



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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"Partners in action"

Our plenary session this year had as its theme "Partners in Action". Scott Conrod, Director of Students Services, PSBGM, played the role of PUPIL; Joan Dougherty, MNA, and parliamentary secretary to the Minister of Education, was the POLITICIAN; Bryden Murray, teacher at John Rennie High School in the Lakeshore School BOARD, was the PEDAGOGUE; and Sylvia Rankin, a Home & Schooler from Thorndale Elementary School, was our PARENT.

Mrs. Dougherty came through strongly that legislated parent

involvement in schools will never replace volunteer involvement in schools. She believes that Home & School is one of the most legitimate groups involved in schools and in what it is trying to do for children in our schools. She believes that Home & School must be part of a partnership of Parents/Teachers/ Administrators/ Town Councillors and MNAs. Home & School must consult each of these groups in order to successfully work for the betterment of our educational system. It is through discussion, our resolutions and petitions that Home &

School can keep MNAs informed of the facts so that, together, we may improve our educational system.

Bryden Murray emphasized the fact that teachers must play a more active role with parents in the educational system. He pointed out that the structures of high schools do not encourage Home & School/parent participation but he feels this situation can, and must, be overcome. Bryden also pointed out that legislated parent involvement is not the answer. The School Committee has a dictated agenda. It is listed what they must be consulted

on; this often leads to confrontation rather than cooperation and partnership. Home & School has control of its own agenda. Bryden feels that teachers and parents, through Home & School, can (1) listen to each other; (2) supply information to each other; (3) participate openly with each other. Bryden feels that this now occurs through PAPT (Provincial Association of Protestant Teachers) liaison with QFHSA at our Board of Directors meetings.

Scott Conrod emphasized the fact that educators have a tendency to focus on the individual and not the problem as a whole. Home & School is needed to help focus the attention of the partners in education on the problem itself. Focus on the individual is essential, but focus on the problem itself is just as essential. Without the help of all those involved as "partners", of which Home & School is an essential element, teachers will help the individual and meet his needs but the main problem which caused that need will never be addressed. It is his opinion that Home & School is in a

unique position to look at the broad needs of all students and help bring the focus of all partners in education on these needs.

Sylvia Rankin emphasized the point that without involvement parents can not be informed. The parent that is involved sees things from a different point of view than the one who is not involved. If Home & School is to be effective it must be involved with teachers, administrators, politicians and, especially, students. Through discussion and dialogue with these groups Home & Schools is, and can be, an effective voice in the educational system. It was her feeling that the voice of one person is seldom heard, but the voices of many persons — and that is what Home & School is — are not only heard but listened to.

Owen Buckingham
Past President, QFHSA

QFHSA Annual General Meeting



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Editor's note: The full text of Joan Dougherty's and Scott Conrod's remarks are available, on request, from QFHSA office (514) 481-5619.

Editorial . . .

Nothing is Impossible... If enough people care

If it is true that one of the indicators of a successful annual meeting is the quality of its workshops, this year's meeting should rank up with the better ones.

"Nothing is Impossible... If enough people care" is actually the response of Joan Dougherty, MNA for Jacques Cartier to a "but what can we do?" type of question in the "Parents and Politicians" workshop at the A.G.M. on Friday, May 2.

There is no put down intended in citing the above question because who among us has not experienced a feeling of futility and helplessness when our particular type of education seemed to be teetering on the edge of an abyss. The feeling that it really did not matter what we as individuals might think and only slightly more what our collective feelings were when they were at odds with the policymakers of the day.

Another response from Mrs. Dougherty was to the effect that it is a much healthier political climate when the ideas are coming from the bottom up rather than appearing to be imposed from the top down.

Neither of the observations is original, you have heard them before, but what a breath of fresh air on the education community to hear them from someone in a position to promote this progressive type of thinking.

Mrs. Dougherty was also frank in stating that, with the volume of issues before the government they are not always aware of all the public concerns nor do they have a corner on all the good ideas.

However, we are well aware that submissions to the government, if they are to be effective, must be well thought out and properly presented. We have demonstrated our ability to do this in the task forces that were formed and the briefs that were prepared when school board re-organization was under consideration. Truth to tell, it is still under consideration but the minister of Education seems considerably more receptive to varying points of view than were his pred-

ecessors.

We must not lose the opportunity to speak out on situations with which we are uncomfortable.

The operation of a school system is becoming increasingly complex and new responsibilities are being thrust upon it simply because of the strategic position it occupies in our society. Many children spend more time with their teachers and guidance counselors than they do with their parents. The phenomenon of the one-parent family has changed the rules of the game.

This new set of concerns needs to be addressed and there are still too many parents content to "leave it to the professionals" at least until a situation develops close to or in the home that makes us realize things do not always "happen to someone else."

How to increase our numbers and spread the awareness and the work is the problem. Maybe like peace it begins with me.

Membership seminars are held every year and we are improving our skills in this area. The feeling that the recruitment of new members is the responsibility solely of the Membership Committee, is to our mind a mistaken one. In the same manner the nomination of strong leadership candidates is not solely the responsibility of the nominating committee. True they must provide leadership and the machinery to execute the mechanics of the tasks but the recruitment of new members and strong leadership candidates is **everybody's responsibility**. There continues to be evidence that some are just waiting to be asked.

"Partners in Action" was a very appropriate theme for the A.G.M. but we must translate these words into action that will ensure the provision of quality education that will enable our children to take their places as happy, well adjusted and productive members of society.

Remember,

"Nothing is impossible...if enough people care"

G.G.R.

Parent Sues for right to Catholic Education

The above is a headline from an article appearing in the April edition of P.A.C.T. — issued by the Provincial Association of Catholic Teachers.

The case, which is to be heard in the Superior Court of Quebec, deals with the petition of a Catholic parent questioning the legality of an inter-board agreement entered into between the C.S. Regionale de Blainville-Deux Montagnes and Laurent Protestant School Board.

The agreement has the effect of placing the petitioner's child in a Protestant School Commission for her secondary education and the petitioner contends that as a Catholic parent, he has the right to have his child educated in a catholic school environment and that the agreement negates this right.

The following is a partial quotation from the petitioning parent:

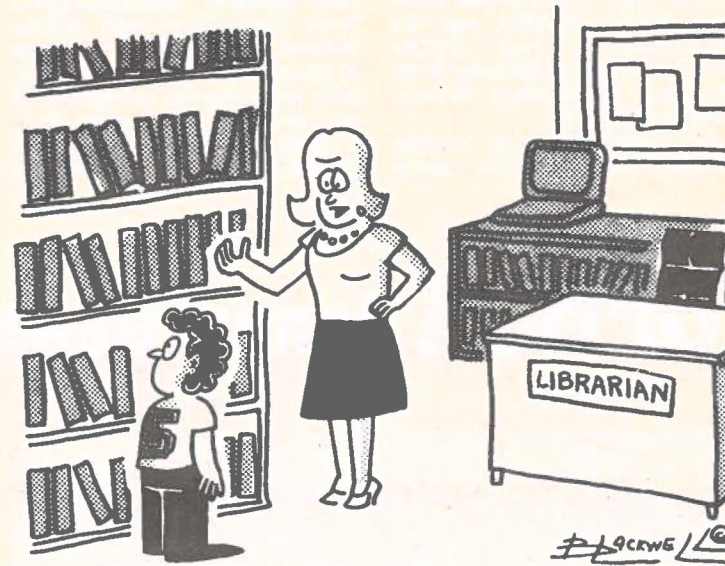
"My desire to establish my educational rights as an English Cath-

olic Quebecer is not without precedent. If Ontario recognizes the rights of their French language minority and recently to public funding of Catholic Schools, then I as an English speaking Catholic Quebecer expect equal treatment. The B.N.A. Act and the Canadian Charter of Rights must apply to all citizens equally."

Catholic teachers and school administrators along with the Association of the Directors of English Schools endorse the petition and support the concept of linguistic boards with confessional guarantees.

The hearing has been postponed until June at the request of the defense to allow time to prepare this case.

Editorial Note: The results of this case have implications for the Protestant community because at what point do "Confessional guarantees" negate the concept of linguistic boards?



"NO, BILLY, WE DON'T REFER TO THESE AS 'HARD COPIES'! THEY'RE CALLED BOOKS!"

Quebec to Make Literacy Test Compulsory for Graduates

An article in the Gaspé SPEC expresses the opinion that a "plethora" of students entering CEGEPS and universities have inadequate reading and writing skills according to many university administrators and employers.

A recent statement by Paul Vachon of M.E.Q. to senior education administrators advised that the Department would soon require a separate literacy test for students entering secondary institutions to assure they are equipped with adequate reading and writing skills.

The statement has prompted several different responses from teachers.

Some feel the Provincial examinations should reveal the competency of graduating students while others feel that the new Language Arts program with its emphasis on creativity relegates the teaching of grammar and punctuation to secondary learning.

Without an understanding of how the language is put together the student is placed at a disadvantage in developing both communication and writing skills.

T.V. is singled out as one of the main culprits in that it tends to make our children less critical thinkers. Instead of making them more creative and imaginative,

because they are exposed to so much of it, it has made them passive.

New ways must be found to restore the concept of "reading for pleasure" including the revival of the classroom reading period.

As well, young children learn communication skills where there is good oral communication within the home.

In encouraging basic forms of writing one teacher defines "good English" as being "Neither imprisoned by rules, nor freed from restraint; it is never fixed but changes as the language changes". Literacy practically defies definition because it means different things to different people. The article concludes with the assertion that the greatest impediment to developing good language skills has been a prevailing recreational attitude to education in general. For the past twenty years, educators and parents have sought to make learning more enjoyable even entertaining. We have experimented with new math, open classrooms, new methods of teaching reading and the new Regime.

The concern is if children learn to play the game without a knowledge of the rules what will happen when they enter the real world where everyone else follows the rules.



Quebec Home & School NEWS

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Key to the Emerging Generation: An Inside Look at Canada's Teenagers is the report of the survey of youth aged 15-19 by sociologist Reginald Bibby of the University of Lethbridge and Don C. Posterski, a Toronto consultant for youth organizations. Teenagers across the country were polled on their personal concerns, relationships, beliefs, their hopes and expectations and how they view Canada. Tables are included, giving provincial as well as national percentages. Available from your bookstore or from Irwin Publishing, 180 West Beaver Creek Road, Richmond Hill, Ont. L4B 1B4 (\$9.95 plus 75¢ postage and handling).

Hearing from you...

QACLD Conference worth every moment

Again I am indebted to HOME & SCHOOL. I want to thank you for the opportunity of attending this workshop. I found it extremely worthwhile personally and professionally.

I came home Wednesday night as I had arranged for two parents from Sunnyside to attend the parents' day on Thursday. Both Mrs.

Kasowski and Mrs. Gustin thoroughly enjoyed themselves. The parents' workshops are an excellent idea and I would like to encourage more parents to take advantage of this opportunity in the future.

Thanks again.

Tom Bean
Principal, Sunnyside

QACLD Conference Report

We found this conference to be very well organized and very well attended.

Our first workshop was "The Learning Disabled Child and the Family". Dr. Marilyn Belleghem, a marriage and family counsellor, presented an excellent workshop. The main theme was "everyone doing the best they can at all times given where they are and the surrounding circumstances that exist".

We were taught to deal with a person as a whole unit. This includes four parts: (1) intellectual, (2) physical, (3) emotional and (4) spiritual. Patterns that have been established in parents are often found in their children causing tension in the family unit. We traced back our roots and were able to see patterns evolving.

We dealt with the extended family dealing with boundaries for parents, children and grandparents. We learned how conflicts between parents and children focus on the children thus causing triangular situations in the home. Outside help is often needed to help children and parents to solve their problems.

Discussion took place about preparing children to leave the home, strengthening the spiritual, emotional and physical parts of the child. Most problems that a child runs into can be classified as growth and learning experiences. These experiences open the child's eyes to the choices available, helping the child to re-evaluate their goals.

Unfortunately, the time frame was too short. No questions were permitted which was a disappointment. We felt that the workshop dealt mostly with behavioural problems which could lead to learning disabilities.

The second workshop attended was "Nutritional Guidelines for Correcting Behaviour". The speaker was Dr. Barbara Reed, a nutritionist from Wisconsin. The main aim of this workshop was to tell us about the value of the food that we eat. Today we are classified as the Pepsi, Twinkies Generation. Behaviour problems are caused by high sugar diets. To be knowledgeable about food people must read labels carefully. An interesting fact was discussed about heart disease; since food has become so refined, heart disease has been on the rise.

Nutrient deficiency was discussed showing various effects in the body when certain vitamins and minerals are lacking in a person's diet.

Once again time was against us. Dr. Reed presented only one third of her material. Unfortunately, questions took up most of her time. We felt she lost control of her workshop but it really was a very interesting session.

Editor's Note: We are indebted to the QACLD with providing us with several complimentary passes to attend the parents' program of their annual conference.

Judy Cloutte & Linda Young
Keith Elementary

Media Literacy Curricula Developed for School Use

"TV Literacy: Teaching Kids to Watch TV Wisely" is a series of 10 curriculum units on TV literacy which were prepared and tested by Claudine Goller, former English Resource Teacher for the Program Department of the Scarborough Board of Education during her recent sabbatical. They are geared not only from K to grade 8, but also include one designed for special education classes. Each unit includes materials and suggested discussion questions for a series of five lessons. Homework assignments are included, starting with very simple ones at the K level.

The Scarborough Board is one of the first in Canada to develop a TV literacy curriculum. Ms. Goller's work will be of special interest to teachers who have been aware of the need for developing critical viewing skills in their students, but who may not have had time to research and prepare materials themselves.

Parents will also find the curriculum of interest as a guide to appropriate activities which they may initiate with their children at home.

The spiral-bound curriculum guide is available from the Scarborough Board of Education, Civic Center, 140 Borough Drive, Scarborough M1P 4N6 at a cost of \$5.

Television & Your Children is the title of a new 60-page booklet produced by TVOntario. It is recommended to parents as an excellent starting point for developing critical viewing skills in the home. It is available from TVOntario Marketing, Box 200, Station Q, Toronto M4T 2T1 for \$5.

Real Women Don't Do Math — Or Do They?

The "Women in Science Hopefully" (Wish) Program established in 1984 at York University, at North York (Toronto) has produced a 10 minute video tape under this caption about why young women need to study mathematics and the career opportunities available to those with a math background.

The video was taped during a three-day seminar held at York for female high school students who were invited to participate in career and math workshops, panel discussions and problem solving sessions all designed to convince

A learning experience

Enclosed please find a copy of my report on the Estates General. It is rather long and I suppose I could summarize it but then I wouldn't be reporting anything at all.

In any case, I thank the Home & School for sponsoring my attendance. I learned a lot and enjoyed myself thoroughly.

Thank you.

Marguerite Dunlop
Lasalle High School.

Editor's Note: Full reports on the Estates General Conference will be carried in the September (Back to School) issue of THE NEWS.

the girls that math is exciting, interesting and within their grasp.

For those who might be interested in obtaining a copy of the tape, a 3/4" video cassette is \$29.95 and a 1/2" VHS or Beta cassette is \$24.95

Call or write:
Dept of Instructional
Aid Resources,
York University
4700 Keele Street
North York, Ontario
M3J 1P3 Telephone 667-3441



President's message

An involved parent in a large Montreal high school has been trying to find other parents who will help to organize a few simple events to make the 1986 graduation exercises extra-special for the grade eleven students. She noted: "This may well be the only real graduation that many of these children will ever experience in their lifetimes".

What a wonderful opportunity to leave a lasting positive memory for these young people to cherish.

The problem? The dedicated parent cannot find other parents who understand the importance of their active participation in this event. Their response was: "they" should do it! ... Who are the "they" that these parents are anointing as the legitimate active participants? The organizer doesn't even have a child in the graduating class! What she does possess is an abiding interest in the needs of children — all children. She depicts the person who is one of the 16% of parents who are active participants in their children's education.

The negative or neutral responses she received are from the 84% of parents who seem willing to "pass their buck" to others. What a pity! What a lost opportunity!

The cost of participation? Maybe two whole hours of a person's time along with a pan of squares.

The return on the investment? A real celebration of a child's success with the most important people in his or her life.

Maybe some of that 84% had better think back in time to their own special memory-bank occasions. They may well remember that their own parents cared enough to invest their time, interest and cookie-making abilities to create special occasions that linger in the mind and offer solace at times when living becomes more complex.

The president's message? We have just had our Annual General Meeting and Conference; it was a worthwhile experience for all of us who were wise enough to attend; we are now starting a new Home & School year with renewed vigor. We simply *must* work toward changing those percentages around — to 84% active/16% passive or apathetic. Our children need us. No one else can ever replace the participation and interest of "my mother" and/or "my father" in the eyes or minds or memories of our offspring. An occasion missed is literally an opportunity that is thrown away.

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Annual General Meeting 1986

"LET'S TALK ABOUT ACCOUNTABILITY"

One of the greatest strengths of Home & School is its willingness to be accountable for its actions — from the individual member, to the local Home & School Association, to the provincial federations and to the national organization. Sylvia Adams, president of Quebec Federation of Home & School Associations, and Joy Bastness, the President of the Canadian Home & School and Parent-Teacher Federation, spoke about being "accountable".

"Accountability" means to be answerable for your actions. The workshops held at our conference on the Friday, and following this plenary on the Saturday, demonstrate our accountability — to provide occasions for parents to become better informed and to share with others their concerns, and their hopes for their children.

QFHSA as a provincial federation is 42 years old. We were totally self-funded until 1973/74 when we first requested some financial support from the provincial government. Since that time we have

received a grant annually until 1983/84, when our grant was cut to \$5000 and in 1984/85 discontinued. Over this ten year period we received a total of \$131,980. Think of the thousands of volunteer hours that were given to our children and the tens of thousands of volunteer dollars that went toward improving the quality of the educational experience our children received.

To draw a comparison, so that you may decide whether these dollars were well spent, the FCPAQ (Fédération des comités de parents de la province de Québec) annually receives \$650,000 to meet their obligations to the Parents Committees across the province. These are dollars we pay for out of our taxes. We must ask ourselves if we feel they are being well spent.

Our new provincial government has just reinstated our grant — we are to receive \$15,000 for the calendar year 1985/86. Our submission in requesting this grant was extensive. The submission demonstrated our accountability as a



unique, independent organization; our submission demonstrated that we do what we say we do IN FACT.

Think of our annual business meeting yesterday. Think of the RESOLUTIONS we passed. Think of our newspaper — The Quebec Home & School NEWS. We have an actual membership, we can quote definite numbers, we can give you their names and addresses. We keep in touch with all our members through this newspaper. Members are free to contribute their articles and their thoughts.

Besides our individual family members who have joined through their local Home & School Associations we have a large number of Group Affiliate Members. They are listed in each issue of the

NEWS. They, too, are on an office mailing list to receive copies of information that we feel is of general interest to all concerned parents; to receive copies of our submissions to government bodies; to be invited to send representatives to our conferences.

We account for our actions by responding to government requests for information, input or whatever. This year we submitted a paper to the Superior Council of Education on "The State and Needs of Education in 1985". We did so after canvassing all our local Home & School Associations as well as our Group Affiliate Members and incorporating all responses into the final submission.

We will, along with representatives from the other nine provinces, be attending our national annual meeting in June. We are also accountable and responsible to them for our actions. Together we consider national concerns that affect the education and welfare of each of our children in their individual classrooms.

We have a mandate to stimulate and involve parent participation and other interested citizens in the education of our children. Only 16% of parents are actively involved in the education of their children. We need to reach and stimulate the 84% to join and participate and to become ACTIVE PARTNERS simply because we believe OUR CHILDREN ARE WORTH IT.

GORDON PATERSON AWARD

for outstanding service to the education of children

THOMAS BEAN

Tom Bean was born and raised in the Eastern Townships where both his parents were teachers. After graduating from Macdonald College, Tom taught for a year in Rosemere and then returned to the Townships to teach at Princess Elizabeth Elementary School in Magog.

He pursued his studies, graduating with a B.A. from Bishops University, Lennoxville, and in 1969 was appointed Principal of Princess Elizabeth School. Because he was interested in understanding and meeting the needs of children, Tom went on to earn a Special Education diploma and later a Reading diploma.

In 1984 he became principal of two schools — Ayer's Cliff Elementary and Sunnyside Elementary (in Rock Island).

Tom is the father of two children, Lisa and Troy, and is an active parent and community-minded citizen. Professionally, he is an active member of the Quebec Association of School Administrators.

Tom believes strongly that "parents make a difference" in the life of a school. He remembers the support of parents as a significant factor in helping him get established. He has supported parents in their decisions regarding the needs of their schools and has been approachable, resourceful and communicative.

Tom has actively encouraged parents to be involved in Quebec Federation of Home & School Associations as a means of enriching school life and he has ably represented the administrator's point of view at our Leadership Conference and Annual General Meeting.

The Gordon Paterson Award is intended to honour an outstanding educator who has encouraged parent participation in the education of their children and involvement with their school. Tom's dedication to education through his recognition of the importance of the home, the school and the community working together, make him a most deserving recipient of this award.



LESLIE N. BUZZELL AWARD

for outstanding service to Quebec Federation

SANDRA KEIGHTLEY and ROSE KANDALGAONKAR



Two wonderful Home & School individuals are the co-recipients of the 1986 Buzzell Award.

They were often involved in mutual undertakings and came to be thought of as a "team" even though they also undertook totally separate pursuits for QFHSA.

Both Rose and Sandra have served on local Home & School Associations, followed by committee chairmanships on the Quebec Federation of Home & School Associations' Board of Directors.



They have served on the QFHSA Executive and both served terms as Executive Vice-President. They publicized the work of our Federation in a most positive fashion.

Sandra and Rose co-chaired a successful fund-raising raffle and gala dance that enabled QFHSA to remain financially independent during a difficult period in our history.

Rose and Sandra exemplify the true qualities of volunteerism and service that are recognized by this award.

QFHSA salutes them!

"You Won't Tell my Parents..."

Susan Kwinter, guidance counsellor at Riverdale High School, certainly captivated her audience at the annual QFHSA conference with her talk on a very important subject — teens and suicide.

An increase in teenage suicide within the last few years has now made it second only to automobile accidents as the main cause of death amongst Quebec's teenagers.

Teenagers find it easier to talk to guidance counsellors because of client confidentiality. They are then able to express all their feelings — feelings which they think their parents or friends may not understand. They feel the counsellor is really listening to them, with the understanding they need.

Often parents care too much and do not allow enough freedom which is frustrating for their adolescent or, alternatively, the parent cares too little and gives too much freedom, which scares the child who does not know how to handle it. It is hard to hit a happy medium and allow your teenager to learn and grow through making his own mistakes.

Students who experience too much criticism lose so much self-esteem that they become withdrawn, hostile, receive poor grades. Their compositions are often obsessed with the topic of death. If they cannot be helped quickly, drugs, mental problems and suicide are often the next step. Too much love or praise is never wrong for adolescents, Mrs. Kwinter stated.

Most parents would agree that communication, more trust in their children, talking "to" and not "at" them, admitting our own (parental) errors — these are all good "preventative" medicine. Mutual respect, democratic decision-making within fair limits,



...Will You?

being a better listener, also help foster a good relationship with our teens.

This recorder feels that all schools should have workshops given like this one by Susan Kwinter. All parents could then become aware of the danger signals in their children and learn how to deal with the conflicts at home before things get too far out of hand.

Donna Andersen
Allancroft School

AGM '86 French Immersion: is the Experiment a Success?



The workshop leader was Pierre Yves Bezzaz, French consultant with the Protestant School Board of Greater Montreal.

Mr. Bezzaz doesn't like the term "immersion" applied to language training. He feels that it sounds too much like swimming lessons and prefers the term "bilingual education".

Immersion programs are widespread in Quebec and they assume many different forms. The demand for these programs began about twenty years ago as parents, concerned about the quantity of French being taught in English schools, lobbied their school boards for programs that would permit their children to function in a French environment. One of

the first of these programs began in St. Lambert, with immersion French classes commencing at the Kindergarten level. Mr. Bezzaz has met many of these students and he says all are fully bilingual.

According to Mr. Bezzaz, the most effective way to teach a second language is by total "submersion". In this approach the child is placed in a totally French school and is exposed to the language both in the classroom and the school yard. One of the problems with present "immersion" programs is that the language learning occurs only in the classroom. Once school is out there is no follow-up practice in the outside milieu. For this reason, this is one area where parents can be particularly helpful by encouraging the students to practice in the home.

Mr. Bezzaz says that available research indicates that there is little significant difference between children participating in early and late immersion programs. A child who begins immersion early does appear to have the language "deeper" in his brain and has a smoother pronunciation and a slightly richer vocabulary. But in terms of overall communicative ability, he is on a par with late immersion students. Both approaches are valid educational options.

Parents are often concerned about the possibility of "interference" occurring during the learning of two languages. Is the mother tongue capability impaired as a result of exposure to a second language? Mr. Bezzaz indicated that, initially, the student's performance in the mother tongue is a little lower than that of their unilingual colleagues. However, in about three years the mother tongue competence of these bilingual students catches up to, and often exceeds, that of unilingual students. This interesting phenomenon is attributed to the fact that multilingual students have a better grasp of the basic mechanisms of language than unilingual students. In addition, they have a richer background to draw upon.

Another concern of parents is the question of whether the teaching of other subjects in the second language is detrimental to the learning of these other subjects. Studies indicate the long-term there is no detectable effect — uni-

lingual and bilingual students perform equally well in these other subjects.

New Focus on Communication rather than Grammar

A new approach to second language training is now being used and appears to be promising. In the more traditional approach students are taught the grammatical elements of the language in a linear sequence from the easiest to the more complex. Students are expected to master each element before moving on to the next. Students completing such training found they had a good theoretical grasp of grammar and vocabulary, but they were unable to use the language effectively in the "real" world.

The new "communicative" approach to language learning is based on the idea that in acquiring mother tongue skills the infant is not inundated with rules of grammar from the outset. Instead he learns a wide range of diverse elements that are of immediate practical relevance. He learns things that get results in the real world, with little or no comprehension of the underlying grammar.

The aim of the new approach is to get kids talking and communicating as soon as possible. Initially there will be lots of mistakes. However, rather than continuously disrupting the communication process to correct minor mistakes the teacher only interferes when the mistakes distort the information being imparted.

In addition, the immediate practical use of the language in the students' milieu is emphasized. No more will he learn "My uncle's house has a red roof", but, rather "Is this the bus that goes to the Olympic Stadium?". With this approach a student is able to begin communicating almost immediately. He tends to be motivated to acquire the language because he can immediately see its practical applications to his knowledge. Research indicates that this is clearly the best way to learn a language. In the coming years we can expect to see more and more Quebec students exposed to this new approach to language training.

Jon Percy
Hudson High School



Ed. Note: In her talk Mrs. Stafford-Smith mentioned the "Money Management Library" (cost \$5.00) which is available from Household Finance Corporation of Canada, 85 Bloor Street East, Toronto, M4W 1B4. She also recommended "Protect Yourself" magazine as being helpful to a consumer.

Ruth Crabb
Lachine High School

over 90% of CEGEP students felt the need to be more informed.

Children, from an early age, should be aware of the family financial situation. They should see decisions being made and, when appropriate, be given responsibility for their own needs. Start small; and help them to learn to shop around, to get best value for their money, to live within their budget, value and maintain their purchases and then evaluate their own decision.

Everything can be a learning experience! Mrs. Stafford-Smith felt that learning to budget a small allowance and to differentiate between NEED and WANT are invaluable lessons.

We must all, adults and children, learn to stand up (politely) for our rights! Be honest! We must also take consumer advocacy seriously. Consumer education is a requirement for everyone in our ever increasingly complicated world.

Children as Consumers

The workshop speaker, Mrs. Betty Stafford-Smith, teaches Consumer Science at the School of Dietetics and Human Nutrition, at Macdonald College. She is presently working on a doctorate on "The Consumer Attitudes of CEGEP Students".

The first point made by Betty Stafford-Smith was that the principles of consumer education are the same for everyone — regardless of age, sex or financial status.

Consumer Education is the process of gaining the knowledge and skills needed in managing consumer resources, and taking action to influence the factors which affect consumer decisions. (This definition comes from Bannister, Rosella and Charles Monsma).

It is therefore parents' responsibility to begin educating children very early. They are growing up in the complicated world of credit, changing taxation rules, inflation, contracts and unemployment and there is a universal need for consumer education.

In a recent survey it was found



The Lansdowne Center

A place where good things happen for learning disabled children



Donna Day thanked parents for coming and welcomed Carol Meimed and Kay Dila to the workshop.

The Lansdowne Center was founded in 1972 to meet the community's needs for an organized professional tutoring service. They help students who are having trouble in the classroom because of perceptual problems, unusual language development, or ineffective learning strategies. They range from kindergarten through High School, CEGEP and adults, and come from all over the island of Montreal and outlying areas.

The main thrust of the programme is the *One-to-one tutoring*. All aspects of the child's life are brought together. After the initial assessment of the student's needs, they establish long-range teaching objectives.

Another important goal is to create independent learners who learn how to learn for themselves and by themselves.

The center provides financial assistance for families who cannot pay. Lansdowne has extended its services to the West Island. Their address is: THE LAKESIDE HEIGHTS BAPTIST CHURCH, 275 BRAEBOOK AVE. Tel: 487-6516.

The following topics were covered:

- 1) Motivation
- 2) Organization
- 3) Responsibility
- 4) Homework

1) Motivation is a very important part. What came across very clearly was the importance to convince the child that you (the parent) can listen and understand. Some of the symptoms were mentioned which might indicate the child has a problem. "I don't want to go to school; the kids don't like me; the teacher does not like me," etc. What the child is saying is "I

am out of control".

2) Organization can be learned. Organization gives a child the kind of control he needs. Some hints for better organization: an agenda, write things they have to do down — most children like it and will use it. If not an agenda, use a calendar — the child takes charge, the commitment was made by the child. How can we parents help the child plan his/her time?

- Have daily, weekly, monthly plans.
- Have folders (for school, activities, extra curr. activities, etc.)
- Baskets, desk organizer
- Lists
- Cupboard (filled with paper, pencils, scotch tape, markers, etc.)

3) Responsibilities is a 3-way triangle, between the child and school and the child and the parent. If there is a problem, make an appointment with the teacher. Go to the meeting prepared with questions. Listen to what is said at the meeting and act quickly.

4) Homework is a very difficult area to be effective in. Work with child with trust. (I am (parent) here to be helpful, she/he can trust me.) Help him/her gain control of his/her own learning. Make your home a rich environment. Have books, dictionaries, newspapers, magazines available. Be a reader. Use the library. Your child should be encouraged to study at the library. Let the child have his own books.

One book was highly recommended: *Children: the challenge*, by Rudolf Dreikurs, M.D.

As always the workshop was too short for this interesting topic. The parents enjoyed the workshop and some stayed to talk to Carol and Kay.

Helga Unterberger
École Primaire Beaconsfield

AGM '86

Plenary workshops & keynote speaker

Parents — Pupils

Workshop chaired by Barbara Peden, parent at Courtland Park Elementary School, and Scott Conrod, surrogate pupil, and Director of Student Services at the Protestant School Board of Greater Montreal.

The workshop was very informal with the participants asking questions or making comments on their own experiences. Though we sometimes lost our focus on the pupil some relative points were made.

(1) That the relationship between the school and the parent has changed. Parents no longer unquestioningly back up the teacher. There is nothing wrong with this as long as it is properly done. Teachers should realize that parents are merely trying to be real partners in education.

(2) That students should be included in this dialogue between parents and teachers if they wish to be.

(3) That this dialogue should take place not only when the child is having difficulties but when he is doing well.

(4) That communication among all the partners should be more informal and spontaneous, i.e., not take place only on the evening of parent-teacher interviews.

(5) That more open lines of communication would, among other things, ease the transition from grade school to high school for both student and parent.

Some advice was given to parents:

(1) That they not only listen more to their youngsters but that they act on their suggestions.

(2) That they deal with crises immediately and not put them off until there is "more time".

(3) That they not harp on what school was like in their day. Adolescents especially are not impressed.

(4) That they be realistic in their

expectations for their child.

Students today need to learn more and are faced with greater temptations than ever before.

At the conclusion some parents pointed out that while we must understand our children they, too, must be understanding of us.

The workshop was interesting but a little too unstructured to be able to say exactly what come out of it. Perhaps having real students instead of a surrogate would have kept us more on line.

Marguerite Dunlop
Lasalle High School



Workshop chaired by Stephanie Stubbs, parent at Edgewater Elementary School, and Bryden Murray, teacher at John Rennie High School.

A wide range of topics and questions were presented, from what do teachers perceive as a meaningful exchange between themselves and parents, to why must Home & School become involved to maintain standards, as well as, how do we encourage teachers to become more involved with Home & School? Dialogue was a fruitful exchange of ideas between Bryden and many representatives of various Home & School locals who

presented various methods of handling needs within their own schools.

Bryden presented the teachers own perspective in relation to many issues and emphasized that means must be found to establish lines of communication on a positive plane between teachers, parents, and members of Home & School. The meeting concluded with the expressed concerns in relation to diminished parent participation as volunteers at the high school levels, and various perception as to why this has evolved.

Vi Minto
Beacon Hill School

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"Partners in Action"

The Honourable Robert Layton, Minister of State for Mines and Member of Parliament for Lachine opened his remarks by expressing his sincere best wishes to the three award winners — Thomas Bean (Gordon Paterson Award) and Sandra Keightley and Rose Kandalgaonkar (Leslie Buzzell Award) and he emphasized the importance of recognizing on a regular basis the contribution that volunteers make to associations such as Home & School.

He talked about his involvement in Home & School in Hudson where he and his wife raised their own children.

Mr. Layton went on to speak to the conference's theme, "Partners in action", stressing the special role of volunteers. He said that according to a recent national survey, 76% of Canadians feel that the main reason for the existence of voluntary organizations is to provide services that would not otherwise exist. Independence, however, is the key — organizations such as Home and School need the freedom to set their own agenda suited to their particular needs.

"My colleagues and I, respect that freedom. We see the voluntary sector and government in a partnership based on common social interests. This partnership is beneficial for all concerned".

When asked how he reacted to the Prime Minister's request to respond to the interests of the English-speaking community of Quebec, Mr. Layton replied: "I've lived with them, I grew up with them, I worked with them — it's my community". He told the Home and School audience "My role is to advocate. I don't have a budget, but that doesn't mean that I don't have a responsibility to bring a message to my colleagues. I will certainly be committed to that end".

Mr. Layton spoke from experience when he concluded by saying that being a volunteer is a learning experience. Before becoming a Federal Cabinet Minister he served as an active member of several community organizations.

Parents — Politicians

Workshop chaired by Sylvia Rankin, parent at Thorndale Elementary School, and Joan Dougherty, MNA, and parliamentary secretary to Minister of Education, Claude Ryan.

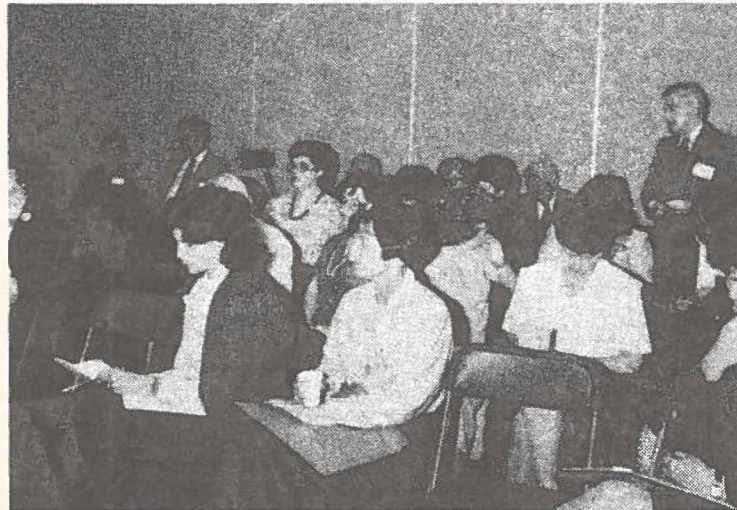
During the plenary session Mrs. Dougherty pointed out that parents must go through the correct channels to accomplish an objective. They must join forces and present their problems to the government. She stated that the government does react to a petition.

During the workshop which was a question and answer period, Mrs. Dougherty pointed out that

associations (local and provincial), the Superior Council of Education, and last, but not least, send a letter to the Minister himself.

Mrs. Dougherty also stated that all resolutions should be made public through the press. In other words, call a press conference when you are ready to make a statement.

Mrs. Dougherty said that Alliance Quebec had managed to establish credibility with the Quebec Government but that the government was aware of the fact that Alliance Quebec does not speak for all of the English speaking



Claude Ryan is very sympathetic to minority rights in education, therefore you must voice your opinion as a group and let him know what you want.

She stated that it was up to parents of a community to get together, decide on a positive position, and then present it to the government. Mrs. Dougherty pointed out that it would cost money for stamps and paper to get your point across but it was worth it. You should send copies of your position to the chairman of the school committee, the principal of the school, the teachers in the school, the school board members, Island Council (if you live in Montreal), other school boards, the teachers'

population, If you feel that Alliance Quebec is not representing you then speak up. You can be a spokesperson for your own cause. Build up your own credibility. Let it be known that there is not one voice speaking for the English community. Get a message to Claude Ryan that the QFHSA is not in agreement with Alliance Quebec as far as linguistic boards are concerned.

Mrs. Dougherty stated that global solutions are out and that the government is willing to give people their rope — take it. *If enough people care, anything is possible.*

Joan Macnab
Lindsay Place High School



Our schools... their histories

MONTREAL ORAL SCHOOL

PART OF NORTHVIEW

The Montreal Oral School for the Deaf Inc. was established in 1950, under Provincial Charter as a non-profit organization, operated by parents and friends of hearing-impaired children.

The "Oral School" was one of the first schools in North America to offer education to deaf children before the regular school age of 5

years. It was the first school for the deaf to be housed in a regular school and first to establish an integration programme (in 1965).

Today, an established leader in its field, the Montreal Oral School for the Deaf offers a complete programme for education and future development of the young deaf person.

ÉCOLE PRIMAIRE POINTE CLAIRE

Enrollment grows!

Our school opened in 1982 as a French school under the Lakeshore School Board. The building previously housed Lakeside Heights School. Enrollment has jumped from 280 pupils then to 680 this year in response to Anglophone Quebecers and Protestant immigrants who wanted more French education for their children than is offered in English or Immersion schools.

The school services Pointe Claire, D.D.O., Kirkland, Pierrefonds and Ile Bizard. Most of the

children take the bus to school and remain at school throughout the day. Special lunchtime activities and a well furnished playground help to enrich the program.

Our families come from varied social and cultural backgrounds and this provides a wonderful chance for the students to learn from each other. All the staff, administration, parents provide support and together with our school mascot, Eppie, help ensure the spirit and enthusiasm in our school.

LACHINE HIGH

Many schools later

The first recorded Protestant school in Lachine opened in 1811. In 1841 a second school situated near the present Lachine museum in the east end of the city, served the needs of 22 Catholic and 22 Protestant pupils.

Since 1811 a number of small schools, some housed in church halls and farm homes, served the community until the New Model School (later named George Esplin) was built on 16th Avenue in 1895.

The city of Lachine was quite different in those days. Much of the land was open fields or farm land and also included the summer cottages of many Montreal residents. The city itself was divided in half, from east to west by the C.N.R. railway tracks. It was also at one time a golfers paradise and Lachine High students had no trouble finding summer jobs, at either the Royal Dixie, Summerlea, Grovehill or Meadowbrook golf courses. The last few remaining greens (Grovehill) will disappear to make room for a new development in 1986.

The original Lachine High built on 36th Avenue in 1923 was home to approximately 500 pupils and included elementary grades for those students living in the western section of the city. In addition English speaking Protestants had two other elementary schools namely George Esplin and Central Park built in 1927.

The first public English Catholic school didn't open until Resurrection was built in 1950.

Shortly after the second world war Lachine faced a major increase

in population. Empty fields and spare lots were soon built on and by the late forties the old Lachine High was overcrowded.

Summerlea School built in 1950 on 48th Avenue removed elementary classes from the High School and, when extended in 1952 could hold 750 pupils. Even though Summerlea had plenty of room to extend again, due to parent pressure, Meadowbrook School was built just a few blocks west of Summerlea, above the train tracks to prevent children the need to walk over dangerous level crossings. Interestingly, because of the declining English speaking population, George Esplin, Central Park and even Summerlea have all been closed and only Meadowbrook remains open today. Gone also are the train tracks which have been replaced by Victoria Street.

The last year of the original Lachine High School, every available room was used for classroom space including a janitors' room which for years stored mops and pails. It was a welcome relief when the new spacious Lachine High opened its doors in 1957 on Sherbrooke Street, almost opposite Meadowbrook School. The old Lachine High has since been renamed John Grant.

The mode of transportation during the old school days was quite different from today. Those who couldn't walk travelled to school in street cars.

The only students who travelled to school by bus then, came from areas mainly west of Lachine such as Dorval, Pine Beach and Valois

SHIGAWAKE-PORT DANIEL

Thirty years old

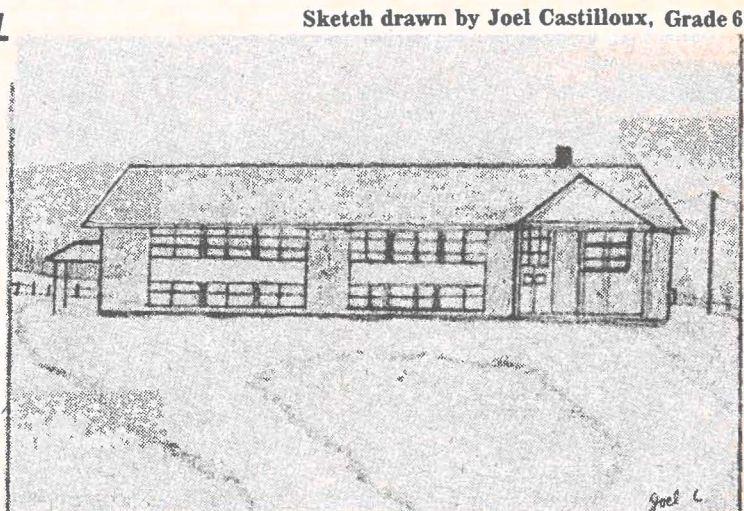
Shigawake-Port Daniel School was constructed in 1953. The official opening of Shigawake-Port Daniel Consolidated School took place on January 15th, 1954. The opening of this school brought a major, significant change in education in this area. Prior to this, the municipalities of Gascons, Port Daniel, Marcil, and Shigawake each had the one-room school house with grades one to seven. There was one high school in the area situated in Shigawake with two classrooms.

The first staff included principal Miss Sadie McOuat (who was also the grade 9/10 teacher), four regular teachers, a supply teacher, a caretaker, and bus driver Mr. Lester Williams (who is still the bus driver).

The school always opened with the teachers and students gathering in the basement for fifteen to twenty minutes. Miss McOuat lead in a Psalm, the Lord's Prayer, Salute to the Flag, a Hymn or two, and made any announcements for the day.

Track-and-field competitions with other schools along the coast were held every fall.

The school crest was designed in 1955 by Alice Sullivan, a student then.



Sketch drawn by Joel Castilloux, Grade 6.

One of the students at that time (1953) was Jack Skene, now Direction de M.E.Q. Service Educatif Aux Anglophones.

The 30th Anniversary of the school was celebrated in July 1984. Former students and surviving teachers gathered and rejoiced with a banquet and social evening.

Shigawake-Port Daniel Consolidated School continued under this structure until 1964. At that time, three neighbouring schools amalgamated. Thus, forces were joined with New Carlisle High School and Hopetown Elementary School. Classes were shifted around and a Supervising Principal, Mr. Lorne Hayes was in charge. This set-up remained until 1978. Now the three schools are Institutional with Mr. Cyrus Journeau as Supervising Principal.

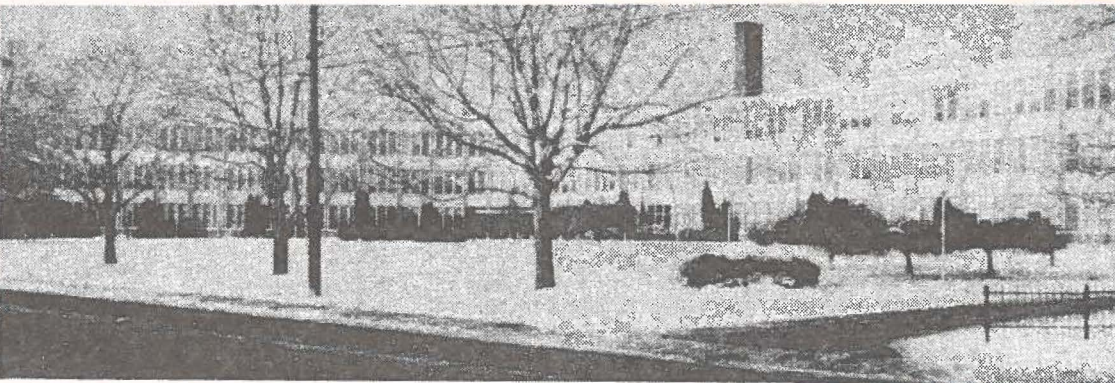
Now known as Shigawake-Port

Daniel School, with Grades Two to Six, it has a student population of 100.

Among the activities of the regular school year are: swimming, cross-country skiing, track-and-field, soccer, I Love to Read Week, Terry Fox Walkathon, Unicef collection, Jump Rope for the Heart, Picardi Marionettes, and Theatre New Brunswick.

Home and School

The first H&S local association was formed on September 29, 1965. Mrs. A.L. Gilker, area director and Mr. L.R. Hayes met with 23 parents and teachers in the auditorium of the school. The first president was Mrs. Hilda Journeau; her vice-president was Mrs. Margaret Hayes.



since the only other school on the West Island at that time was MacDonald High located in Ste. Anne de Bellevue. The school bus which was named after the driver (the janitor, Mr. Brown) often broke down and many times students would arrive an hour or more late for classes quoting the familiar excuse of "Brown's bus, Sir".

Classes were seldom cancelled due to storms in those days, because most of its teachers (who among others included the faithful Keith sisters, Marion, Kathleen and Helena) lived within walking distance of the school.

In many ways students of both Lachine Highs have had similar interests. The original high school was located near the C.N.R. Recreational grounds and its students enjoyed the use of its excellent track and field for practice and to hold field days.

The new school has large grounds and during nice weather the familiar school coloured T-shirts of red and blue can still be seen doing various outdoor activities and our school's display cabi-

net is still filled with medals, ribbons and trophies the students have won.

The original school had a large Glee Club under the leadership of Mr. F.L. McLearn. Music is still very popular and now includes in addition to others, a concert band which has travelled across Canada, into the U.S.A. and even to Europe. Last year it won the P.S.B.G.M. Fine Arts Festival top award under the direction of Mrs. M. Garrett.

In addition its teachers are willing to remain after normal hours to help pupils with their studies and extra curricular activities such as Phys. Ed., Band, yearbook, Plays, etc. . .

One major change for students of today is the opportunity to graduate with a bilingual diploma thanks to the French Immersion program, a vast improvement over the old teaching of French. Gone with the old school are rules such as girls being made to wear uniforms or forced to enter by the front north door clearly labelled in cement above the door with

GIRLS. (The boys had a similar door in the south.) No student was allowed to use the central door, except for emergencies or in the evening to attend dances, such as those run by the school's Student Friday-Nite Club.

Lachine High Home & School Association originated in the early fifties and is still very active. Every morning of the school year as students head to classrooms at least one volunteer parent arrives for Library duty and another enters the office to telephone the homes of every student who is absent without a known reason.

Lachine High School is proud of its students, not only for their scholastic accomplishments and extra-curricular activities but also for their community spirit. Since 1974, every class holds funds for Christmas baskets for the needy. By 1985 their effort have brought the total donated sum to well over twenty thousand dollars!

Margaret C. Leith
Lachine High Home & School

WESTERN LAVAL HIGH

School Within-a-School

Built by the North Island Regional School Board in 1972 (G. Little, Chairman, Dr. J. Segal, Director General), the school contains 185,000 square feet and had a contract cost of \$3,400,200.

Originally a fully comprehensive High School with over 1300 pupils, drawn principally from the Western part of Chomedey, as well as St. Dorothee, Laval West, and Oka, the school has changed over the years.

Western Laval became a Junior

High School in 1982, and now houses 750 students in Secondary I and Secondary II. What makes it unique is the fact that W.L.H.S. contains a school within-a-school. French First Language instruction is given to about 155 pupils who do not qualify for English education.

A highly involved School Committee, which is very concerned with programs and school activities, meets every month to receive input from pupils, teachers and administrators.

AYLMER

Settlers opened school

The settlement of Aylmer and the surrounding district began shortly after 1800 as part of the colonization project undertaken by Philemon Wright of Woborn, Massachusetts, who was the founder of Hull and who, with several other families, arrived in 1800 and obtained lands which now include Hull, South Hull and Aylmer.

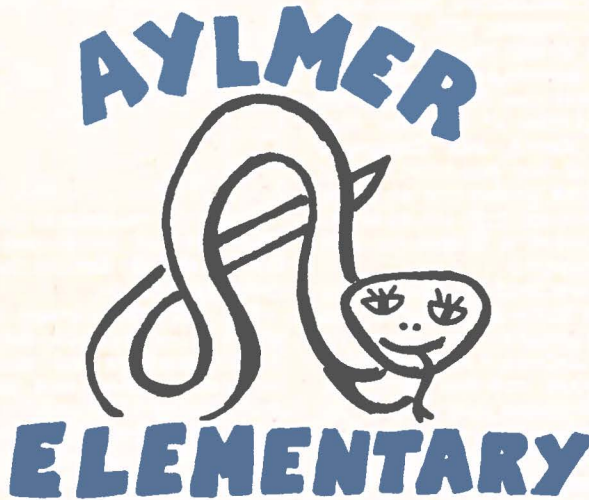
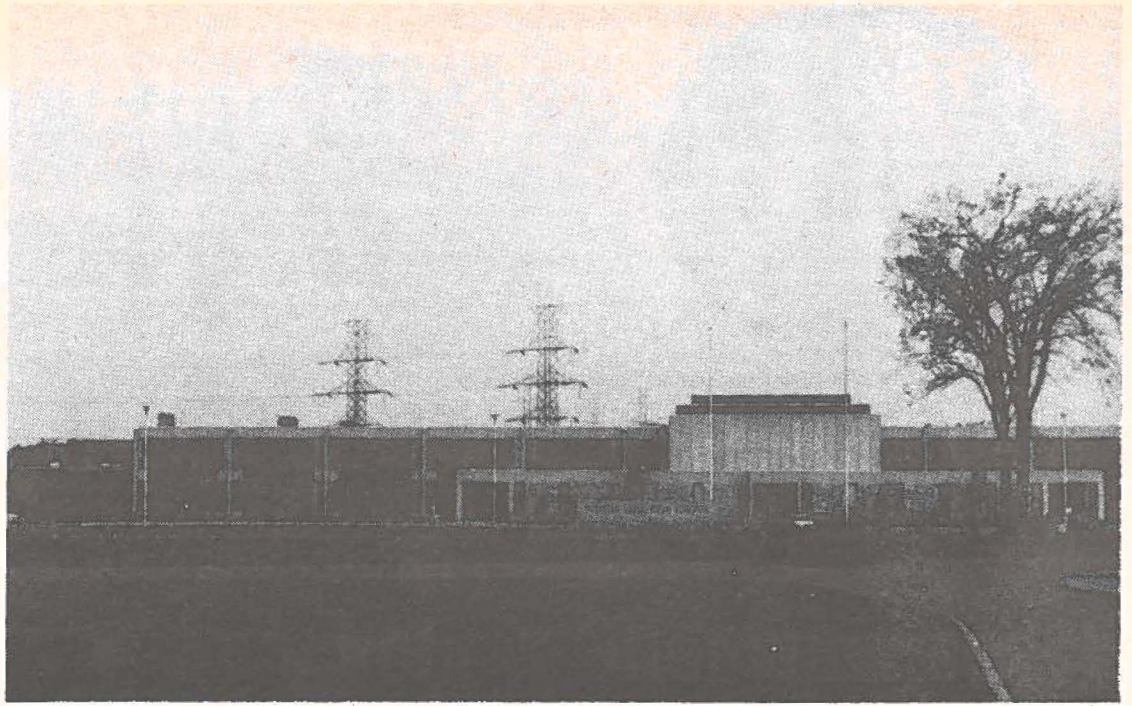
The establishment of what is now the Town of Aylmer was started in 1816 by Charles Symmes, Philemon Wright's nephew, who also hailed from New England.

Schools were opened in Aylmer and the surrounding area very soon after the arrival of the first settlers. This is confirmed by the statement of Mr. Wright in 1821, in his address to the House of Parliament of Lower Canada concerning the new colony, in which he advised that three schools were established in the district at that time, with a total enrolment of 150 pupils. The creation of these schools was probably influenced by the old Massachusetts Law of 1647, with which many of the early settlers were familiar. This law directed that "every township, after the Lord has increased them to the number of fifty households, shall provide a schoolmaster to teach all such children as report to him to write and to read and the wages of the schoolmaster shall be paid by the parents or the inhabitants in general".

In 1832 Aylmer became the County seat and judicial centre for the County of Ottawa which comprised all the area from Buckingham to Waltham, an area which is

presently divided into the Counties of Labelle, Hull, Gatineau and Pontiac. Because of this, Aylmer's residents included a comparatively large number of professional men such as judges, lawyers, notaries, clergymen, doctors, surveyors, etc., who were keenly interested in education. In 1847 Aylmer was incorporated as a Village. At this time the population of the new village was approximately 1,000, of which thirty-two percent were members of various Protestant persuasions.

Shortly after the enactment of the School Law of 1847 the Aylmer Protestant community undertook the improvement and enlargement of their educational facilities,



with the result that in 1854 approval was given for the construction of a new school building. The outcome of this was the erection of the stone building on the site of the first school. This stone building is now the offices of the Protestant Regional School Board of Western Quebec. The school was to be known as the "Aylmer Academy" and, assisted by an annual grant of One Hundred Pounds from the Government of Upper and Lower Canada, provided what would be considered the equivalent curriculum of our Grade X. This was not a "separate" school, Roman Catholic and Protestant pupils alike availing themselves of its facilities.

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In order to meet the requirements of the growing community the school building was redesigned in 1895 and considerably enlarged in 1911, at which time Grade XI was added to the curriculum, thereby establishing the Aylmer School as the first High School in the Hull-Pontiac district. This building was damaged by fire in 1925, but was immediately restored, with improved facilities.

By 1951 the school population had increased, and the School Districts of Eardley and Aylmer had amalgamated, therefore, after some thorough soul-searching, the decision was arrived at to build a separate High School. A large site on Mountain Street (now called Frank Robinson) was acquired, and the cornerstone of the new building was laid in place by Dr. W. P. Percival in 1952. The following year the work was completed and the new edifice, now officially named the "Aylmer High School", was officially opened May 6, 1953. It contained five classrooms, gymnasium, chemistry laboratory, household science room, washrooms, a teachers' room and several small offices. Grades VI to XI were installed in September and the new term got under way.

A continuing upsurge in enrol-

ment made necessary the addition of a new wing to the High School in 1957. Eight new classrooms, library, lunchroom and workshop were thus provided. In 1962 a Commercial Course was added to the curriculum.

In 1969 when a new high school "Philemon Wright" opened in Hull, "Aylmer High" became "Aylmer Elementary" accommodating the English Language children from kindergarten to level VI. However, in the years to follow due to increasing enrolment and/or lack of space Kindergarten to Level III were constantly split up with K - III or K alone moved to Eardley Elementary. Then in 1978 K to Level VI were once again all accommodated at Aylmer Elementary. Unfortunately in 1984, once again, the two classes of Kindergarten children from Aylmer Elementary were moved to Eardley Elementary, by now the French Immersion school for lower primary levels for the Protestant School Board in Aylmer. This move was due to lack of space at Aylmer Elementary, a problem which can hopefully be rectified in the near future so Kindergarten to level VI can all be under one roof permanently.

Nancy Peppy

EDGEWATER

Neighbourhood school - all walked

The first Protestant school on Ile Perrot, Vivian Graham Elementary, was built in 1957. Before that an agreement was made in 1949 with the then Macdonald Central Board (now the Lakeshore School Board) to accept the Ile Perrot children in return for the Protestant school tax rate. There were 28 children involved. Prior to 1949 the Protestant tax was paid to the Catholic Panel. If parents wished to send their children to Macdonald High they had to pay a monthly fee and provide their own transportation.

Our school, Edgewater Elementary, was built in the town of Pin-court on Ile Perrot in 1964 to house the increasing numbers of Protestant children on the island. There were about 500 students and everybody walked, so it was truly a neighbourhood school. The first principal was Dr. H. Smithman who is now the Director of Instructional Services for the LSB. The students wore uniforms first year.

The school is not on the edge of the water, but it is close to a street named Edgewater and only 2 blocks from the Ottawa River, which gives the name some legitimacy.

Our present principal, Mr. George Morgan, has been with us for 14 years. Beloved by students and teachers alike, he considers Edgewater to be a family. Over the years the number of students had been declining but in 1980 the family grew with the closing of Vivian Graham and again in 1981 when Dorion Gardens closed. An extension was added to the school in 1980-81 to house the increasing numbers. Our total now stands at over 500 students once again. Approximately half of the students are now bussed from all over Ile Perrot and as far way as Les Cèdres and Pointe des Cascades.

Edgewater is one of the few elementary schools in the LSB to have grade 7 (secondary I) students. A students' council has recently been formed in the upper grades. There are 24 and a half and a "bit" teachers. Since 1973 a partial French Immersion program has been available from grades 4-7. There is a very active jogging club which sends over 100 students to participate in the Halo run on Mount Royal every year and does well. For the past few years a Skip-a-thon has been organized by Mr.

Hans Bulow, the gym teacher, and the whole school joins in to raise money for the Quebec Heart Foundation.

Parents Volunteer

Parents are very involved in school life as in-class volunteers, in Home and School and School Committee and in special projects such as the creative playground, built in 1981. Home and School organizes extra-curricular programs at lunch time and after school. Last Christmas the 5th Annual Bazaar raised over \$3000 for the school. We have recently acquired a school mascot, an owl named Edgie. The cooperation and rapport between parents and teachers is very rewarding.

As well as being known in the community, Edgewater's hospitality has spread to the bird world. For the past few years a killdeer has nested on the roof.

Many thanks are due to the grade 3 students of Heather McBride for the research which they did into the history of Edgewater.

All in all we think Edgewater is G-R-R-E-EAT!

CHRISTMAS PARK

Arts promoted

Christmas Park Elementary School is situated in Beaconsfield, under the jurisdiction of the Lakeshore School Board. It is the only English elementary school in the South portion of the city and has been a feeder school for both Beaconsfield High School and Macdonald High School.

The school owes its interesting name to the local school board's policy of establishing new schools near an existing park area; the school then became identified with the adjoining land and took the name of the park as its own. Mr. A. E. Christmas in 1937, donated to the City of Beaconsfield an amount of land to be used by the residents of the area for recreational purposes. In 1956, the local school board (the Protestant School Commission of Pointe Claire and Beaconsfield) purchased land next to the park, named in recognition of its donor "Christmas park", for the purpose of erecting an elementary school. Christmas Park Elementary School was completed in time for a September 1963 opening. The school was built to accommodate 710 pupils and the design itself for

the school was chosen to be included in "The Canadian Education Showcase" in Toronto, February 1964.

Christmas Park encompasses grades kindergarten to seven and has a staff of approximately twenty, plus administrative personnel. Included on the staff are a free-flow teacher, offering extra help to children of various grades, music and physical education specialists. The school features a bright, carpeted music room and an extremely well equipped library, which is operated by a cadre of dedicated volunteers.

When the Lakeshore School Board initiated its Partial French Program for English-speaking students in 1972 there was a demand for such a program at Christmas Park and it has continued since for grades 4 to 7 students.

Parents play a very active role in the life of Christmas Park volunteering to help in classrooms and various extra-curricular activities, providing a strong link between the school and the community it serves.

Susan Slade

WILLINGDON SCHOOL

School originally cost only \$300,000!

In the early spring of 1928 the Protestant Board of School Commissioners of the City of Montreal decided that the eastern section of NDG needed a new "capital school" to accommodate the rapid increase in student population. The chosen site was on Terrebonne, between Royal and Draper Avenues. The new school, to be built at a total cost of \$305,460, would be named after the then current Governor-General of Canada, Lord Willingdon (1926-1931).

Lord Willingdon, noted for his patronage of the arts, had instituted the Willingdon Arts Competition for excellence in music, literature, painting and sculpture. An impressive association for a new school to be officially opened on March 21st, 1930 by His Excellency, the Viscount Lord Willingdon himself.

The history of Willingdon closely parallels the growth of the PSBGM. In 1930 there were more than 900 students in Willingdon and over 32,000 students board-

Willingdon was built to accommodate 1,200 students with 40 students in each of its 30 classrooms. Other rooms included a kindergarten, gym, Sloyd room, cooking room, medical room, principal's office, teachers' waiting rooms, boys' playroom and girls' playroom. The architects planned spacious and airy classrooms — a place of refuge for many students during the Depression.

Despite the economic woes, decreases in salaries and budgetary constraints, dedicated teachers were inspired way beyond the call of duty and gave much time to their students encouraging participation in different types of extra curricular activities.

The Depression halted the board's period of great growth in student population and construction of new schools. Other results were more immediate. The first principal, Arthur Lang (1930-1949), was a noted philosopher and teacher who felt that the depression and the lack of employment caused poor attendance and slower progress on the part of the child.

The positive aspects included a greater contact between the home and the school, the beginning of the Junior Red Cross, a new central library for the school and participation in various artistic festivals.

In 1939 Willingdon students enthusiastically welcomed their Majesties King George VI and Queen Elizabeth on their royal visit, and wrote their first projects. A radio receiving set was made available to students just in time to listen to the announcement of World War II.

During the war years a typical student's day included patriotic activities, films, songs and the recitation of the national anthems; O Canada, The Maple Leaf Forever and Rule Britannia. They also practised bi-weekly air raid precaution drills with the principal and teachers as wardens. Students bought War Savings stamps and certificates. The Junior Red Cross, already active in the school, had the students knitting for overseas children and looking after guest children from England. Children collected bottles, newspapers and toothpaste tubes.

Despite the constraints of war, education continued to be progressive with new emphasis on teachers' reports and short tests rather than formal, end of term examinations. Educational programmes included oral discussions, poetry, singing and more creative activities, drama, and speech training. Two classes for intellectually gift-

ed children were opened. In 1941 Willingdon's first Home and School Association was formed and a vigorous programme was instituted in support of the teachers and pupils.

During this period, teachers had to cope with broken homes, unrest and the psychological problems caused by the war.

The Montreal Protestant Central Board was formed in 1945. John Perrie (1949-1956) replaced Arthur Lang, the school's original principal. Mr. Perrie eventually became the Director General of Education.

The Protestant School Board of Greater Montreal, as we now know it, was formed in 1951 with a total enrollment of nearly 36,000 students. That same year students enthusiastically welcomed their Royal Highnesses the Princess Elizabeth and the Duke of Edinburgh. There were over 1,100 students at Willingdon.

The postwar baby boom created an unprecedented growth in population and school construction. The Board's population of 40,000 in 1945 increased to 53,000 in 1955. Willingdon classes were overflowing. There were almost 1,200 students, 34 teachers with 40 students in each class.

Students did projects on the Russians in space and Sputnik and the Salk vaccine removed the fear of polio. Special classes for children with learning difficulties were opened and more French was being taught.

The schoolroom of the 60's reflected a rapidly changing world. New films, filmstrips, long playing records and television were being used. In 1967 Canada's Centennial Celebration was in full force. Willingdon students visited Expo 67. Individualized programmes were being set up. New Math was introduced.

With the advent of the French Immersion programmes in the 1970's, Willingdon was in the forefront providing young students with an understanding and appreciation of the French language in preparation for a life and career in an increasingly French province.

The Quiet Revolution was having some not so quiet effects upon the PSBGM, notably a reduction in population, 65,000 in 1965 to 40,000 in 1980. Bill 101 caused many schools' closures.

In the 1980's Willingdon has again responded and adapted to the needs of an ever changing and complex society. The phenomenon of the working mother has necessitated a change in the traditional school day. There is an extended kindergarden programme which supplements a regular half day programme. The Hampton YMCA runs an extracurricular programme within the school. A child can conceivably be looked after from 8 to 6. Parents can rest assured that their children are happy, stimulated and well supervised.

Willingdon is now exclusively a French Immersion school. The kindergarden, grades one and two students are taught totally in French. English language skills are first introduced at the grade three level for 40% of the day. In grade four the morning instruction is given in French, the afternoon in English. In grades five and six the hours are reversed with French in the afternoon and English in the morning.

The regular curriculum is further enriched by a music programme given by a French specialist. The children are really eager to participate in choir practices. Christmas and year end concerts are special events.

The school also has an excellent

computer programme from kindergarden to grade six given by a specialist who teaches children logo, mathematics and language arts skills.

An enthusiastic and energetic physical education teacher keeps the students involved in a myriad of sports, games and extra-curriculum programmes.

A specialist with a very ecumenical approach to moral and religious instruction exposes the children to many different religions,

beliefs and world views. The emphasis is on tolerance and mutual respect.

Concerned, conscientious and dedicated parents belong to an active School Committee and the Home and School Association. The latter groups have organized an impressive selection of after school activities including sports, ballet, gymnastics, doll making, etc. Piano lessons and Hebrew classes are available during the lunch hour.

Willingdon, to use a 1930's expression, continues to be a "capital" school. A place where children are encouraged to learn and to develop intellectually, emotionally and physically. We would like our children to become happier and more creative people. Our aim is to enrich and to nurture the life of the whole child in order to allow the child to achieve his or her potential.

Patricia Tarshis, Teacher

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WAGAR HIGH

Policy: Offer wide spectrum

School is a place for learning, maturing, and gaining life's experience — these are the common denominators shared by all high schools. But what are the qualities that make each school unique and bestow upon it a spirit and atmosphere all its own? I believe that the answer to this is found in its roots — in the community and the events which have shaped its history.

Wagar High School's first principal, Mr. J. F. Stewart, compared his first graduating class to the early pioneers who settled Canada, "... You left an established situation to come to a new and undeveloped country, rich in surroundings but without a past and tradition."

Today, twenty-two years later, Wagar students are proud of their "old" school and the traditions that have grown out of its distinguished past. Looking back upon Wagar from the day in 1963 when it opened its doors to students for the first time, a history filled with activity, growth and achievement is revealed. Wagar students, with the vital participation of three outstanding principals and a dedicated teaching staff, have excelled in every imaginable field of endeavour.

The mushrooming populations of the fifties and sixties which resulted from the baby boom, combined with the migration of populations into new areas such as Cote-St-Luc created a tremendous need for additional schools in the area. At the time, Montreal West High School was overcrowded with its growing population of students from the West end.

As a result, in 1962, the building of a new 3 storey high school on Parkhaven Avenue was undertaken for the P.S.B.G.M. by contractors J.R. Bourdages Limited. And in the Fall of 1963, Wagar was ready to receive the 899 students enrolled in its program for the coming year. Designed by architects Greenspoon, Freedlander & Dunne, Wagar was equipped with 31 classrooms, 5 half classrooms and a number of laboratories, workshops and special rooms including a double gymnasium, a library, and a cafeteria. It was named for Roy E. Wagar, Vice Chairman of the School Board at the time.

In Wagar's first year only grades 8, 9, and 10 were offered, and in the following year grade 11 was added. The population of the school rose steadily for four years and reached an all time high in 1967 of 1635 students. An extension was built in 1966-68, giving the school nine additional classrooms. In 1979, grade 7 was brought in.

From the start, Wagar was a highly academic school, offering a diverse range of courses and programs. Many advanced courses still taught today such as P.S.S.C.

Physics and Chem. Study were implemented into the curriculum from the very beginning.

While other schools have tended to specialize, reducing the number and variety of desirable subjects available, Wagar has maintained its policy of offering the broadest possible range of courses to the student body. As stated by Mrs. Elsie Sherman, teacher at Wagar since 1969, and currently head of the History Department, "At Wagar we have managed to hold on to worthwhile courses such as advanced math, advanced sciences, World History, Theatre Arts, and North American Literature."

Certainly, Wagar is proud of the academic achievements of its graduates — a great many of whom have gone on to become professionals in the fields of medicine, science, law, engineering, etc. But we are also conscious of the fact that the drives and motivations of these graduates have grown out of the exciting activities within our school.

Looking back over past issues of our school annual, the "Prelude," makes one long to have been a part of a remarkable parade of "happenings" that occurred in the school.

What hard work, fun and excitement must have attended the productions of "Guys and Dolls," "Fiddler on the Roof," "South Pacific," "Oklahoma," and "The Crucible," among many others. We are experiencing a sample of this in our current preparations for "The Prime of Miss Jean Brodie," to be presented April 9 and 10.

Wagar's annual Fashion Show has always attracted a great crowd. Preparation by students for this year's show is well underway, and it is sure to be a success.

Our Reach for the Top team has always performed extremely well. Most notably, in the last three years of competition, Wagar has won two Quebec championships and placed second in the National Finals. Coached by Ms. Olwen Cox and Mrs. Elsie Sherman, our teams have worked hard and achieved success.

For many students, the music program at Wagar has been an integral part of their high school education. The various bands — Junior, Senior, and Jazz — have given music students the opportunity to perform in the annual Band Concerts, to compete against other schools, and to take part in organized band exchanges with students from all over North America.

Wagar's annual "Open House" gives the public an opportunity to see displays prepared by the students. Originally a History Fair and then a Social Studies Fair, it gradually evolved into the Open House, incorporating all subjects into the exhibit.

The athletics program at Wagar offers a diverse range of extra-curricular sports activities to students of all grade levels. Teams include soccer, badminton, tennis, track and field, skiing, gymnastics, volleyball, and cross country running. Wagar has been especially proud of its basketball teams, which have won several city championships. A vital spirit of competition and team work is involved in these sports.

Fundamental to all these extra-curricular activities at Wagar is a concerned and involved staff. Dr. Herre De Groot, principal at Wagar between 1969 and 1983, brought honor to the school when he was found to have worked in the Dutch underground during the Second World War, fighting to save Jews and other victims of Nazi rule. Wagar is proud to have been led by such an outstanding man. This fine tradition of principals is being upheld by Mr. Harry Considine, who succeeded Dr. De Groot in 1984.

In these formative high school years, students must be challenged and excited by their work and their surroundings if they are to grow to their potential. Wagar, through the hard work and dedication of its teachers and its administration, has succeeded in providing this atmosphere.

Naomi Levy, Student

NORTHVIEW

continued from page 10

was begun.

From 1979, 'til 1981 we had Classes d'Accueil where preschoolers attended our French Nursery School, but the programme was not continued. When Lakeside Heights School closed in 1981 we added their Pointe-Claire students.

Over the years we have had many activities which involved the whole school. To name a few: art displays, with parents trying their hand at various crafts, Science Fairs, great musical and drama productions, Winter Carnival, field trips, Towne Fair and more and more outdoor activities. These are experiences that our children will never forget and that will have some influence in later life.

Northview has reached the Computer Age with the arrival of several Apple IIe micros.

As a retired teacher one change that upset me was the 1984-85 construction in the property lying north of the school. The field was such a great place for teaching nature. On second thought, I reasoned that maybe those homes would house young families and the Northview population would rise to earlier numbers.

We have been very fortunate in having a strong Home & School Association and with the cooperation and support of dedicated parents, Northview has flourished.

DUNRAE GARDENS

Offers pre-kindergarten

Dunrae Gardens School located at 235 Dunrae Avenue, in the Town of Mount Royal officially opened its doors in 1929 with an enrollment of 69 pupils. Prior to the opening, students had been taught in what is now a private home on Wicksteed Avenue. The Town of Mount Royal was originally named Model City with two areas — Dunrae Gardens and Mount Royal Gardens. There is a story that Dunrae Gardens School was named through a contest whereby pupils and parents were asked to submit suggestions. A student by the name of Weaver put forth "Dunrae Gardens" and the Commissioners chose it. The school was built to educate the children who lived in the growing Model City area. It was governed by its own Mount Royal School Board and not until the late 1940's did Dunrae Gardens join the PSBGM. Our first two principals were Miss Ruth Hall and Miss Ruth Richan covering the years from 1929-1938.

In 1938 the school welcomed a new principal, Miss Phyllis Bowers who served until 1950 with the exception of the years 1943-1945. In her term, the school expanded to include 4 more classrooms. The Home & School Association began in 1939 under the direction of 4 very interested and involved mothers. It is said that one of the

School Board Commissioners at the time disagreed with its start up. He expressed his opinion to Miss Bowers saying "that teachers and the principal run a school and mothers should not get in their way." Miss Bowers disagreed with this view and welcomed the active participation of the parents. The Home & School Association sponsored fund raising events including the popular 'Penny Bazaar' and also dances for the older grades on Friday afternoons. In 1942, the association started a private Kindergarten in a shop on Canora Road in the Town of Mount Royal. The school was over crowded and there was no space for the young 5-year-olds in the Dunrae Gardens building.

In 1952 under the PSBGM Dunrae Gardens underwent major construction. They added 14 classrooms including a fully equipped kindergarten, a visual education room, a crafts room, a gymnasium-assembly hall, and administrative and medical rooms. The student population at this time was close to 600.

The school offered an English curriculum until the early 1970's when the Immersion Program was introduced under the direction of principal Miss Dorothy Richardson whose tenure was from 1968-1980. The PSBGM Primary French



Program provides that all subjects are taught in French in Grades Kindergarten to II and approximately 50% English/French in Grades III through VI. During the initial years of the immersion program, the English curriculum was also offered. The dual program was phased out in the late 1970's leaving the immersion program highly developed and successful. It was during this period that Dunrae Gardens began to serve areas outside the Town of Mount Royal. The Dunrae Gardens School district, in which bus service is provided includes all of the Town of Mount Royal, Outremont and Park Extension as well as the area of Montreal extending east of Park Avenue to Papineau and south to the St. Lawrence River. Pupils from outside this area may attend the school, but no transportation is provided.

Presently Dunrae Gardens School has an enrollment of approximately 250 pupils. The 4 Kindergarten classes of this academic year demonstrate the ever growing student population. A school uniform is strongly recommended and is respected by the parents. Dunrae Gardens has a very active teacher group under

the direction of our new principal, Mrs. Frances Rotman. Included amongst the 15 teachers are a gym and music specialist.

This year the teachers are undertaking the production of the "Mikado" with the drama and music specialists, Mrs. Marilyn Gordon and Miss Anne Tucker in charge. Last year the students performed "Oliver" and it was a great success. The teachers also organized the Winter Carnival to be held in March. This along with the Field Day are annual events sponsored by the teachers with the help of parent volunteers. Dunrae Gardens offers both Class Verte (grades 3 & 4) and Class Neige (grades 5 & 6). These are 3-4 day trips supervised by the teachers away from the school.

Dunrae Gardens is fortunate to have an active Home & School Association under the leadership of Barbara Bonnell (Home & School President) and Jennifer Harper (School Committee Chairman).

One of our main accomplishments is the Private Pre-Kindergarten and extended Kindergarten programs. The Pre-Kindergarten program began in 1981 and next year due to popular demand will

grow to two classes. The Extended Kindergarten program which has been operational since 1980 has three classes this year. Both programs although financially independent from the school are warmly accepted into the day to day operation of Dunrae Gardens.

The Home and School Association publishes a Newsletter four times a year with contributions from pupils, parents and teachers. It is a great success and enjoyed by all.

The Home and School Association also offers extra curricular activities at both the lunch hour and after school. These include computer literacy, chess, Free Hebrew, ukelele, karate and art classes. Both enrollment and enthusiasm are high for these activities.

As Dunrae Gardens School approaches 60 years in educating children we realize and appreciate its contribution to the community and its pupils. The school has the excellent combination of active and interested teachers and principal along with an involved parent association.

Barbara McIntyre

NORTHVIEW

From isolation to computers

The Early Years as recalled by Ellie Robert, retired first principal of Northview.

Northview came into existence for the school year 1956-57, although the building was erected one year later. Our six grades were housed in Lakeside Heights and Valois Park Schools during the first year.

Another factor which further confused things was the first name assigned to the school. It was called Lakeview. With Mr. Wendel Roberts as the principal at Lakeside Heights and Ellie Robert at Lakeview, confusion and consternation reigned. Materials for the new school went astray more often than not. In desperation Ellie Robert suggested the name Northview. It was accepted and the school went on to bigger and better problems.

The staff and pupils in general were hardworking and cooperative in spite of being in a school that was literally on the fringe of Pointe-Claire. There was no development north of the school. In fact, the village of Pierrefonds and the Riviere des Prairies could be seen from the school site. This isolation made it particularly difficult for the younger teachers as there was no public transportation and their low salaries made it impractical to own cars.

Except for three teachers, all of the original staff were new to teaching. Further, more than eighty-five percent of the families served by the school were new to the district if not the Province. The sea of mud surrounding the school and the flight-path of the airport were added pleasures during these birth years.

Northview, in its early years, experienced memorable birth and growth pains, but most of the time it was fun and satisfying.

Northview Through the Years as recalled by Marjory Finlayson, retired teacher.

Recently, I agreed to write some of my recollections of the changes that have taken place during my years at Northview School. Changes — what kind of changes —

changes in administration, staff, enrollment, curriculum, methods? Was I to rely on my memory which isn't so great at the best of times? Then I thought of my photo' albums and all twenty three of my class and staff pictures.

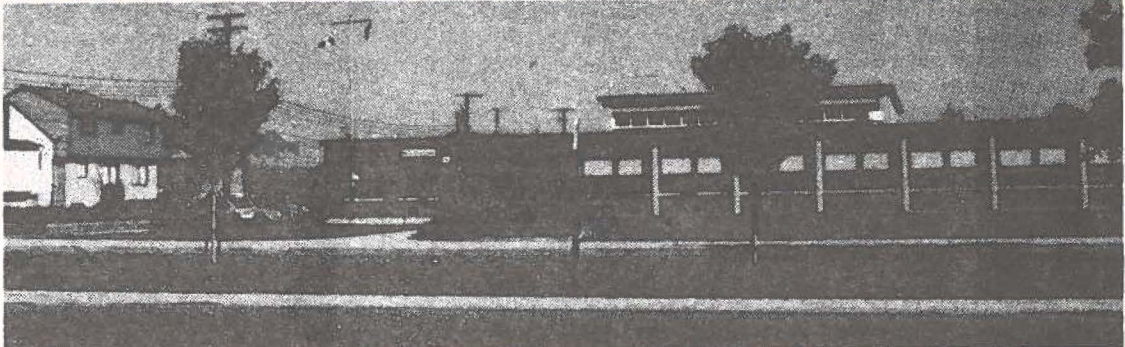
The children's pictures reminded me that we had some classes with pupils numbering more than forty. I did enjoy seeing the girls in their navy blue tunics, crisp white blouses and knee socks. The boys wore slacks and shirts or sweaters. The pants were not to resemble blue jeans! May 24th was a great day, not only because we celebrated the Queen's birthday with a holiday, but because it was after that date that children could wear clothing of their choice and the playground became a veritable colourful flower garden.

In the early years we had three classes of each grade level. Skirts and hair were long.

I started supply teaching at Northview in 1960. In the New Year I was hired with a contract to teach at Level 2 'til June. It was during this time that things started to happen. Instead of having all children reading from the same readers, reading-to-level was introduced. Soon after the Cuisenaire method of teaching math followed. Primary children became very adept at manipulating these tiny coloured rods as they learned the four math processes as well as fractions.

Our library left much to be desired. Each class received a block of about thirty books for a period of two weeks at which time we picked up another lot. The selection was very limited, but it was a start. Primary teachers taught their own French and Music, but we did have a gym teacher.

The next major change I remember was the introduction of Kindergarten classes in 1967. Previously children attended private nursery schools and then entered Grade 1. Soon after we had a Free Flow, so that children were able to leave their classes for short periods in order to get extra help in Math and Reading. About this



time classes were streamed and children moved to other rooms to be grouped with pupils working at the same level. We were fortunate at that time to have teacher aides who helped with corrections and ran off stencils. Our population increased as we bused children from Fairview Village as no school had been built in that area.

At least we had our new library! The wall adjoining two classrooms was removed to create a large area and over the years we have acquired a fine collection of books. Thanks to a dedicated team of volunteers the library has functioned beautifully.

Things were changing rapidly. We were now Team Teaching, sharing ideas and exchanging teaching within our levels - Primary, Middle and Senior. Since we now had a School Council, representatives from teams and specialists attended meetings to discuss ideas and problems. Two more large areas were made in order to provide space for assemblies so as not to disrupt gym classes. At this time a Guidance Counsellor and Special Education teachers joined the staff.

As the French language became more and more necessary in our system, many parents opted for more French instruction, thus a French Immersion Programme

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The Gabor Bartha Studio is located in Snowdon, at the corner of Queen Mary Road and Decarie Blvd., close to the Snowdon Metro.

For reservations,
please call:

488-5913

Gabor Bartha
Director

continued on page 9

Illusions & Realities... Teaching Peace

Valerie Hughes



Ambassador Stephen Lewis, Permanent Representative of Canada to the United Nations.

For three days during April, 900 people from Canada, U.S.A., Japan and Europe gathered at an international conference in Montreal to talk about the new role of education and debate the central issues in the nuclear age.

Delegates at the opening Plenary session were treated to an uplifting speech by Ambassador Lewis, Canada's Permanent Representative to the United Nations. For the majority of those in attendance they were being told exactly what they wanted to hear — it was positive reinforcement at its best. He stated that the ultimate quest for peace is hampered by the "rigidity of ideological differences" and that all Canadians must not only work towards dispelling illusion, but creating realities by promoting peace and human rights.

He was critical of the lack of political discussion given to peace and disarmament — stating "peace and disarmament issues are worthy of debate in the House of Commons...". He congratulated the peace movement and regional organizations across Canada and suggested we must further

strengthen their role in society to produce an even more "informed and aroused citizenry".

The Ambassador also expressed a need to reform our public education system, saying "it is a calamity" that peace education is not an automatic part of the curriculum. "We have driver education and sex education, why not education for survival?"

Claude Ryan, Quebec's minister of education was more cautious in his approach: "It is misguided and dangerous to engage our schools in partisan discussions... schools must be a place to eliminate prejudices... not be used for diffusion of propaganda." But Monsieur Ryan added, "fostering peace should be the first priority of our educational system. The concrete implications of the terrifying peril of nuclear arms must be properly understood."

Canadian Institute Promotes Peace

The idea of an institute of peace and security was first proposed in the Throne Speech to Parliament on December 7, 1983. During May/June of the following year, the Standing Committee on External Affairs and National Defence worked closely with peace groups to help design the Institute, which was formally established in August of 1984. It is a Crown Corporation with 17 members on its Board of Directors.

The International Conference on Peace & Security, which was held in Montreal in mid-April, was sponsored in part by CIPS. This Corporation has four primary functions which are closely related to increasing knowledge and understanding of issues relating to international peace and security from a Canadian perspective, with particular emphasis on arms control, disarmament, defence and conflict resolution.

CIPS achieves this by a) fostering, funding and conducting research, b) promoting scholarship in matters relating to peace and security, c) studying and proposing ideas and policies for the advancement of peace, d) collecting and disseminating information on, and encouraging public discussion of the issues.

One of the many important programmes which CIPS undertakes is to encourage public interest groups and academic institutions

already engaged in research by providing grants and contracts. The "Canadian Peace Educators Network" is a beneficiary of this particular offering. With the support of CIPS, and the assistance of regional peace education networks across the country, CPEN is compiling and distributing an "Annotated Directory of Canadian Peace Educators". This Directory will be maintained on micro-

computer database and the printed version updated annually. Beginning in 1987, CPEN will produce a "National Newsletter for Peace Educators" (quarterly). More information contact:

CPEN
c/o The Pembina Institute,
Box 839,
Drayton Valley, AB
T0E 0M0.

A Small Step for Peace...

Perhaps one of the world's smallest peace marches rallied at the Beaconsfield Recreation Center on a lovely sunny Saturday May 10th afternoon. About 200 individuals, including 88 families from the Montreal-area joined together in a celebration and hope for world peace. Several Beaconsfield City councillors were present to lend their support and encouragement.

Helium-filled balloons with the dove of peace insignia were distributed to the marchers, who included babies, young children, students, teachers, parents and senior citizens. The radio station CKGM compiled a tape of peace theme songs, which accompanied the walkers on their 5 km route.

The organizer was Susan Lusier, mother of two, an ecology & nature teacher and a crusader dedicated to spreading the message of peace and cooperation as widely as possible.

The walkers and cyclists ended their respective routes at the Beaconsfield Memorial Beach, where everyone was treated to donations of punch, juice, muffins and nuts. Volunteers supervised games for the children, while parents and others talked of the success of the event. And although it did not make the National News nor send shivers through the Pentagon or Kremlin, it was a satisfying alternative to an often felt sense of helplessness and hopelessness.

Peace Education Survey

At the recent International Conference on Peace & Security, Wytze Brouwer of the University of Alberta & a Fellow of the Canadian Institute For Peace & Security presented a paper which reviewed the state of peace education across Canada. Canadian school boards were surveyed to determine whether or not they had an official district policy on peace education and whether or not the board had initiated some type of curriculum development. 27 boards responded positively by indicating that some discussion, policy or curriculum development had been started.

Most of the actual curriculum development in the area of nuclear awareness education appears to be carried out in Ontario, but the highest level of satisfaction with current provincial curriculum guidelines came from Alberta, where the global awareness theme that pervades their social studies curriculum addresses resource development, poverty, cooperation and conflict among nations and related issues.

In British Columbia, two school

boards have been active. A 10 lesson peace education unit entitled 'Conflict and Change' was field tested in seven grade 6 & 7 classes in Burnaby during the 1985-86 school year and will be evaluated and revised in time for the next school year.

In Quebec, four boards indicated some local peace education activities. The resources used include the CEQ's unit Un F-18 Pour La Paix. Their units however present a particular political orientation urging students to accept a particular point of view rather than leaving them free to arrive at their own conclusions. In addition, the Ministry of Education is currently in the process of developing a peace education pedagogical kit to be available to all schools in September.

A more detailed report of this preliminary study is available from the Cdn Institute for Int'l Peace & Security, 307 Gilmour St., Ottawa K2P 0P7, or can be found in the May 1986 issue of Peace Research, (A Cdn Journal of Peace Studies).

Violence in Entertainment

Canadians concerned about violence in entertainment (CCAWE) is a national consumer organization which has been seeking (since 1983) to raise public consciousness about the harmful effects of violence in entertainment. It is active in educating about the potential dangers to our society of accepting excessive and unrealistic violence as legitimate entertainment.

Since its birth in Hamilton, Ontario CCAWE has grown nationwide and has a membership of about 350. The policy of this citizen's group has been to take a cooperative, rather than an adversarial stance. It is not an activist lobby group nor does it advocate censorship. This organization believes individuals and parents must be informed about the effects of entertainment violence if they are to make intelligent decisions. CCAWE develops educational

materials, including videotape resources for use in schools, at community meetings or at home. They also make suggestions about positive alternatives that are available and what avenues concerned consumers can take to raise awareness and encourage manufacturers, advertisers, retailers and broadcasters to be more responsible.

Membership in CCAWE is open to both organizations and individuals. The regular annual membership fee is \$10, supporting membership \$25. Members receive a quarterly CCAWE Newsletter as well as NCTV News published by CCAWE's American sister organization.

For further information, contact CCAWE at 1 Duke Street, Suite 206, Hamilton, Ontario, L8P 1W9 (phone 416-524-0508)

Peace Resource Material

Regina School Division, Sask.

- An excellent 'Resource Guide for Schools' has been prepared by Educating for Peace, Box 4791, Station E, Ottawa, Ontario K1S 5H9. (curriculum, resource materials, bibliographies, workshops, organizations, audio-visuals for K to university)
- Nuclear Arms: Environmental Questions for Educators National Survival Institute, 53 Queens St., Suite 27, Ottawa, K1P 5C5 (has been used by the Toronto Board of Education).
- Nuclear Arms Issues prepared by Ottawa Board of Education, 330 Gilmour Street, Ottawa, K2P 0P9, suggests how to integrate such topics into history, geography & social sciences courses to teach critical thinking.
- "Thinking Globally/Teaching Locally" includes 3 teaching kits entitled Human Needs & Development, Peace & Conflict in the Nuclear Age, and World-view: contact Bd of Ed'n of

- For Grade 7's, Simon Fraser University developed the Peace Education Curriculum Implementation Project being field tested in the Burnaby School District. Contact Faculty of Ed'n, SFU, Burnaby, B.C. V5A 1S6. This Peace Project is a society-sponsored Canada Works project. A video of the project is planned to help educators.
- For elementary schools the Toronto Bd of Ed has developed "Teaching for Peace: Rationale & Activities", Parents for Peace, P.O. Box 611, Station P, Toronto M5S 2Y4.
- National Film Board of Canada: "Guide for Use of Film in Peace Education", P.O. Box 6100, Mtl. H3C 3H5.
- "Aim For Peace" (an annotated guide to peace & disarmament in a nuclear world): Public Education for Peace Society, P.O. Box 2320, New Westminster, B.C. V3L 5A5.

NATIONAL PRESIDENT STEPS DOWN:

There are signs of new interest...

For my last message to you as your national President, I want to tell you how much I have enjoyed these past two years. They have brought many challenges which have been for me a source of personal growth.

What has impressed me most during my two years as President of Canadian Home and School is the very real influence that the Federation has on the national scene in matters affecting children and youth. We are regarded as a particularly valuable and responsible organization. We are respected for the commitment to democracy in our organization, for our sound judgment, and for our long

and consistent record.

Perhaps Home and School's qualities have become more visible to federal and other national agencies since our national headquarters moved to Ottawa nearly two years ago. We are receiving many requests for our sponsorship and support. The Federation's financial situation has also improved, making it possible to think about priorities other than money.

Home and School's strength, though, lies in its local associations. This spring I have had the pleasure of meeting local Home and School members at the annual conventions of the B.C., Alberta,

Ontario and Quebec Home and School federations. There are signs of a renewed interest in belonging to Home and School among parents. Credit for this must go to those who have worked hard to see that parents see a place for themselves in Home and School, and who have demonstrated that Home and School is a positive influence on their child's school and community.

Thank you for your support throughout my term as your President.

Joy Bastness
President

Hagen, Sask.

SOFT DRINKS. THE HARD FACTS.

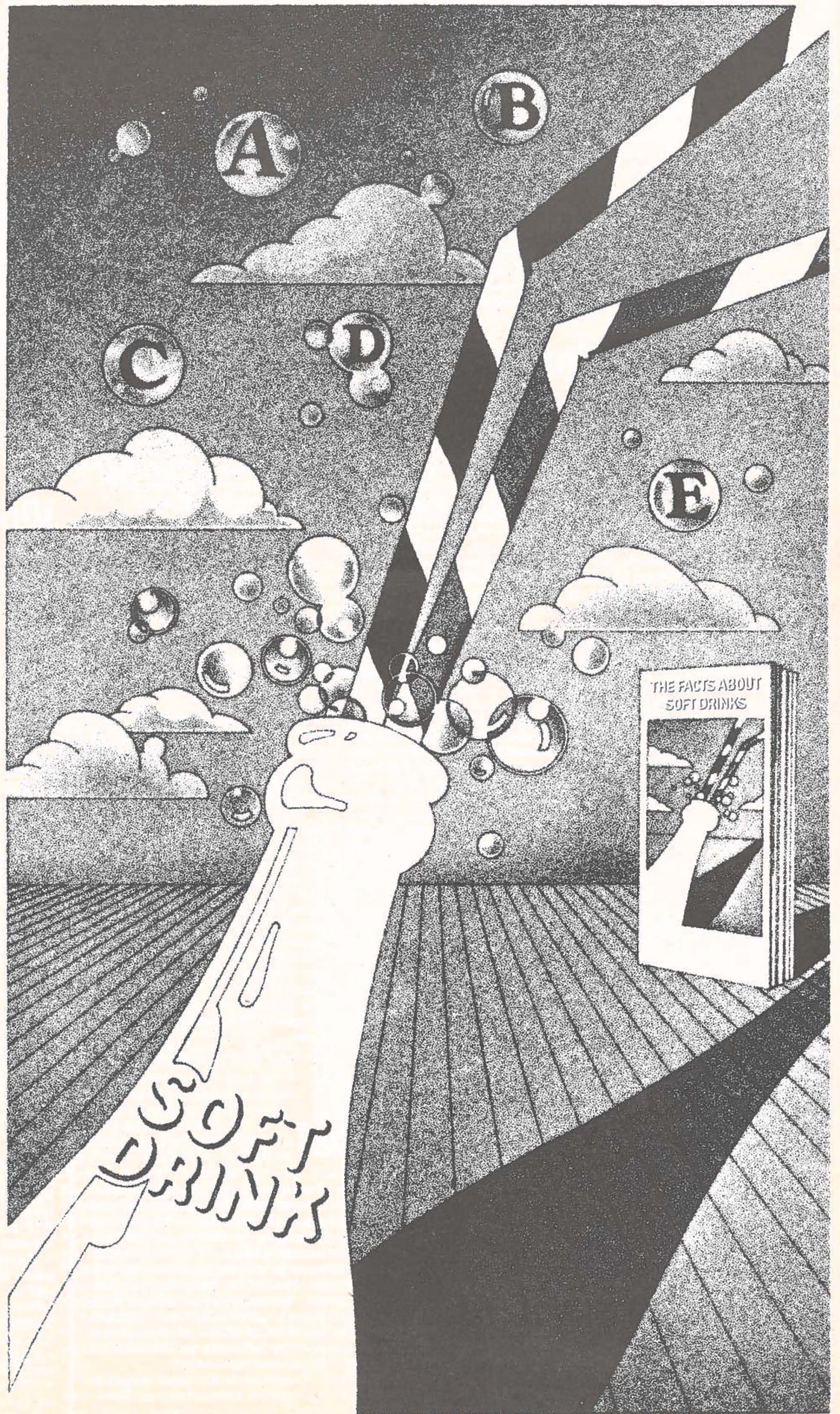
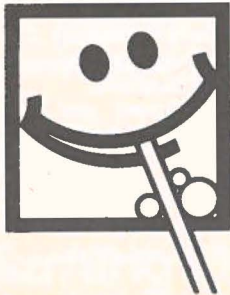
It's a fact: soft drinks are a part of the student lifestyle. We think they should know what's in soft drinks – and so should you.

To give you and your students an opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an exciting package of educational material including brochures, newsletters, films and the popular pamphlet, "The Facts About Soft Drinks."

This material does not suggest that soft drinks are a substitute for proper nutrition. It simply illustrates what your students should know about soft drinks: what they're made of; how they're produced; their history; diet implications and other important facts. And it reminds them that this refreshing taste treat – like any good thing – should be enjoyed in moderation, in the context of a well-balanced diet.

We'd like to send you "The Facts About Soft Drinks" and a list of our other material, free. Just drop us a line at the address below.

Canadian Soft Drink Association
5th Floor,
443 University
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SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

FOCUS on the LOCALS

CEDAR PARK

Swinging Into Spring

Spring has been a busy season at Cedar Park. Every student, from K to Grade 6, had the opportunity to show off his/her science skills at the Science Fair. Parents had the chance to refresh their scientific knowledge on subjects ranging from dinosaurs to space travel.

Cedar Park is proud of its excellent library, which has been made even better with the introduction of flexible library time. Classes no longer have a fixed weekly library period, and students are now free to borrow and return books according to their own needs.

Grade 3/4 took part in a dance festival at Greendale School, and rumour has it they were the hit of the show. The junior grades staged their "Swing and Sing" show while the seniors held their annual gymnastics show.

Both the junior and senior

choirs, together with the 4 & 5 PFI recorder groups, entertained at the Spring Concert. Grades 5 & 6 successfully presented an imaginative production of Peter Pan.

Grades 4, 5 and 6 PFI will have memories of their exciting trips to Quebec City, where they had the chance to see first hand what they have been learning in Social Science.

The Outers' Club wound up the year with two trips — a backpacking weekend in the Adirondacks and a canoeing experience at Saranac Lake.

The final event of the school year was a family barbecue, hosted by the teachers. After dinner in the school yard, students and their families were able to view slides of the various activities which took place during the school year.

Carole Manger

CHRISTMAS PARK

Active volunteer programme

The enthusiastic support of Christmas Park Parents who willingly gave their time and talents, enabled me to fill all volunteer positions again this year. This has made possible a wide variety of in-school and extra-curricular activities comprising UNICEF collection, skating night (supervision and provision of hot chocolate), drama, arts and crafts, art and judo programmes, a babysitting course for grade seven students, publication of the "Tatler" newspaper.

In addition there were numerous "behind-the-scenes" activities involving typing, telephoning, class mothers, second-hand uniform exchange, art (posters, library decoration, costumes, scenery, etc.), lunch-time activity supervision, Home & School membership drive, publicity, fieldtrip transportation and supervision, updating the school handbook and community services information sheet.

Fundraising activities included a Ski 'n Skate Sale in September, new and used book sales and a

"Wheels and Bake Sale" in the Spring. The money raised is used to provide additional equipment and library books for the school and to fund special activities for the students.

Two major areas organized and staffed entirely by parent volunteers are the school library (circulation, processing, purchasing, book repairs, and student orientation) and the School Supplies Shop. Other volunteers assist in the classrooms, working with individuals or small groups.

At the May Display members of the School Committee and Home & School Association hosted a Café providing refreshments for visitors.

The co-operation between parent volunteers, H&S and School Committee members and staff provides a warm and enriching atmosphere for our children and a place for everyone within the school community.

Kathleen Greenfield-Zanti
Director of the CPS
Volunteer Programme

NEW RICHMOND

H&S Provides Hot Lunches

The H&S had a very busy year despite the fact that there are very few active members. A group of parent volunteers serve a hot lunch daily to 150 students. This lunch consists of hot soup, cheese, crackers, fruit and juice. On several occasions a spaghetti dinner, hot turkey sandwiches, chili, macaroni & cheese, and chicken bouillon

were served. The H&S paid for the flooding and boards for the school's outdoor ice rink, which was used daily by the children. The 3rd annual public speaking contest, sponsored by the H&S, was held in March and was very successful, as was the pot luck supper that was served.

Carmelyn Greene

WINDERMERE

Games Night Beats Weather

The H&S is happy to report that our major fund raiser accomplished exactly that and raised \$1700! Thanks to the fund raising chairman and many volunteers who worked hard to run and organize this event. It was miserable weather but the turn-out and the vast array of terrific prizes, which were donated, made this evening a huge success.

The bingo table made \$900, the

refreshment table made \$300, and the auction brought in \$500. All of this money goes to the H&S to be spent on items of benefit to the children at the school. The funds will be used first for our regular commitments, eg. the purchase of books for the library, the provision of safe bussing for school field trips, and a new sound system for the school gym. All worthwhile expenditures.



DUNRAE GARDENS

Action is Participaction



Students, teachers and families are all getting involved. PARTICIPATION is what makes DUNRAE GARDENS a Great School. The Home & School Committee headed by Barbara Bonnell has planned many fund raising projects throughout the year to help raise money for extra-curricular activities, such as Karate, Ukelele, Arts, Computer and Chess. Children can enjoy these activities in the winter months, during lunch hour and after school. Some funds are being used to start a Computer Lab during school hours, where children from Grades 1 to 6 can have a HANDS ON Computer Lab Program supervised by qualified instructors.

There is an extensive Pre-Kindergarten program for four year olds. An extended Kindergarten program was made possible by the efforts of Home & School volunteers and was initiated by Mrs. Eli Thomas, with co-workers Mrs. Barbara La Frenière and Mrs. Barbara MacIntyre. This program brings four year old children into a French School environment, and also enables the five year old children to experience an all day kindergarten under excellent French supervision in Art and Play.

The Safety Committee, headed by Barbara Poleski, is concerned for Safety both on the Street and in Homes and Schools. The Safety Committee has a SAFETY AWARENESS DAY which includes films on Streetproofing your Child, Children being abused "Feeling Yes, Feeling No", where children and parents are welcome to attend. "Bicycle Safety Day" is held by Police Sgt. Duval from the Youth Squad. He talks about BICYCLE SAFETY, the children participate in bicycle safety courses and are awarded

Certificates for their efforts. RONALD McDONALD supplied both the Certificates and the booklet entitled "10 Golden Rules of Bicycle Safety", published by the Régie de l'assurance automobile du Québec, with Vélo-Québec.

The overall goals —
Getting everyone to
PARTICIPATE

The school is challenging the students to get involved in a CHALLENGE PROGRAM. Mr. Michael Thomas had a discussion with a group of interested parents, and from that meeting, Mrs. Sharon Rossy, a parent volunteer, did a lot of research on other "Challenge Programs", which resulted in one being organized for Dunrae Gardens for Grades 3-4-5-6. With the help of teachers, Florence Fajman and Barbara White, and interest from the students, the program was very successful. As a result it is hoped to involve all grades in the future.

Judy Owen

MEADOWBROOK

Dancing to success

The Meadowbrook Dance was a great success, and all those who participated helped generate \$912.00 for the H&S. The proceeds will be used to purchase a "Logo Writer Learning Package" for the computer to be used by the students. The package will also enable students to borrow the programmes for home use at a future time. A demonstration of the package was given to interested parents.

The H&S are organizing a volun-

ROYAL WEST

Computer Open

Royal West Academy of the P.S.B.G.M. was host to twenty three Public, Private, English and French schools last April 28th.

Thirty eight teams took part in the Annual International Computer Problem Solving Contest distributed by the University of Wisconsin-Parkside.

THE TOP TEN HIGH SCHOOL PROGRAMMING TEAMS IN MONTREAL

SENIORS (grades 10-11)

- 1ST ST. GEORGE'S & HERZLIAH HIGH (ST. LAURENT)
- 3RD LOWER CANADA COLLEGE
- 4TH LAKE OF TWO MOUNTAINS HIGH SCHOOL
- 5TH E. S. VAN HORNE & RIVERDALE H. S.
- 7TH CHOMEDEY POLYVALENT H. S.

JUNIORS (grades 8-9)

- 1ST ROYAL WEST ACADEMY
- 2ND LOWER CANADA COLLEGE
- 3RD ST. GEORGE'S

These schools were all part of the contest: West Hill, Chambly County H. S., École Secondaire St. Laurent, Joliette H. S., St. George's, École Secondaire Van Horne, Royal West Academy, Beaconsfield H. S., Lachine H. S., Lake of Two Mountains H. S., Centennial Academy, The Study, Herzliah High (St. Laurent), St. Andrew's College, Chomedey Polyvalent High School, Lower Canada College, Hudson High School, École Secondaire De Roberval, Northmount High School, Argyle Academy, West Island College, and Riverdale H. S.

tary competition to find a new logo or design to represent the school. Any pupil from Kindergarten to Grade 6 can submit a drawing showing what he or she thinks of Meadowbrook School means to them and to their fellow students.

Miss Bird, the art specialist, will be the judge. The winning design will be used on Meadowbrook's letterhead, school crests, posters, newsletters and perhaps even T-shirts.

FOCUS on the LOCALS

RIVERDALE

Students Combine Tutorials with Aid to the Handicapped

A group of Riverdale High School students and graduates have a different impression of themselves and their school because of a unique programme which has helped prove the axiom: **THERE IS NOTHING LIKE SUCCESS.** Over the last two years, sixty students have benefitted from a twenty-two hour tutorial programme offered by Mr. Campbell Taylor, the Vice-Principal, to prepare students who have failed the compulsory Canadian History course, for a January semestrial examination. Fifty-six of these students have passed this examination. That's a 93.3% success rate!

In the first year, students were encouraged to donate \$10.00 to the first Cheshire Home in Quebec, located at 19 Sunshine Drive, Dollard des Ormeaux. In an effort to assist some of the physically handicapped students who are residents at the Cheshire Home, these History students were given an extensive tutorial programme for approximately fifty cents an hour. One parent submitted a cheque for \$50. This year participants were asked to submit two post-dated



\$10. cheques. If a student attended the programme regularly and passed the examination, one cheque would be returned to the student. In most cases parents insisted that both cheques be sent to the Cheshire Home.

As well as money from the tutorial programme, the Student

Union has given the Cheshire Home a colour television and a V.C.R. Funds received from the 1984-85 tutorial programme were used to purchase a new table for the physically handicapped residents of the home, one which could accommodate six wheel chairs.

As the Tutorial programme has

proven to be a great success, ten students have already registered for a spring programme which supplements the fine teaching of the history teachers of Riverdale High School and helps a group of anxious students prepare for their June High School Canadian History examination.

Can Drive

Prior to the spring holidays, Riverdale classes were challenged to support the "Can Drive" — the proceeds of which are distributed to the aged in the community as well as the Brewery Mission, through the Pierrefonds Golden Agers' Club. A grand total of 4000 cans were collected. First prize went to Mr. Khoury's homeroom, with a total of over 800 cans, while Mr. Quesnel's class collected over 400. The parents and community earned a big "thank-you" for their support of this endeavour.

**Kitty Lamb,
Goldie Fineberg
& Arlene Abramowitz**

NEW CARLISLE

I Love To Read

NCHS once again celebrated Reading Week. From Feb. 10th — Feb. 14th, the school was decorated with posters from each grade displaying the theme "I Love To Read".

Beginning at 9 a.m. on Monday morning, the children were taken by grades to view and purchase books brought in by Home & School for the Book Fair. The Book Fair was re-opened for the students and parents on Home & School Night the following week. As a result of sales, Home & School is able to purchase \$533 — in books for the library. A daily book draw was held for elementary and secondary students who had read books and filled in a mini-book report. This weekly draw for a free book is being continued until June, compliments of Home & School, which purchased books from the Book Fair for this purpose.

A Book Exchange saw 750 books exchange hands. Five used books were traded for three. In this way, students can read a variety of books at no additional expense.

Parents were an enormous help in choosing the winners for reading posters; reading to Grades 1 & 2 at noon hour; running the Book Fair and book exchange; and assisting in the Wednesday afternoon of educational games in the classrooms.

As a closing event to highlight the celebration, Grade 7 & 8 students participated in a Quiz program at the February Home & School meeting. Mr. Desjardins constructed a game board which was used for the first time that evening. It was designed in such a way as to be used for the school on many occasions in the future. Grade 8 was declared the winner with a score of 16 to 14 against Grade 7. Questions prepared by the teachers covered subjects such as M.R.E., Math, Literature, History, Science and Geography. Each student who participated was given a bookmark by the Home & School.

SPEC, 11 March '86

WAGAR HIGH

Stop smoking campaign

April was non-smoking month at Wagar. Starting with a survey of students conducted on April 7 there was variety of buttons, brochures, videos and displays all designed to draw attention to the issue of smoking and its effects.

A Pulmonologist from the Jewish General Hospital spoke to the Grades 8 & 9. Janet Perlis, non-

smoking counsellor from the JGH, set up a table to provide information and answer questions.

The campaign culminated with an assembly for smokers on April 23. Dr. Harold Frank, a pulmonologist from JGH, introduced the "How to Stop Smoking" program which will continue until the end of the school year.

DR. S.E. MCDOWELL

Bringing history alive

In March a pioneer lady dressed in homespun visited our Sciences Humaines classes (Level 4) to tell the children of her way of life and to teach some traditional techniques of hand weaving. Dyanne Beauvalet, a resource person from Upper Canada village, travels from school to school throughout the winter recreating pioneer times and helping bring history alive for students.

The week of April 12-19 was National Book Festival Week. Lev-

el 5 & 6 students had an opportunity to meet Joan Finnigan. She shared with them her tale of *Big Joe Montferrand, Look! the Land is Growing Giants*, and answered their questions about her work as an author.

An Open House for all the parents of our school was held May 14th. Students' work was exhibited and the "Feeling Yes, Feeling No" video was available for viewing. A bake sale was held in conjunction with the Open House;



GARDENVIEW: Good Nutrition on Tape. The month of March was very busy at Gardenview. It was nutrition month and every class participated in events that reinforced the importance of good nutrition and Canada's Health Rules. Home and School has purchased a video camera for the school and staff member Mr. Benoualid used it to shoot all the activities. **Miss A. Stephens.**

proceeds to go towards buying audio visual equipment for our school.

The response to our report card questionnaire was excellent. 253 questionnaires were returned! The majority of the comments were favourable too!

Sharon Halligan

LINDSAY PLACE

Music a winning experience!

One of the assets of the school is the music programme which is directed by Mr. George Doxas. This year, the programme has really propelled forward. Last year we had only one band and now we take pride in having two bands — the Junior Band (gr. 7) and the Senior Band (gr. 8-11).

We were very fortunate to have a student teacher from McGill, Mr. Dave Findlay, come in and accompany Mr. Doxas in teaching in class and conducting rehearsals. During his stay he had the opportunity to form a jazz ensemble which is still going strong. A wind ensemble has also been formed and is being conducted by a teacher here, Mrs. Frances Buckley. During the course of the year, both bands have the chance to travel and compete in music festivals. Already this year

the junior and senior bands have made Lindsay Place proud by winning a gold and a bronze medal respectively. We competed at a festival in Ottawa on April 17 & 18 and are also hoping that our tentative trip to Europe next year will come to pass.

We are most pleased to announce that Mr. Nabil Kozman, our Science and Mathematics Department Head, has been chosen by the Chemical Institute of Canada as recipient of its "Outstanding Teacher Award" for this year. This is a most prestigious award, chosen from candidates on a country-wide basis. Mr. Kozman has been invited to the University of Saskatchewan in June to receive this honour.

Sue Ramer & Stacie Golding

BEACON HILL

Acid rain's a pain

Students in Grades 5 and 6 in Room 21 at Beacon Hill School recently held a blitz at the Beaconsfield Shopping Centre warning against the dangers of acid rain. They decorated the community booth with posters, and passed out pamphlets, stickers and buttons from the federal department of the environment. Public response was positive — some people asked for materials to distribute in their neighborhood and school. The May issue of OWL magazine chose this group for SUPERKIDS Award.



FOCUS on the LOCALS

AYERS CLIFF

1985/86 In Review

As the school year nears an end, it is time to reflect on the school activities here at Ayers' Cliff Elementary. We had a very good beginning with the annual Stansstead County Fair where 4 of the area schools came together for a day of outdoor activities, square dancing and "Reach for the Top" quiz. Also many exhibits, which the students had worked hard to submit, were on display. Winners were chosen in the areas of garden produce, cooking, crafts, artwork, photography, among others.

In October, we had an Open House for parents and teachers, and Marion Daigle came out to speak about H&S. This helped increase our membership this year.

To celebrate Christmas we had several activities which included our Christmas Concert. This was put on by our students (with much help from their teachers!). We also had an evening of song by an area choir of grades 5 & 6. This was held at a Cathedral in Sherbrooke. It took a great deal of practicing and time for both students and our

music teacher, Mrs. Church.

Our School Committee/Home & School had a special Christmas dinner for the staff. It was a very good way to socialize with our teachers and to show our appreciation for all they do for our children.

About that time two of our teachers were interviewed on CBC. One of the interviews was concerned with our school becoming a "Smoke Free Space", with no smokers among our staff. The other topic was a classroom Hanukkah presentation by some of our parents. Since then there has been a presentation of Passover. All the children have benefitted from learning about different cultures and faiths.

In February some nurses from the Sherbrooke Hospital representing the "4C's" (local chapter on organization for prevention of child abuse) came to our School Committee meeting and gave a very good talk about what is being done in our area to combat this serious problem.

COURTLAND PARK

Active Parents The Difference

We thought of a new drawing-card this year for our annual spring parents' meeting, scheduled for May 14. Our class choirs and folk-dancing groups were videotaped in rehearsal for their appearances at the PSBGM Fine Arts Festival. Art by participating students had been displayed in the school before being transferred to the festival site at West Hill High.

As always, our local plays an important role in the school's spring activities. Volunteers serve a hot dog lunch to the children at their Play Day, a day of outdoor games which always results in happy kids and a few sunburns. The Home and School also presents plaques and Canadian children's books to deserving Grade 6 students at a year-end assembly.

This year, some of the funds raised at our fall crafts-and-bake sale were spent on extra teaching materials for the primary teachers, cassettes and books on classi-

cal music, and appearances by professional theatre troupes.

We're proud of our active parents, who give so much time and energy to the school. For example, Pauline Petzke and her husband Eric made wooden counting devices in their home workshop, and accompanied classes for a two-day visit to the Arundel natural Science Centre. Bev Coburn runs a lunchtime program for children who walk a long way to school. Susan Pawsey battled red tape to start an after-school centre at the school. Bev Hills organizes the hot dog lunch. Irene Crozier has made herself almost indispensable in the school library. Bill Yeomans and his wife, Pat, made a sea serpent which won a prize in Dorval's winter carnival. Donalda Nancekivell made dozens and dozens of pies to sell at our Carousel.

These and other parents too numerous to mention keep Courtlund Park a vital, happy school community. **Barbara Peden**

EARDLEY

No Stage Fright Here!

It seems like it was only last week that our children were bringing home notices offering noon hour programs in drama, music and dance. But months have passed and on Friday, April 18 the children presented a program to conclude the classes.

The Grade 1 students and the Kindergarten dance class had already performed for a larger audience. They took part in the Philemon Wright Drama Festival on March 25.

The Music students presented a melody of musical pieces with a finale titled *Timothy Tompkin's Toyshop*.

There was certainly no "stage fright" among the Kindergarten dance students when they followed the Scottish Traditional Dance and a choreographic interpretation of Corey Hart's *I Wear*

My Sunglasses at Night with a free expression dance to the theme of *Ghost Busters*. Each child entered the centre of the circle to dance in his/her own special way.

The drama class presented a pot-pourri of all the things they had learned — voice exercises, voice projection, parts of the stage, pantomime, tongue twisters, concentration exercises and poetry.

Deborah Brown-Routliffe



We also have had a very busy Fund raising year, with 4 projects on the go. The students sold spices (supplied by a local producer), calendars (assembled by our fund raiser and helpers), and obtained sponsors for a Spellathon. The local Legion hosted a supper to raise funds for our school. In total we netted \$4200, a real show of effort for our fund raiser Berit Baird. She has consented to be Area Rep. for H&S next year.

Three of our School Committee members attended the AGM in May. We were so pleased that our Principal, Tom Bean, was selected to receive the Paterson Award. It is really an honour for us here at Ayers' Cliff and our congratulations to him.

Our teachers have worked hard on many activities for the children this year, from sports tournaments to overnight trips. We thank them and hope that they, along with the staff and students, have a good vacation.

Cathy Hortop

KEITH SCHOOL

Hats off to nutrition

March started off with the school nurse, Mrs. Bossy, supervising Nutrition Week. Nutritious snacks were supplied for the children and a Nutritious Hat contest took place on the last day. The children did a super job with prizes being awarded to the best girl and boy per class.

The month of May brought out the talent at Keith School for the Spring Concert on May 8th. A special thanks to all the children for the placemats they did for the Annual General Meeting of the Quebec Federation of H&S.

May was also clean-up time for the children. They participated in an environment clean-up of LaSalle by taking care of the schoolyard and the planting of flowers to improve the surroundings.

Linda Young

ALLANCROFT

Nutrition Can Be Fun

The school is using fun and unusual teaching skills to help working mothers make sure their children's nutritional needs are being met. Nutrition week was held recently to inform young school children of the importance of a proper diet. The project also teaches youngsters about the four basic food groups.

Magdalen Georgiades, a teacher, said students are snacking less on candy and food with additives. Instead they enjoy raisins, fruit, or crackers and cheese.

Using letters written by her students, Georgiades gives "advice" to everyone from teenage siblings to fairy tale characters.

Parents in the Home & School Association supplied celery and carrots as recess snacks. Donated ice-cream was snack on dairy day and peanut butter was served on Meat Substitute Day. Students brought a selection of items from the four food groups for a Friday feast tied in with a recreation day to end the week.

Not only was the week nutritious, it was also fun!

(Reprinted from *The Chronicle*)



HAMPSTEAD

Dolls for Democracy

Under the auspices of the Montreal B'nai Brith Women's Council, the school was offered a special program, "Dolls for Democracy"

Eight twelve inch dolls, each a replica of famous man or woman, was shown and passed around the classrooms. An accompanying information sheet was read and discussed. Kindergarten through grade 6 enjoyed the program and the following people, and through the dolls their contributions were

discussed: Martin Luther King Jr., Albert Einstein, Laura Secord, John F. Kennedy, Louis Braille, Helen Keller, David Ben Gurion.

The Montreal Association for the Blind co-operated with us and lent us a Braille. All children were able to try writing in Braille, and try 'feeling' what they had typed. All children were able to take home a sample of their achievement in Braille.

Roslyn Malin

EDGEWATER

Drop Everything and Read!

Edgewater School has been a busy place. Heather McBride and her committee organized a super 'I Love To Read' month with a theme based on fairy tales. The students even performed skits based on nursery rhymes about food for nutrition week, which occurred during that month. Each morning every person in the school was invited to participate in DEAR, Drop Everything And Read, for 15 minutes. The newly formed Student Council initiated and sponsored a book title contest and awarded a book prize. The H&S donated money in order that book prizes could be awarded to each class in the school.

The sharing between classes and excitement generated by all the activities was really rewarding.

Ann Gagné

NORTHVIEW



Students at Northview recently enjoyed the Youtheatre production of "The Trolls of Trenholme Park". Youtheatre, specializing in student participation, presents several different plays each year.

SAFETY SCENE SAFETY SCENE

Safety Patrollers Honored

Safety Traffic Patrollers from seven West Island schools were recently honoured at a special Sunday service hosted by St. Mary's Anglican Church in Kirkland. The morning's service was dedicated to the theme of caring and concern for others.

Led into the sanctuary by a drummer and piper from the Black Watch Band were Patrollers representing the following schools: Windermere, Northview, Christmas Park, Cedar Park, Allancroft, Beacon Hill, and St. Paul's.

Presenting the plaques of recognition on behalf of St. Mary's Church was Betty Lou Manker of Quebec Federation of Home & School Associations (QFHSA), and Constable Ron Lefebvre. Teachers, principals and parents were also recognized for their efforts in organizing the patrols at each school. Other special guests included Constable Don Smith, an instructor at the Quebec Police Academy and Safety Chairman for QFHSA, and Allan Locke, of the QFHSA Board of Directors.

Martin Sherman, Chairman of the Lakeshore School Board Parents Safety Committee, in presenting a special award to Betty Lou Manker, thanked her for her leadership role in establishing Safety Patrols and for organizing the 2nd Annual St. Mary's Church Safety Patrol Service.

In thanking the Patrollers for their efforts in promoting safety, Mrs. Manker welcomed the students and their families. She spoke of the caring and concern for

others, for their classmates, and for the smaller school children. "These Patrollers have begun their responsible duty towards others and the world — it is through them, and others like them, that we may hope for peace."

On May 24th, Patrollers from Windermere and Northview Schools participated in the National Safety Patrol Jamboree held in Ottawa.

BELOW: Betty Lou Manker, QFHSA board member, honoured for her work with school safety patrollers. (L to R): Don Smith, Safety/Transportation Chm., QFHSA; Martin Sherman, LSB's Parents' Safety Committee; Betty Lou and Ron Lefebvre, RCMP.



Starting up a School Safety Committee Part II

The Committee Meeting

Any good meeting requires planning. An agenda should be set by the Chairman and circulated to members before the meeting. Here is a suggested plan that can be adopted by any safety committee, regardless of its size or scope operations:

CALL TO ORDER and ROLL CALL.

MINUTES OF PREVIOUS MEETING.

UNFINISHED BUSINESS. Items left undecided at the previous meeting are brought up for reconsideration.

INSPECTIONS AND RECOMMENDATIONS. One of the key functions of a school safety committee is to carry out periodic inspections of the school and school grounds. Refer to "The Safety Inspection". The committee should discuss which hazardous conditions were found and make recommendations to the appropriate authorities, if remedial action is warranted. Records of the inspections and recommendations should be included in the minutes.

NEW BUSINESS. Some of the items for new business will include:

- A review of new safety programs or materials available from safety councils, government agencies, industry, and other sources. One responsibility of a committee member is to keep abreast of the educational materials available, so that she/he can advise other teachers of new programs of instruction. Refer to "Resource List".
- A review of rules/regulations. Safety rules and regulations may need to be modified from time to time.

- A review of accident cases. Look through the school nurse's records. Knowing your own accident record will help to identify those locations and conditions known to be accident-producers. Causes of accidents (e.g. failure to use personal protective equipment, slippery surface, horseplay, insufficient instruction, haste) and preventive measures should also be discussed.
- Planning special events to promote safety. Refer to "Maintaining Interest".

SAFETY EDUCATION. An education/training sessions should be on the agenda of every meeting. Committee training sessions serve the dual purpose of keeping members informed and interested in safety, and making the committee more effective in identifying safety problems.

Try to cover a new aspect of safety at each meeting. Topics could include: hazard identification, first-aid, types and uses of personal protective equipment, electrical safety, health hazards of arts and crafts materials, food handling, use of fire extinguishers, and so on. In many cases, it will be possible to draw on resource persons from the community to lead your training session e.g. equipment supply salesmen, firemen, industrial safety officers, Department of Health/Labour representatives, public health nurses.

ADJOURNMENT.

Maintaining Interest

Creating and maintaining interest in the school safety program will be a prime concern of the committee. Kick-off this year's activities with a series of special events for School Safety Week, October 17-23.

This is by no means an exhaus-

tive list of the projects that can be undertaken to promote school safety, but it does provide a few ideas to help you get started. This is YOUR Week — so get involved, be imaginative, and have fun with it!

Continue to promote safety with special activities held throughout the year.

- Hold a poster contest, an essay contest, or a public speaking contest for pupils on a school safety theme. Display winning entries in a public place.
- Hold an assembly each day through the week of October 17-23 and invite speakers to cover different aspects of safety. Speakers could include: a poison control information officer to speak on poison prevention; a coach/physical education instructor to discuss prevention of sport injuries; a fireman to cover fire safety; a police officer to discuss safety on the streets; and a home economist to talk about home safety.
- Arrange an exhibit of the major causes of childhood injuries.
- Hold a safety information night for parents. Invited speakers could include a safety professional, a pediatrician, a fireman, or a police officer.
- Arrange a tour of an industrial plant where children can see safety in action. Have the plant safety officer explain why personal protective equipment is used and what other precautionary measures are taken to minimize the risk of worker injury. Follow-up with a discussion of home and school safety, applying the principles of industrial safety to everyday events — at home, at school, on the road, and in recreation.
- Plan or sponsor a Hallowe'en Night to take the place of door-to-door Trick or Treat activities.

SHRINERS Circus

Big Top in town

The all new 1986 International Summer Edition, Big Top Shrine Circus will be presented at Fairview Pointe Claire August 21, 22, 23 and at Galeries d'Anjou August 28, 29, 30.

The 1986 Edition of the Circus will feature more animals, more Shrine Clowns and more excitement for the whole family.

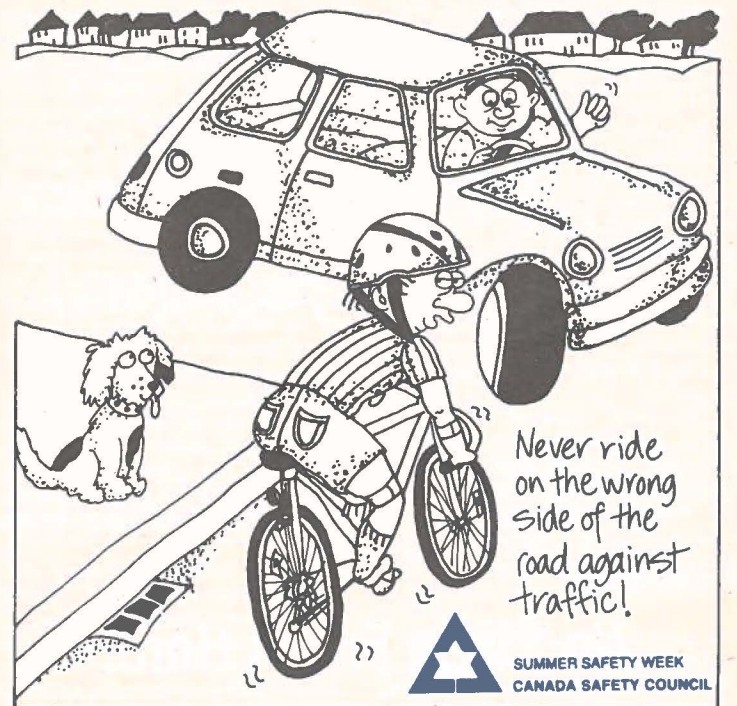
Thousands of young people from our Community, who may not otherwise have had the opportunity, have enjoyed a day at the Circus through our Corpo-

rate Ticket Sponsorship Program.

Please consider being a part of this great endeavour through the purchase of tickets for yourself, family or friends.

A Family Ticket (\$25) admits five people (any combination of children and adults); Adult tickets are \$8 each; Children \$6 each.

For information call, or write: Shriners Circus, 3350 Sources Rd., Dollard-des-Ormeaux H9B 1Z9, 514-684-7397.



- In art class, have students design a 1-month calendar. Ask the children to keep track of all accidents that happen to themselves or to family members. At the end of the month, have the children bring their calendars to class. Discuss their findings, highlighting preventative measures.
- Set aside a Professional Development day to discuss your school safety program. Possible seminar areas: forming a school safety committee (if none already exists), hazard identification, school safety policies, evacuation plans, or curriculum planning.
- Through your school safety committee, survey parks, playgrounds, and other public areas in your neighbourhood for haz-

ards. Publicize your findings in a community newspaper. Write to the town planning department to report your findings and recommendations, and offer your committee's co-operation in seeking ways to eliminate or reduce the hazards.

- Sponsor a Babysitters' Training Course for students or a First Aid Course for staff.
- Set up a display of promotional materials in the staff lunch room. Materials could include pamphlets, safety magazines, reprints of interesting magazine or newspaper articles, and colourful posters. Be sure to change the display items frequently.
- Give awards to students, staff, or committee members for outstanding contributions to school safety.