step Ahead"; 250 students attended a Friday Lunch Club, where people from the community come in to talk to the kids about their profession; Grade 6 students participated in a Reading Club, working with kids in Grades 2 and 3 to practice their reading before school. These are just a few of the activities which took place, in addition to more conventional tutoring services provided by Step 31.

So here's to all the parents who volunteer their time—working on projects, tutoring kids and raising the funds to make this special program possible!

*Eileen Lavery*

## JOHN RENNIE H.S.

This year the school had an opening like no other, as we welcomed over 600 new students of Ecole Secondaire Pointe Claire to the campus. The halls are bustling, the cafeteria and gyms are full, and it seems like the old John Rennie of the 1970's.

Led by the cooperative example of the student councils of both schools, who were getting together last year to make plans even before the adults did, students in both schools seem happy with the merger. During the first week of school the students organized a joint corn roast, and there have been other shared

activities since then.

The H&S has been busy registering members by means of letters home and information booths on Level One Opening Night and at Meet the Teacher Night. The featured speaker at our October meeting was Sharon Phillips, who is a JRHS parent, our H&S Treasurer and a trained PALS workshop leader. We had an interesting discussion with much interaction on the topic: how parents can better communicate with teachers and schools.

Our main fundraiser this year will be our annual International Food Fair to be held at Open House. We are hoping for good support from the school community.

*Esther MacLeod*

## BEACON HILL

On September 17 there was an assembly for International Peace Day. The Beacon Hill Peace Club was recognized at a school assembly for their petition campaign to speak out against child labour. Miss Mitchell, an MRE consultant, spoke to the assembly. The concern for child labour has been adopted as the Lakeshore School Board theme in all its schools this year.

The children were then led in a Peace Rap. Students from Mme Thubron's class shared their writings

and posters in both French and English. The assembly ended with everyone singing a Hebrew round, "Shalom—Peace Be With You."

The H&S is off to a great start with its Enrichment classes.

Preparations for the school's 30th Anniversary are continuing. Among other events, there will be social events with present and past families; academic challenges for the students; an Awards assembly in June 1997; an Earth Day Challenge in April of 1997; and, a fund raiser in December.

*Brenda Silverberg*



**Marg Mitchell addressing Peace Day Assembly at Beacon Hill about the peace dove and letter from Craig Kielburger to KFP.**

## CHRISTMAS PARK



**Global Education:** Students at the school take part in the Peace Games as part of the school's Global Education Enquiry. All classes are involved in a weekly assembly, sharing ideas, songs, information and even global food tasting!



## MACDONALD H.S.

The Terry Fox Run had to be postponed because of rain, but was later held on an absolutely perfect day. Rollerbladers and skateboarders zoomed around completing several circuits of the course which led through the Macdonald College Campus. Financially it was a successful day, with the students demonstrating very positive attitudes and cooperative spirits.

Three students, Dallas Neville, Lesley Pate and Courtney Prieur, attended the 12th Canadian Student Leadership Conference in Edmonton from September 29 to October 6. H&S was happy to be able to assist these hard working students when they requested a donation for funding for their trip.

The 19th Annual Craft Fair was held on October 19. The delicious aroma from the International Food Cafe wafted through the halls, as adults and students shopped at the White Elephant or Bake tables, watched the antics in the Amusements room, or bought their raffle tickets. Thanks to the tireless efforts of coordinator Toni Bird, and to the many cheerful volunteers, this day was enjoyable and successful.

On September 6, the convocation ceremony was held for the graduates of 1996. The reception afterward was hosted by the H&S under the able coordination of Val Meredith and her volunteers. It was a beautiful evening and the warm weather

resulted in a record quantity of fruit punch being consumed.

Knowing the impact that the ability to read has on all other subjects, the English department has been trying to encourage reading. Four years ago they began purchasing books which were at all levels of difficulty, in new covers, clean and bright. They threw out many old and dusty books. They constructed portable book kits which could be taken into every classroom with a sign-out book. They now have 15 general reading and theme collections—over 1,800 books in all! Every day, for the first ten minutes of the English period, all the students are expected to stop and read. The books may

come from home, library or book kit. Now students have no excuse. There is always a book available that is the right level, subject, color, etc.

The school bid a sad good-bye to Gretchen Code who retired from the Community Office at the end of June. She was to become a grandmother in mid-summer and decided this would be one of her many new projects. As Mac students can attest, Mrs. Code and children are a natural mix. She brought to the Community office an open door philosophy which she practised for over 17 years. She will be missed, but the school is fortunate in having Sue Tuff who has been hired as her very able replacement.

## E.P. BEACONSFIELD

There is much excitement in the computer lab at the school. A dedicated committee of volunteers has worked hard relentlessly during the summer to put together a program that will instruct students from kindergarten to Grade 6 to use the computer as a tool—to sharpen academic skills, to increase typing speed, to give their work a professional look, to become familiar with the toolbar and even to learn to follow a series of instructions! (This may be their biggest challenge!!)

Still in a pilot project stage, our computer instruction has evolved over the last few years from 30 minutes of game playing to 1 hour lessons that teach each student what a computer can do for them. This

evolution has taken place thanks to the support of H&S who have funded the purchase of hardware, software and the services of a teacher to oversee the planning of lessons for each level. The feedback of volunteers following their hands-on experience with the students, has been instrumental in making improvements.

An enthusiastic committee: Maria Tution, Kalynne Ludgate, Kim Millette, Kathy Ascher and Steve Kraml have drawn 90 parent volunteers to come in during scheduled periods to run the program. As well, their committee has expanded to include Jacinthe Dion, Barbara Fernie and Carole Thésiault. This adds up to 30% of our school population! Parents must feel computer skills are an asset to their children's education and a worthwhile effort to support.

*Wendy Wilson*

## E.P. POINTE CLAIRE

This year has hardly begun, and already there is an enthusiastic team of parents on the H&S Committee working hard to meet the goals for the year. There are new faces at our table and consequently, new ideas being bounced off the experienced ears of returning members.

Our H&S membership took a dramatic leap upward this September with an impressive 130 members over last year's 64 and there is still more to go! Much credit is due Antonia Warysewski who greeted new parents at the door at our Meet the Teachers evening early in September.

Principal Marc Klein presented the teachers' requests for funds at the first H&S Committee meeting on September 11th and due to tremendous fund raising efforts from last year (thanks to all you parents), the H&S was able to fund some projects immediately. These included a new computer for our computer lab, library books and a discretionary allowance for each teacher to buy

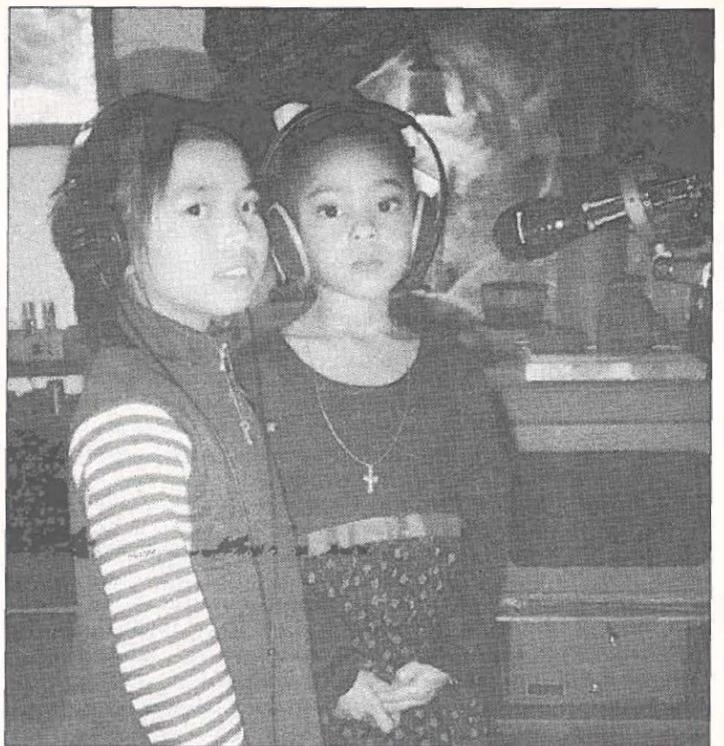
those special supplies which otherwise could not be bought. The purchase of the new computer brings our computer to child ration 1:2 which is excellent and completes the computer lab, a project that came in way ahead of schedule.

Unfortunately, declining education budgets means the work of the H&S is all the more important in helping furnish those very necessary funds to the teachers so they may provide the very best education possible to our children. This year's goals include providing new books to the library and in addition, books for the classroom (all grades), educational software, a sorely needed new sound system for our gymnasium, kindergarten materials, to name but a few. It is hoped that the necessary funds will be raised through a number of Pizza/Hot Dog Days, a Christmas Bazaar on November 30th, a t-shirt campaign, creative and education lunchtime activities, a Family Fun night (in May) and a chocolate drive in the Spring. All in all, it promises to be an active and exciting year for the

dedicated team of volunteers. Marc Klein comments, "It is a real pleasure to work with such a positive group of parents. Every child benefits directly from all H&S activities. We are fortunate indeed to have this much needed support."

We are excited to report that six students were invited by Edouard and Micha (artist-musicians who give concerts in schools across Canada) to participate in the recording of a CD-ROM. The group, directed by music teacher, Monique Serres, consisted of two third-grade students, three second-grade students and one first-grade student. The excited students arrived well-prepared at a Morin Heights sound studio where they sang the song theme 'ROLL, ROLL, STOP' in English, French and Spanish. They were very proud of their experience as recording stars! The interactive CD-ROM produced in three different versions will be on the market December. For information contact: fax (514) 227-4111 or e-mail: edmicha@total.net.

Mary Jo McCullogh



Diane Kim-Lim - 2e année, Candice Hogg - 1re année.



Laurence Duhamel - 2e année, Alice Chaks - 3e année, teacher Monique Serres.

## EDINBURGH

A new year has begun at H&S and it already promises to be a great one! So far, 147 people have replied from our volunteer list—a great response. Our first H&S meeting was September 10th and a record 47 people attended. Spirits are high and everyone is interested and eager to get the various projects and fund-raisers underway.

As in the past, we will be having our popular Fruit & Nut Sale (in plenty of time for Christmas bakers), Frozen Berry Sale and our famous Spring Fair, just to name a few. We will also be running monthly pizza and yogurt days and hope to have a couple of hot-dog days in the spring. As well, we are hoping to put together a recipe book filled with both ours and our parent's favourite recipes in time to celebrate Mother's Day. We are happy to say that Linda Aiken will again be coordinating both our used winter clothing drive for clothing to be donated to two inner-city schools, and our Christmas/Hanukkah food collection for

donation to several worthy charitable organizations.

New this year will be a switch from after school activities to lunchtime activities. Except for the Junior and Senior Choirs, which started in October, all activities will be starting early in the new year when our winter is at its coldest. We will be offering a chess club, a craft such as fimo or soapstone, and, we hope, a sports activity.

For the parents of our students, we are happy to say we will be offering a series of workshops. In October and November, there was Defi-Math (grades 1-3 the first night; grades 4-6 the second night). Margaret Mitchell and our very own Gerry Kelebay, a professor at McGill, will be offering a one night talk.

We would like to welcome the new teachers to our school: Jim Reimer (Gym), Wendy Van Der Weyden (Science), Brian Turgeon (Grade 1) and Caroline Taylor (Grade 6). Pascale Lallou and Josee Godin, happily, have returned. A good year to all.

Barbara Bernstein

## WINDERMERE

### Fundraising

Thank you to Louise Beaudry for taking on the mammoth task of organizing and setting up the supply store. Also, without the help of all the volunteers it would not have run as smoothly. The children had all their supplies by the second day of school, which was appreciated by the teachers. A profit of approximately \$3,000 was made by the H&S.

We have a new Macintosh Lab installed this year, as well as our existing Lab. H&S funds will allow us to employ a part-time Technical Advisor to keep our computers working at all times. The lab is hooked up to the Internet, which is proving to be a great asset to the children and teachers. H&S hopes to purchase lots of new software. Once again, it is volunteers that make it possible to keep the lab running.

Thank you to Jayne Langton for setting up the lunch-time courses and activities. We have many new courses to choose from this year, i.e. cartooning, arts, crafts, computer courses, science and math. This has been a great success in previous years, both for the children and the H&S.

## ALLANCROFT

A special lunch was held at school on Friday, September 6 for all the new Grade 1 to 6 students at the school. They were accompanied by a special friend from their class, enjoyed lunch together and played a number of cooperative games.

The school was pleased to welcome the following new staff members: Marjorie Legault, K English; Marie-Claire Gervais, K French; and Susan Colyer, Grade 1/2.

A big thank you to all the families who came out to our BBQ in September and joined us for Meet the Teacher Night. Your presence on such a warm day reinforced once again the strength of our Allancroft Family Community.

A special thank you to the H&S for organizing this great opening event. Our Grade 6 students showed a great deal of initiative and leadership by providing our entertainment. We thank our wonderful clowns: Michael Sapienza, Gregory Keating, Kris Kepron, Meaghan Barbara, Tony Cooper, Justin McCormick, Brian Ainscow, Elizabeth Ore, Kiel Howden and Vicki Johns, and their coordinator, Mrs. Kathleen Fleet.

A special thank you to the H&S for organizing this great opening event. Our Grade 6 students showed a great deal of initiative and leadership by providing our entertainment. We thank our wonderful clowns: Michael Sapienza, Gregory Keating, Kris Kepron, Meaghan Barbara, Tony Cooper, Justin McCormick, Brian Ainscow, Elizabeth Ore, Kiel Howden and Vicki Johns, and their coordinator, Mrs. Kathleen Fleet.



## MEADOWBROOK

Meet the Teacher Night was held on September 19. Lemonade and coffee were served in the foyer. There was also a Bake Table to raise money for the Breakfast Club.

Despite the heat, field day was a huge success, with 22 Lachine High students from Louise Peltier's Leadership group on hand to run the stations. They were outstanding! More parents than ever came out to help, and their presence was indispensable. The team captains and kindergarten monitors took their jobs very seriously and all Grade 6 students proved to be excellent leaders. H&S provided popsicles and juice for the students.

At Meadowbrook, one week is earmarked every fall to raise money for The Society for Crippled Children. This is a project the children can participate in fully. All they had to do was bring in a few coins every day and drop them in the tin provided at the front of each classroom. Every contribution was appreciated.

## E. P. HARWOOD

L'année scolaire vient à peine de commencer que le comité de l'Association Foyer École se réunissait le 9 septembre dernier pour mettre en branle les différentes activités qui se tiendront en 96-97 à l'École Harwood.

Cette année, l'Association Foyer École conservera plusieurs de ses activités telles le bazar de Noël, livre de l'année, etc..., mais offrira possiblement ces activités sous forme différente puisque plusieurs nouveaux membres participeront à l'élaboration des projets en y apportant de nouvelles idées.

Cette rencontre a également donné l'occasion au comité de remercier les membres laissant leur poste ou leur dossier après y avoir travaillé très fort pour mener à bien les multiples organisations.

L'Association Foyer École poursuivra ses campagnes de levée de fonds pour apporter son aide finan-

cière aux diverses activités pour les jeunes. Les enfants recevront leur catalogue de Primes de Luxe à la fin de septembre.

De plus, des soirées conférences seront organisées pour les parents par Mme Christiane Aubin, travailleuse sociale de formation. Les soirées prendront la forme d'ateliers interactifs qui viseront à aider les parents sur le développement des enfants, la compétence parentale, l'estime de soi, la communication, etc... La première soirée aura lieu à la fin septembre.

C'est dans un esprit d'entraide et de cordialité que la première réunion s'est tenue pour lancer son programme pour l'année 96-97. Il est à noter que les parents ont reçu un dépliant faisant mention de son répertoire pour l'année scolaire.

En terminant, l'École Harwood est fière d'annoncer qu'avec la participation des enfants au "Sautons en coeur," elle a remis à la fondation des maladies du coeur, la somme de 16,000\$.

Dominique Leroux

## SUNNYDALE PARK

Welcome back to all of our staff, students and parents for the 1996/97 school year.

On October 4 our Grades 1 and 2 had a great time on their first field trip. They went to an apple orchard in Oka and picked many delicious apples. The class then participated in a real hands on experience. They got to peel, stir and measure ingredients as they used the apples in different recipes. The aroma of the apples and cinnamon filled the school with a wonderful scent.

On October 16 our Grades 4 to 6 took part in a Lakeshore School Board tournament. The event was a cross country run which took place at the Morgan Arboretum which is situated on the Macdonald Campus of McGill University in Ste. Anne de Bellevue. Congratulations to all of

our runners.

Another physical education activity took place on October 21 at Cedar Park School in Pointe Claire.

Our Grade 6 students had a great time at this handball tournament.

Our extra-curricular program is in full swing. Many after school activities such as jazz, dance, cooking, Frappeurs baseball, floor hockey, cartoon drawing, among many others, are a great success.

Our school chorus which takes place at lunchtime consists of 85 students in Grades 4, 5 and 6. They are under the direction of our music teacher, Mr. John Graves. Stay tuned to hear about their progress.

More news to follow as winter is quickly approaching.

*Ellen Shapiro and Debbie Wetzler*



## CEDAR PARK



Shoppers enjoying Cedar Park Christmas bazaar.

Welcome to the kids and teachers who are back for another year. It seems like just yesterday that we cleaned-up from the summer BBQ party. Many thanks to the Lyon family for organizing a wonderful bash (even through horrendous thunder storms and hurricane warnings).

September brought registration for Lunch-Time Programs which include Gym Games, Soapstone carving, Chinese Ribbon Dancing and many more activities to keep students interested.

One of our special events is the Christmas bazaar which was held on November 23. The H&S elves were busy during the fall, sewing, baking and wrapping, in anticipation of a busy shopping day with plenty of little customers.

H&S has many more activities planned. To learn more and find out the facts, we hope many parents will join us at the H&S meetings which are held every second Wednesday of the month.

*Cindy McKee Lane*

## WESTMOUNT

The H&S has once again hosted Transition to High School. It took place on September 5, just one week after school began. Invitations were extended by phone and flyers to Grade 7 students and their parents/guardians, as well as, students new to the school and their parents.

Last year's successful format was repeated much to the enjoyment of all. Margaret Dobson, Vice-Principal, facilitated a panel presentation composed of ten members. These included our Principal, Garvin Jeffers, our Guidance Councillor, Step 120 staff, Student Animator, a student, a parent and three teachers with special interests such as Peer Mediation, Study Skills, Cooperative learning and sports/Cap St. Jacques retreat.

Following very brief presenta-

tions by panel members, parents were sent off in five groups where they were visited by pairs of panel members and could ask questions, comment and otherwise become more acquainted with the school. Our prefects offered babysitting and sold snacks. Evaluation forms, which were filled out at the end, told us that parents found this evening very HOT (one of the warmest days yet) but informative and helpful. It made them feel welcome in the school.

This is wonderful to host as a H&S project. We see the same parents we met at the New Parents Reception in June so there is continuity of contact with parents. And, working with the staff is very gratifying; they are creative, enthusiastic, and make us proud to be welcoming students and parents to our school.

*Jean Enright*

## KEITH

We are looking forward to another great year; our Vice-President, Tim Bourgaize, is already making plans for bringing in donations for our annual bazaar in November, with our Treasurer, Judy Wells, working hard to put it all together.

I want to welcome all our new members who have signed up. This year our parents' board was decorated during our membership drive

evening with brightly coloured balloons, encouraging everyone to "Fly High with Keith Home & School" and put their name on one of our membership balloons. This work of art was created by a very talented lady, Gail Roy, "thanks, Gail!"

The job of secretary is a position that is always difficult to fill, this is why we are very pleased that Laura Gillespie has agreed to continue with it again this year—many thanks Laura!

*Betty Sabourin*

## WESTPARK

### Apples, Pumpkins and Citrus Fruits

The 1996-97 school year is back in full swing at Westpark and it looks like it will be another busy and exciting year.

Our new kindergarten children opened the new school year with a corn roast. For tiny tots they sure can put away a lot of corn!

Apple picking, always a favourite, saw the kindergarten and grade 5 students roaming the orchards of Ferme Jean Claude Dubeault in St. Joseph du Lac on September 18 and 19.

The grade 1's, not to be outdone, spent a super day at Les Forestiers in Les Cedres. The weather co-operated and the children spent the day doing archery, mountain climbing, nature hikes, etc.

Our grade 6's started their annual citrus sale on September 27. This has always been a super fundraiser for their Toronto trip in June. They also took a trip to the Insectarium and Biodome on Friday, October 25.

The grade 4's visited Voyageur Provincial Park in the first week of October. Besides studying the different types of trees and wildlife, they also were involved in duck banding.

The grade 3's had an exciting visit to the Discovery Room during the third week of October. The "hands on" science environment at Westmount Park School is always a big hit with the children.

The H&S book fair was held on October 24. This activity is always very popular with parents and children.

Once again our kindergarten made their annual trek to Quinn's Farm for a day of Pumpkin picking on October 29th. Besides picking the pumpkins, they enjoyed a tractor ride and a super snack.

*Tula Corber*



The kindergarten children proudly display their choices!



The balloon poster says, "Put your name on a balloon and fly high with the Keith Home and School Association."

## THORNDALE

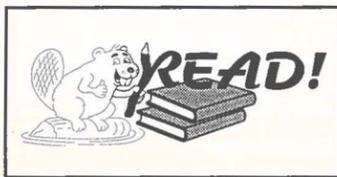
Welcome back to another year. We hope that everyone has had a restful summer, we are looking forward to a great year. This year our theme for the membership drive is "Tune into Thorndale! Join Home and School". The family names of H&S members are written on musical notes and displayed in the main hallway. The drive is doing very well.

We are happy to be able to offer Lunchtime Activities again this year. We are also having our chocolate bar fundraiser and anticipate another year of terrific sales. Due to the success of last year's sale, we were able to contribute financially to the school's Computer Lab. Mr. Bob

Steele has graciously offered to train parent volunteers to assist the children in the lab.

Our goal this year is to get as many new members as possible to attend our meetings, to give fresh ideas and to put a new perspective on things.

**Membership Chairpersons:**  
*Brenda Cameron, Judy Tardiff and Vicki Wilkat*



## MOUNT PLEASANT

H&S has been hard at work organizing the school store, school photos, membership and the Book Fair held on October 28. Last year the H&S voted to help the school purchase new science and math manipulatives for the classrooms, and it will continue to support the project this year. It is very costly and will take a few years to complete.

The Grade 3 class have been involved in doing a unit on Pioneers. They are building log cabins and went to Upper Canada Village on October 10. Pioneer Day, complete with refreshments, was held on October 18.

## MECATINA

### Full steam ahead!

Another active school year has begun at Mecatina School in La Tabatière. The annual Terry Fox Run in September raised over \$3100 this year, with 164 participants including students, parents, staff and community members. A barbecue was held for all participants at the end of the run. A huge thanks to all who took part or who helped in some way.

The theatre troupe, Geordie Productions, was welcomed to our school once again on October 4, performing two delightful plays for the students and the public. St Lawrence School in Mutton Bay was also invited to the performances of Dawn Quixote and Flippin' In. The actors and actresses received rave reviews from the audience.

We are happy to announce that

music is being offered to our students after school. The primary students have formed the Mecatina School Choir, with the help of Sr. Fabienne Cyr and Trevor Ferrier. The secondary students have formed an impromptu band, helped by Trevor Ferrier and Josée Letellier. We are anxiously awaiting their first performances.

Parents continue to have a strong presence within our school to the benefit of all our students and we have an active School Committee and Orientation Committee. Members on both committees will be involved in pursuing some of our educational goals this year — these include the Peace-Works Project, home and school communication, outdoor education, the "Muffin Program" for healthy eating, plus the school and community newspaper.



Sr. Rolande Bussière is bid a fond farewell by the whole community.

### Au revoir

Goodbye to a very special teacher, Sr Rolande Bussière, who dedicated over thirty years to teaching. She is now enjoying an active retirement in Hull. On her retirement, a Mass was held in her honour at St Joseph's Church, followed by a reception at the school where she was presented with a gift of appreciation from the school and community. We will dearly miss her presence and wish her good luck in all she does in the future.

The 1996 graduating class ended their year with a ceremony held on June 22, open to the entire community. Many of our students were recognized for their outstanding contributions last year which helped to make our school number one, the most successful school in the region for the second consecutive year.

Karen Gallichon

## BEECHWOOD

The H&S Fundraising Committee has decided that their upcoming events will not be "selling" oriented. They plan to put their energies into activities such as the Learn-A-Thon, the BBQ and Fair (with more activities for the older students), the Scholastic Book Fair & Bake Sale, as well as some new and exciting events. These events raised almost \$4000 last year. Input was very positive and they hope that participation for the events this year will be as high and as enthusiastic.

Michael Melanson spoke to all the students on October 17 about rail safety. He stressed the danger of the fast CN train on the Two Mountains line. Knowledge about the dangers will, it is hoped, prevent any mishaps and will lead to cautious behaviour.

# More Fall Conference

## Executive Challenges & Expectations

Leadership in the 90's in the not-for-profit organizations such as our own Home & School Associations is undergoing profound change. One of the key issues in adjusting to change is liability. Co-facilitators Miriam Lalande and Marion Daigle linked the issues of leadership and liability by stressing the need of each local Home & School Association, Orientation Committee etc., to define its mission by asking a fundamental question: What good shall we do, for which people or needs, and at what cost? The cost is not only a financial one but also includes a volunteer's valuable time, his/her personal expenses and liability risks. Marion outlined the critical path of governance in the 90's where each association has an informed and trained corps of decision making volunteers, whose planning and priorities include clear limits of responsibility. Best business practices and accountability strengthen all individual actions within organizations.

Miriam picked up on the leadership challenge and addressed the issue of liability. She explained the brief on the topic given to each participant emphasizing that every individual today, in every situation, such as in volunteer organizations, must understand that liability is an issue. She presented the research and data

collected over the past year related to liability and best business practices for local Home & School Associations and QFHSA. After consultation with legal counsel, the brief was prepared. Positive information, detailed in the brief, on the ways and means of handling liability gives assurance to our volunteer leadership, to our volunteers at large, and to the schools that everyone is safeguarded where liability is concerned.

Brian Sher, QFHSA legal counsel, expanded on the brief, informing volunteers about changes to the Civil Code of Quebec affecting members of 'associations'. Other resource people, Bill Stockwell, Secretary General for the Lakeshore School Board and PSBGM insurers, Christiane Paquin and Allan Brown of Lemieux, Ryan Associates, gave very informative answers to many questions asked during the discussion period. The brief was circulated to all Home & School Associations after the Fall Conference. Every Association needs to spend time and effort in understanding its leadership role in the changing world of the 90's and beyond.

**Footnote:** A written transcript or a copy of the tape recording of this session is available from the QFHSA office for a small fee.



Marg Mitchell leads anger workshop.

## Identifying and Dealing With Anger

Margaret Mitchell's workshop on "Identifying and Dealing with Anger" was informative, provoking and entertaining. I arrived wondering if I would come away with any tools to help me cope with my family problems concerning anger and how to deal with it at home. I most certainly did.

I began to realize that anger is a secondary emotion that comes out of fear and that most often we react to the actions of fear(anger) rather than the emotions of fear(anger). For example, we react to a child refusing to go to bed rather than trying to find out why the child refuses to go to bed. I learned about a valuable technique I cannot wait to try on my four children the next time I get angry with them. It involves how to

respond to my anger by expressing it to the children in the following way:-

*I feel frustrated and angry.* (Name the feeling.)

*When you refuse to do what I ask you to do.* (Describe the behaviour.)

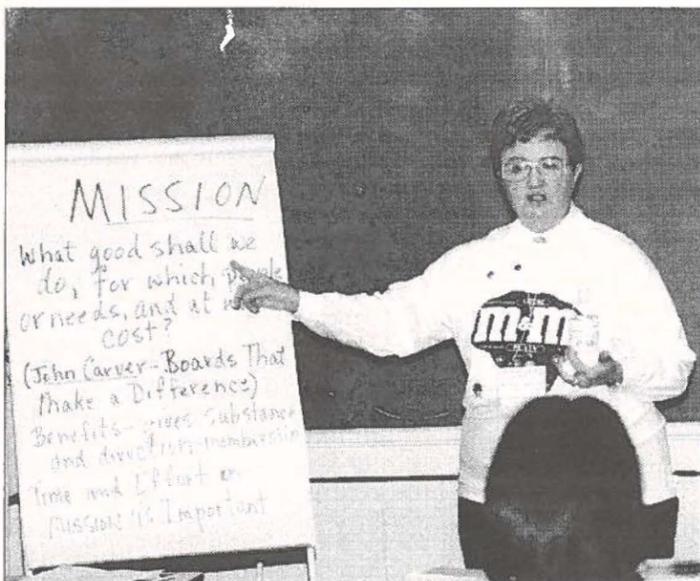
*I want you to go to bed now.* (Tell what would make it better for you.)

It is next to impossible to change other people's behaviours including our children's. We, therefore, need to change our responses instead. We must remember that anger is a healthy emotion.

When Margaret Mitchell gives a workshop, she always brings to it so many personal experiences and insights that you could easily listen to her for hours. She speaks with kindness, wisdom and humour so that you cannot help coming away

from her workshop feeling confident and eager to try out some of her ideas. Thank you Margaret for two hours well spent.

Rickey Margolese  
Ecole Primaire Harwood



Marion Daigle leads "Executive Challenges".

## Mother Guilt

**Mother Guilt: How our Culture Blames Mothers for What's Wrong with Society**  
by Diane Eyer (Random House)  
315 p. \$25 U.S.

Beware of social scientists bearing statistical studies. Beware of the politicians, baby gurus, and parenting magazine article authors who cite these studies to promote their own personal or public agendas. Beware of anyone who sees the rich tapestry of human behavior in black and white terms and of anyone who supplies easy answers to complex questions.

And above all, beware anyone who blames "mothers" for every social ill past and present — imagined or real.

Years ago in his book, *The Mismeasure of Man*, Stephen Jay Gould showed us how science can be manipulated to prove anything, in this case how certain races are "inferior" to others. In *Mother Guilt*, Mismeasure's spiritual successor, Diane Eyer shows us — with wit, wisdom and a refreshingly skeptical eye — how motherhood has been defined and redefined throughout history, most often in ways that cast a bad light on the actions of mothers. More importantly, Eyer describes how



women in today's uncertain economic and political climate are not only doing most of the work inside and out of the home, but are also being overwhelmed with blame for everything from their kids' poor grades to international terrorism. This misdirected blame prevents us from acknowledging that the majority of women do work outside the home and that all mothers are in need of greater support, from both government and spouses, if our society is to function compassionately and productively — and if children really are to thrive.

Eyer points an accusing finger at the social scientists and baby gurus (Spock, Leach et. al.) who she says are the principal culprits in this widespread and deceptive image of working mothers as damaging mothers. So many parents in this age of change have turned to these "objective" experts for help, but, in reality, they are anything but objective! For who can study motherhood without bringing some personal baggage to it? Who doesn't have strong feelings about their own mother, in one way or another? Eyer suspects that certain highly influential studies were conducted by scientists with axes to grind regarding their own upbringing.

Social science is a young and extremely inexact science. In *Mother Guilt*, Eyer deconstructs some of the most influential studies in "the motherblame industry" and shows how they are inherently biased. Every study conducted by humans is grounded in a cultural and/or personal subjectivity — even studies deciding *what* to study include bias. Eyer asks why studying "good" and

"bad" mothering, (mothercare vs. daycare, working mothers vs. stay-at-home mothers, etc.) has become so popular, while so few studies have been conducted on "good" daycares vs. "bad" daycares. The reason is obvious. If more social scientists were researching daycares, they would be implying that daycares are a viable option for mothers.

Eyer, whose previous book was called *Mother-Infant Bonding: A Scientific Fiction*, saves most of her condemnation for attachment theory studies, which have been cited ad nauseam by baby gurus, usually to prove that mothers, at least those with small children, must stay home if their wee ones are to develop "normally." Malarkey, says Eyer. These studies, most conducted so shoddily that they border on propaganda, prove nothing. Worse, many of these studies are based on data drawn from primates or other animals or are based on a slanted "biology-is-destiny" worldview.

Why are there so comparatively few studies on fathering and the impact of "bad" as opposed to "good" fathering on children? Except for deadbeat Dads, who are seen as draining tax dollars, there is no fatherblame industry. Most "fathering" studies have focused on the changing definition of masculinity. Yet for every unwed mother there is an unwed father, for every single mom, a single dad, for every welfare mom, a welfare dad. Where are all the studies on how "poor" fathering effects kids? Eyer points out that they simply don't exist.

They are nowhere, because, conveniently enough, attachment and bonding theory tells us that women — and only women — are biologically designed to raise children.

Eyer sheds light, time and time again, on all the glaring inconsistencies in the motherblame rhetoric. Why has it always been fine, indeed preferred, for poorer moms to work? Why do the experts concede that many fathers can forge strong bonds with their offspring in very short periods, when moms are told 24 hours a day isn't enough? If daycare has such a negative effect on children, why don't the 90 percent of children who attend daycare in France turn into sociopaths? (Unless refusing to drink a Bordeaux with fowl is an act of terrorism.) Why are poor mothers actually being encouraged to put their children in early childhood programs if a mother's duty is to be with her children? And the big question: if you believe that mothers and only mothers are fundamental to their children's (and society's) well-being, why aren't mothers (single, working, stay at home, welfare or otherwise) given more support? Why, instead, are they made to suffer, burdened on two fronts with "the lioness" share of the work and the guilt.

Mixing passion and cool scientific thinking in equal doses — and throwing in some witty insights for good measure — Diane Eyer confidently shows us that the emperor of motherblame has no clothes. Now isn't that a relief? Everyone exhale!

No, Eyer's tome isn't something you can pick up and read in the dentist's waiting room. And yes, her book does cause discomfort by shooting down some sacred cows. (Some of mine went hooves up, and I thought I had a handle on things.) Yes, illusions can be comforting... but the truth will set you free. So read Eyer's book! Shed a few extra pounds of guilt.

Reviewed by Dorothy Nixon.  
July, 1996.

## Grading the Teacher

Most of us feel pretty powerless if our child has a bad teacher. We tell ourselves that not all teachers are outstanding and that our kids need to learn to adapt — even to unpleasant situations. Above all, we suspect that our intervention will only make things worse.

Nellie Jacobs, the author of *Grading the Teacher: A Parent's Guide* (Viking), disagrees. A former elementary school teacher and mother of four, Jacobs urges us to become "prime advocates" for our children.

She stresses the need for open communication between parents and schoolchildren. Questions like "How was your day?" will meet with little more than "fine" or "lousy"; Jacobs prefers focused questions such as, "What did you learn today that was interesting?"

She warns parents to watch for signs of trouble — these include behavioral fluctuations and a child's reluctance to go to school.

Jacobs has specific ideas about what makes a good teacher. To this end, she includes a detailed report card parents can use to grade our children's teachers. According to Jacobs, good teachers do not only transmit knowledge, they encourage their students' personal growth. Good teachers love teaching, but they also love learning. They deal with each class as a collection of individuals, providing special attention to both the stragglers and to those who are advanced. They're patient and allow students to make mistakes.

Speaking as both a parent and a teacher, there's not much to argue with here. Still, Jacobs' order seems a tall one — especially for overworked public school teachers who face ever-expanding classes and ever-shrinking budgets.

If, however, your child's teacher scores low on Jacobs' report card, she provides some hands-on solutions. Begin by encouraging your child to handle stressful situations independently. If necessary, prepare your child at home through role-playing exercises: "Pretend I'm your teacher and ask me how you could have improved on the last assignment."

If a parent decides to intervene, Jacobs recommends calm confrontation, reminding parents to consider both a teacher's strengths and weaknesses. She suggests parents emphasize their eagerness to help find solutions to school problems.

Jacobs also encourages parents to become involved in parent-teacher groups or advisory committees. Though much of what this book relates is obvious, *Grading the Teacher* makes the grade when it comes to encouraging parents to take part in the educational process.

Reviewed by Monique Polak

# The Book Review Page

## Beyond Ritalin

Garber, Stephen and Marian  
1996 Willard Books  
Hardcover, 255 pages \$32.

This easy to read, informative and well-researched book will be a boon to parents and teachers who live with someone who has ADHD. Attention Deficit Hyperactivity Disorder, formally known as Fidgety Phil or Hyperactivity is a complex disorder. Despite verifiable physical causes, the exact mechanisms involved and unpredictable responses to medication leave a lot to be discovered. In a very useful chapter, the authors talk about how to get an accurate diagnosis. For example, ADHD is often confused with learning disorders which sometimes overlap, but require different treatments. There are physical, emotional and psychological factors to be ruled out as well. The authors present various checklists but underline the necessity of getting a professional diagnosis.

After several decades of experience with Ritalin and other medications, the authors conclude that there is definitely a place for medication but even for those who respond, medication alone is not enough. They explain how Ritalin works, and debunk the myths surrounding it. For example, response to Ritalin has been used to verify or nullify the diagnosis, giving false positive and false negative results.

What are the treatments 'beyond Ritalin'? The Garbers outline specific interventions that can be tried at home, school, or in the workplace for adults. Examples include: changing seating arrangements, minimizing distractions, having a "study-buddy," altering the way in which assignments are given and using computers for written assignments. Their suggestions for dealing with disruptive behavior include various behavioral interventions such as using systematic praise and ignoring "time outs" and immediate reprimands.

When medication works, it helps kids stay on task in the classroom. But the authors clearly demonstrate that over time, this is not enough. They devote a chapter to each of the following: improving learning and achievement, learning social skills, learning self-control, building organizational skills for life, and cultivating inner calmness. In each area, they show which aspects are helped by medication, which are not, and how to teach skills which will endure.

The book is somewhat repetitive if not insistent in its message that ADHD requires a comprehensive approach and that medication, if used, is a secondary measure. The book does not make an attempt to connect ADHD in its social contexts. We are left to ponder the way in which large class sizes, pressures to achieve, and standardize performance, and the buzz of mass media may be affecting those with ADHD and the rest of us as well.

Jean Enright

## How much is 1000?

How Much, How Many, How Far,  
How Heavy, How Long, How Tall is  
1000

written by Helen Nolan and  
illustrated by Tracy Walker  
Kids Can Press Ltd, Toronto, 1995  
Hardcover, 32 pages, \$14.95  
Ages 5-9

I opened this book eager to have the number 1000 brought into clear visual terms. This book did not do that!

This book uses units of measure like "small, big, tall and heavy." What do vague comparisons like 'a pile of 1000 acorns isn't very big but 1000 oak trees would make a whole forest' really mean? How big is a pile? How large is a forest? Using the height of an 8 year old and the weight of a 2 year old as units of measure can lead us further astray in our estimations. With few exceptions, this book raises more questions than it answers.

Anna Marrett

## What Should I Feed My Kids?

By Ronald E. Kleinman, Michael S.  
Jellinek and Julie Houston  
Random House of Canada, 1996  
292 pages, \$14.95

This book deals head on with all of the complex issues which surround food and the family. For example, there are differences between the nutritional needs of adults and children. To what extent do we project our concerns about our diets onto our kids? Cholesterol is for adults! Babies change rapidly while we remain the same. We approach middle age as our children become teenagers. Suddenly, our bodies are changing. We need to deal with both physical and psychological changes within ourselves. The "midlife" crisis. At the same time, we are caring for children who are going through rapid physical and psychological changes from adolescence. Whoa! There's a lot more to food and nutrition than merely opening the fridge.

There are other family issues which also surround food. Control and choice. Is food a battle ground in your family. If so, why? This book has us reflect on many issues which might be the cause of strife.

This book encourages us to relax when eating, which is obviously good for us. However, the food these authors see as desirable leaves a lot to be desired. They have overlooked the fragrant pleasure of opening an orange, the satisfying crunch of the first bite into a crispy apple or the anticipation of eating spaghetti covered with sauce that has been simmering on the stove all afternoon. They seem to be drawn to sugary cereals, soft drinks and hamburgers. In fact, you should not read this if you have a weakness for hamburgers and are on a low fat diet!

Anna Marrett

## Internet Safety for Kids

As a child on the Internet:

- ◆ I will not give out personal information such as my address, phone number and parents work address, or the name and location of my school.
- ◆ I will tell my parents right away if I come across any information that makes me uncomfortable.
- ◆ I will never agree to get together with a person I meet on-line unless my parents agree and then I will meet only in a public place and bring my parents along.
- ◆ I will never send a person my picture or anything else without checking with my parents.
- ◆ I will not respond to any questions that are mean or in any way make me uncomfortable.
- ◆ I will talk to my parents so that we can set up rules for going on-line.

Courtesy: National Centre for Missing or Exploited Children.

## Windermere Safety Patrollers

The Windermere Safety Patrollers were pleased to be awarded an AMREQ (Association of Moral and Religious Educators) Compassion in Action prize for their volunteer work which included monitoring crosswalks four times daily, helping other schools organize similar programs, participating in community events and collecting food for the needy. They donated their prize money to another school for their nutrition program and to the Montreal Children's Hospital.

The Patrollers have made a video which shows their activities and they are willing to loan the video to other schools who may be interested in setting up a safety patrol program or in recruiting students.



Windermere Safety Patrollers take a break from their activities.



## Safety Issues for Canadians Air Bags

Air bags are safety devices that were developed to supplement the protection provided by seat belts. Transport Canada has received complaints from the public concerning air bags that have deployed in low-speed collisions, causing injuries and incidents in which they have not opened when it seemed they should have. How are air bags supposed to function? How can the motoring public optimize the protection they offer? And how can the occupant prevent being injured by a deploying air bag? This leaflet answers these commonly asked questions about air bags and air bag performance.

### How Do Air Bags Work?

Each air bag is equipped with a control mechanism that senses sudden deceleration. When activated the sensor sends an electrical signal that ignites a chemical propellant and when ignited, this propellant produces nitrogen gas, which inflates the air bag.

This process occurs very quickly - in less than one-twentieth of a second - faster than the blink of an eye. Most air bags have internal tether straps that shape the fabric and limit how far outward the bag moves. Vents in the rear allow the bag to deflate slowly to cushion the head as it moves forward into the deploying air bag.

Sensors deploy air bags only when deceleration exceeds a minimum threshold. If the change in speed due to an impact is lower than the threshold, the air bag will not open. In low to moderate speed collisions, the

seat-belt alone is usually sufficient to provide adequate protection to the head, chest, and hips. However, in high-speed crashes, the seat belt may not be able to prevent the head from striking the steering wheel. Air bags protect the head and face as they move forward, consequently, sensors are set to respond to frontal impacts, not in rear-end collisions, side impacts or rollovers. Only the seat belt is effective in these latter types of crashes. Air bags may deploy in undercarriage impacts and angled collisions, including side impacts, where there is sufficient longitudinal deceleration.

Sometimes it appears that smoke is present in the vehicle following the deployment of an air bag. This is caused by the powder used to prevent the folds of the air bag from sticking together and by residual combustion products.

### Why Do Air Bags Sometimes Cause Injuries?

Air bags provide good protection to the head and face in serious crashes; however, because they open so quickly, they can cause injury. While most of these injuries are minor, consisting only of bruises and abrasions, some are more serious, such as broken arms. Small people, who tend to sit closer to the steering wheel, are more likely to be hurt by a deploying air bag than those who are taller and sit further away. Children are particularly vulnerable, improperly restrained children, unrestrained children sitting or standing close to the dashboard, and infants in rear-facing restraint systems installed in the right-front seat are at high risk of injury.

In low-speed collisions, air bags are not necessary in order to prevent injury. However, the deployment threshold of many current air bag systems is quite low - equivalent to

a vehicle striking a concrete barrier at 15 to 25 km/h. As a result, some motor vehicle occupants are sustaining injuries that could have been avoided had the air bag not deployed.

### What Can We Expect of Air Bag Systems in the Future?

Currently, Transport Canada does not require that air bags be installed in vehicles; however, when they are a part of the occupant restraint system, they must meet specific safety requirements. Generally speaking, our approach is to set performance standards rather than to stipulate the installations of particular hardware. In this instance, the Regulations specify vehicle test conditions and injury criteria that are designed to ensure effective levels of occupant protection in serious crashes.

Motor vehicle manufacturers are in the process of developing "smart" air bags. Already some possess two thresholds of activation, depending on whether or not a person is belted. If an occupant is not restrained, the air bag deploys at a minimum deceleration threshold; however, if the belt is in use, it deploys only at a second, higher level. Such dual-threshold deployment systems will become the norm, allowing air bags to provide some protection to the unrestrained without needlessly injuring belted motorists.

Occupant presence sensors will prevent passenger-side air bags from deploying when there is no one to protect, thereby avoiding unnecessary replacement costs. In addition, proximity sensors will gauge how close an occupant is to the air bag module, and warning systems will signal occupants when they are out of position, for example, when a driver has fallen asleep and is slumped over the steering wheel. Dual-stage inflation units, working in conjunction with proximity sensors, will allow for less violent deployment of the air bag if someone is too close to the module.

At the moment, some vehicles are equipped with manual cut-off switches that disable the passenger side air bag if an infant restraint system is installed in that seat. In the future, switches may be replaced by automatic systems that will detect the presence of the infant restraint

## Safety Scene

by Don Smith

and prevent the deployment of the air bag.

### What Can I do in the Meantime?

Until advanced air bag technology becomes widely available, Canadians should attempt to maximize the protection afforded by current occupant restraint systems by taking the following precautions:

- Always use your seat belt and ensure that your children are buckled up.
- Make sure that the lap belt is positioned across the pelvis and that the shoulder belt lies across the chest and over the shoulder.
- Do not leave any slack in the seat belt.
- Move the seat as far to the rear as possible in order to provide sufficient space for the air bag to deploy.
- Do not use a rear-facing infant restraint system in the right front seat unless the air bag has been deactivated by a cut-off switch.

If you have any questions or safety related question for Transport Canada please phone information at 1-800-333-0371.

**Editor's note on School Bus Safety:** Over the years that the safety scene editor has been preparing this page, one subject that keeps recurring is school bus safety. Your editor has been following the matter as the years have rolled by and has noticed significant improvement in safety standards, driver's ed courses, etc. The subject keeps coming back and appropriate articles are written. A recent call to Transport Canada has allowed The NEWS to obtain a background paper on school bus occupant protection in Canada. Watch this page in coming issues for articles dealing with school bus safety. May you be reassured by one of the sentences gleaned from the covering letter to the report: "...other motor vehicle occupants are about 16 times more likely than school bus occupants to be injured in road collisions per passenger - kilometer of travel."

Meanwhile, for this issue we have covered a matter that is causing more concern - air bags. We have reproduced a leaflet issued by Transport Canada on air bags.



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