



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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QFHSA Fall Conference Program

Saturday, October 18, 1986 8:30 - 3:45 pm
Lindsay Place High School

"Footsteps into the Future"

Putting Ideas into Action

PLENARY MORNING SESSION: STEPPING STONES FOR PUTTING IDEAS INTO ACTION

Gaston Gauthier, co-ordinator of Family Life Education, Montreal Catholic School Commission.

Gavin Turley, director of Human Resources, YMCA, Montreal.

PART I - Plenary topic: Stepping Stones

Mr. Gauthier, a recognized leader in the field of parent animation and family counselling, is a 1986 recipient of a Molson Award as a 'builder of Quebec in the field of social development.' A member of the Vanier Institute of the Family, he is a frequent conference speaker and workshop leader.

Mr. Gauthier will focus on the ways in which we, as parents, can develop our skills to benefit our children in the home, the school and the community. How can we make use of our own talents as volunteers and the resources of the community to benefit family life and education? How can we be better motivated as members of this parent volunteer organization - Home & School.

PART II - Plenary workshop - Focus on Home & School: Ideas into Action

Planning for the future of Home & School, utilizing leadership skills to further the education of our children, simple approaches to local association planning. Gavin will lead delegates in small group participation to share and implement ideas into action for more effective Home & School Associations.

Gavin Turley has a long and distinguished record of achievement as a workshop leader - energetic, enthusiastic and organized.

AFTERNOON SESSION WORKSHOPS I

- 1. Effective Meetings: How-to Skills** - Experienced Home & School leaders will give their perspective on stimulating a lively association at the local school level. Share ideas on motivation, skill development, procedures, communication and policy.
- 2. 1986 International Year of Peace** - Peace programs for parents and students are developing the message of peace in the home, the school and the community. Find out how Home & School can be effective.
- 3. Newsletters/Quebec Home & School NEWS** - Communication is the link between Home & School and its mem-

bership - locally, provincially, nationally. Learn the skills for effective newsletter communication in your school. Practical ideas for starting, developing, reshaping your school newsletter.

- 4. Child Assault Prevention Program (C.A.P.)** - This widely acclaimed program has been used for several years across the United States and, more recently, throughout the province of Quebec. The program is modified to suit each age group and so benefits all grade levels of children. Parental support and awareness is a vital aspect before introducing the program in your school.
 - 5. Programs/Publicity** - Programs, presentations, workshops, speakers, fund-raising ideas, parent education - plan and publicize your Home & School activities - it promotes membership, builds involvement. Share what works for you and learn to expand with new ideas.
 - 6. Can I Change My Child's Behaviour?** - The principles and techniques used by teachers to create a positive learning environment in the classroom can also be used by parents at home. Learn how to alter your child's inappropriate behaviour.
 - 7. Membership and Membership Development** - Home & School is a family membership, its strength is confidence in the aims and goals of the organization. Check on the ways and means of promoting effective membership - for parents, teachers, administrators, etc.
 - 8. Literacy: Coping in the '80s** - Are the new English language arts programmes, at both the elementary and secondary levels, giving our students the necessary skills to cope in our high-tech world? Do they promote a taste for good literature, good speech, creative writing? Can they spell? Are they suited to the needs of the multicultural students whose mother tongue is not English? Do school libraries have all the necessary tools for a successful English language arts program? This workshop should interest all parents interested in quality education.
- For further information about the Fall Conference, ask for a detailed program from you local Home & School Association, or call QFHSA at (514) 481-5619.
- Encourage all Home & Schoolers, School Committee members, and friends, to attend.
- Registration (includes lunch) is \$5.00 per person.
- Visit displays and QFHSA publications table.

Meditation for children

Where we stand!

"I am a member of the world family. I am related to those who stand next to me...by the air we breathe...by the light we share...by the hope we have for a better world. I have a responsibility to give...to receive...to be open, tolerant and free. I have inherited this world from those who have lived before...I occupy space and time for a few short years. I hold

this world in trust for those who will follow. My life - with others - can fashion this world toward Peace, rather than strife...hope rather than despair...freedom rather than slavery. I, with those about me, can make the Brotherhood and Sisterhood of Humanity a living thing. I pledge my willing spirit to this thought. We will do this together.

from UNICEF

Fed. language aid

\$500 per student

Further to the recommendations of the Royal Commission on Bilingualism and Biculturalism, in 1970 the provincial and federal governments concluded bilateral agreements whereby the government of Canada would assist the provinces in meeting the costs which they incur in providing opportunities for their residents to educate their children in their own language (English or French) and to learn English or French as a second language. These agreements expired in 1974 and were renewed for a further five-year period.

With the expiry of the agreements in March 1979, the federal government reduced the funding to the provinces by approximately 20%. Modest annual increases were provided over the next three years, during which time the federal-provincial program operated under annual interim arrangements.

After several years of discussions between the two orders of government, the provinces through the Council of Ministers of Education, Canada, and the Department of the Secretary of State concluded a Protocol for bilateral agreements in December 1983. The Protocol covers the three-year period 1983-84 to 1985-86.

The Protocol is an umbrella agreement setting the parameters for bilateral federal-provincial

agreements. It describes the objectives of the federal-provincial program of assistance, the funding arrangements, and the undertakings of the two orders of government. The Protocol also provides for the Council of Ministers of Education, Canada to administer two federally funded national programs - the Summer Language Bursary Program and the Official-Language Monitor Program - for the three-year period.

Under the Protocol, provinces may choose between a Basic Program Option and a Negotiation Option. Federal contributions to provinces choosing the Basic Program Option are of two sorts:

- infrastructure support for the maintenance of existing programs and
- complementary program support for the development of new programs and activities and for individual awards.

The arrangements with respect to the Negotiation Option may vary from province to province depending on the needs of the province concerned.

The provincial governments undertake, among other things, to provide information to the Government of Canada to show that the federal contributions are related to the additional costs incurred by the provinces in providing the language programs covered by the Protocol.

Province	1983-84	1984-85	1985-86
British Columbia	5 821	6 061	6 126
Alberta	5 134	5 640	5 829
Saskatchewan	2 033	2 131	2 205
Manitoba	5 162	5 583	5 705
Ontario	44 242	46 050	46 949
Quebec	85 222	82 616	81 430
New Brunswick	18 217	18 704	18 879
Nova Scotia	3 437	3 432	3 441
Prince Edward Island	915	942	961
Newfoundland	1 919	2 013	2 046
TOTAL (x 000)	\$172 102	\$173 172	\$173,571

Editorial . . .

What About Home & School . . .

A good question and one we should be able to answer with conviction and enthusiasm as we embark on our forty-third year as champions of the cause of Protestant education in the Province of Quebec.

(Just for the record, the term Home and School in the context of this article refers to the total operation from the local association to the Provincial executive.)

The purpose of Home & School from its inception has been to strengthen the bond between the home and the school to produce an atmosphere of mutual faith and understanding that together we could provide quality education for our children. If that was a worthy aim over forty years ago, how much more the joint effort is needed today.

The local school is a most sensitive barometer of how well we are doing in this partnership. When the local administration is strong and positive, where parental participation is welcomed and encouraged, teachers and pupils alike feel secure and committed to getting on with the exciting business of learning. Values taught and attitudes adopted in this setting provide important bench marks in dealing with future problems.

Maintenance of this healthy but delicate balance is essential and upsets on either side disrupt the learning process. Surely we understand the high degree of interdependence existing between these "Partners in Action."

What can we as parents do to preserve this balance?

First if we subscribe to the theory that as parents, one of our prime responsibilities has to be the proper education of our children, we must make it our business to understand what is being taught and how it is being taught. Strong and healthy local Home & School associations provide an excellent forum for dialogue among principal, staff and parents in reaching a better understanding of what is going on in the school. Parents whose commitment must, of necessity, be limited can join the local association in support of those who are able and willing to assume positions of leadership.

The key person in the operation of a school is its principal. It has been said that an organization bears the stamp of the person who heads it, and that is never more true than in the case of the school principal. He is the "presence" of the School board in the community, and strong leadership on his part encourages staff and parents alike. His priorities are readily discernible in the way the school is run. The wise principal recognizes and values parental support and participation and uses it wisely. Administration and parents working together are one of the real hopes we have of solving some of the serious problems that face our young people today.

What about Home and School? The question is not "do we need it or want it?" but "how much of our time and talent are we willing to devote to making it as effective as it can be?"

G.R.

National project to prevent abuse

There's a great need for awareness

"Public education about child abuse is the best way to increase child protection", says Joy Bastness, outgoing president of the Canadian Home and School and Parent-Teacher Federation, which held its 1986 Annual Meeting June 1-8 in Calgary. "We need information materials in many forms and at many levels, so as to make people more aware of child abuse, especially sexual abuse, and to make sure children in trouble get the help they need. Much remains to be done to make today's Canada a safer place for children."

The national Home and School Federation launched a new pamphlet to promote awareness and

help prevent child abuse, as part of its 10-year old Child Abuse Project. Printing of the pamphlet was funded by the Allstate Foundation of Willowdale, Ontario. The Home and School Federation hopes to distribute a quarter of a million copies of the leaflet to parents, teachers and other citizens over the next two years. Some 350,000 French and English copies of an earlier version were distributed across Canada between 1979 and 1983.

The report of the Badgley Committee on Sexual Offences against Children and Youths (1984) recommended national public education and health promotion focussing on

the need of young people for protection from sexual abuse. Organizations like Home and School and PTA should also help deliver public education about the risks of prostitution for juveniles, said the report.

The national Home and School child abuse prevention project has also updated its kit of materials, "Child Abuse and Neglect: Everybody's Responsibility", available for use in community workshops or meetings to raise awareness of abused and neglected children.

More information:

Joan Manfield
(514) 451-0754

or Linda Hays (403) 255-0080

Data could alter campaigns Teen tobacco addiction linked to stress

Reprinted from *The Journal, Addiction Research Foundation*

Researcher Patricia Hadaway believes the results of her study of teen smoking patterns could lead to profound changes in anti-smoking campaigns.

Patricia Hadaway says the study of about 2,000 Vancouver-area junior high school students suggests they are addicted to cigarettes not because of nicotine but because cigarettes help them deal with chronic stress.

Teens who smoke also frequently exhibit other behaviors indicative of poor ability to cope with stress, she told *The Journal*.

A doctoral candidate in psychology at Simon Fraser University, Ms Hadaway says the data have not yet been fully analyzed. However, she said: "There is some evidence that smokers are also often the students who do less well in school, who may be in trouble with the law, or may be in trouble at school, because of not showing up, for instance. Or, they may tend to use other drugs. So smoking tends to go along with other problems."

The survey covers both smokers and non-smokers and attempts to determine possible relationships between smoking and stress levels. It also looks at the students' need to be accepted by their peers and at their degree of social competency.

"Smokers seem to have more of a need to be accepted . . . There is

evidence smokers are more social than non-smokers, and that acceptance from their peers is more important for them than for non-smokers."

Because she believes smoking is related to inability to cope with stress, "I also wanted to check things related to social competence, so there are questions about whether they have part-time jobs, what school activities they're involved in, things like that."

Another preliminary finding is, at least in the Vancouver area, that girls are heavier smokers than boys.

"Because it's a large sample, it could say a lot about the relationship between stress and smoking." However, she said, because it was only done in one area, "it's not significant in terms of saying that in Canada more girls smoke."

Ms Hadaway says anti-smoking programs should include help for people in handling stress.

"We have to keep all programs that are already in existence, because there is a group who have been convinced not to smoke because of the health risks, for instance. But, evidence that smoking is unhealthy will not affect those with distress and who start to smoke to cope with distress."

"We have to develop programs to help teenagers to deal with stress, and we have to give them alternatives to smoking."

OTHER PEOPLES OPINIONS

Passive smoking's a drag

Several studies have reported a significant association between the prevalence of respiratory illnesses (bronchitis and pneumonia) in infants and children under the age of two and parental smoking habits. These effects appear to be dose related, with the incidence of bronchitis and pneumonia being lower in children with only one parent who smoked than in children both of whose parents smoked.

Respiratory symptoms or illness (or both) in later childhood and adult life have also been related to early childhood respiratory illness influenced by exposure to parental smoking.

One of two large studies examining respiratory-related hospital admissions among infants and children of mothers who smoked found that the children of smokers had a hospital admission rate for pneumonia and bronchitis that was 28 per cent higher than that of the children of nonsmoking mothers.

The other study reported that the children of mothers who smoked had a 70 per cent greater chance of being hospitalized for respiratory conditions than the children of nonsmoking mothers.

Wheezing and frank asthma appear to be more common among the children of smoking parents.

Asthmatic children of smokers are reported to experience improvement in their condition when their parents stop smoking, in contrast to children with asthma whose parents continue to smoke.

Parental smoking has also been identified as a risk factor for persistent middle-ear effusions in young children.

Decreased height and an increased risk of sudden infant death have also been reported among children of smokers.

Reprinted from: *The New England Journal of Medicine*

Here's what passive smoke is . . .

Involuntary or passive smoking is defined as the exposure of non-smokers to tobacco-combustion products in the indoor environment.

Tobacco smoke in the environment is derived from two sources: "mainstream" smoke exhaled by a smoker, and "sidestream" smoke arising from the burning end of the cigarette.

Sidestream smoke contains a higher concentration of potential dangerous gas-phase constituents and accounts for about 85 per cent of the smoke found in a room occupied by cigarette smokers.

Since sidestream smoke is generally diluted in a large volume of

air, passive smokers have a smoke exposure that is smaller than and potentially qualitatively different from that of active smokers.

Carbon monoxide and nicotine are two of the most important constituents of tobacco smoke.

Carbon monoxide averages 5 vol per cent in mainstream smoke and 10 to 15 vol per cent in sidestream smoke, with room concentrations often exceeding the standard (9 ppm) for ambient air quality in public places and meeting rooms.

Ambient levels of nicotine in unventilated areas have also been shown to exceed threshold limits for industrial exposure (500 µg per cubic millimetre).



Quebec Home & School NEWS

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A fond farewell

A fond farewell to Valerie Hughes Villemaire. Valerie, a member of West Islanders for Nuclear Disarmament and Families for Peace and Justice, has been compiling the peace articles for the Quebec Home and School NEWS for the last few issues. We wish her well in her new home in Ottawa and hope that she will continue to contribute, in such a worthwhile way, to education for peace.

see p12 for 'Peace' items

THE SHOESTRING SHAKESPEARE THEATRE

PRESENTS

PINOCCHIO



SCHOOL TOUR

FALL 1986

RESERVE A DATE FOR PINOCCHIO NOW! Touring Schedule: Western Quebec & Eastern Ontario, October 13th - 31st; Quebec City & Eastern Townships, November 3rd - 7th; Greater Montreal area, November 17th - December 19th. For information and reservations contact: Geordie Productions (514) 845-9810. P.S.B.G.M. schools please call Brenda Freeman at 483-7384.

Hearing from you...

Partners in action

Dear Bonnie:

I wish to take this opportunity to thank you for your participation on this year's Secondary Language Arts Advisory Council as the representative for the Quebec Federation Home and School Associations. One of the concerns of researchers and educators around the world is the relationship between the literacy of the community and the literacy of the school. Those involved in research into learning and educators in schools and universities are very much aware of the need for cooperation among all partners concerned with the development and growth of children. I would like to suggest that the support and collaboration of parents such as your-

self — and of organizations such as the QFHSA — are vital to the success of all curriculum and the vitality of all aspects of the educational system. Your commitment, enthusiasm and support has been one of the most positive elements in our deliberations over the year. I am so glad, on a personal level, to have been able to benefit from the articulation of your ideas and concerns.

In closing, I wish you a delightful summer break and look forward to meeting you again this fall,

Gayle Goodman
Coordinator of Curriculum
English Language Arts
Elementary and Secondary
Ministry of Education

Dear Bonnie:

On behalf of the Board of Directors of Quebec Federation of Home & School Associations, I want to thank you for your excellent work as our parent liaison on the Secondary Language Arts Advisory Council.

It is heartwarming to note that the involvement and input of a parent representative can be so meaningful and productive.

We recognize that the Secondary Language Arts Advisory Council tries its best to foster excellence in

the English Language Arts curriculum of our schools.

We are glad you will be our representative for the coming year.

Yours sincerely,
Sylvia O. Adams
President
Quebec Federation of Home &
School Associations

Ed. Note: QFHSA is the only parent body to have a representative, Bonnie Hasan of Lachine, on the Secondary Language Arts Committee.

It's a matter of balance

A global approach to fitness, the concepts of good eating plus physical activity. After all, why bother jogging three times a week if you stuff your face with greasy fries twice a day? And why make the effort to shed pounds at an aero-

bics class only to eat double the fats you need?

Cordially,
François Lagarde
Executive Director
Media Communications
Participation



President's message

I am writing this message in a cottage overlooking the mouth of the St. Lawrence river. vacation periods can be a time of reflection and I will share some thoughts with you as a new school year begins.

We parents need all the help we can muster to become knowledgeable regarding our role in our children's development. After all, our children are the Canadian adults of the future. We want the best for our children; we want them to reach their full potential.

THIS MAY NOT HAPPEN IF PARENTS PERSIST IN LEAVING PART OF THEIR JOB TO OTHERS. Part of the parents' job is a shared responsibility for their children's education and welfare. It is both a right and an obligation.

Home & School is THE TOOL for parents to utilize to attain two critical objectives: quality in the education and welfare sections of the children's lives; LEADERSHIP AND TRAINING OPPORTUNITIES FOR THE PARENTS THEMSELVES.

Home & School is the only organization that considers active leadership and training opportunities for parents to be an essential part of its mandate. Home & School has a long history in diversified parenting programs to its membership.

We must remember that in today's Quebec, only 16% of parents are actively involved in the educational sphere of their children's lives. This opting out, by parents, will cost society in the future. **WE MUST TRY TO REACTIVATE THE INACTIVE PARENT.**

I will describe three totally unrelated instances to demonstrate the diversity and uniqueness of the Home & School organization as a remarkable vehicle for positive action by parents.

Firstly: Last fall I attended a workshop for parents at the New York State P.T.A. Annual Conference. The presenter noted that our education systems are left brain orientated even though the learning process is greatly augmented by involving the left and right brain in concert. Simply put, the "right brain" involves itself with areas of sensitivity like art and music appreciation and the senses in general (i.e. the smell of a flower, the touch of velvet, a beautiful melody). The "left brain" concerns itself with logical pursuits like mathematics, numerical items, order, rote learning.

Secondly: I overheard a radio interview with Irving Layton, poet, Canadian. He noted that when he attended school in Montreal there was little or no Canadian poetry as part of the curriculum and that access to Canadian literature was non-existent.

Thirdly: At the Canadian Home & School and Parent-Teacher Federation's annual meeting in June, delegates, representing parents from across Canada, discussed and passed resolutions on national illiteracy, child abuse, pornography, Young Canada television, music education and performing rights, education for the learning disabled and TV beer commercial regulations. All these subjects had to be addressed for action at a national level so that changes will eventually be accomplished in local communities.

Through Home & School's independence and diversity of action, all the forgoing items have been enunciated to the appropriate parties as being priority concerns of parents. *Knowledgeable parents* have informed all levels of governments and agencies regarding curriculum content in our schools. They have tried to retain viable music, art and physical education programs. In addition, Home & School parents have responded to cutbacks by introducing and funding after school programs in music, art and sport pursuits — the very areas often considered to be expendable by educators and governments when budgets are slashed. In so doing, "the experts" may well have emasculated the ability of children to learn to their maximum potential, their "right brain" being systematically underused. It has been the parents who have tried to keep the balance in this situation.

Home & School parents have actively promoted Canadian content in curriculum by funding and donating books by Canadian authors to local school libraries and by supporting organizations like the Canadian Learning Materials Centre, nationally.

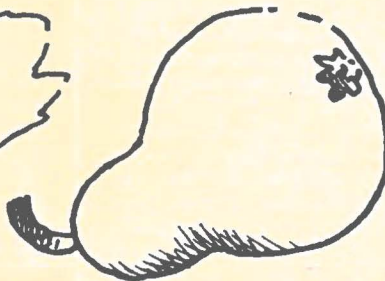
Home & School parents choose their own priorities as to what is important for their children; they can assure that the experts are made aware of these priorities; they can address both education and welfare issues.

Parents can and do influence the making of better decisions — BUT — only when individual parents become INFORMED and INVOLVED and only when parents put some of their precious time aside to PARTICIPATE in the process.

Hazel's sport



Hazel's snack



Hazel's smile



PARTICIPATION MAKES PERFECT



ESTATES GENERAL — WHICH WAY FOR EDUCATION —

The Estate General Convention was held in Montreal on April 2nd — 5th. It was a mammoth undertaking in which all levels of education (from students to the Ministry of Education) were invited to take part.

Due to the location, those living in Montreal or its Suburbs had easier access and so those of us from outlying areas were dependent on our School Board to provide extra funds to cover costs of accommodations, travelling and meals. I was pleased therefore to be sponsored by the Quebec Federation of Home and Schools and represent them as a parent.

On Wednesday night, the Convention opened with a welcome and introduction by Mr. Gabriel Légaré (President of the Estates General) who invited us all — anglophones and francophones — to join together to think about the future of education in Quebec and express our concerns and recommendations.

Keynote Speaker

After Mr. Légaré's introduction Captain Marc Garneau the keynote speaker, arose and presented a very interesting and inspiring address. "Students", he said, "are

VALUES — Students want less judgment

After a light lunch in the cafeteria and a shuttle bus ride to the Sheraton Center we settled down to our second workshop entitled "The School and Values", at which Gerald Auchinleck was our speaker.

Mr. Auchinleck presented us with a brief history of the role which has been traditionally played by ethics in our educational systems and asked the question as to whether it has, or should have, a role now. If it should, what values should be taught? Who should teach them? (in special classes with specially trained teachers? ... throughout the curriculum? ...) He then made some suggestions of his own on what values should be taught.

... justice, search for truth, respect for others, etc.

The discussion which followed ranged far and wide. Some of the points brought up were:

1. Do religion and morality necessarily go hand in hand?

2. What do we do about those who have a different value system than the Judaeo-Christian one which is the one most familiar to the majority of us.

3. Is there such a thing as a "universal" value system?"

4. Just how far does the school's responsibility go? Don't parents and churches also have a responsibility?

5. Should values be taught or just discussed? Views of students here were most revealing. They want freer discussion, less judgment, and no marking.

6. Are teachers properly trained for MRE classes or are many reluctantly "filling-in" their schedules?

These are only some of the tacks the conversation took, with the result that we were not able to come to as definitive a conclusion as we had in the morning workshop. Perhaps the discussion itself was worthwhile if it results in a rethinking on the issue of moral and religious education.

our first priority", in a school system which is "equal to the sum of its graduates". He felt that the purpose of the school is not only to pass out information but instill attitudes. There must be an essential belief that the individual matters in society and that "he has the power to change things". Students must not only stay in school, but develop a proper work ethic. "We must encourage our young people", he said "to enter fields that provide jobs". "Our goal should be a disciplined, aggressive, skilled, employable, and scientifically literate student".

A panel of six highly motivated and articulate young people from Secondary 5, C.E.G.P and Adult Education courses were then invited to give their views on education. While criticisms were aired, in general the tone was both positive and hopeful.

Workshops

Workshops were held during the next two days (many of which were in English). The purpose of these workshops was to assess the educational system as it now exists by focusing in on a number of different aspects and programs now in use within our schools.

What were our objectives in the past? Should we maintain them? What problems did we not recognize? What should our general orientation in the future be? These were the main questions we were asked in all workshops.

Each workshop had a speaker trained in a specific field who gave his views and suggestions for improvement in that area. With the help of an animator discussion was encouraged amongst ourselves. Periodically straw votes were taken of the proceedings and each participant, whether teacher, parent, student or administrator, was asked to write down his suggestions for change and the objectives which he/she felt should be our priorities in the future.

Some suggestions that came out of these workshops were that uni-

versal access to education be provided for all. In rural areas this is not always the case, as children must travel great distances to complete even secondary 5. Parents should be given tax credits to help out here, possibly right through the collegial level, if a student has the ability. It was also felt that the needs of non-achievers in our school system are not adequately addressed. We need a minimum education threshold.

Over and over again, we heard about the necessity for all to have secondary 5 to be functionally literate at least. What about apprenticeship programs? Would some of our young people be better served

with the learning of a trade? In the past, many of these non-academic students have been shunted into the technical/vocational programs. Obsolete equipment and programs, however, have failed to produce a student who is, in most cases, employable. A lack of proficiency in the French language was also a big problem for many of our Anglophone students.

Another group of children, whose needs we are not addressing, are the "gifted". We simply do not know how to recognize these children until its too late in most cases. These children need enrichment and stimulation — not "busy work". Teachers need to be able to

first recognize these children in the early years and then be able to guide them properly.

The suggestion was put forward that teacher training programs need to be revamped so that our teachers can better cope with technological changes in society — computer programs, value training, etc.

In conclusion, I must say that I found it very interesting, not only to be informed about these issues, but also to talk with other parents and teachers, some of which had problems similar to our own (small English schools with lim-

see p. 5, "The Ideas flowed!"

English Education Requires Constitutional Protection

I was very happy to note that I would not have to find my own way around town to the different hotels in which the workshops were being held, I could just sit in a shuttle bus and pretend I was a tourist seeing the sights of Montreal.

The Thursday morning workshop introduced us to the procedure which would be followed in all workshops

1. Fill in the "pluses and minuses" in relation to the particular topic.
2. Discuss and exchange ideas with your immediate neighbors.
3. Listen to the speaker.
4. Have a general discussion.
5. List 2 or 3 priorities that have come out of the discussion.

The system worked well. It provoked thought, stimulated discussion and produced concrete suggestions.

In this first workshop, on "English Education in Quebec — Future Directions", the speaker was Lynden Berchereise who made several interesting recommendations.

1. Educational opportunity should be equal, i.e., students in rural areas who have to leave their home towns to continue their education should be helped financially, perhaps through tax credits.

2. Students who are not academic achievers must be provided with alternate means of education, perhaps an apprenticeship system.

3. A secretariat of English Directors and Upper Personnel should be created for the purpose of shar-

ing resources.

This last recommendation was the one which stimulated the most discussion and pertained more to the topic. There was a lively debate on the pros and cons of linguistic boards. Ultimately a vote was taken on a proposal recommending the establishment of linguistic boards provided no parents were disenfranchised and that constitutional protection for English education be guaranteed.

6000 Voices should be heard

Dear Home & School:

Thank you for a wonderful and instructive stay in Montreal. I hope that many of the things which we brought up in the conference will result in action for the betterment of our children's education; there seemed to be so much consonance between all of the various participants whether French or English, Catholic or Protestant, Parent, Student, Administrator, or Teacher. I do hope that there will be better response from the QEC

and Minister than I initially sensed, but 6,000 voices will not ultimately go unnoticed by the politicians.

I find that unfortunately the Home and School convention conflicts with the Diocesan quarters I'll be attending at the end of this month, but perhaps I'll be able to make it out for some of the meetings next year.

Sincerely,

The Rev. Albert K. Jungers

New Carlisle High H & S

French Immersion Seen as Positive Factor

The Friday morning session dealt with "French Immersion: Problems and Possibilities", at which the guest speaker was Dr. Martin Murphy.

The thrust of Dr. Murphy's presentation was that since learning to speak French was an inevitable necessity in Quebec we may as well do it through the immersion system. By so doing we could, at the same time, preserve our English culture.

He quoted many sources to prove that immersion does work, i.e., that students do become functionally bilingual, that the mother tongue does not suffer, that other subjects are easily learned in a second language, that no especially high I.Q. is required, etc. In his view "attitude" is the all important ingredient.

He also pointed out the pros and cons in relation to early immersion versus late immersion and came to the conclusion that the earlier the child was exposed to a second language the better.

During the discussion which followed, most participants seemed to be very satisfied with the way things were going. There were some challenges to Dr. Murphy's remarks and some concerns not touched upon by him were brought up.

In the former category, these questions were asked:

(1) Though no especially high I.Q. was required, was it not so that some people simply did not

have the ability to learn a second language?

(2) How could we judge whether the immersion students' performance in their own language or in other subjects was suffering or not? Perhaps they would do even better if they were learning only in their mother tongue.

(3) Some experienced voices of French immersion teachers pointed out that although the students were functionally bilingual one could still easily label them as being native English speakers.

Others disagreed.

In the second category, concern was expressed that:

(1) French students do not have the opportunity of acquiring an English immersion education.

(2) French immersion was to some extent elitist. This problem must be solved without forcing those who are incapable of learning a second language to settle for a second-rate education.

(3) Teachers should have something to say about whether a child is capable of learning in the second

language or not.

(4) Parents of immersion students need a support system since they are often unable to help their children with their homework, etc.

(5) There should be a better follow-up for immersion students — right through the CEGEP and university levels.

This workshop was relatively quiet but upon re-reading my notes I realize that very worthwhile suggestions were made which one can only hope will be pursued.



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The ideas flowed!

Caters to the individual

ited budgets) and also to listen to the concerns voiced by the students from grades 10 & 11 in our schools.

I believe that the onus is upon all of us to help keep the channels of communication open in our schools. How can we best serve all our children and our teachers throughout the province? Also what specific needs must we address in our own areas to provide a sound and viable education for our children?

Heather Aulis
Thetford Mines

As an elementary school teacher in Montreal from 1962 to 1971, and then as a supply teacher on the Gaspé coast from 1980 to the present, I have been able to observe much change in the process of education, and not all of it good. I thus approached the Estates General very eager to profit from, as well as take part in, what I saw to be a healing process.

And I was not disappointed. Every group was represented — students, parents, teachers, administrators — with as many points of view.

Each workshop began with a sheet being distributed with the headings "Prouds and Sorries". Everyone was asked to list in the appropriate column what they saw as good and bad in whatever issue was being discussed. This proved helpful, for it forced one to be critical in a constructive way, as well as to recognize the inherent good already existent within the system. It was true and unfortunate that the "sorries" too frequently outweighed the "prouds".

Similar themes seemed to recur in all the workshops I attended. The necessity to cater to individual need; the need for more resources; making better use of existing resources; teacher/student apathy, and countless more.

I particularly enjoyed "Gifted and Talented Children", for to me it simply meant "How do we cope with differences in general?" It focused on apathy, ignorance and elitism as three enemies of the gifted, and I was amazed to learn how poorly provided for these children really are. Ontario's Bill 82, making such provision mandatory, is sorely needed in Quebec.

Several gifted people spoke, among them a student who had skipped several grades but who had nothing but praise for the fact that she was allowed to be helped without being isolated from her peers. Most of us agreed with the concept, feeling that social development is as important as intellectual.

Means of identifying the gifted also posed a problem and it was suggested that each principal be responsible for such identification by any workable means.

Each workshop was equally interesting and equally well organized, and when the Estates General finally drew to a close on Saturday morning I was left enriched and full of hope. The follow-up remains to be seen.

Mona Pettit
New Richmond High School

INTEGRATION — SURE It Could Work — But...

"The Integration of Students with Adjustment and Learning Difficulties" was the topic of the last workshop of the conference.

This workshop started out badly since the discussion was scheduled before the speaker's presentation and the participants were being asked to vote on matters of which many of us were only vaguely aware. When this was pointed out to the moderator he turned the floor over to the presenter who clarified some things for us.

Integration, according to Mrs. O'Shaunnessy, was a process in which all participants provided support services.

The effects of integration, both positive and negative, on both students and teachers were pointed

out and the conclusion reached that if it were properly done it could be successful. But support services must be given to the teachers involved.

The speaker seemed optimistic about the future of integration provided it was done with cautious preparation.

The voting afterwards was confusing to say the least because not everyone was operating with the same definition of the terms. For example, did integration refer to the physically handicapped students? to the mentally handicapped, and/or to those with behaviour problems? As a result I believe that the conclusions of this workshop were invalid.

Song Fest

On Friday evening I went to a choral concert put on by some students from Trois Rivières. They were very good and once again showed that our educational sys-

tem can turn out a superior "product".

I received equally good reports from other participants about the other entertainment which was provided by students on Friday evening.

The closing

The Estates General came to a close with all representatives gathering once again at the Palais des Congrès on Saturday morning to listen to a panel of the organizers. They were very effusive in their praise of the students who had participated but because each of them spoke so long there was no time for questioning from the students as had been planned. The gist of their speeches was that the Estates General was a beginning — that we must come to a consensus on what our objectives are, that there should be no drastic changes, and that there should be coopera-

tion among all the partners in education.

Claude Ryan's speech was less than stimulating and revolved around the necessity to get back to basics, the importance which the present government places on education, and the lack of funds to do anything really innovative right now.

With the conclusion of the Estates General one cannot help be reminded that 200 years ago another Estates General was called — that time to solve a country's problems. Its failure to do so resulted in the French Revolution. Let us hope that history does not repeat itself.

Marguerite Dunlop
Lasalle High School

Positive Attitudes Must be Developed

It was with some trepidation that I approached the Palais des Congrès and with justification, the place is overwhelming. Nor was I reassured about finding my own niche, when the people at the registration desk insisted upon referring to me as "Madame Parent" (French pronunciation) until I realized that this was because I was listed as "parent (English Pronunciation) number 8" of the Q.F.H.S.A.

Having resolved that issue, I proceeded to Salle 407 A, B, & C, where I encountered more than 5000 other representatives to the convention. But such is modern technology that this produced no difficulties. I could hear the speakers well; I could even see them very well on two large screens which dominated the hall and if I had been unable to cope with the French language I could have, for free, borrowed a little translation device.

After the obligatory message from the president, Mr. Gabriel Légaré, whose remarks seemed to be directed mostly towards the professionals in the teaching community, we listened to Marc Garneau, astronaut, speaking as a parent and a product of our education system.

To briefly summarize his remarks:

#1 He wonders what the slogan "Objective 100%" means and comes to the conclusion that elements of the educational community — students, parents, teachers and administrators — must give 100% in order to get 100%.

#2 The student is the "raison d'être" of the educational system and he must be educated on the practical (get a job) and on the cultural levels. In reference to the first, Mr. Garneau feels that more effort must be put into technological education in Quebec. We must make better use of our resources, including human ones.

#3 While the progress made in accommodating minority groups is desirable we must not lose sight of the average and above average students who will ultimately pay the bills.

#4 Educators must impart information but they must also instill proper attitudes (e.g. love of work). In the past our attention has been focussed on the former aim, but we must now concentrate on the latter. This may be more difficult but, in the long run, it is more lasting.

In summary, Mr. Garneau attempted to reach a compromise between two ideas which he stated thus;

A. "... in the long run... man can not live on bread alone. But he can live on bread alone for longer than he can live on culture alone."

B. "The arts must be kept alive, lest we become a nation of wealthy robots with malnourished souls."

Mr. Garneau impressed me as being a good example of his own philosophy of education — a renaissance man who has a sound practical knowledge while at the same time being an "educated" man in the cultural sense.

The keynote speaker was followed by a panel of six students who, as usual, represented the best in our system. Some of the points made by them were;

- Teachers should be aides, guides and motivators.
- The system should be more flexible to accommodate the great variety of needs among students, and especially
- Education should not be a preparation for living. It should be living.

Marguerite Dunlop
Lasalle High School

Estates General... positive consensus

My overall feelings of the conference are generally quite positive, but as Harvey Weiner said in his closing remarks it remains to be seen if our ideals will be translated into action. I was most encouraged by the very great consensus on the quality of education we desire, and the resources we feel are necessary. I was somewhat discouraged by the lack of ownership Mr. Ryan seemed to project in his closing remarks, obviously he thinks "back to basics" gives the government free license for radical cuts in programme. His speech seemed to take little recognition of an English system or needs outside of a few remarks in English in support of local boards, and he spoke of the Estates General as "your" Estates General. Where others on the panel were speaking of education, the Ministry representative and Mr. Ryan seemed to be mainly interested in a labour arbitration position.

The two workshops I felt most strongly about were "The school and values" and "Gifted or talented pupils in schools". The workshop on values I attended had some very interesting input from a couple of students, who also showed up in the gifted workshop, almost coincidentally. They both appeared to be second- or third-generation Canadians of Indian and Oriental background. Their questions and comments showed an openness and eagerness to learn which I hope would mark most of our students.

In the values workshop they took the position that they were inclined to learn from someone who took their subject seriously and respected their students, encouraging their students' respect. The attitude of the teacher is far more important than the content when teaching values. Overall the teaching of MRE should be more general and comparative, as well as taught by more qualified teachers. The teacher imparts the attitude of discipline, whatever his or her personal beliefs may be. It was felt that controversy should be encouraged as a means of education, rather than suppressed by any reverse discrimination. The girls made a point that students are not merely unfilled vessels or clean slates, but real persons who interact with their teachers, and they want to come in contact with others who hold valid beliefs which are different than theirs.

In the gifted workshop the same girls made the point that programs for students with special needs should be an obligatory part of every board's and school's curriculum, much along the lines of Ontario's Bill 82. Their main point in both workshops was that they want options open to students who have the interest and ability to take them without being necessarily set apart, but neither bound to the majority of average students.

Al Jungers
New Carlisle High School

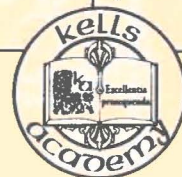
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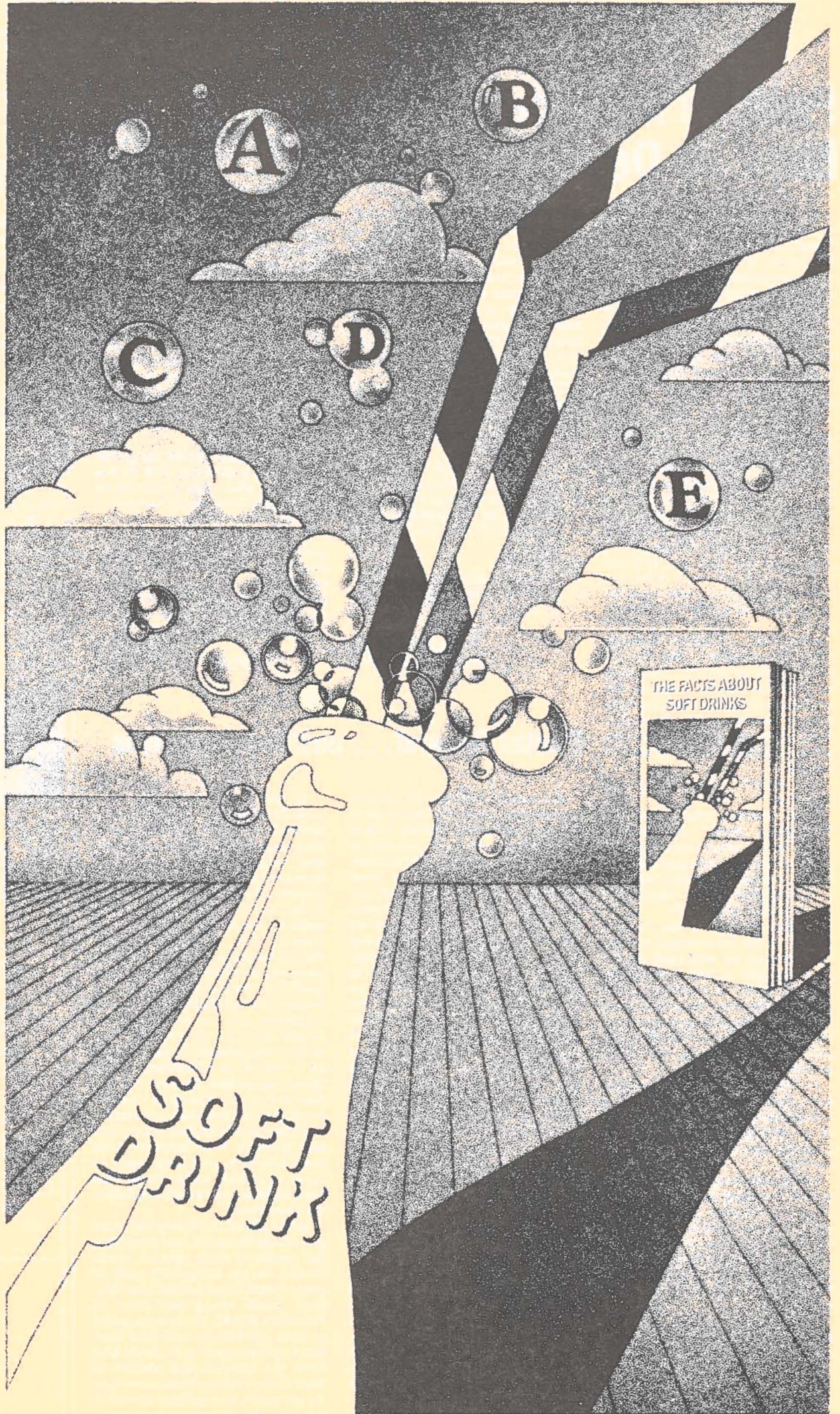
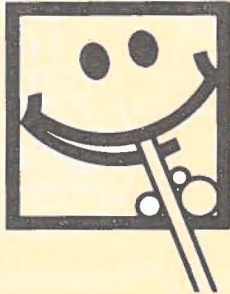
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SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.



Our schools... their histories

MACDONALD HIGH SCHOOL

Quebec's first H & S...

"A community school from the start"

Macdonald High in Ste-Anne-de-Bellevue is one of the oldest schools in the province. It was originally built for the children of professors and employees of Macdonald College, and for the children from the surrounding district; also so the student teachers could practice. There were no fees.

The school was actually founded in 1907. The formal opening of the building, with Sir William Macdonald (the founder of the College) in attendance, took place on June 19th, 1909. It was entitled "Day School", "Practice School" and ultimately "Macdonald High School". The building was enlarged in 1911 at which time it was still known as "day school" and was not called Macdonald High until 1916 when it was mentioned as such in the minutes of July 10th.

At its opening there were four staff members. Miss Mary Peebles was the principal. Many of the pupils travelled to school by bicycle in the summer and by sleigh in the winter.

Garden plots were assigned to each pupil to plant and care for. However, as supervision was a problem during vacation time the gardens subsequently fell into disorder and Principal Harrison eventually had the ground plowed and seeded to grass. Two long beds of perennial flowers faced the school for many years afterwards.

The college buildings were used for sewing, cooking, laundry, manual training, physical education and physics and chemistry classes. Music was taught by a college professor.

A census showed that in 1919, about 112 students attended Macdonald High School. A grant of \$150.00 was given to the school in 1925 for employing a special French teacher, and in the same year it was proposed that Ste-Anne's, Senneville and Baie d'Urfé be made into one school district.

The student population increased markedly and in 1950 a new wing stretching out to Maple Avenue was added to the original building. A final enlargement was made in 1960 with the construction of the east wing. In the same year a separate principal was appointed for the elementary grades. The teaching staff increased from 18 during the 1951-52 school year to 36 during the 1961-62 school year, finally reaching 59 by 1967. The number of students jumped to 670 by 1961 and to over 1,000 by 1967. In 1968, after being a part of the school for 61 years, elementary classes were dispersed to local elementary schools. Since that time Macdonald High has been a high school in fact as well as in name. Present enrollment is 620 students.

Today the school draws from a

large area stretching from Beaconsfield to the Ontario border. It offers a general academic program and capable Secondary V students are able to take some courses at John Abbott Cegep.

Extensive extra-curricular activities, including drama, stained-glass club, computer group, chess, ski club and debating to name just a few of approximately two dozen offered are made possible by the dedication of staff and students willingly donating their time and energy after school. Some of these are given generous financial support by the Macdonald Home & School Association.

Mac also boasts an extremely active physical education department and our athletes have won many championships. The students are involved in basketball, soccer, field hockey, volleyball, track, rugby and gymnastics. They are enthusiastically encouraged by our cheerleaders.

Mac's Community Office invites parents and community volunteers to come into the school to type, bookbind, tutor, assist in the nurse's office and library. The computer room is "sat" by local senior citizens, helping to establish a rapport between generations. The community office also offers programs to students in career orientation and community service such as visiting veterans, homes for handicapped, raising funds for charities and sponsoring teas.

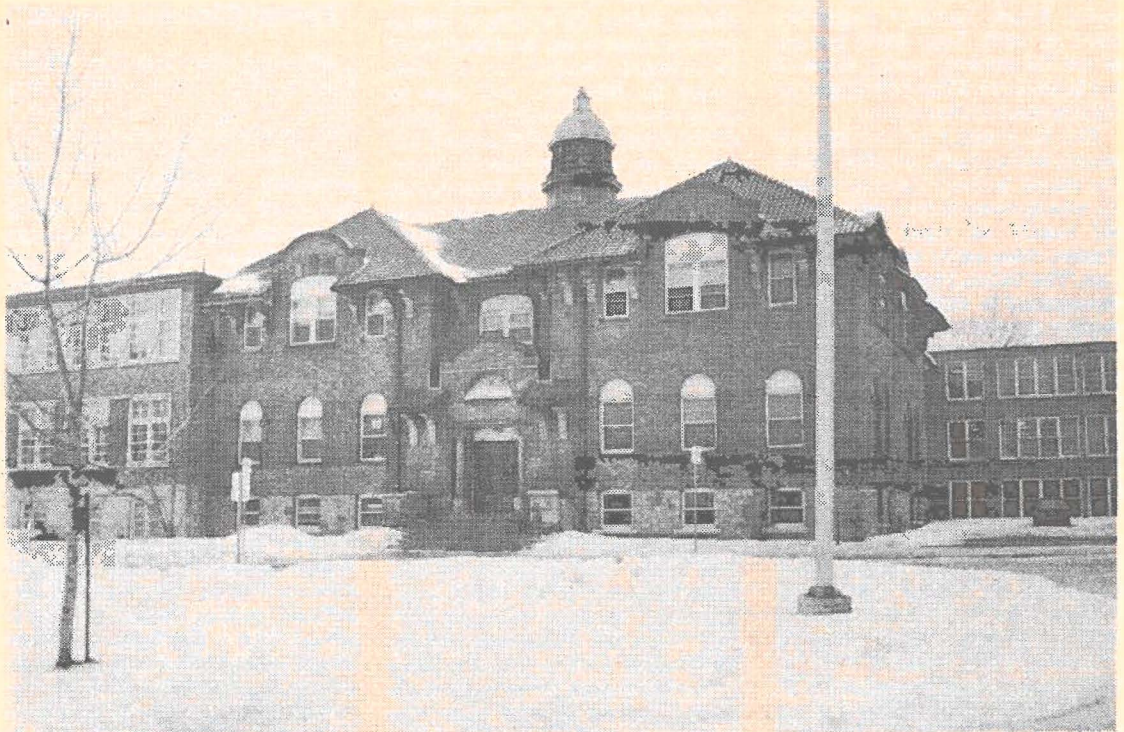
It is a school in which students are names, not numbers, partly because of its size but mainly because of the staff.

The book, "Memories of Macdonald 1907-1982" was prepared and published as a labour of love and pride to celebrate and commemorate the 75th anniversary of Macdonald High School and truly captures the spirit of the school, past and present.

Last but not least, in the story of Macdonald High is the continuing support of the parents to the school. The first Home and School Association in Quebec was founded at Macdonald in 1919. Since that time parents have given generously of their time and talents to enhance and enrich the quality of education. Members of the association at Macdonald have served at the provincial and national levels of H & S.

In addition there is a very busy School Committee which takes an active interest in school affairs, particularly the school curriculum and matters of policy. Both groups of parents enjoy working together for Macdonald High.

Macdonald High boasts a school where students, staff and parents are joined by a common bond—the education and well being of young people.



MEADOWBROOK

School stresses thinking skills

Meadowbrook School was built in 1955, in response to the increasing population in Lachine. It was formally opened on October 14, with Mr. K.D. Sheldrick chairing the ceremonies.

Mr. D.T. Watson was the first principal, with a staff of twenty-one teachers, a secretary and a caretaker.

By 1961 the school was overcrowded and an addition was needed. This addition completed the school as it stands today.

Following Mr. Watson, Mr. A.D. Bent, Mr. J.M. Parker and Mrs. B. Dawang have served as principals of the school, carrying on a fine tradition of good education and co-operation between the school and the community.

The years of declining school populations have seen Meadowbrook bring together school populations from east Lachine to north Dorval. Central Park school was closed in 1978 and was followed by the closures of Surrey Gardens and Dorval Gardens. The trend continued as Meadowbrook absorbed the student population of Summerlea.

Throughout these years the school has continued to provide French Immersion, Special Education, a gifted children's program, and a very active music program.

Since 1973, Meadowbrook School has had a Remedial Volunteer Program operating in the school. Our volunteers are mothers who find it possible to devote a half hour a week, or more, to the

school. These volunteers, with the help of the teachers, are able to give individual attention to students who require special assistance in different areas of language arts, mathematics and fine motor skills.

Volunteers work under the supervision of a Teacher Coordinator, the child's homeroom teacher and Carle Arnold. The parent volunteers are always greatly appreciated by the Meadowbrook staff and the work is both interesting and rewarding.

We are very proud of our school library. A librarian is present three days a week and all classes get an opportunity to visit the library during that time. The library is also open three days a week after school. The Home and School Association provides volunteers so that the library is still open to pupils during the two days that we are without a librarian.

Meadowbrook is one of the few elementary schools to have an art specialist. Pupils in grades 5 and 6 get an opportunity during the school year to spend some time in our art room, developing an appreciation and awareness of art values, and learning some very specific artistic techniques such as batik, sketching, silk-screen printing, puppetry, etc.

Our computer lab now contains 7 Apple computers. All pupils, from Grade 6 down, participate in our computer program for some portion of the year as long as time and resources permit.

For a few years now, all pupils in grades 4-6 have been following the CORT Thinking Program. This program was designed by Dr. Edward De Bono of Oxford University and has as its goal to give pupils specific tools to improve their thinking skills.

With its dynamic staff and supportive community, Meadowbrook continues to look forward to a bright future.

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CRAFT FAIR

VALOIS PARK

Going strong for 65 years

The Valois Citizens Association approached the school commissioners in June 1922 concerning the building of a primary school in Valois. The committee felt that the increase in population and the distance the young children had to travel to Cedar Park School, especially in the winter, warranted a school in Valois. The children travelled by sleigh in the winter from Mr. Bill Keene's store at the corner of Valois Bay Avenue and Lakeshore Road; thereby requiring them to walk from their homes, across the railway tracks, down to the Lakeshore. (The 2-20 Highway did not exist at that time.)

The forerunner of our present school, Valois Park, was the Valois Protestant School. The Valois family, whose name is derived from an old family of royal lineage in France, were early settlers in the area. The Valois Protestant School was opened in 1923 to sixteen students in grades 1 and 2. It was a one room brick building located at the corner of Prince Edward Avenue and Belmont. The teacher was Miss Hawke and the principal was Miss Claudene Smith. Miss Smith was also the principal of Cedar Park School.

Student enrollment had doubled by 1925 thereby requiring the Protestant Board of School Commissioners of Pointe Claire and Beaconsfield to go to the community to present their idea of extending the school. "F. J. Robertson moved, seconded by H. G. Mackle, that the meeting go on record as in favor of the building schemes as laid before the meeting by the Board, carried with but one objector." The extension was built on the back of the one room school building and a folding door was constructed between the two classrooms permitting the two rooms to become one for special ceremonies, concerts and church services. In 1928 two more classrooms were built on the north side of the school; in 1946 a fifth classroom was built in the basement.

Miss C. Smith resigned in the spring of 1925 as principal. Mr. J. Egbert McOuat, B.Sc. was offered and accepted the position effective September 1st 1925. He remained principal of the three schools under the Board until 1936.

Valois Park School built

Due to the continuous growth of the community, Valois Park School was built and opened its doors in 1950. Mr. Lucien Perras was appointed principal. The official opening - the exchanging of the keys - took place on March 16th, 1951. The ceremony commenced with the singing of "O Canada" and the Invocation was said by Rev. S. Machin. The keys were presented to Mr. Ivan Stockwell, Supt. of Schools and Mr. L. Perras by Valois School Commissioner Thomas C. Urquhart. Greetings were extended from the Municipality, Mayor C. Barnes, the Montreal Protestant Central School Board, Mr. W. R. Stenhouse and the Quebec Gov't Honorable C. D. French. The Grade 6 choir under the direction of Miss J. Straight sang a group of folk songs. Lindsay H. Place, school commission chairman, addressed the audience and spoke of the great changes that had taken place on the Lakeshore in the previous 15 years. Dr. W. P. Percival, Director of Protestant Education was the guest speaker. He spoke of the sacrifices parents made in order that their children be given every opportunity to learn and not left to "jog along". He was thanked by Mr. John G. Rennie, M.L.A. for Huntingdon and a former principal of Valois. The Benediction was given by Rev. A.W. Hawes. The evening ended

with the singing of "God Save the King".

By 1951 the Valois school district served a total of 1,381 English speaking Protestant homes, all located within a radius of 1 1/2 miles from the school. The school district included Lakeside, Lakeside Heights (a Dept. of Veterans affairs settlement), Valois Gardens (a new housing division in the east sector of Valois), Valois proper and a small section of Strathmore. Today Valois Park School serves the community north of the tracks to Lakeside Heights, on the west sector to Ashgrove and east to Strathmore. Students from Strathmore north still attend our school on an inter-board agreement. Our northern boundaries are now expanding as a new housing development has been started, as is happening on the western boundary.

Valois Park School is located one block west of the original Valois Protestant School. The new school fronts the 17 acre community park - from which it derived its name. The original school continued to house the senior grades until 1968, since that date all students have attended the "new school". The architectural planning of the new school was carried out under the direction of Mr. Lorne Marshall of the firm Barott, Marshall, Montgomery and Merrett. The school comprised of eight classrooms, a library, full kitchen in the basement, three large playrooms located directly under the original part of the building. The library was located in the room above the front doors. The new school cost \$350,000. One of the most outstanding exterior features of the building is the semi-circular shape of the kindergarten room. At the time of opening the room was occupied by grade 1 students as kindergarten classes were not part of the education system. Today the room is serving the purpose for which it was designed. The designated library became a classroom due to necessity. (In 1953 a north wing was constructed consisting of eight more classrooms). The gymnasium located in the front corridor became the center of activity for the school and the community. A dumb-waiter was installed between the kitchen and gym in order that meals, etc. could be served.

Mr. Perras had a staff of 26 teachers, of whom one was on part-time basis, a part-time secretary, part-time nurse, two full-time caretakers (one of whom lived in the school apartment).

Our principal Mr. Barry McBride has a staff of 14 teachers, one full time secretary, one full time caretaker, two part-time caretakers and one part-time nurse.

Valois Park now houses students from age 3 to 20 years. The physical structure permits two co-operative nursery schools, independent from the Lakeshore School Board, plus a new class called "Odyssey" organized by the Lakeshore School Board, for non-graduate high school students, to operate within the school without difficulty. There is positive interaction between the regular school population and these new groups. The younger children are able to share a film with kindergarten; use the school library and participate in the senior grades babysitting course. The Odyssey students tutor the regular pupils in French and reading; assist the music teacher with instrumental accompaniment; the kindergarten class and two requiring follow-up occupational therapy.

The chairman of Parksites Co-operative Nursery School in the latter half of the 1980-81 school year, Joan Benoit spoke to Mr. Art

Douglas the principal of Valois Park School concerning a stronger liaison between elementary school and the nursery school. He stated a room would be available in the fall if the nursery school wished to move into Valois Park School on approval by the Lakeshore School Board. The motion was put forward to the new nursery school executive in May 1981 and was duly passed. Due to an extensive waiting list to enter Parksites, it was suggested a second co-operative nursery school be formed. As a result the ABC co-operative group was organized and began holding classes the same fall.

Physical Education important

Physical education has always been a part of the school's program. In the very early years a drill sergeant by the name of Sgt. Mjr. Cavan taught the students precision marching. There was no physical education teacher during the 1930s and 1940s, classes were held in the basement and conducted by the classroom teacher. The program was greatly enhanced upon the opening of Valois Park School with its large modern gymnasium. Miss Houseman was the first physical education specialist. Inter-mural sports programs were introduced at noon hour and students from grades four up were encouraged to participate as they are at present. A Leaders course was given to the senior students which enabled them to referee volleyball and basketball games. Recently a skipping program has been offered to the primary students and enthusiastically attended. Besides the usual indoor sports, our students today are able to participate in cross-country running, cross-country skiing, the Canada Fitness Program and Track and Field. Inter-school tournaments are still held between the Lakeshore School Board schools and Valois is well represented at each event.

French has always been part of the curriculum. In the early years the class teacher taught the course. After the opening of Valois Park School specialists took over this responsibility, teaching grade 4 to 7. Valois Park was one of the leaders in the French immersion program by introducing the teaching of geography and history in French in late 1950s. Today French Immersion is taught from grade 4 to grade 6. The primary have one hour of French a day and are taught by a specialist.

Music has been part of the program since the late 1940s. A school choir open to all students was organized a few years after the opening of Valois Park School. Wonderful Christmas and Spring concerts were held each year and

the tradition continues to this day. Valois Park was the first school to teach recorder to students in grade 4 to grade 7. Mrs. Jean Grant one of the music specialists was responsible for introducing this musical instrument in the curriculum.

Field trips to compliment the curriculum are organized throughout the year and have been for many years. In 1957 one grade 6 class visited the Pointe Claire Water Filtration Plant. The visit assisted us with our science. Although everyone was very thirsty at the conclusion of the tour - no one asked for a glass of water. Today our pupils visit the Naturalist Center at Mont St. Hilaire, Terra Cotta, Dow Plantation & attend the Montreal Symphony, etc.

Our students today are experiencing many new programs not offered the pupils years ago. Our Senior students have opportunity and the challenge of winter and spring camping. Camps have been held locally at Terra Cotta and as far away as Carillon Park, Ontario. The children learn self-reliance and the importance of co-operation.

One of the greatest assets of the Valois schools from 1923 to the present has been the parent and community involvement. In the early years the teacher would organize closing year concerts with the assistance of parents and community members.

Prior to 1944 a committee was formed to study the feasibility of having a high school on the Lakeshore, as the children were required to travel to Montreal West for their high school education. Mr. Frank MacLean, Mr. Douglas Shand and Mr. David MacFarlane were appointed to the committee. Mr. MacLean chaired the committee. The committee wished to have the school built in Pointe Claire to serve Valois, Strathmore, Pointe Claire, when student numbers would make this feasible. The report was endorsed by the building of John Rennie High in 1959.

An official Home & School

The movement for an official H & S was started by Mr. David MacFarlane who as a reporter for the Montreal Star, was responsible for the coverage of educational matters pertaining to McGill University. In 1944 all parents of children attending the Valois Protestant School were invited to attend a meeting and the Valois H & S Assoc. was duly formed. Mr. Frank MacLean, President and Mr. Lawrence Money, V.P. Meetings were held once a month. A good rapport was established with Miss Eleanor Spearman and her staff. Each H & S member was asked to invite the teacher of their child to

supper, as most of the staff lived in Montreal and distance did not permit the teacher to go home and return for the meeting.

One of the first projects the H & S took on was preparing space in the "old school" for a lunch program for students living too far away to travel home at noon hour. The old coal cellar was cleaned out by various volunteers, fortunately did not contact "black lung" and, furnished with the park picnic tables. Volunteer moms organized the program, prepared the soup and cleaned up.

The new H & S was responsible for drawing up a program to augment the curriculum; the H & S started "Sat. morning" art classes. The first teacher was Isobel Dye a local resident, a qualified teacher who taught in Montreal.

Valois Park. The H & S of the 1950s was responsible for the formation of the "Friday Night Club" whereby students for .25¢ could go to the school and participate in a variety of sports activities. Supervision was provided by parents and teachers. This activity continued for years until the West Island Y.M.C.A. assumed the duties.

Not only did the H & S provide recreation for the student but study groups were created to discuss "Aspiration Bootstraps" which was a study of teaching conditions in the Prov. of Quebec. That was the first of many submissions the Valois H & S would present to Quebec Federation.

Mr. Edgar Caron, the principal of Valois Park School from 1954 to 1963 says, "No one could have had a better relationship with the H & S than Valois Park School. There was always a platform of volunteers parents ready to help in any project that we undertook for the school." One believes the same statements can be made today.

Our H & S organizes and operates the school library on a daily basis; our twice weekly bookstore; a Christmas Bazaar in which all children, teachers and parents participate. The H & S as in the past, is also responsible for the typing and correlation of the school newspaper which is written by the pupils; the Bike Safety Ride; the presentation of a babysitting course for grade 6 students; the preparation of the Winter Carnival Lunch. Their involvement is endless and our school life benefits from these staunch supporters.

Our School Committee is our link between the community and school on educational matters. Their interest and response to Bill 40 and other such derogatory proposals have contributed to the strength of our school community.

We look back on our history with pride and look forward to our 65th anniversary with optimism.

Joan Benoit

PRINCESS ELIZABETH ELEMENTARY

Feeder school always open



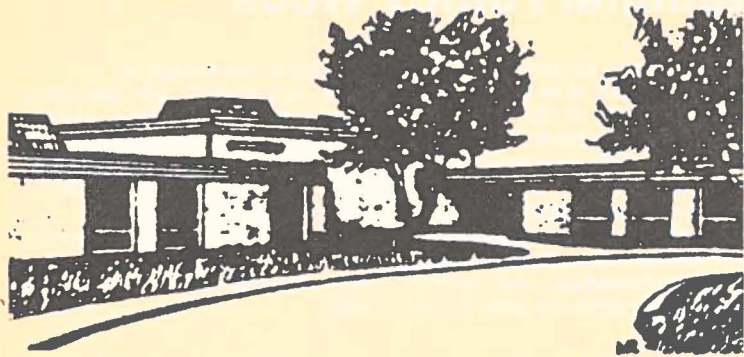
Princess Elizabeth High School was granted its charter in 1951, and when Alexander Galt Regional Schhol opened in 1969, it became an elementary school, which it is to this day. It has just over 200 pupils and "feeds" graduates to

Alexander Galt High School in Lennoxville, which is about 45 minutes drive away.

The school is situated near beautiful Lake Memphremagog and could be likened to a community centre, for it is always open to

youth and adult groups.

There is a history of parental participation and the school boasts a very active Home and School Association. It is a heritage of which both students and community are proud.

BEACON HILL SCHOOL**Small but resourceful**

Beacon Hill School is a community school which offers a sound instructional program for bilingual education in a caring environment and where parents and staff are involved together in the education process.

The school accommodates approximately 275 children, from Kindergarten to Grade 7; a number small enough for the principal to know each child, yet large enough to provide a variety of resources. The building itself is a pleasant design and was the winning plan in a provincially sponsored contest for school architects. It features five units of individual classrooms grouped around skylit courts and a uniquely designed Kindergarten room.

The school serves a somewhat mobile community with high educational standards; a community that provides a high level of volunteer and moral support for the school. Parents work with the school through strong Home and School Committee organizations in sponsoring activities and recommending policy.

Beacon Hill School first opened its doors in September 1966. At that time the Lakeshore School Board Elementary Schools did not have Kindergarten since overcrowding was a problem in all schools. Beacon Hill accommodated several Grade 8 classes in what is now our primary wing. As well, our present library and music rooms were classrooms.

Our present Grade 4-5 wing was originally designed for primary students which explains the low sinks and toilets in those washrooms. Our Kindergarten room today was formerly a large Grade 1 classroom.

In September 1968 Kindergarten opened in its present location with an overflow class in our current library. In 1969 books were placed in the library, and the extra Kindergarten was relocated. It wasn't long before volunteers had the library system, as we know it, set up and running smoothly.

Gym and music specialists were available for all grades with a French specialist for Grades 4-7. In 1970, free flow was started on a half day basis for the upper grade students. At this time several volunteer mothers were helping with this program, while others helped with individual needs in the classrooms. At that time classes seldom had less than 38-40 students.

From its beginning, Beacon Hill School has competed in music festivals and sports, has had many art shows, field days, field trips, safety campaigns, book fairs and reading weeks.

These traditions of high academic standards and parental participation continue today.

From Kindergarten to Grade 6, Beacon Hill provides a rich and active music program. All grades receive at least two half-hour music periods per week. Both the

primary and upper elementary divisions usually give yearly concerts for the school and parents.

One of our school's greatest strengths is the very willing groups of volunteer parents. Whether fathers or mothers, parents have always been welcome in the school and the spirit of cooperation among staff, administration and parents is second to none. Many of our families have moved here from distant cities and volunteering in the school not only eases their adjustment to a new community but strengthens their children's school.

The Kindergarten French Enrichment Program was organized by parents who wanted additional exposure to French for their children. The program is designed to supplement the regular Kindergarten French program. The teacher works closely with the school's Kindergarten teacher and primary French Specialist in planning the curriculum.

Student enrichment programs offer the chance for pupils to develop a new interest or to advance in an existing one. The choice of programs has varied with availability of teachers and the students' interests. Group piano classes which follow the Canadian Bureau for the Advancement of Music program, have been offered since 1978. Drama and art are popular with two classes each per week. Chess classes are held once a week and many opportunities arise for inter-school tournaments.

Shortly after Beacon Hill opened, a small group of parents formed our local Home and School and ever since then, we have had a very strong and active membership.

In the beginning, the meetings were held in the evening, but reality had to be faced. Mothers were, and still are, the backbone of a workable H & S organization in our community. Consequently the meetings were changed to daytime.

The H & S has always had a high membership and in recent years it has won first prize several times for the highest membership in the Province. Due to the enthusiastic support of our parents, the H & S has been able to sponsor activities for the students. It has also made financial donations for French books for the library, audio-visual equipment and art supplies. In addition, funds were raised to assist in building the adventure playground behind the school and, in 1984, to purchase two more computers for the school.

Beacon Hill is an active, concerned and community spirited school. We welcome our families and encourage them to take part in their children's education.

Adapted from a booklet prepared by the Beacon Hill School Committee.

JOHN RENNIE HIGH SCHOOL**Oh! How things have changed!**

The school doors opened to the first pupils on Sept. 8th 1955. However, it wasn't until April 27th, 1956 that the official opening took place. During the ceremony a memorial stone was unveiled by Mrs. Rennie, the widow of the late John Rennie. The stone contained a box of documents (holding among other things, 3 copies of the Lakeshore News, a picture of John Rennie's first Glee club, and the contents of a typical teen-age boy's pocket).

John Rennie High School was named after Mr. Dennis John Rennie. Mr. Rennie, a graduate of Macdonald College and McGill University, was the principal of Valois Park School from 1930-34 and then became the principal of Cedar Park School from 1935-36. At this time public school terminated at grade nine. Because of this, students had to go to school in Montreal West to finish their education. Travelling to school became long and expensive and many students became disinterested. After many public meetings, petitions and much personal persuasion, John Rennie finally convinced Premier Duplessis and the National Union Cabinet that a school was needed closer to where the students lived and thus John Rennie High School was born.

The first year there was a total of 535 pupils and a staff of 36 teachers. At that time, students had to pay a tuition fee which was collected on the first Monday of each month. Grade 7's were made to pay 50¢ per month, grade 8 and 9 paid \$1.00 per month, grade 10 paid \$4.25 per month, while grade 11's paid an even \$5.00 per month. Students who were able to obtain the honor standing set for their grade were not required to pay this tuition fee. Today students still strive for such honor standings but for personal reasons only because a tuition fee is no longer required at John Rennie.

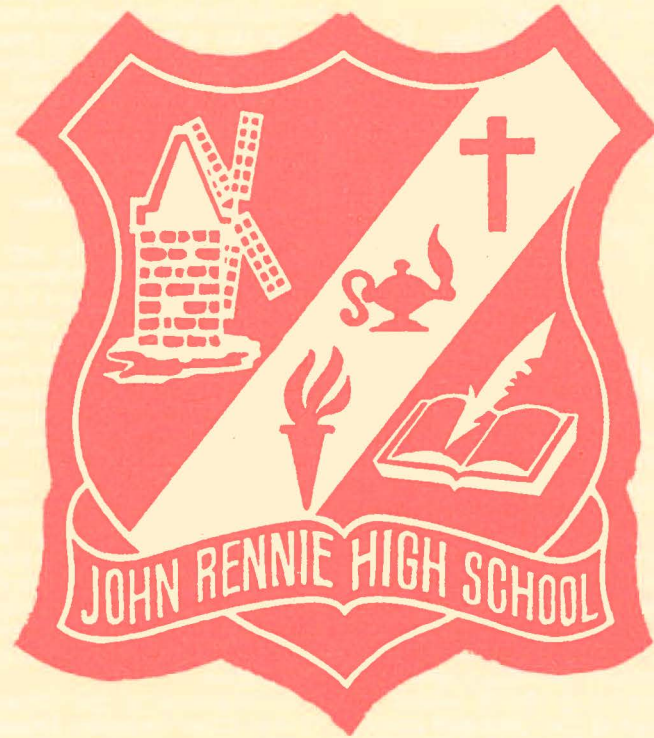
School began each day at 8:55 am. This gave our "ancestors" just under forty-five minutes of extra wake-up time each morning. Classes continued until recess, halfway through the morning. It was during recess that students were allowed back to their lockers to get the books needed for the next two periods. Lunch took place from 12:00 until 12:55 pm. Students had to wait for a signal from the teacher on duty before proceeding to the cafeteria.

Across from the old cafeteria we found the teachers' staff rooms: separate lunch rooms for men and women, joined by a common lounge.

School ended at 3:00 in the afternoon, yet work did not. Home study was very important and a student's parents took it very seriously. Depending on grade level, a student was expected to do as much as 2½ hours of homework each day. One might say that a student's social life twenty-five years ago was quite different from that of students today.

Rules were many in those days, but punishment for breaking them was the same as now — a detention. Students were required to walk in double file down the hall and single file up the stairs. Today a student has to "fight" for his or her life while walking down the hall.

There was a recommended uniform 25 years ago (gray skirt or trousers with navy blue blazer). A further stipulation was that "embellishments intended to attract specific attention (to the opposite sex) — ornate belts, scarves, unusual ties, etc. were prohibited." It wasn't until the early 70's that the school uniform was changed so that a student's dress



was at his or her own discretion.

Every student had to participate in physical education. When John Rennie opened, much of the land around the building was farmland. Because of this, there were a total of three fields which were used, not only for team sports but for physical education classes as well. These classes used to take place only once a week instead of the five day per week schedule they follow today.

As students were expected to shower after each gymnasium period or athletic contest, clean towels were provided at a charge of \$2.50 for the entire school year. Today you can find dirty towels for free!

Each student was expected to participate in at least one competitive activity during the school year. This made for much more participation by the students than we find today. In order to finance the athletic program, students were required to pay a \$1.00 athletic fee at the beginning of the school year. Today teams must be prepared to earn money so that they may travel to other schools.

In 1969, an extensive addition to the school increased its capacity to 2000 students. This also permitted the development of technical-vocational and business programs which widened the variety of options.

The auditorium was a part of

this addition. It has given a new home to the students who are interested in music or drama. In the cultural field, our choir, band and drama group are well known for the excellence of their performances.

John Rennie has always been active in the community. For as long as anyone can remember, the school has prepared Christmas baskets for needy and elderly citizens.

In February, 1967, the students of J.R. organized a "Centennial Project" devoted to the restoration of a French-Canadian farmhouse which had been built in 1815 by M. Legault. Along with a provincial grant of \$7,615, the school and the city raised approximately \$10,000. The Restoration Committee consisting of 300 people and a 13-member executive, provided the farmhouse with two washrooms, a kitchen, a new heating system, electrical fixtures, library furnishings and books. This farmhouse is now a community meeting place.

Over the years many things have changed at John Rennie and today students and teachers are much closer. The good relationship has created a pleasant and stimulating environment in which to work and study.

Taken from an article by Allison Frosst, a former student.

EDINBURGH SCHOOL**Full-day kindergarten program**

Edinburgh School serves the English speaking community of Montreal West, Cote St. Luc, N.D.G. and Ville St. Pierre. The school is situated at 500 Hudson Ave., Montreal West and was officially opened on November 23, 1959.

The French Immersion program is offered at Edinburgh School from Kindergarten through Grade 6. For Kindergarten to Grade 2, all instruction is in the French language. It changes in Grade 3, with the introduction of 40% English and Grades 4,5,6 in which there is 50% in English.

Edinburgh School offers special programmes which include computer education, philosophy for children and human awareness. The school has a wonderful choir which, on a number of occasions, has gone "on tour" to Senior Citi-

zens residences and to hospitals.

We are very fortunate to have an optional full-day kindergarten program. It runs from 8:10 - 2:32 pm and is administered by a committee of parents whose children are in the program.

The president of the Home & School Association is Sue Sladen. She can count on the support of the principal, Mrs. Marilyn Jobman, the staff and a group of devoted parents. One of our most successful fund-raising projects is an annual spring fair.

After school activities include arts and crafts, drama, chess, jazz dance, team sports, calligraphy, sewing and cooking.

Academically and socially the school has an excellent reputation and had a waiting list for September 1986.

Joanne Litvak

TWINNING

Getting together opens understanding

What is the Ontario-Québec Twinning Program?

The Ontario-Québec Class Twinning Program gives young people the opportunity to learn about each other in a tangible and personal way, through meaningful exchanges of information and ideas.

The Ontario-Québec Class Twinning Program is a practical vehicle of communication, which

has both immediate and long-term benefits for individuals and society. Its aim is to encourage young people to understand linguistic and cultural diversity and to develop tolerance. Classes participating in the program will communicate mainly by correspondence.

Why Have an Ontario-Québec Twinning Program?

Communication is the key to understanding, and understanding leads to harmony and to the realization that not only can people get along in spite of many differences, but that they can actually learn from each other's experiences and grow through exposure to different ways of living and thinking.

The Ontario-Québec Class Twinning Program fosters respect for cultural differences and encourages young people to profit from an exchange of ideas. In this way it helps them to broaden their horizons and offers them opportunities to see the world from a fresh perspective.

Participation in the Ontario-Québec Class Twinning Program has immediate benefits for students in that it makes both history and geography programs more interesting and relevant. Through an exchange of correspondence, class projects, and student visits, and the use of shortwave radio and videotapes, students are given opportunities not only to learn in an enjoyable and exciting way about another community and the people who live there, but also to establish friendships in different regions and to actually experience another culture and lifestyle.

How Can Students Participate in the Ontario-Québec Class Twinning Program?

Teachers in primary and secondary schools, both publicly supported and private, can enrol their classes by completing and mailing the attached pre-addressed application form.

Once two classes have been twinned, the teacher from Ontario should be the first to establish contact. Projects should be exchanged regularly and promptly, as delays or long periods without contact can lead to loss of interest and disappointment and can destroy established or prospective friendships.

Teachers requesting to be retwinned because of lack of response from their twin classes are required to file a second application, which will be treated as a new application. This procedure allows extra time for a late response to arrive from the original twin class.

Please Note

- All application forms, both from Ontario and from Québec, should be sent to:
Ontario-Québec Class Twinning Program
Direction générale des régions
Ministère de l'Éducation
Edifice "G", 6^e étage
Québec, Québec
G1R 5A5
- Applications are processed on a first-come, first-served basis.
- A compatible application must be filed before your class can be twinned.
- File your application early.

Call for papers

The Canadian Council for Multicultural & Intercultural Education has put out a call for papers suitable for its Third National conference to be held in Edmonton, Alberta, November 11-14, 1987. The conference theme is "Multicultural & Intercultural Education: Building Canada". Educators, community representatives, researchers and others interested in presenting should submit an abstract of their proposed session by November 15, 1986. The abstracts, no longer than one page, should summarize the title, content and specific nature of the presentation (whether speech, seminar or workshop), as well as the time suggested for the presentation.

To submit abstracts or seek further information contact Gail Clenman, Executive Assistant, Canadian Council for Multicultural & Intercultural Education, 252 Bloor Street West, Suite 8-200, Toronto, Ontario M5S 1V5.

PARENTS
WANTED

The strength of Quebec's educational system also rests on your shoulders.

If you actively support your children in their schools you will be strengthening the value of their lives —

JOIN HOME & SCHOOL TODAY

October 6-12

National Family Week

The primary purpose of National Family Week is to focus on the important role of the family in caring for its individual members and thus contributing toward society. This week gives us an opportunity to acknowledge the efforts of all family members who show concern and care for each other. We all need reinforcement and encouragement to fulfill our roles in life;

families are no exception.

An information kit has been prepared by Family Service Canada. The kit is essentially designed as a guide for groups to create awareness and organize events to celebrate the week.

Free to Family Service Canada members. Write FSC, 55 Parkdale Ave., Ottawa, K1Y 4G1 (613)728-2463.

MNA Dougherty speaks in B.C.

Joan Dougherty, MNA for Jacques Cartier riding, represented Claude Ryan, Minister of Education, Higher Education and Science, at two symposiums in British Columbia recently.

Mrs. Dougherty addressed the International symposium on Government policies in Educational Technology in Victoria and the World Congress on Education and Technology in Vancouver May 18-25.

The symposium in Victoria gave government officials from around

the world an opportunity to exchange information about government policies in response to education technology issues.

The world congress was a unique conference; never before had there been so many internationally renowned speakers gathered in one place to discuss the impact of technology on education in our society.

Joan Dougherty is parliamentary assistant to the Minister of Education, Higher Education and Science.

Quebec City — Universal value

The Unesco World Heritage Committee has recognized the universal importance of the Historic District of Quebec as the ninth Canadian site being of outstanding universal value.

In announcing the approval, the Environment Minister paid tribute to the city and the Province of Quebec, the Heritage Canada Foundation (among others) for their efforts in preparing Canada's submission to the World Heritage

Committee.

The historic district comprises an area of 135 ha. which includes the upper and lower towns, the fortified walls and private residences as well as the civil, clerical and harbour sections.

Quebec thus joins such other World Heritage Sites such as the historic centre of Rome, Old Havana and the fortifications, the ancient city of Damascus and the historic centre of Warsaw.

Have your kids shot!

UNICEF estimates that 3.5 million children below the age of 5 died last year as a result of 6 preventable diseases — measles, whooping cough, tetanus, polio, diphtheria and tuberculosis. That is about twice the under-five population of Canada. A similar number survived to look forward to a life of disability caused by those diseases.

New vaccine technologies and new ways of mobilizing national vaccination efforts make it reasonable to expect to immunize every child on earth. UNICEF has accepted the challenge to attain universal child immunization by 1990. Scores of countries have set targets for increasing child immu-

nization by 1990 from levels as low as 10% or 20% to 80% or more of young children.

New vaccines have been developed which are better able to withstand the heat of tropical climates. Public information campaigns are increasing parents' awareness of the need for immunization. Specialized training for health workers and volunteers have provided large numbers of people capable of administering the life-saving innoculations.

The commitment of people and their governments around the world, from Argentina to Zimbabwe, makes the goal of universal child immunization by 1990 attainable.

The Children's
Wish Foundation of Canada

NATIONAL OFFICE
240 rue St-Jacques, Suite 301,
Montreal, Quebec H2Y 1L9,
(514) 844-2575

THE CHILDREN'S WISH FOUNDATION OF CANADA is a non-profit federally chartered (0691139-09-08) organization established to grant wishes to terminally ill children residing in Canada.

The main purpose of the foundation is to grant the favourite wish of a terminally ill child. It hopes to provide the family with some special memories, and possibly a

diversion from hospitals, treatment and maybe a little of the pain.

During a time of heart-wrenching turmoil for a family, a "WISH" provides a welcome respite — a time of normalcy and just plain fun.

The foundation will consider the wish of any terminally ill child up to the age of 18 years residing in Canada.

Change Criminal Code

The Canadian Home & School and Parent-Teacher Federation with a membership of 60,000 is the largest volunteer organization in Canada.

At its recent annual meeting in Calgary, Alberta, delegates zeroed in on several topical issues related to children and youth:

- The exploitation of children in pornographic materials.
- Sexual abuse of children and youth.
- National literacy campaign.
- Television advertising.
- Alcohol and drugs.
- Smoking and health.

Home & School Associations across the country are working together to provide information

and resource materials for parents and teachers for use in the school and the community.

Attending the national meeting from Quebec were:

- Sylvia Adams, Westmount, president of Quebec Federation of Home & School Associations (QFHSA).
- Helen Koepp, LaSalle, Executive Vice-President, QFHSA.
- Doreen Canavan, Pincourt, Vice-President, QFHSA.
- Barbara Milne-Smith, Pointe Claire, Central Vice-President of the Canadian Home & School and Parent-Teacher Federation.
- Joan Mansfield, Hudson, Past President, Canadian Home & School.

Child Abuse Resource Kit

National Home and School delegates attending the 1986 annual meeting of the Canadian Home and School and Parent-Teacher Federation in Calgary at the beginning of June supported amendments to the Criminal Code to prevent child sexual abuse. Meeting resolutions called for a total ban on the exploitation of children in pornographic materials and the access of children to such materials, the hearing of a child's uncorroborated evidence of sexual abuse, and for 14 years as the age of absolute legal protection from sexual touching. But for children's safety, local communities must become more aware of the nature of child abuse, and insist on local services to help children and their families, says the Federation.

"We need information programs of many kinds, so as to make people more aware of their responsibility in preventing child abuse, especially sexual abuse, and to make sure children in trouble get the help they need", says Sonja Anderson, new president of the Canadian Home and School and Parent-Teacher Federation. "We are urging our local Home and School Associations and PTAs to renew their use of the Home and

School Child Abuse Resource Kit in the hundreds of communities we serve across Canada." As part of its child abuse project, the Federation released a new information leaflet published with the help of the All-state Foundation.

During the same meeting, the Federation called on governments to cooperate in a national literacy campaign, as recommended by the recent Senate Report on Youth, and recognized the rights of the learning disabled to the services and programs they need. It continues to oppose all TV advertising of alcohol and has reiterated its request for a clampdown on sales on drug paraphernalia in "head shops". In health education, the Home and School Federation is actively cooperating with the federal Health Promotion Directorate, and with the Canadian Heart Foundation, in preventing smoking among young people.

New Federation president Sonja Anderson of Winnipeg, Manitoba, is a practising geriatric nurse and the mother of two teenage daughters. Anderson has served as president of the Home and School and Parent-Teacher Federation of Manitoba, and as an officer of the national Federation.



Our Quebec contingent: Doreen Canavan, Sylvia Adams, Sonja, Helen Koepp, Barbara Milne-Smith and Joan Mansfield.

Sonja Anderson, R.N.

Community experiences:

Western Vice-President Canadian Home & School Federation
 Past President Manitoba Home & School Federation
 Chair Education Co., appointment to the Curriculum Policy Review Co. for the province
 President Montrose Home and School Association
 President Grant Park Harrow School Association
 President River Heights Family Life Education Centre

President South Local Early Childhood Education Council

Personal:

Mother of two daughters ages 15 and 12 attending Public School. Lives in Winnipeg, Manitoba. Committed to the well-being of children and adults.

Education:

Presently enrolled School of Nursing part-time

Professional and Business:

R.N. practicing at St. Boniface Hospital
 Past President Manitoba Gerontological Nurses Association
 Co-ordinator Deer Lodge Day Hospital
 Past owner operator of Tourist Resort 20 years
 Sales Manager for Western Canada Outdoor Recreation Division
 V.O.N. District and Home care Co-ordinator Nurse

Fitness and nutrition

"Have I got a deal for you!"

"Have I got a deal for you!" is the title of an entertaining audio-visual presentation from the Canadian Home and School and Parent-Teacher Federation. The A/V, aimed primarily at parents of elementary school children, explains WHAT good nutrition is...and WHY it's so important to establish good habits early in life.

The show elaborates on the necessity of a good breakfast, a balanced diet and the importance of physical activity as an integral part of each school day. The connection is made between these factors and increased academic performance. Parents are reminded of the crucial role they play in help-

ing children attain their fullest potential.

"Have I got a deal for you!"; available in both English and French. It's only 12 minutes long, and designed to be a complete, self-contained workshop in a kit, with supporting resource materials and a follow-up questionnaire.

Quebec groups wishing to borrow this material may contact:

Quebec Federation of Home & School Associations
 2535 Cavendish Blvd., Suite 212
 Montreal, Quebec H4B 2Y5
 Tel. (514) 481-5619

Please state the specific dates you would prefer. Further information is available upon request.

Nutrition: Everyday eating

HEALTH MUFFINS

- Rind of 1 orange
- 1/4 cup sugar
- 1/4 cup honey
- 1/4 cup oil
- 2 eggs
- 1 cup milk
- 1 1/2 cups natural bran
- 1 cup whole wheat flour
- 2 tsp. baking powder
- 1/2 tsp. baking soda
- 1 tsp. salt
- 1/3 cup raisins
- 1/4 cup wheat germ

Mix together in bowl stirring until combined. Do not overmix. Bake at 400°F for 15 to 20 minutes.

QFHSA was pleased to receive a copy of the Ste. Agathe Academy "Nutrition Day Recipe Book". The book contained the recipes corresponding to the nutritious foods sent in by the parents for their Nutrition Day. All the students had the opportunity to sample the delicious, but nutritious, foods during lunch hour.

As this "project" was such a success with the students, Ste. Agathe Academy wanted to share the idea with all of us. We are pleased to share just one of their good recipes with you.

Kelly Anne Donaldson

FOR FUND RAISING

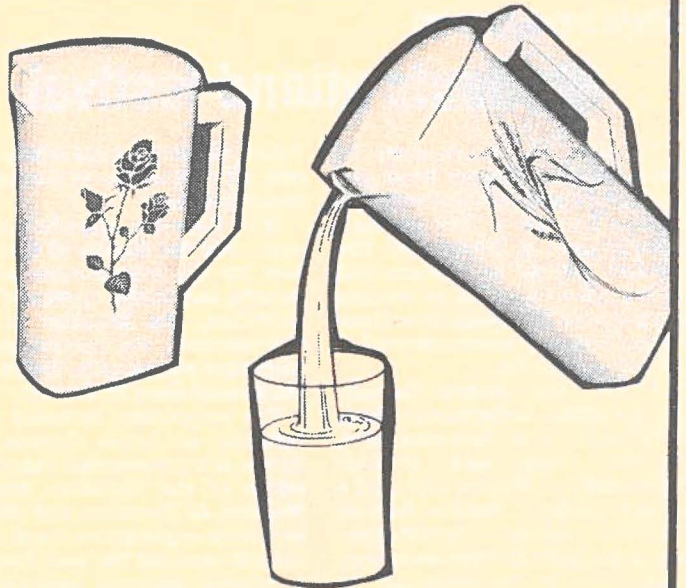


A New Canadian Product

Great for juice and a must for bagged milk!

Check it out at the Fall Leadership Convention.

Write:
 Totson Products Inc.
 16 Esna Park Drive
 Unit #3,
 Markham, Ontario
 L3R 5X1
 Tel.: (416) 479-3035



High school students celebrate peace

May 16th, 1986 was declared a Day of Peace at John Rennie High School in Pointe Claire. All staff and students were asked to wear white as a symbolic gesture and were given a program of events focussing on Peace. At 11 o'clock the whole school joined hands around the school and broke into spontaneous song despite a light drizzle.

The activities were presented in a mini-conference format and each student was encouraged to take advantage of a unique opportunity to view materials and take part in discussions. Some of the events and presentations included:

If You Love This Planet — Film and discussion led by SAGE (Students Against Global Extermination);

Brave New Visions — A play in which the adolescents sort out feelings about the nuclear age;

Cooperative Games — A variety of non-competitive games where no one wins or loses;

Nuclear Fission Made Simple — A descriptive comparison between Chernobyl and Candu reactors;

Bread-Making entitled *The Bread of Life*; and silkscreening of peace T-shirts and banners, as well as **A Personal Statement Mural**

Speaking Our Peace was one of many NFB films being shown in

different parts of the school. There were sessions on conflict resolution in the family and on coping with stress. There was a Peace Crafts room featuring origami-crane making, a Heavenly Haven (a wide selection of writings on peace) and a Peace Festival where teachers and students joined in peace songs. Two areas that saw much activity were the simulation game room featuring Wildfire and an explanation of the capabilities of the "Weapons of W.W.III". The video room featuring "We Are The World" and "Tears Are Not Enough" was also very popular.

Several classes undertook special projects to commemorate this special day. Just a few of the results were:

- Large peace messages to be seen from St. John's Road or to decorate the school
- Letters to themselves which students would open in the future.
- Letters to leading politicians the world over.
- A recording of a medley of peace songs.
- A booklet of student poetry and prose about peace.

I hope everyone who participated gained a heightened respect for and awareness of peace. Certainly everyone came away with a good feeling.

Mary Anne Perrault

Fall an ideal time for peace-oriented activities in this U.N. International Year for Peace

Fall calendar of peace activities

Many of us have been busy for some time with peace-oriented activities whether it be folding origami peace cranes in connection with the Sadako story, attending seminars, forming links overseas

by penpals or visits, by petitions, letters to our elected representatives or rallies, by making a personal decision about war toys, or by stressing discussion and negotiation rather than violence as a

means of resolving differences. Many events are planned in the next few months to help us continue our effort. We hope you will join us for this worthwhile cause — a future for our children.

SEPT. 16th — A PEAL FOR PEACE

In 1981, the United Nations declared the third Tuesday of September to be officially observed as International Day of Peace. Since that time observances have been worldwide. This Tuesday, September 16th at noon, teachers and students across Canada are invited to share a minute of silent contemplation (either privately or publicly) to reaffirm their commitment to world peace. This moment of reflection is to be followed by the pealing of church bells or other joyous sounds that celebrate our hope for world peace. Our Canadian Ambassador for Peace, Douglas Roche, wrote last year "A Peal for Peace...is a very significant symbolic event...Such events help create an international climate in which advances in disarmament become less difficult."

For further information, contact A Peal for Peace, Don Evans, Austin Repath, 395 Markham Street, Toronto, Ontario M6G 2K8, or call J. Hadrill (514) 695-2675.

SEPT. 21st — ENVIRONMENT DAY

To be celebrated in schools on September 22. Celebration of our relationship to the mineral, plant and animal kingdoms. Information: Peace International, 4067 Marcell Ave., Montreal, Quebec H4A 2Z7.

SEPT.—NOV. — TOOLS FOR PEACE

Tools for Peace is a coast-to-coast project commencing in September, geared to provide Nicaragua with the tools it needs to build a peaceful, productive society. Items which would be appreciated fall into six broad categories, and to indicate just a few, include items such as pencils, notebooks, Gestetner materials, cotton cloth, blankets and tools.

Almost anything in good condition or working order is appropriate. Whole classes can participate and then be involved in the delivery and joining of the caravan in November as it travels across Canada picking up supplies. For information, contact Luc Gaudet, YMCA International Program, 1441 Drummond, Montreal, Quebec H3G 1W3, (514) 849-5331.

OCT. 24th — UNITED NATIONS DAY

Many throughout the world celebrate this day by a rally on the closest Saturday. This year, in Quebec, it will be held regionally on Saturday, October 25th. It is very encouraging to be one of thousands, from babies to grandparents, who crowd the streets for the common theme of disarmament and peace with justice.

For information on the Montreal rally, contact Service of Information on Disarmament, (514) 392-4947. Peace International has written up some suggestions for United Nations Day and the World Festival of Humanity (or United Nations International Week of Peace) October 24-30 for the theme of united humanity.

Contact Peace International, 4067 Marcell Ave., Montreal, Quebec H4A 1Z7.

OCT. 24 TO NOV. 7 — THE INTERNATIONAL YOUTH FOR PEACE AND JUSTICE TOUR

In Canada many of us are fortunate that we haven't experienced

- 1) To recognize 1986 as International Year of Peace, the Quebec Ministry of Education, in collaboration with other organizations, will be making available for September, a **Peace Kit**, which will include activities and cassettes having peace as their theme. contact Jean Henaire, (514) 873-8706.
- 2) **Origami paper peace cranes** available from West Islanders for Nuclear Disarmament, 401 St. John's Blvd., Pointe Claire, Quebec H9R 3J3. Please specify English or French.
- 3) **Bilingual Nuclear-Weapons-Free-Zone Signs** now available from Westmount Initiatives for Peace (W.I.P.), 610 Victoria, Westmount, Quebec H3Y 2R9.
- 4) **Students Against Global Extermination (SAGE)** have produced a four-part **Pledge for the Planet**. Student signs on each part, and sends one copy to the P.M., one to the local M.P., one copy to SAGE and student keeps remaining copy. Available from SAGE, P.O. Box 613, Postal Station NDG, Montreal, Quebec H4A 3R1.
- 5) **Two war-toy pamphlets**, suitable for parents:
 - a) **Toys are for fun (not for**

fighting) from the Canadian Council of Churches, 40 St. Clair Avenue E., Toronto, Ontario M4T 1M9

b) **War & Toy: Do the two belong together?** available from W.I.N.D. (West Islanders for Nuclear Disarmament), 401 St. John's Blvd., Pointe Claire, Quebec H9R 3J3.

6) **Children's Songs for a Friendly Planet** by Evelyn Weiss, Priscilla Prutzman and Nancy Silber — 115 songs for a peaceful, caring world, all with music, lyrics and guitar chords. \$6.75 U.S. from Children's Creative Response to Conflict Program, Box 271, Nyack, N.Y., USA 10960.

7) **Facing the Nuclear Age: Parents and Children Together**, compiled by Susan Goldberg, Ph.D., for Parents for Peace, Toronto. \$3.00 from Annick Press Ltd., Toronto, Ontario M2N 5S3.

8) **Mom, What is Nuclear War? — A Guide to Answering the Questions Kids Ask in the Nuclear Age**, from the Boston Area Educators for Social Responsibility, 11 Garden St., Cambridge, MA, USA 02138.

RESOURCES:

News from your schools

Book receives acclaim

Dr. Jean Caravolas is a member of the French department at Macdonald High School in Ste. Anne de Bellevue, and is the author of "Le Gutenberg de la didactographie, ou COMENIUS et l'enseignement des langues".

The book, thanks to a grant from the Canadian Council for the Advancement of Social Sciences, is published by the Montreal firm of Guérin, Editeurs Ltée. It traces the career and teachings of 17th century Czech scholar Jan Amos Comenius, the father of language teaching as an autonomous discipline, and the relevance of Comenius' work for present-day language teaching.

The book has received critical acclaim from language-teaching experts both in Canada and Europe.

Dr. Caravolas has been a teacher



with the Lakeshore School Board since 1969 and he resides with his family in Pointe Claire.

Let's know what is happening, who's doing what in your school.

World environment

Students attend festival

To mark the celebrations of National Environment Week and the World Environment Festival in Ottawa last week, five students from Grade 7 at Beacon Hill Elementary School in Beaconsfield were invited to attend an evening rally of some 700 delegates to three conventions of environmentalist groups on June 4th.

At the "Rose Awards Ceremony" Christine Archambault, Sean O'Donnell, Ulla Schoenmakers, Andrea State and Michael Taranovsky of Beacon Hill (and a former student, Robbie Dorval) received special certificates, acknowledging the fine work they have done to publicize and to inform the public about the problem of acid rain. These students were involved also in the production of a video of a puppet play called THE LEGEND OF ACID

RAIN, which was used to help educate other students at the school about this issue.

Marc Garneau, Canada's astronaut, was the Master of Ceremonies for the presentation of the awards, and, in the absence of Tom McMillan, the Minister of the Environment, the framed certificates were presented by Member of Parliament Gary M. Gurbin.

The programme included such notables as Lorne Greene (by means of a prerecorded video), an editor of the Christian Science Monitor, Al Davidson and others, as twelve organizations and individuals received the rose Awards. A surprise celebrity appeared at the close of the ceremonies — Pete Seeger — who sang of the care needed to preserve our environment.

the violence and poverty of war, but, as a consequence, it's difficult to be really empathetic and understanding. In 1985, we were moved by the International Youth for Peace and Justice Tour, involving personal testimonies of children who have suffered war-time injustices. Due to the positive response and high public demand, this year the tour will be repeated so that many other high schools will be able to share this incredible experience. The tour, from October 24 to November 7, is expected to book early.

For information, call Barbara Brooks, (514) 482-8745 or Rosemary Sullivan, (514) 248-2524. Help is needed for transportation (airport to city, and picking up donations) and billeting.

NOV. 11 — REMEMBRANCE DAY

A good day to use the motto: *To Remember is to End All War.*

NOV. 23 TO DEC. 2 — TRIP TO USSR \$1,100

N.Y. to Moscow to Leningrad to Washington D.C. organized by the Student/Teacher Organization to Prevent Nuclear War, 11 Garden Street, Cambridge, MA, USA 02138.

NOV. 30 — INTERNATIONAL DAY AGAINST WAR TOYS

Should we not reflect on what messages we teach our children as we shop for their Christmas gifts: Constructive or destructive toys? Medical kits or guns? A good toy presents a child with many challenges and choices, and captures their imagination. They strongly affect development of personality and help form future attitudes to life. If we give war toys to children,

are we not saying that we condone aggression against human beings? In this nuclear age, our children will need skills in problem-solving, negotiation, and conflict resolution. Do we want to teach our children to fight nuclear wars, or to avoid them? A video about war toys is available from the Canadian Coalition Against Violent Entertainment, 1 Duke St., Suite 206, Hamilton, Ontario L8P 1W9 (rental \$10). Two good pamphlets suitable for distribution are also available (see resources). The parent committees of certain schools within the Baldwin Cartier School Board and Commission Scolaire de L'Île Perrot distributed a letter to parents concerning the choice of toys for children, in particular, war toys.

This and other information is available from Families for Peace and Justice, 401 St. John's Blvd., Pointe Claire, Quebec H9R 3J3.

DEC. 10 — INTERNATIONAL HUMAN RIGHTS DAY

Contact Peace International, 4067 Marcell Ave., Montreal, Quebec H4A 2Z7.

DEC. 21 — GOODWILL DAY

To be celebrated in schools on Monday, December 22. The traditional time of peace and goodwill. What about carolling with peace songs, with the donations going towards disarmament or development or famine relief. More suggestions available from Peace International, 4067 Marcell Av., Montreal, Quebec H4A 2Z7.

Please write if you have any other important dates and activities.

Susan Hawker Lussier

FOCUS on the LOCALS

Hudson High: Victory at last



After four years of constant pressure from parents, the Lakeshore School Board and the Conseil scolaire, the Conseil du Trésor finally authorized, in June, \$3 million that will be used to renovate and enlarge Hudson High School. While the government was

lending a deaf ear to their case, the students of Hudson had to endure conditions that were quite intolerable; they were crammed into a school that was too small, with no equipment and inadequate services.

SHIGAWAKE — PORT DANIEL

Jump rope for the heart

Again this year students participated in the Quebec Heart Foundation's "Jump Rope for the Heart" campaign. It took place on May 8th. The aim of this program is to promote the benefits of rope skipping for the cardio-vascular system and to help the Heart Founda-

tion in funding research and education.

The students experimented with many different skipping styles during the two hour event. Everyone had fun and the students collected pledges for the heart fund totalling \$1,101.60.

Reprinted from SPEC

T.H. JACOBSEN ACADEMY

Band proves popular

In the spring the band was busy giving concerts in Ste. Agathe, St. Jerome and Arundel. The concerts proved to be very popular and spectators were very impressed. Carol Carson and the members of the band are to be congratulated.

Students of Secondary 4 & 5 had a chance to listen to a guest speaker from the Devries Institute of Technology. Done in conjunction with Career Day talks, it was a very positive experience despite

the short time for discussion.

The library held a second hand book sale for Kindergarten to Grade 3 students. As well as bringing in \$13.55, the sale gave the children an opportunity to choose a favorite book.

Unfortunately the swimming program did not take place in the spring. The funds which would have been used for this program will be re-organized when classes start in September.

JOHN RENNIE

End of an era

"My philosophy is that it is important to educate a child for everything, not just teach music", said Walter Atwood, who retired June '86 as music director of John Rennie High School after 30 years.

"Building attitudes, developing skill, and sharing knowledge are all part of the process."

Atwood has established a 45-member stage band, and his department offers students the opportunity to participate in a handbell choir under the direction of Margaret Farquharson or to join the school choir, or both.

Young musicians perform in school concerts and stage shows, entertain senior citizens and nursery school children, and visit other cities as part of an ongoing music exchange program. This year, the 13-member handbell choir joined the two school bands in a week-long visit to Vancouver, where they performed at Expo 86.

"I teach students that there is more than one kind of music", Atwood said. "Our repertoire includes baroque, classical, music of the romantic era, TV themes, music from shows, jazz, and rock music. I give them a variety so that they will develop an appreciation of music."

The bands feature a full range of instruments — brass, percussion and strings — and members wear uniforms: black slacks, white shirts, black bow ties and yellow

jackets for the boys; long black skirts and white blouses for the girls.

The 1986 spring production was an original musical entitled *Dogs*, with the music and lyrics adapted by Atwood.

Highlight of the year was the May 7-14 trip to Vancouver, a return visit to David Thompson Secondary School. Music students of the latter were entertained by the JRHS music department in April.

Atwood is grateful for the support he has received from his music aides, a group of dedicated parents who help with fundraising, chaperoning, ticket sales and other tasks. As a major project, they have recently published a cookbook entitled *Rennie's Rhythmic Recipes*. The book is dedicated to "Uncle Wally..."

Principal Don Robertson stressed the school is very proud of its outstanding music program, and that Atwood's retirement is, in fact, the end of an era.

"His program is unique. It goes far beyond the teaching of music. He teaches the kids about how to live, how to get along with people, how to make a commitment and follow through. He is 'Uncle Wally' to all of us — it's a term of affection.

Barbara K. D'Artois
from The Chronicle



DUNRAE GARDENS

Special send-off for grade 6's

Since Kindergarten, the graduating students have developed very close ties with the school, fellow students and teachers. They all agreed that it was both a sad and happy day, a day to laugh and cry. The ceremony was a special event with students expressing fond sentiments on presentation of bilingual certificates by Grade 6 teachers.

Mrs. F. Rotman expressed a very special good-bye and thank you to two very important and devoted parents, namely Mrs. Ely Thomas who initiated the Pre-Kindergarten and Extended program, and who for many years worked on Dunrae Home & School Committee — and to Michael Barr who worked on the Protestant School Board of Greater Montreal for Dunrae Gardens.

We at Dunrae Gardens School all want to wish our graduating class and Ely and Michael, the best

of health and good luck in their future endeavours. The whole school, parents, teachers and students, all participated in preparing for Gilbert & Sullivan's *Mikado*. It required several months of rehearsals. Parents made the costumes, teachers and students created the stage sets and decorated the whole school with Japanese art work. Special thanks are due to teachers Marilyn Gordon, director of the play, and Anne Tucker, music director, who devoted many hours of hard work to make the *Mikado* a great performance...

The cast of 90 included students from kindergarten to grade 6.

Graduates of Dunrae Gardens School included from left in front row: Teddy Caron, Kirsten Thomas, Jennifer Hockenstein, Silja Howard, Ian Stewart, Jarrod Byer and Blair Symes. The back row includes from left: Mark Stanimir, Joseph Barr, Jay Atta, Ariella Anzarut, Jennifer Kovceses, Darryl Levine, Karina Marliiss and Sasha Moscovitch.

Leading members of the cast were: Ted Caron who played Ko-Ko, Kristen Thomas as Yum-Yum, Mark Peterson as Nanki-Poo, Sasha Moscovitch as the Mikado, Joe Barr as Pooh-Bah and Karina Marliiss as Katisha.

The show was presented for three nights to sell-out crowds. We are very proud of the students and thank each and every one for their hard work. We all look forward to next year.

Judy Owen

SUPPORT YOUR KIDS

Join HOME & SCHOOL today
and be an active member.

NEW RICHMOND

Well on the way to bilingual students

According to a survey, conducted by French teachers to determine the degree of bilingualism of students at New Richmond High School, 78% of secondary students and 72% of elementary students are either fluently or functionally bilingual.

The two French teachers, Bob McWhirter and Verna Brousseau, attribute the high percentages to interaction between French and English students who participate in sports and leisure programs offered by the town, a positive attitude toward learning a second language, and a more practical and effective core French program.

French teachers and RSBG French Co-ordinator, Charles Greene, are happy with the new program which emphasizes communications skills in real life situations.

"The core program is adequate to make anyone functionally bilingual as long as the class numbers remain small", says McWhirter. "To teach the course effectively requires a lot of individual work, and sufficient time must be allotted to allow the student to develop oral skills through conversation. If there are 20 students in the class, the time allotment is not adequate for the student."

Teachers of French as a second language across the Province have asked for a reduced class ratio for this reason.

Greene stressed, however, that

no matter "how good the program is, if you don't have the right attitude, it isn't effective."

McWhirter would like to involve the H&S in a summer exchange program with French students in another area. He believes this would give those children rated as functionally bilingual an equal chance of fluency.

With the continuing progressive attitudes of parents, teachers and students, it is not unrealistic to

anticipate graduating fully bilingual students.

On May 16th skippers raised \$1300 for the 'Jump Rope for the Heart' campaign. While students and teachers skipped outdoors under the sun to the music of the Pointer Sisters, the H&S served juice and melon to keep things cool.

Reprinted from SPEC

Sharon McCully



FOCUS on the LOCALS

Northview School Educational Project

After several years of discussion and revision of preliminary drafts, Northview Elementary School in the Lakeshore School Board has achieved its first Educational Project.

The purpose of the twenty page document is to record Northview's aims, beliefs, history and programs. In addition to the explanation

of the academic curriculum, other topics include descriptions of several important aspects of the school program: the library, safety, music, physical education, experiential education, and moral and religious education. The roles of the School Committee and the Home & School Association are explained. School fees, dress code, and a statement of the school as a community resource center are also included.

Each of these sections is the result of collaboration between a teacher and a parent, or another resource person, who discussed the main ideas to be stressed about the subject. Additional polishing of the written material was given by a special committee composed of teachers from the School Council, parent representatives, and the administration.

In keeping with the school logo which features an "hibou", the Educational Project is illustrated with Owl Graphics created by Martine Blue, the Northview kindergarten teacher.

The pages are bound in a spiral cover, with the back cover including a pocket for adding information to keep the material up-to-date, such as the staff list and the yearly calendar.

This year's version will be distributed to the graduating Grade six families as a souvenir. All families will receive a copy at the beginning of the next school year; thereafter, only new families entering the school will receive the Educational Project.

Storage of the text on a computer disk will facilitate revision and addition to the document. Further information about Northview's Educational Project may be obtained from Principal Fred Argue, at 697-1420.

the last three years she has taught math for an hour each day to grade 5 students.

Parents' Committee Chairman Ken Kalman said that Sumner had been selected as the recipient of the first Award of Excellence for the quality and extent of her volunteering service.

Kalman said that children directly benefit from Sumner's teaching skills, and that she provides leadership to other volunteers as a longtime library coordinator.

Reprinted from *The Chronicle*

EDITORIAL COMMENT

Northview takes most of this page with its news and activities — lets know what's happening in your school — share your ideas with others.

NORTHVIEW

Cross-Canada trip 1986



As the culmination of their year-long study of Canadian geography, natural resources, industry and culture, the Grade 6 students of Northview Elementary School in Pointe Claire journeyed across Canada during two weeks in June.

The Cross-Canada Trip began with two days in Ottawa, where the group visited the Museum of Science and Technology, the Museum of Man and Natural Science, the War Museum, Parliament, the currency Museum and the National Art Gallery. In the evenings they attended the Orpheus Theatre production of "Westside Story" and enjoyed a swim at the Carleton University Pool.

The first half of the trip concluded with two days in Toronto, with stops scheduled at the C.N. Tower, the Ontario Science Center, Casa Loma and the Hockey Hall of Fame. On the fifth day, the group divided into separate itineraries. A smaller group of students participated in a mini-tour, travelling to Niagara Falls and returning home after a stop in Kingston and a visit to Fort Henry.

Thirty-five students and four teachers boarded an Air Canada

flight to Vancouver. For many of the children, it was the first time that they had ever been on an airplane. The several days spent in Vancouver were filled with activities: a bus tour of the city; a walk in Stanley Park; a visit to the aquarium; and dinner in Chinatown. They shopped in Gastown, toured B.C. Place, swayed on the Capilano Suspension Bridge, rode on the Grosse Mt. lift, and visited the Bloedel Conservatory and McMillan-Bloedel Place. And, of course, no trip to British Columbia this summer would have been complete without experiencing Expo 86.

The first leg of the return trip eastward began with a train ride through the Rockies. In Banff they toured the School of Fine Arts, and took a bus tour of the region with stops at Lake Louise, the Sulphur Mt. Gondola Lift and a swim in the Sulphur Springs.

The final stop in the West was in Calgary, where they had time to look at the Glenbow Museum and Fort Calgary, before flying back to Toronto and then home by Via Rail.

In order to keep the accommoda-

tions at a minimal cost, the group used the facilities of hostels, schools and church halls. Whenever possible, groceries were obtained at local stores and meals and box lunches were prepared. The expenses of the two-week excursion were subsidized by fund-raising activities, and donations by the City of Pointe Claire, industries and supportive friends of the school community.

During the trip, each person carried a "bible" — a duo-tang folder containing a detailed list of each day's schedule, complete with phone numbers of the sites to be visited and the number of the local police station in the event that someone should become separated from the group. Each child also was instructed to always have a quarter in his pocket or knapsack for that emergency phone call.

For these Grade 6 students from Northview School, their CROSS-CANADA TRIP 1986 was an experience to remember for a lifetime. (Schools interested in further information may contact Principal Fred Argue or Teacher Marc Jalbert, at 514/697-1420).

LUNCH PROGRAM

The Lunch Programme had a very successful first year. With 3 categories of participation: full time, permanent part time and drop-ins, we occupied 3 rooms in the school. Each room had one lunch supervisor for approximately 15 — 20 students. Grade 6 monitors were used as needed to help in the lunch rooms and on the computer. Among the lunchtime activities were arts & crafts, games, out-door play, movies, computer and bingo. The lunch programme has been able to contribute \$800 to the library this year and has allocated \$500 to help put up 2 basketball nets.

Sherri Utter's Grade 6 class wrote to Lloyd Alexander, author of the *Black Cauldron* and other books. They were delighted to receive a personal reply from Mr. Alexander, along with an autographed picture.

Carol Ohlin

COURTLAND PARK

Journalists in the making

Miss Cumming undertook an unusual project with her Grade 5 class, and it paid off handsomely in excitement as well as learning. The *Gazette* invited West Island schools to participate in a "Newspapers in Education" program devised by a teacher who works for the newspaper. The four-part program was designed to stretch children's skill with words by using some of the techniques of professional journalists.

As a climax to the project, articles and advertising layouts done by the children were published in a special edition of the *West Island* weekly supplement, along with class pictures taken by a *Gazette* photographer. Miss Cumming's

class was spectacularly successful, with more contributions chosen than any other school. Well done, Room 8! Here are the "special correspondents": Jennifer Crozier, *Italian Eatery Gets Top Marks for Its Lasagna*; Christina Down, *Never Too Early To Plan Future*; Aileen Gangoo, *Pet Therapy Excellent Idea*; Karolyn Kostlivi, *Dorval Swim Club Needs Modern Pool*; Shelagh Peden, *Signals That Do Not Work Scare Children*; Simon Westwood, *For a Sound Investment Get Compact Discs* and Corey Wightman, *Putting a Lock On Bicycle Theft Worth The Price*.

Simon Westwood's advertising layout was also published.

FOCUS on the LOCALS

McDOWELL

Track/Picnics Getting it all together!

The school year finished off with a track meet, play day and picnics. On June 4 & 5 a two-day event ran very well thanks to a super job of organizing by gym teacher Mrs. Ellison, the staff and volunteers. Between 25 and 30 people acted as timers, starters, statisticians and "go-fors".

June 19th found the kindergarten through level 2 students enjoying an afternoon of outdoor activities coordinated by Mrs. Horner and Mrs. Campbell.

Pre-kindergarten students celebrated the end of school with outdoor picnics on June 19th & 20th. Mrs. Smith and Mrs. Bulmer planned the schoolyard events for the three groups of 4 year olds.

A very successful bake sale resulted in the purchase of two omnichords, a set of resonator bars, a tuneable tambourine, a set of wood blocks and a guiro.

A level 5 class displays these instruments.



LINDSAY PLACE

A year in the life of a H & S The benefits of membership

Recapping the 1985-86 year our H & S membership drive started the first day of school, August 28th.

At our September meeting, Mr. Tom Bird, the school's counselor presented us with information costs to purchase and to run the Choices or Career Factory programs to assist high school students in choosing careers. He was able to give us a hands on try at the program before our October meeting. It was also decided at our September meeting to look into the First Aid Resolution of the Lakeshore School Board Parental Consultation. The QFHSA held their Fall Conference at Lindsay Place on September 28th. The theme was "Motivation, Membership and Leadership". This conference was open to all parents.

Mr. Doug Hicks of the schools' Athletic Department spoke to our October meeting on his reasons for his annual chocolate drive to raise funds for use in the department. They raised \$7,700.00 for their 1985-86 year. He certainly justified the need for this fund raiser.

Our November meeting guest speakers were Joella Davis and Michele Leblanc from the "Juvenile Diversion Centre", here on the West Island. It was very enlightening to learn how they help these young people. H & S worked on a First Aid Treatment Brief outlining a variety of needs and limitations of our facilities and it was sent to Mary Battershill of the LSB. The H & S fund raiser was a student raffle, adult raffle, sale of bows and small items on November 20-22, coinciding with Parent Interview night. We raised \$750.00 for our school. The "Lindsay Place Herald" newsletter went home with the report cards.

December 9th, the H & S and the School Committee had a joint meeting. During and prior to this month Janet Hawke coordinated

and compiled, with the help of other parents, our telephone chain for Grades 7 & 8's.

January 20, 1986, our guest speakers were from the Lansdowne Centre, a tutorial service. Many parents found their information interesting and asked a lot of questions. January 6th Lindsay Place hosted a Consultation on quality Education Through Effective Resource Management. This was open to all parents and the H & S sent representatives. Meanwhile, our principal called on the H & S to assist in validating student absentees by phoning from the school to the student's home to verify the student's absence.

At the February meeting Donalda Walker and Gordon Robertson presented their article on the history of L.P. This was sent to the H & S News and published in the April edition.

H & S used their telephone chain to help our "Beautiful Hanger Week" fund raiser, March 10-14th. This was not a success as we only raised \$20.00.

April 21st our guest speaker was Peter Sladowski. His topic was Human Sexuality. He was well received by the H & S group and promoted a lively discussion. The second edition of "The Lindsay Place Herald" went home with the reports.

With the help of teachers, administration and H & S members we were able to prepare a fitting award in memory of our late H & S president, Fran Lowry. Each year H & S will present the 'Fran Lowry Award' to a deserving graduate. Someone, who like Fran, made a contribution to society through volunteer service. This year it was presented to Linda Ravensbergen at the June 4th graduation exercises. The same evening the H & S Vito Nitti awards to each Career Centre department were made: Stephen

BEACON HILL Back after 20 years!

The evening of May 23rd was a special one for the one hundred or so people who attended the 20th Anniversary Reunion. Former staff, students and past and present parents made up the guest list.

There was a good deal of excitement as friends greeted each other after long absences. Beacon Hill's first year class was represented by Bruce Davis. Derek Holland was in Grade four in 1966, Scott Howarth, Grade five and Andrew Penny, Grade eight. They each received a twentieth anniversary pin.

A special welcome was given to Jane Davis from London, Ontario, who designed our crest during her attendance as a student at Beacon Hill. She was presented with a pin and a coffee mug bearing her design. The beautiful wall hanging

in the foyer is a copy of her design and was made for the school by Joyce Ness.

Teachers on staff at our school in 1966 were also present. Bob Jones was principal twenty years ago, today he is principal of Macdonald High School. Joyce Ness was the grade one teacher and we are happy she is still a vital part of our school today. In 1966 Beryl Thomson taught grade two and found her way back to help us celebrate.

The gymnasium never looked better as crests and a red, blue, yellow and white colour scheme brightened up our evening. A display set up showed faces from the past and letters from former teachers and students were enjoyed by all who were present. A food layout to rival the best catered event in town was as tasty as it was attractive and a big vote of thanks

from all who attended goes to Cindy Patino and her committee and volunteers who did a great job.

With lots of reminiscing laughter and fellowship, we, who haven't been here very long, realized the friendship that exists among the Beacon Hill families and staff now, has been around for twenty years. We are all proud to be a part of that feeling in 1986.

Another source of pride are the two recent honours given to the school. One award was a commendation from the Canadian Heart Foundation for having a smoke free environment for students and staff. The other was from the National Council of Teachers of English. It awarded Beacon Hill with the distinction of a Centre of Excellence in English Language Arts.

Siodmok for Metal Technology, Rosalie Simpson for Business Education, Barbara Goodman for Cosmetology.

In May H & S members attended the QFHSA's Annual General Meeting held at the Loyola Campus of Concordia University. Lindsay Place received two book awards. One was presented to Sue Ramer, editor, for "The Herald" newsletter and the other to Marcia Paci, membership chairperson, for significant increase in membership over the previous year (107 in 1984/85 increased to 165 in 1985/86). These books "Antarctica" and "The Russian Military" were presented to Don Harris, principal, for the Lindsay Place library. This presentation took place at the Spring Volunteer Luncheon.

The June meeting was a wrap-up of events. Our Giant garage Sale in Dollard, on May 24th, raised \$1,442.49. This money will benefit the school in many ways. Many thanks to those who helped.

The H & S Committee had an interesting and busy year and looks forward to an even better year in 1986-87. Remember "nothing is impossible if enough people care".

Marcia Paci

ST. THOMAS

Debating team tops in Quebec

The debating club enjoyed a particularly productive year in 85/86. It competed in several major tournaments including the McGill International High School debating tournament and a Model United Nations in Plymouth, N.H.

Jeff Simpson won fourth place in the McGill tournament in November. The high point of the year was the St. Thomas victory at the provincial tournament in March. Four St. Thomas debaters, Jeff Simpson, Marc Lefebvre, Liza Bowman and Ted Gallivan took the trophy for best team in Quebec. The school qualified for the nationals in five years.

The training of coach Roman Jarymowycz helped the team to have a terrific year.

In April the students in the school took part in a Student Against Driving Drunk (SADD) Week. The purpose of starting their own chapter was to raise the level of awareness of the students concerning driving drunk, or

being a passenger in a car with an impaired driver.

The weeks' events included group discussions, film presentations, a guest speaker and a Contract For Life. The contract was to be signed by the student and their parents or guardian, and then returned to the school.

Organizers were proud to report that at the end of the week 75% of the Secondary 5 students had signed and returned their contracts.

from The Chronicle





SAFETY SCENE



SAFETY SCENE



10-Years of Block-Parenting

This year marks the tenth anniversary since Block Parents committees made their first steps in the Province to offer haven to children who were lost, being lured by strangers, etc. These first committees were in Ste. Thérèse, Pincourt and Pierrefonds.

I attended the annual general meeting that was held June 6-8, 1986 at the Chateau Mirabel. I have attended other meetings, but I must say that I was highly impressed with this one.

The convention opened with a cocktail and a well-rehearsed "play" put on by children from the neighbouring areas.

Saturday was a work day with many a well-attended workshop. There was an English workshop, which I was unfortunately unable to attend. In a future issue I shall elaborate on some of the workshops. Saturday evening was time to feast and make merry.

Sunday was the day of the general meeting. The meeting was extremely well run and that can only be attributed to the way the

president of the meeting, J. Maurice Ethier, handled the task.

A big plus at the meeting was the simultaneous translation from French to English as the meeting progressed. There was a booth with professional translators and any delegate or anyone else attending the meeting could use the headphones supplied by the translators who did an excellent job of reporting what was being said by each and every speaker. My only disappointment was that, even with publicity, so few took advantage of this costly service.

May I take this opportunity to invite everyone to apply to become a Block Parent (no cost!). Your area school should have details. If there is no Committee in your area, set one up. It's easy! Further information may be obtained at:

Parents-Secours du Québec Inc.
890 Dorchester Est #2320
Montréal
H2L 2L4

Car drivers often at fault in motorcycle accidents

A very substantial portion of collisions involving motorcycles occurs at intersections, and frequently the car driver is legally at fault. Common problems are cutting in front of the motorcycle, either to make a turn or to change lanes, or failing to yield the right of way to a motorbike.

Despite everything that has been done to improve the motorcycle's visibility on the road (and without question the running headlight has helped tremendously) car drivers still say with alarming frequency that they did not see or recognize the motorcycle, or did not expect it to be where it was.

In some cases, it is believed the car driver's eyes simply do not focus on the motorcycle because, being small, it is not perceived as a danger to the car and it's occupants. In other instances, it is believed that the motorcycle may have been hidden by other vehicles, concealed by the structure of the car itself, or it may have become visually confused with shadows or other impediments.

Motorcycles can accelerate much more quickly than cars, and some drivers have an unfortunate habit of creeping between lines of stationary vehicles, or between a vehicle and the curb. young motorcycle riders especially, often seem

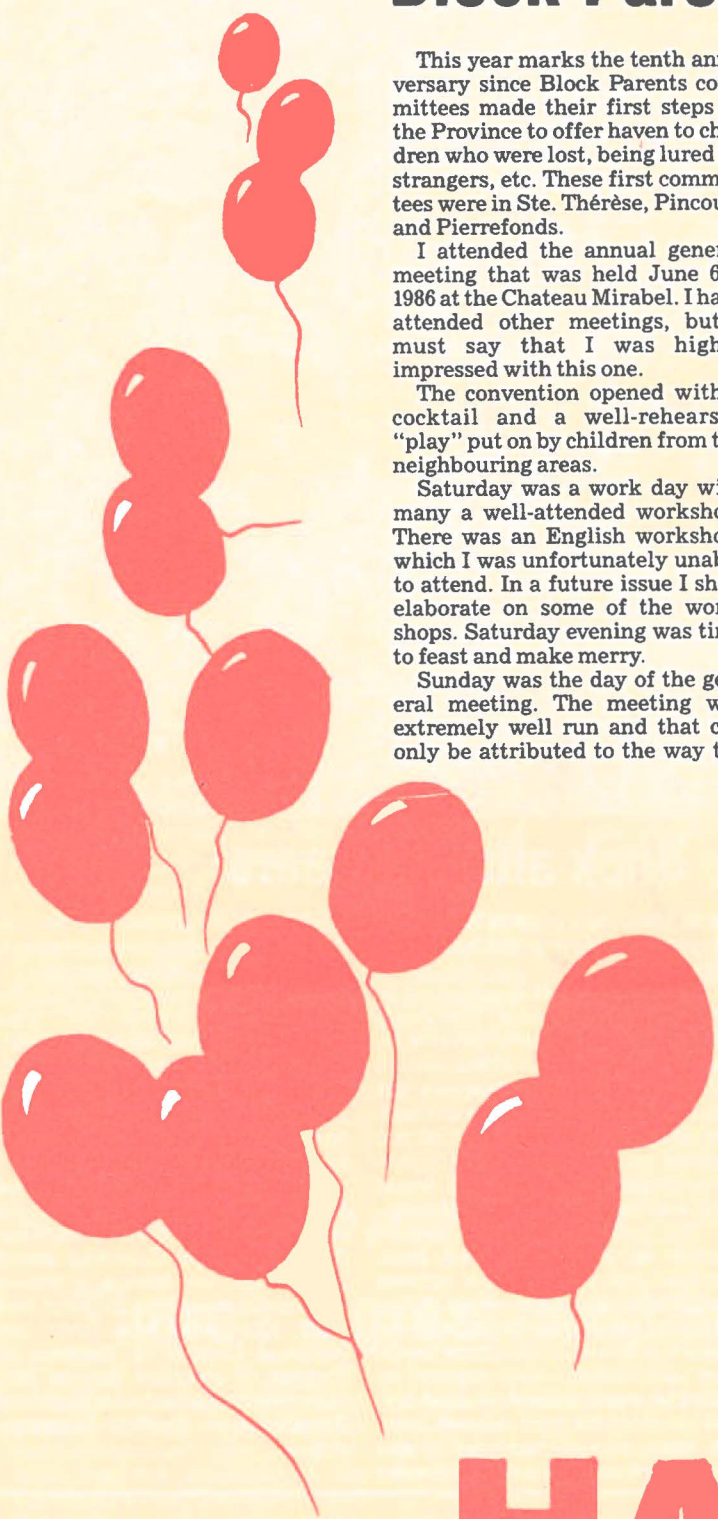
to be in a hurry, and may be unpredictable as well as very vulnerable.

For those (often young people) who will be riding for the first time, the value of a thorough training program cannot be over-emphasized. Despite the understandable impatience to ride, some time invested in training pays off. It can even save your life, and in Quebec that training is mandated.

The Canada Safety Council Motorcycle Training Program is recognized not only across Canada, but in many other countries, as one of the best anywhere, and readers wishing to know who presents the course in their area should contact the Council's Training Section at 1765 St. Laurent Blvd., Ottawa, Ont. K1G 3V4.

It is up to all road users—including motorcyclists—to be extra vigilant. Expect the unexpected.

from Safety Canada



Whistles hazardous to young

The Product Safety Branch of Consumer and Corporate Affairs Canada has issued a warning to consumers about a small novelty whistle which may be hazardous when used by young children.

Commonly referred to as "The Wonderful Double Throat or Swiss Warbler Bird Call", the item is a tiny metal and leather whistle that rests on the tongue and is blown by being pressed against the roof of the mouth.

The instructions with the product warn that it should be kept away from toddlers. A young child could possibly inhale the whistle, causing a breathing obstruction.

It should be noted that the whistle does not contravene any regulations under the Hazardous Products Act, and no reports of injuries have been received. The Branch is issuing the warning as a precautionary measure to ensure child safety.

HALLWEEN



Recommendations to Follow on Halloween

MAKE-UP

- Use colour crayons soluble in water.
- Use mother's beauty products, if she allows it.
- Avoid wearing a mask because it reduces your field of vision.

MOVING IN THE STREETS

- Move in groups.
- Visit homes on one side of the street at a time.
- Cross the streets only at intersections and obey all traffic signs.
- Decide in advance which streets to visit.
- Specify coming home time.

GIFTS COLLECTED

- Back home, check with your parents, the gifts you have collected.
- Do not eat anything along the way, to avoid bad surprises.

CLOTHES

- Wear short clothes, to avoid tripping.
- Wear light-coloured clothes, with reflecting bands if possible, so that drivers may see you readily.
- Carry a lighted flashlight as soon as dusk sets in.

UNSOLICITED INVITATIONS

- Refuse all invitations from vehicle drivers.
- Decline politely, but firmly, any invitation to enter a house.

BEHAVIOUR

- This festive day will be that much more enjoyable if that joyfulness is shared; so,
 - be nice to the younger ones;
 - be courteous to all;
 - be polite towards friendly people
 - respect people's homes and grounds