



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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New Board Structures A Challenge for Parents

The Supreme Court judgement June 18th which endorsed the government's plan to convert our Québec school boards from a confessional to a linguistic basis has raised many questions not only for parents, but for everyone involved in education.

One of the problems right now, is that there are few definitive answers... and many, perhaps too many, possible scenarios.

In such a climate it is vital that parents with an interest in their children's education organize through groups such as Home & School to try and identify exactly what type of school they want to maintain through a period of uncertainty and change.

As the new English and French school boards being to form, and as the 'protected' confessional boards which the judgement allows in the cities of Montreal and Québec begin to re-define themselves, there will be an urgent need for informed and organized 'shoppers'.

In many regions of Québec, over the past few years Anglo-Catholics have increasingly been educated in schools administered by member boards of the Québec Association of Protestant School Boards (QAPSB). In some cases agree-



Protestant School Board of Greater Montreal

Photo by: PHOTO ART

ments between the Boards allowed for a Catholic MRE program to be offered, very similar to the model called for in the Education Act adopted back in 1988 (Bill 107). Under a linguistic board structure, it may be that little will change in these English schools.

In our school communities, debate may centre on two elements — (1) the best size of a school board from a perspective of services and efficiency, and (2) whether the school should retain its current confessional orientation, offer a variety of religious educational programs, or become neutral. Some experts interpret the new Education Act as prohibiting the retention of solely the current confessional status quo; they state that each school, no matter what religious profile it adopts, must yearly provide each student with one of three choices — Protestant Moral & Religious Education (MRE), Catholic MRE or Moral Education (ME).

The potential for change, and thus the possibility for disruption, would seem to be greatest in two sectors.

One is the area of Protestant French-language schools, since students not having eligibility will come under the jurisdiction of a French-language school board. Of course, in Montreal and Québec (within the municipal boundaries of those cities... a reduction in size for a Board such as the PSBGM) confessional schools can continue to operate, though the government may limit attendance to those of either the Catholic or Protestant religions (the means for determining this, other than a signed declaration, is unknown).

An added complexity in these Protestant French-language schools is that some students may also be eligible to attend English schools, and thus would fall under the jurisdiction of a new English school board. In the Lakeshore School Board area, for example, over 1,000 students fall into this latter category.

But the part of our school system which would seem to contain the most inherent potential for significant change would seem to be that which currently has established networks of English Protestant and Catholic schools.

In the Montreal area, the formation of new school board territories and the internal debate within the PSBGM and the Montreal Catholic School Board will create a temporarily unstable mixture.

The questions to be addressed are many, particularly since the current school board networks have evolved different methods of dealing with significant educational issues — French immersion and

QFHSA FALL CONFERENCE — open to all FAMILY MATTERS: OUR CHILDREN, WHOSE RESPONSIBILITY?

PLENARY: "OUR CHILDREN, WHOSE RESPONSIBILITY?"

"It takes a whole village to raise a child" (An African proverb)

Bringing up children is a responsibility shared by many partners. What are the roles of the school and of the family? How far can they provide support? Richard Meades will address the role of the school and Oscar Grossman will talk about the family's role.

Presenters: Richard Meades, Principal, Westmount High School, and winner of the QFHSA Paterson Award for an outstanding educator who encourages parents' involvement in their children's education.

Oscar Grossman, professional psychoanalyst and family therapist; and Director, Research Department of the Argyle Institute of Human Relations.

CONCURRENT WORKSHOPS — morning session

Bill 107. Working Towards a New Partnership — Scenarios and Concerns. How can parents be participants in the changes taking place? Come prepared with questions and concerns which Allan Hilton (lawyer) and Ann Cumyn (commissioner) will do their best to address. *Workshop will be given in French in this time slot.*

Barriers to Parental Involvement — How can we, as Home & Schoolers, more effectively involve first generation Canadian families into the life of the school and the community? A panel of active parent and community volunteers will help us focus on removing the barriers. *Discussion multilingual.*

Volunteers: How to Get 'em and Keep 'em — Aïma Baker (Beaconsfield High School Community Office) and Nancy Peppy (Aylmer Home & School) will be on hand to share their experiences in attracting volunteers into the school and various suggestions on ways to keep them involved and interested.

How to Organize a Home & School and Keep it Vital and Running — All members of Home & School are encouraged to attend with their concerns and questions. Several active Home & Schoolers will field your questions.

CONCURRENT WORKSHOPS — afternoon session
Bill 107. Working Towards a New Partnership — Scenarios and Concerns. Repeat IN ENGLISH of morning workshop.

Perspectives on Integration — Two educators will talk about their perspectives of the integration of special needs students within the school system.

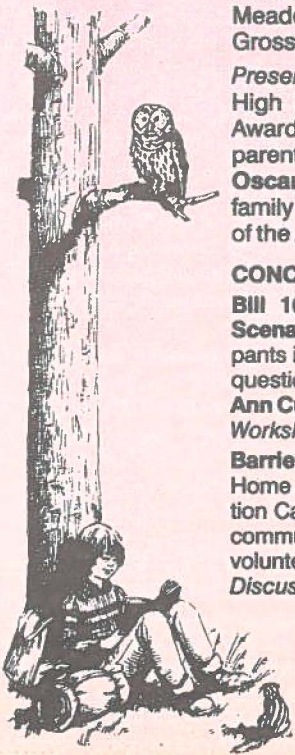
Presenters: Diane McLean-Heywood, learning consultant, Lakeshore School Board; and Michael Weiner, President, North Island Laurentian Teachers Union.

Mutual Respect within the Family — Can the individual needs of each member of busy, active families be met, while at the same time maintaining mutual respect and harmony? Marg Mitchell (Social Development consultant, LSB) and Ed Cukler (psychologist, PSBGM) suggest that it is possible and offer practical techniques.

WHEN: Saturday, October 23, 1993

WHERE: John Rennie High School (Pointe Claire)

TIME: 8:00 a.m. to 3:00 p.m.



continued on page 6

OCTOBER 1993

SUN	MON	TUE	WED	THU	FRI	SAT
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24	25	26	27	28	29	30

Sat. Oct. 23rd
at
John Rennie
High School
in
Pointe Claire
8:00—3:00

Mark your calendar now!

Quebec Federation of Home & School Associations

FALL CONFERENCE OPEN TO ALL

For a preview flyer call (514) 481-5619

Editorial

Restoring our faith in human nature

Barbara Milne-Smith: Super Saleswoman

I think we would have to agree that Barbara Milne-Smith is quite a saleslady. Over the years, who of us has not fallen prey to her wiles in getting us to take on some task or other...her greatest selling point was usually that somewhere along the way she had done the task herself.

Her latest triumph was the piece she wrote for the Home and School NEWS in April outlining the situation in New Richmond as a result of the fire they had in March.

When the article was read from the lectern at Valois United Church the congregation responded with cash donations totaling \$159 and twenty boxes of books...both of which have since been dispatched.

It is good in these times of what sometimes might be characterized as an attitude of cold calculating worldliness we see flashes of things that restore our faith in human nature and that people will still respond positively to the needs of others.

Jacques Demers: A Class Act

I write this as one who has not always been a Jacques Demers supporter. As an old coach, I was not altogether sold on some of his methods and sometimes questioned his sincerity but it now appears that he knew things I didn't.

Over the winter, Jacques Demers has made believers out of a lot of us and his leadership during the Stanley Cup play-offs has been exemplary.

In this age of role models we sometimes look to the sporting community for public images that are not always forthcoming. Whether the athletes accept it or not, our children pattern their behaviour after their idols and sometimes the examples they see are not too positive.

That is why the leadership of Jacques Demers is so encouraging and he led the Montreal Canadiens to more than a Stanley Cup.

He has taken a group of young men, some of whom "have had greatness thrust upon them" and in a situation quite foreign to them in that they are more affluent than they have ever dreamed of being as well as being the objects of public adulation and taught them how to handle these challenges with skill and humility.

He has taught them how to keep their feet on the ground by his now famous quote, "We haven't won anything yet," until the final game had been won. He taught his charges to live and play as a unit and subjugate their own feelings and wishes for the good of the whole...not a bad lesson.

Not only was Jacques Demers a major factor in bringing the Stanley Cup back to Montreal, he did much more than that. He taught his players some lessons in positive living that will be pertinent long after their playing days are over.

G.R.

Opinion

The principal: What experience teaches

Reprinted from *The Canadian School Executive*, Nov '92, with their permission.

A principal with more than twenty years of experience shares his wisdom, laying out principles that underscore his success.
Ronald G. Macfarlane

I have spent too many hours listening to administrators bemoan the sad state of teachers and dreaming of what they could accomplish if only they could rid the system of the poor teachers who fill our classes. I have been a principal for 20 years, and have come in contact with hundreds of teachers during that time. I can think, if I really try, of fewer than five who were truly detrimental to the profession. The others were mostly journeymen teachers, like the rest of us, trying to do the best they could for their students. Some were superstars, and it would be really nice if we could fill the classes with them. But life does not work that way. Science is not pursued only by the Dr. Salks of this world and hockey is played by others than Wayne Gretzky. Rather than wasting energy on the minuscule numbers of incompetents, let's treat the dedicated teachers with the support they deserve. Not only will they appreciate it but the confidence it gives them will make them even better teachers. Trust is a great labour saving device.

Always expect the best. "Treat people as if they were what they ought to be, and you help them become what they are capable of being." Johann Wolfgang von Goethe

This applies to all members of the school community, especially to students.

Once I was principal of a school whose extra resources depended on the number of students who were functioning at levels two or more grades below the norms. When I arrived all of the teachers' energies were misguided; they were trying to prove how desperately ignorant their charges were. We decided as a group to forget the privileges that went with failure and to emphasize the things the students could do well. Instead of opting out of the board's standardized tests, the practice I inherited (there was fear of the community's reaction when the "low" scores became public knowledge), we opted in and taught the students with the assumption that they could succeed. Within two years this inner city school was challenging schools in the most affluent areas. We had a higher grade three mathematics score (mechanical functions) than the most affluent, and our language skills (excepting comprehension) were right on par for grade level. We even entered and came third in the regional public speaking contest - something the school had opted out of in fear of dismal failure and embarrassment. With horror I think of how poorly those students would have done if the efforts of the staff had continued to be directed at providing proof that they were incapable.

Too many districts still grant resources for "identified needs." I suggest that schools which are presently operating under this scheme be guaranteed the resources for a fixed period, say three or five years, regardless of the performance of the youngsters. The staff will no longer have a stake in failure, but will be able to fulfill their need to do a good teaching job. The self esteem of both teachers and students will soar, as will the academic achievement of the "less able."

The same principle applies to staff. Assume that every teacher is there because he or she wants to teach students. Preface requests with comments which indicate that this assumption has been made. How many will say that you are wrong? Make a point of catching teachers doing something right and commenting on it, mention the staff in all written communications with parents, let them know that they are doing a good job, and never fail to pass on a compliment that comes from a parent. Usually such compliments are meant for teachers; administrators just happen to be more available.

The more you trust teachers, the more they will deliver

I have worked in a Social Affairs School, as principal of the school portion of treatment programs scattered around the city, separated by as many as 50 kilometers. The teachers in these four institutions were, of necessity, forced to make many of the decisions which are normally made by the on-the-spot

administrator. They developed greater self-confidence than teachers with on-site administrators; in addition, their decisions were mature, considered, and defensible. Never in four years was I in the position of seriously questioning any of the decisions taken.

Decided what we are. "The purpose of life is a life of purpose." Robert Byrne

Schools cannot be all things to all people. Would you go to a doctor who also advertised that she was a tax planner? Every ill found in society is turned over to the schools. Racial tension? - Let the schools introduce courses on multi-culturalism. Sexually transmitted diseases? - A new curriculum in the morals course will solve that. Poverty? - Schools will identify the needy and distribute snacks or cafeteria tickets. Pregnancy? - Schools will be both information centers and dispensers of condoms. Legal troubles? - The schools will provide crisis teachers who will act as intermediaries with the law and the social workers. One colleague recently remarked to me that we will soon be inoculating students against childhood diseases!

Parents have abandoned their responsibilities to counsel and control their children. All parental duties have been assumed, one by one, by the schools. The school day has not lengthened, the personnel have not multiplied: only the jobs have.

The time has come for schools to declare that they are institutions of learning and that they can promote first class learning only if this is recognized by society as their primary function. To fail to do this will result in two massive failures:

- 1) Able, adjusted students (or their parents) will more and more opt for the private system.
- 2) More importantly in the information age, society will be deprived of the leadership potential that will remain dormant in the thousands of children who will be going through semi-schools.

Real schools should teach only mathematics, reading, physical education, and critical thinking.

Be yourself

Every educator must have a written mission concerning:

- What is our role?
- Who is in our constituency?
- How do we balance our responsibilities to students, teachers, and parents?
- How much of our time will we allow our professional role to claim, how much will we reserve for family, children, the pursuit of personal interests?

Only by keeping these considerations in perspective can we face the real challenges of the day. If we have decided that our first professional responsibility is to the children in our care, we will be less stressed when faced with a conflict involving a teacher whose attitude or actions are unfair to children. When we are requested by central office or parents to spend yet another evening doing committee work, we will with all tranquility refuse if that is in conflict with a conscious decision to limit such evening work to a set number of evenings a month. Nothing is more sad than the professional guider of youth who rarely sees his or her own. Nothing is more cutting than the educator who sees the damage workaholic does to other families but allows it to attack through the front door.

Most of us would feel little stress if asked to murder someone - that action is against our basic principles and would be dismissed out of hand. We feel professional stress because we have failed to adopt a comparable code of conduct, a guide that allows us to settle easily the questions which face us every day.

By doing this, we will earn the respect of children, staff, and parents, for study after study indicates that the respected individual is the one who knows what she or he believes in and acts accordingly. Even those who disagree with the actions respect the individual. In this way, when we leave at the end of the day, we will know that we stood for something, that we were our selves, and that we were true to ourselves.

Ronald G. Macfarlane is Principal at Royal West Academy in Montreal.



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

Quebec Home & School NEWS

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Letters to the editor

The Ministry of Education is interested in having French schools in Quebec take part in Teacher Appreciation Week, which is sponsored in Canada by the Canadian Home & School. Mary Campbell works in the Direction des Communications with the MEQ and has written to various schools in Quebec who have taken part in TAW.

Dear Ms. Campbell,

When I opened your letter, I was both delighted and dismayed. Delighted to see that Home and School is taking a leadership role in recognizing our teachers and dismayed that, as an individual, I have let Teacher Appreciation Week slip by this year without a single "We love our Teachers" button, balloon, or pencil.

Not that we haven't planned activities. The School Committee organizes a luncheon for the teachers at the end of the school year, and all parent groups — School Committee, Home and School, and parent volunteers join in the celebration. It's a party where we all have lunch together.

During the official QFH&S teacher appreciation week, our Home and School planned to have a guest speaker come and talk about Media Literacy. This event had to be postponed and we chose to combine it with our Mozart, Muffins and Meades pancake breakfast. The talk was very successful and it gave all of us — parents, teachers, and students alike a chance to share some information. Not quite appreciation — more like a friendly partnership.

But my heart longs for those pencils. They have a clean, crisp white background, are decorated with hearts, and have "we love our teachers" printed in red along the side. In my mind I can see myself placing them in the teacher's boxes, and then imagine the looks of delight and surprise when they are discovered.

How have I expressed my appreciation to the teachers this year, now that I have graduated to secondary school? A high school, I have discovered, is a very complex place. Unlike the closely knit environment of the elementary school, here there is so much activity and so many teachers that no one can stay "au courant". The gap between the home and the school can be enormous. In order to bridge this gap, I started the year by writing articles for QFH&S News. It would be one way for the parents to learn more about the school and how they could get involved. Then I started a school newsletter for the parents. I found myself fascinated by all the things which were happening at the school. I read the school bulletin in order to glean more information about school life and attended as many events as possible. I found out that I really love to write! (as you can no doubt tell!)

I chose to use this medium to express my appreciation for the teachers on an ongoing basis. I try to highlight different events and different people every time I write. If I had to choose an activity for teacher appreciation week, I would ask that parents take a pencil, reflect for a little while, and write of a moment in their child's school year when they really appreciated the teacher. This story should be shared with the teacher, the child, and other parents. We would have a look at the strengths of our schools through the eyes of the parents. It would help to strengthen our partnership between the home and the school and the cost would be those things which any teacher would really appreciate from a parent, (or a student, for that matter!) — time, effort, and caring. It would show our children that we are willing to put effort into our homework, too. For Teacher Appreciation Week really can be expressed with a pencil — not necessarily the new unsharpened one with its promise of the future, but with a well-worn one, used as a tool to create words of thanks.

Anna Marrett

Vice-president Westmount High Home and School
Parent Animator for Westmount High.

The letter below was written to the parents at École Primaire Beaconsfield and appeared in Contact, June '93, the school's newsletter.

Message from the editor

This is the last issue of Contact ... it's hard to believe that the school year is coming to an end. I have appreciated my experience but I must confess that without Maria Cranker I would not have been as successful. What I have learned throughout this new experience is the incredible involvement of all the members of our school, from the director, the secretary, the teachers, the parents, the volunteers, who are so numerous at EPB, the students and their families. This year also marks my departure from this school, after having been a member for the last

ten years. It is now time to turn the page, and I must be honest, I feel sad, more so than when I was young and walking out of my school for the last time after graduation. My involvement with the school has made me realize how lucky I was to belong in this community, to be part of an exceptional school where everyone cares and works at making a difference in our children's lives, in our community's evolution, and, in the long run, a difference in everyone's life...a better life. The children of our school know that everyone cares; they know that they are special and precious to us, and I believe that it will show in themselves throughout their lives.

I wish to thank everyone for their help. I appreciate your



Co-President's Message

Kids are worth it

In 1989 the United Nations General Assembly proclaimed 1994 as the International Year of the Family. The emblem chosen for this theme is depicted and explained below. It is meant to symbolize "life and love in a home where one finds warmth, caring, security, togetherness, tolerance and acceptance". In our ever changing social climate it is increasingly obvious that our schools are often a home away from home for many children. I feel justified in suggesting that as Home and Schoolers we can embrace these ideals while we work hand in hand with parents, children, administrators and staff. Please take a moment to read the explanation below and think about how the word school can be substituted each time you see the word home or family. Each of us, through our local associations, can help make our schools a pleasant and rewarding experience for our children.

Accordingly Q.F.H.S.A. has also decided to highlight *The Family* for the coming year. The theme for the Fall Conference is

"Family Matters — Our Children, Whose Responsibility?" The conference will be on October 23, 1993, at John Rennie High School in Pointe Claire. Once again there will be interesting and timely guest speakers and workshops. I challenge every member who has attended our conferences in the past to register early and to bring one new member along to enjoy the experience — it is best when shared.

The year 1994 is also a significant one for Q.F.H.S.A. as we will be celebrating our 50th anniversary. The Executive and Board of Directors would like to ask your help in choosing an exciting project to honour this specific occasion. If you have any ideas please call the office.

It appears that the upcoming year will be one of change and perhaps compromise. I believe that each of us has an important role to play and I hope that together we will make a difference. It is important for us all to remember that —

KIDS ARE WORTH IT

Wendy Buchanan



A heart sheltered by a roof, linked by another heart, to symbolize life and love in a home where one finds warmth, caring security, togetherness, tolerance and acceptance — that is the symbolism conveyed by the emblem of the International Year of the Family (IYF), 1994. The open design is meant to indicate continuity with a hint of uncertainty. The brushstroke, with its open line roof, completes an abstract symbol representing the complexity of the family.

Dear Fellow Home & Schoolers:

We (New Richmond High School) thank you for your support following the loss of our school. Other schools and individuals have been most generous (especially in the Aylmer, Beacon Hill and Pointe Claire areas).

Hopefully we will have our new

school by fall '94. Until then my car trunk is my mobile resource center between "halls and mobiles". But we realize how lucky we were to get everyone out safely.

Thanks again.

Sincerely,
Peggy Aitken

Ed. note:

Peggy is a teacher at NRHS as well as a past president of their Home & School. She is presently a Vice-President on the executive of QFHSA.

understanding for having sometimes forgot some of your material or lost it...Special thanks to Marc, for his constant support and affection, and Lise Bonhomme my friendly smile. I will miss you so... Johanne Landry for her devotion which has already proven beneficial; Jason will always remember your genuine concern.

The most important in life are the people that touch you and make you feel worthwhile. May you all be so blessed...have a good and safe summer, and to all a happy and prosperous life.

Micheline Berlin, Editor

The Institute
for the Prevention
of Child Abuse



L'Institut pour la
prévention de l'enfance
maltraitée

The Institute for the Prevention of Child Abuse presents its 8th Annual Conference, Focus on Child Abuse: Stop the Hurt, October 25-27, 1993, at the Regal Constellation Hotel, Toronto, Ontario.

For details contact Professional Services, IPCA, 25 Spadina Road, Toronto, Ontario M5R 2S9. Telephone (416) 921-3151, Fax (416) 921-4997.



FOCUS on MEMBERSHIP



As we head towards the year 2000 QFHSA needs your support

THE BEGINNING OF A NEW SCHOOL YEAR is an exciting time when parents, teachers and students are filled with the anticipation of a year of academic achievement and overall success.

It can and will happen if we all — parents, teachers and students — WORK TOGETHER to make it happen. The schools themselves can not do it alone; parents must support their efforts and complement them by their own efforts at home. *Parents much be involved in the educational process.* Every study done proves that parental involvement increases student achievement.

Parents, working together, can also bring about changes which will improve our children's education and well-being. Together we have a voice and we all know that the louder the voice the better it is heard. An effective way to increase the volume of that voice is by joining your local Home & School

Association. When you join your local association you automatically become a member of both the Quebec Federation of Home & School Associations and The Canadian Home & School and Parent-Teacher Federation.

In the United States, Home & School is known as the PTA (Parent-Teacher Association) and with good reason. It is a partnership of parents and teachers working together for the benefit of all children. At QFHSA we see PTA as standing for "Parents + Teachers = Action".

If you want to be involved in your child's education and have a say in what form it takes, join Home & School. We have been speaking on behalf of parents for almost 100 years. We are an independent organization and, in order to remain independent and to be able to present parents' opinions without interference from "vested interests" groups, we need

you. One of the principal aims of QFHSA is to inform parents. The newspaper you are reading now is one of the ways in which we achieve this goal. Others are through conferences and workshops held throughout the year. **EVERYONE IS WELCOME TO ATTEND.** Workshops are not just for the Executive members of your local Home & School, they are for every parent and community member interested in children.

Across the country in recent years the number of volunteers has declined. We must try to turn this around. If we do, everyone will benefit — you, your children and your school. QFHSA is only as strong as its membership. We urge you to JOIN HOME AND SCHOOL. If there is not a Home & School Association in your neighbourhood — start one! You can also join as an individual family, or have your school join as a Group Affiliate Member.

Home & School Associations Celebrating Anniversaries this year



We would like to congratulate those Home & School Associations who are celebrating "milestone" anniversaries this year. On behalf of the children in your schools we thank you for all your hard work over so many years.

40 YEARS AS A H&S (1953)

New Carlisle High

New Carlisle
[in the Gaspé]

30 YEARS AS A H&S (1963)

Westpark Elementary

Dollard des Ormeaux

Our QFHSA records only go back to 1944, when the Federation was begun, Founding Associations in 1940 and still active are Westmount High and Roslyn (Westmount). The then President at Roslyn, Leslie N. Buzzell, organized 16 associations into a Provincial Council in 1940 — the forerunner of QFHSA. At our annual meeting each year we present the Leslie N. Buzzell Award to recognize outstanding service to QFHSA and to the cause of furthering the aims of Home and School and education.

NEW! "Kids are Worth It" buttons



**GET INVOLVED...
BE INFORMED...
JOIN YOUR
HOME & SCHOOL
ASSOCIATION!**



MEMBERSHIP IDEAS



There are three major reasons why people join a group:

- They like the task or activity of the group.
- They like the people in the group.
- The group provides a means of attaining certain personal goals.

With these basic principles in mind, construct a membership campaign which reflects the needs of the people you are hoping to reach:

DEFINE AND PUBLICIZE THE OBJECTIVES OF YOUR ORGANIZATION:

1. Inform parents of education and related concerns so they are able to effectively participate in achieving the best possible education for their children.
2. Speak with conviction of these values when recruiting members.
3. Illustrate that participation through membership is a major step towards achieving those goals, that everyone benefits from a strong organization.

4. Strive for a successful association where membership is a valued asset.

CREATING A FRIENDLY AND WELCOMING ENVIRONMENT:

5. Encourage cooperation in all endeavours; discourage competition and criticism.
6. Involve as many people as possible in the membership drive and subsequent activities.
7. Greet everyone at an open house, general meeting, or kindergarten registration. Be especially friendly to new members (be aware of the negative affect of cliques). Send a letter of welcome from the President to newcomers.
8. Make the functioning of the group a pleasant, social activity that cultivates friendship.

ENCOURAGE MEMBERS TO SEEK PERSONAL GROWTH:

9. Provide an opportunity for members to increase their knowledge, promote self-confidence, learn new skills within a framework of friends and supportive colleagues.
10. Recognize success; give individuals and the group a sense of achievement.

AIMS OF THE ASSOCIATION

- To provide facilities for the bringing together of the members of Home & School Associations for discussion of matters of general interest and to stimulate cooperative effort.
- To assist in forming public opinion favourable to reform and advancement of the education of the child.
- To develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education.
- To raise the standard of home and national life.
- To maintain a non-partisan, non-commercial, non-racial and non-sectarian organization.

APPLICATION — QFHSA

Supporting (Family Membership) . . . \$12.00

Affiliate (Group) Membership \$50.00

eg. School Board, School Committee, Parents Committee, School Council

Name _____

Address _____

Postal Code _____

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

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

When One Person Speaks Alone

When one person speaks alone, it's an opinion.
When 10 of us speak together, it's a concern.
When 50 of us speak together, it's a strong suggestion.
When 200 of us speak together, it's a movement.
But when the 5000 families and 100 Group Affiliates speak together, it's a victory for children!



Social Affairs/Support Services Committee

Pat Lewis

PORNOGRAPHY & CHILDREN:

On June 15th MPs passed legislation to outlaw possession of pornography involving children, after expanding the law so that it bans written material and explicit pictures of children's sex organs. The bill was unanimously approved, but now must pass the Senate and receive royal assent to become law. The bill is aimed mainly at pedophiles who make and collect kiddie porn and distribute it to underground networks. The MPs had been told that the bill was too broad to survive a constitutional challenge because it might seriously inhibit legitimate expression. But the MPs said they were willing to take the risk of violating the charter of rights "because most Canadians would view this as a perfectly legitimate restraint on freedom of speech," especially since works with artistic merit or for scientific, medical or educational purposes would be exempted.

UPDATE ON AIDS: Twelve thou-

sand delegates and 1400 journalists attended the recent Conference on AIDS in Berlin. There was a mixed message for Montrealers from the meeting. According to new estimates 1,000 to 2,000 people in Montreal get infected with HIV each year. The McGill Centre for Medicine, Ethics and Law said that the health-care costs of AIDS

appear to be far less than predicted. One doctor who works in central and north-end Montreal said he is treating more and more young patients who have caught HIV from injecting heroin and cocaine with dirty needles. Although the AIDS rate in Quebec is lower than in Ontario or British Columbia, incidence among women is four

AIDS AWARENESS WEEK 1993

OCTOBER 4-10

SEX EDUCATION BOOKS AND MATERIALS

by John DeNora

It goes without saying that sex education should be found in every home. I really believe, that as soon as our children begin asking questions, we must give accurate informed answers. Sometimes, as parents, we feel fearful that our answers are inadequate or we are too shy to discuss sexuality with our children. If you do feel shy the best approach is to admit it to yourself and your children. In so doing you might find that you will then be able to take the necessary step leading to a greater comfort level.

Looking at and reading books on human sexuality is one way of reaching for a greater ease with this subject. Below please find a list of suggested books that you might consider borrowing or purchasing:

1. *I'll Be Home Before Midnight and I Won't Get Pregnant*. This book by Tony Wolf is for adolescents and parents. Written in a humorous vein it presents many scenarios with which you will be able to identify. (in the \$10-15 range)
2. *Family Book About Sexuality*, revised edition, by Mary S. Calderone and Eric W. Johnson. As usual, Mary Calderone gives us a wonderful panoramic view of sexuality. Truly a book for the whole family. This book has a concise A to Z Encyclopedia and several pages of suggested reading starting at the level of young children and going to adults over sixty. Wonderful. I got this book at bargain prices at Russell's Bookstore at 275 St. Antoine West near Bleury. Great second hand bookstore.
3. *Changing Bodies, Changing Lives*, by Ruth Bell. Another excellent book for parents and teenagers. Could be in the \$20-range. Look for the latest edition.
4. *Now That You Know*, by Betty Fairchild and Nancy Hayward. If, in your family, you are dealing with homosexuality, this book is indispensable. Written in a sensitive clear fashion by two mothers who

have lived and dealt with this topic in their families. I found this book at Androgyny, 3636 St. Lawrence near Prince Arthur. Should you be searching for more written information on homosexuality, I suggest you write to the Federation of Parents and Friends of Lesbians and Gays Inc.: PFLAG, P.O. Box 27605, Washington, D.C., 20038-7605. This organization has a multitude of useful materials for both parents and teenagers.

5. *Talk About Sex*. This 46-page booklet published by SIECUS is "designed to help teenagers communicate more openly and effectively about sexuality and HIV/AIDS through clear straight-forward information and instruction." May be purchased for \$2.00 US funds from SIECUS, 130 West 42nd Street, Suite 2500, New York, NY 10036.
6. *Sex With Love*, by Eleanor Hamilton, PhD. I am not certain if this book is still available through bookstores. Try your local community library. I have used this book for many years. Excellent information.
7. *Sex Stuff for Kids 7 - 17*, by Carole S. Marsh. Good book for everyone that should be available through bookstores.
8. *David Suzuki Talks About AIDS*, with Eileen Thalenberg and Peter Knutsten. Good primer book for teenagers and parents. Available in paperback edition at \$4.95.
9. *Sexually Transmitted Diseases*. This 35-page booklet is free and is available from the Federal Centre for AIDS, Health Protection Branch, Health & Welfare Canada, 301 Elgin Street, Ottawa, K1A 0L5. Also free and available at the same address is "Canada Youth & AIDS Study." This important report should be mandatory reading by parents and teachers. Excellent.
10. *A Book About Sexually Transmitted Diseases*, by Donna Cherniak. Excellent book available through Montreal Health Press, P.O. Box 1000, Station Place du Parc, Montreal H2W 2N1. Telephone them at 282-1171 to check the price, which is probably in the \$4 range and to order other publications: a) a book about birth control, b) a book about sexual assault, and c) a book about menopause. All books from Montreal Health Press come highly recommended. They are also available in French. The above four books are obviously for older teenagers and adults.

I hope the above list proves useful and meets your needs. Bookstores now carry books for the younger crowd (under ten). You can find some really interesting and visually pleasing books in this age group. Young children love to have adults read to them. This is a great way to introduce the subject of human sexuality. If anyone wishes to have more information on any of the reading materials I have mentioned, I will be glad to pass it along.

(If you would like to discuss any of the above in more detail, you can contact John DeNora through the Home & School office, 481-5619.)

times higher than the Canadian average.

Researchers show that the prospects for a therapeutic vaccine are now less promising, and therefore efforts for a preventive vaccine should be redoubled. Genetic engineering is now the most promising research field in which to find a cure for AIDS. The World Health Organization recently said that more than 14 million people have been infected by the virus.

AIDS has become a leading killer of young adults. Adolescent and young-adult HIV transmission guarantees the continuation of the AIDS epidemic. One study shows that because HIV has such a long latent period, deaths are going to continue to rise. Prevention appears to be the problem. Three ways to avoid getting HIV are: abstinence from sexual contact, keeping to a single partner and protected sex with a condom.

TEENAGERS AND DEPRESSION: A survey of young Quebecers has found that teenage girls have the highest rate of mental-health problems among young people aged 6 to 14. One in four adolescent girls is affected by emotional problems, such as anxiety or depression. This rate is twice as high as that among boys the same age; yet boys are treated twice as often as girls. It has been found that 10 per cent of teenage girls had considered suicide. Look for further reports from this study, which will be made in the fall.

YOUTH AND STEROIDS: A recent national student survey reports a staggering problem in Canada of the use of drugs, particularly steroids, by youths involved in amateur sports. It has been estimated that 30,000 Canadian males between the ages of 16 and 18 are using anabolic steroids, and as many as 83,000 youths between the ages of 11 and 18 have used steroids in the last 12 months. These figures have been reported for the Canadian Centre for Drug-Free Sports. The problem is not only related to sports. Almost half of steroid users wanted to change their physical appearance. Over a quarter of a million athletes between 11 and 18 years of age use painkillers to enhance performance and 94,000 use stimulants. A recommendation has been made to beef up legal controls on anabolic steroids and human growth hormones. A bill to that effect is presently before the Commons.

FAMILY VIOLENCE: The July issue of CANADIAN LIVING has an article called "Nobody Messes with My Kids," which deals with the question of sexual abuse of children. See RESOURCES following this report for help if you have or know of such a problem.

A recent conference on children and violence was told that our society must make non-aggressive

men its male role models if it wants to lessen violence. James Gargarino of the Erikson Institute for Advanced Study in Child Development told the conference that if we want a less violent society, we have to be less violent. It is that simple and that hard.

The head of the Ontario Human Rights Commission has warned that violent anti-racism demonstrations might escalate if the government does not stop a surge in attacks by racists and skinheads. Groups that promote hatred are becoming increasingly bold and attack members of minority groups and recruit young people in schools.

SMOKING: A new rule that bars minor-league baseball players from using chewing tobacco at games or during travel has upset many young players. Via Rail has



banned smoking on trains in the Quebec City-Ottawa-Windsor corridor since June 1st.

Babies whose mothers smoked during pregnancy are at greater risk of crib death, according to a recent survey.

Dr. Alexander Glassman of Columbia University has concluded that cigarette smoking is not just a bad habit, but it may be linked to depression, alcoholism and schizophrenia. This was reported in the American Journal of Psychiatry.

It has been estimated that more than 100,000 Canadian children and teenagers take up smoking every year. New regulations from Health and Welfare will require that tobacco manufacturers be forced to put stark health warnings on each pack of cigarettes sold in Canada.

HIGH SCHOOL VIOLENCE: The Montreal Catholic School Commission will spend \$1 million next year to combat the increasing violence and disruptive behaviour in its high schools. There are two sides to the program: one will try to instill school spirit in students and the second program will help troubled youngsters. Parents consider discipline the most important factor. The MCSC says the troubles in the schools stem from increased poverty, hunger as well as child abuse. The program emphasizes the need for preventive action. Measures include tutoring and training programs for young teachers on how to manage classrooms.

POSSIBLE RESOURCES:

1. A series of booklets on counselling for sexually abused children is available from The National Clearing House on Family Violence, Health and Welfare Canada. (They do not offer counselling services.) Phone: 1-800-561-5643.
2. The National Film Board of Canada has a video for kids called FEELING YES, FEELING NO, available from NFB offices and many libraries across Canada. (This is a sexual assault prevention program for young children. It's divided into two sections: one for parents and professionals, the other for children and their teacher.)

LA SEMAINE DE
SENSIBILISATION AU
SIDA
DE 1993
DU 4 AU 10 OCTOBRE

New School Boards continued from page 1

education of handicapped students are only two of a list of contentious topics... consultation procedures, busing practices, noonhour programs, gifted education and the 'international school' phenomenon, financial support for disadvantaged areas, preschool programs, etc.

While debates on these substantive issues will be going on, there will be a whole 'structural' discussion taking place — what size and territory must be established by the government for the new Boards and how will the confessional boards in Montreal and Québec evolve, then how to assign the human, physical and financial assets of the current boards to the new ones.

Again, because the elements to be blended are more significant in areas where there are French Protestant, and English Catholic and Protestant schools, it is here where the discussions may be more complex and prolonged.

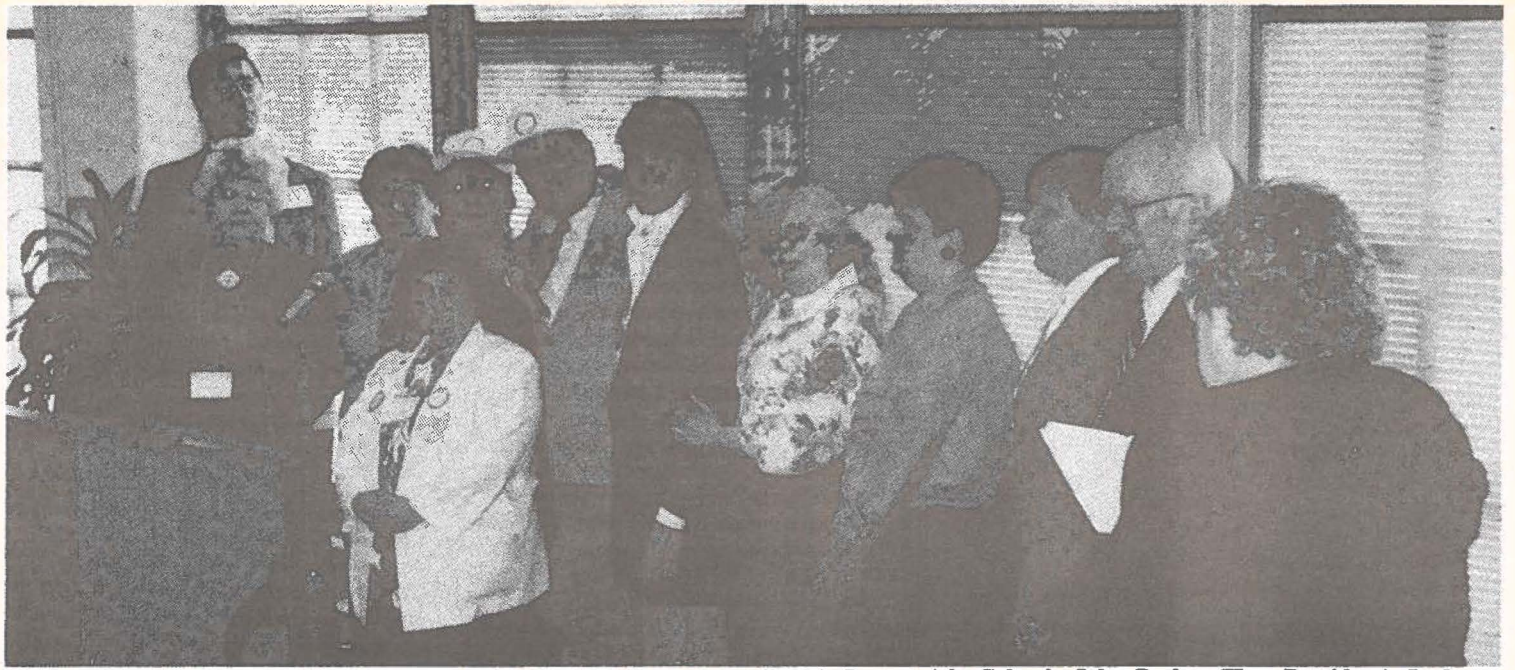
Faced with a complex task, two philosophies will probably be at odds.

On the one hand, many administrators and school board officials will take the position that changes at the school level should be minimized, that new boards should be created simply by altering the umbrella structure and incorporating existing schools, attendance areas, religions, etc. Opposing this view will be those who see in the re-structuring an opportunity to create new and more 'rational' networks of schools, programs and services, and even to establish a completely secular educational system.

It is because of this very uncertainty that parents, through Home & School Associations, School Committees and Orientation Committees, must focus their attention on the large issues which must now be examined. School communities must identify the elements which they wish to retain, or alter, in the reorganization to come.

With a shopping list of educational programs and school attributes in hand, parents will then be well placed to react quickly and decisively to proposals coming from the Ministry of Education, from Provisional Councils or from individuals and groups associated with current school boards.

*Bill Stockwell, Secretary General
Lakeshore School Board*



NEW HOME & SCHOOL EXECUTIVE FOR 1993-94: From left, Debbie Brown, Ada Colomb, John Parker (Hon. President). In front, Howard Solomon, Margaret Funnell, Anne Swettenham, Co-Presidents Wendy Buchanan and Allan Locke, Patricia Waters, Betty Lou Manker, Rickhey Langlois. Far right, Helen Koeppel reads duties of officers. Missing from picture are Peggy Aitken and Ann Bishundayal.

Youth Science Foundation

New direction for Canada's most important youth science organization.

The Youth Science Foundation is embarking on a new direction — one that will place it at the forefront of the issue of science literacy among young people in Canada. The YSF, currently responsible for the Canada-Wide Science Fair, is expanding its mandate to develop a greater interest in science and technology among young people and to increase its membership. The YSF is eager to work with corporations and associations to help it reach its goals.

The YSF was founded in 1966 to promote out-of-school science activities. Since then, it has always strived to provide exciting opportunities for young Canadians to explore the world of science and technology.

Jim Fenwick, President of YSF, says: "It is important for us to both broaden our scope and our mem-

bership. In the next decade, the ability of young Canadians to understand scientific concepts and develop new technologies, will have an enormous impact on the country's economy."

"Each year more than 20,000 students and twice as many parents and teachers, are involved in over 100 regional science fairs across Canada. Selected winners of these fairs get the chance to compete at the Canada-Wide Science Fair. We would like to see even greater participation in the future, to assure that hundreds of thousands of students have an interest in science fairs and go on to pursue careers in science and technology."

This year's Canada-Wide Science Fair took place in Rivière-du-Loup, Québec, from May 16 to 23. Awards, valuing more than \$100,000, contributed by 41 corporations, associations and government agencies, were handed out to the very deserving young science and technology enthusiasts.

The top winners were **Nathan Litke**, a grade 13 student at Laura Secord Secondary School in St. Catharines, Ontario; **Tariq Remtulla**, a grade 10 student from Calgary, Alberta, and **Jaisel Vadgama**, a grade 8 student from Calgary.

Congratulations to all the winners.

Ed. note: We are indebted to Bill for giving us his impressions of what the school board/school reorganization will mean at the local level to parents. Besides being a school board administrator, Bill has three children in school himself, so is very aware of the problems we all face.

Protestant Education Service Meets Different Parent Groups

Part of the role of the Protestant Education Service is to promote the Moral and Religious Education programme by informing parents about the nature and content of the course. Our Service also acts as a support to teachers by developing appropriate materials for their use as well as acting as a liaison between the Ministry of Education and the community.

As a result of a letter sent out early last fall to all school committee chairpersons, the Protestant Education Service received a good number of invitations last year to come and make a presentation concerning Protestant Education. The aims of the presentations were to inform audiences on the actual content of the Protestant Moral and Religious Education programme and its place in Protestant schools, particularly in the light of changes brought about by the new Education Act.

Using overhead transparencies, the curriculum, and videos depicting classroom situations, parents are able to explore, not only programme content, but also different approaches to the teaching of M.R.E.

In certain meetings, members of the audience wondered whether the programme was being fully taught in their schools, while in other areas people were not even aware of the existence of the pro-

gramme. Parents raised pertinent and challenging questions concerning other current issues such as school violence, sexual education, to name but a few.

One of the fundamental goals of Protestant education is to empower parents and families to be involved with education and also to promote "strong ties between the home, the school, and the community". (Protestant Education Values. Conseil Supérieur de l'éducation, p. 4-5.)

To that end, these informative meetings encourage a greater dialogue between home and school and foster the kind of co-operation needed to meet the many ethical and social challenges faced by parents, teachers, and students alike.

Our Service looks forward to receiving more invitations from School Committees, Home & School Associations, or parents, during the coming year. Meeting times and dates can be arranged so that our presentations can coincide with scheduled school meetings. Alternatively, if a more convenient time would be helpful for the community, our Service would be pleased to respond to specific requests.

For more information you may contact us: in Quebec at 418-643-4833 or in Montreal at 514-864-3507.

Suzanne Longpré

Beacon Hill School Kids for Peace

It rained on our Peace Picnic, so we had it inside of Beacon Hill School and that was fun. We invited the Mayor of Beaconsfield, Mr. Roy Kemp, because he said he wanted to see us again. And he came. Also, almost all of us had a parent or two with us. Margaret Mitchell of the Lakeshore School Board came too. She brought a woman from Uganda in Africa with her. This woman, Edith Wakumire, told us about her country, about her family and also about AIDS, which is very serious in Uganda.

We all played some cooperative games, and we rapped our Peace-Full Exercises. Most of the adults played with us in the gym. Edith Wakumire sang a special song for us also. It was a great surprise to have her visit us.

We had a surprise for her as well. It just happened that we joined in a campaign being run by the Canadian Physicians for Aid and Relief in which they are planning to plant 100,000 trees in Uganda this year. And our club is honoured by having 200 trees planted in our name in Uganda! We are proud that we are able to help out, as we learned how poor Uganda is and how the trees will help them. Women's groups will do most of the work there. We now have a poster from Africa telling about the campaign.

KIDS FOR PEACE wrote some stuff for School Scoops, and we're looking forward to the next school year.

*Frances McGregor, President
Hayley Reynolds, Vice President*



Mayor Roy Kemp of Beaconsfield, with Edith Wakumire of Uganda and Margaret Mitchell of Lakeshore School Board, surrounded by Kids for Peace at picnic, June, 1993.

More from our 1993 Annual General Meeting

Resolutions are a very important part of the QFHSA annual business meeting. Those resolutions that are passed by the voting delegates form the basis of Quebec Federation policy.

This year, prior to the vote on resolutions, the delegates broke up into smaller groups to "caucus": to discuss the resolutions in depth, ask questions of the person or school sponsoring the resolution and, in some cases, to make a change to the wording. The caucusing was fun, very informative, and a learning experience for all.

The resolutions are presented below with their BE IT RESOLVEDs.

Resolution 93/1 PARENTAL INVOLVEMENT — A PROVINCIAL PRIORITY

THEREFORE BE IT RESOLVED THAT Quebec Federation of Home and School Associations urge the Minister of Education to require all school boards to adopt a mandatory open door policy to allow and encourage parent participation at all levels of school life; and

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations recommend to school boards that their school administrators make opportunities available for shared staff-parent training sessions and workshops so as to ensure a unified parent-school community.

Resolution 93/2 PARENTAL INVOLVEMENT — A SCHOOL PRIORITY

THEREFORE BE IT RESOLVED THAT the Quebec Federation of Home and School Associations organize Parent Involvement Conferences focused on training parents in the process of shared decision making and on showcasing schools and school boards which have adopted an open door policy towards parental involvement and have school-based committees with parents as active participants; and

BE IT FURTHER RESOLVED THAT the Quebec Federation of Home and School Associations recommend to its locals that, within their budgets, they make an allocation for training conferences and educational workshops pertaining to leadership, shared decision making, group dynamics, interpersonal skills, etc.; and

BE IT FURTHER RESOLVED THAT the Quebec Federation of Home and School Associations recommend to its locals that the availability of these funds be made known to their parent community.

Resolution 93/3 CHARTER BUS SAFETY

THEREFORE BE IT RESOLVED THAT Quebec Federation of Home and School Associations urge the Minister of Transport to require charter bus companies hired by schools and school boards to transport children:

1. to ensure that their buses used to transport these children satisfy or exceed the present safety standards that are required for school buses.
2. to equip such buses with new safety equipment as and when it is required by law for school buses; and

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations urge the Minister of Transport require that charter bus drivers responsible for the safe transportation of children follow a driver training course equivalent to that recommended for school bus drivers.

Resolution 93/4 ADOLESCENT DRUG REHABILITATION SERVICES

THEREFORE BE IT RESOLVED

THAT Quebec Federation of Home and School Associations request the Minister of Health and Social Services:

- 1) to establish and provide recurrent funding for rehabilitative treatment centres and after-care services for adolescents who are chemically dependent on drugs and/or alcohol, along the lines of previously established models found in other provinces and in the United States; and furthermore that this funding not be taken from existing drug education funds, and
- 2) to cover under Quebec Medicare such

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation similarly to support the stand of the Coalition for Gun Control.

Resolution 93/8 MEDIA LITERACY IN THE SCHOOL CURRICULUM

THEREFORE BE IT RESOLVED THAT Quebec Federation of Home and School Associations request the Minister of

to urge its Provincial Federations to request their Ministers of Education to act likewise.

Resolution 93/9 SCHOOLS AND THE COPYRIGHT ACT

THEREFORE BE IT RESOLVED THAT Quebec Federation of Home and School Associations urge the Government of Canada to ensure that the fair use of copyright material by educational institutions is not compromised as a result of the second phase of the copyright legislation; and

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations request Canadian Home and School and Parent-Teacher Federation similarly to petition the Government of Canada.

Resolution 93/10 TASK FORCE ON ENGLISH EDUCATION — RECOMMENDATION (1)

THEREFORE BE IT RESOLVED THAT Quebec Federation of Home and School Associations urge the Minister Responsible for the Application of the Charter of the French Language, in conjunction with the Minister of Education, to recommend to the Government of Quebec that access to education in English be widened; and

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations request the Minister Responsible for the Application of the Charter of the French Language and Minister to Education to permit any child who has begun his/her education in English to continue his/her education in English.

Resolution 93/11 ASSIGNMENT OF SCHOOL SOCIAL WORKERS

THEREFORE BE IT RESOLVED THAT Quebec Federation of Home and School Associations request the Minister of Health and Social Services to direct that schools be assigned a social worker from the CLSC which serves the school's community, and that this social worker be empowered to work extraterritorially when necessary in order to serve all students in that school, regardless of where the student resides; and

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations request the Minister of Health and Social Services to see that there are enough additional social workers allotted to the CLSCs under the new reorganization, to avoid compromising school-based social services.



Margaret Funnell, QFHSA Resolutions Chairman, talks over the resolution on Learning Disabilities with Helen Koepp, Past President of Canadian Home & School, and Greg Graham from Aylmer Home & School and a Commissioner with the Western Quebec School Board.

treatment and after-care services for adolescents who are chemically dependent on drug and/or alcohol.

Resolution 93/5 DEFINITION OF "LEARNING DISABILITIES" USED BY THE MEQ

THEREFORE BE IT RESOLVED THAT the Quebec Federation of Home and School Associations urge the Ministry of Education to revise the definition of learning disabilities and handicapped students to include those with specific learning disabilities to bring it into line with the definition used by the Learning Disabilities Association of Canada; this revision should be made in consultation with representative groups of parents, teachers, and health professionals (i.e., doctors, psychologists, social workers, etc.), including, but not limited to, Home and School Associations, School Committees, Special Education Advisory Committees and Special Education Parity Committees.

Resolution 93/6 GUN CONTROL LEGISLATION

THEREFORE BE IT RESOLVED THAT the Quebec Federation of Home and School Associations support the stand of the Coalition for Gun Control and demand that the Federal Government amend its Gun Control legislation so that gun ownership be treated as a privilege, not as a right; the screening process for gun ownership be improved; military assault weapons, as well as large capacity magazines, be banned; all guns be registered and the sale of ammunition be controlled; and

Education to include media literacy and appreciation skills as an essential component in the existing curricula from kindergarten to high school, so that young people will have the opportunity to recognize and evaluate the nature of the value messages conveyed overtly or subtly by the media; and

BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations request the Minister of Education to ensure that the education of all teachers enables them to respond to the need of young people to be media literate; and

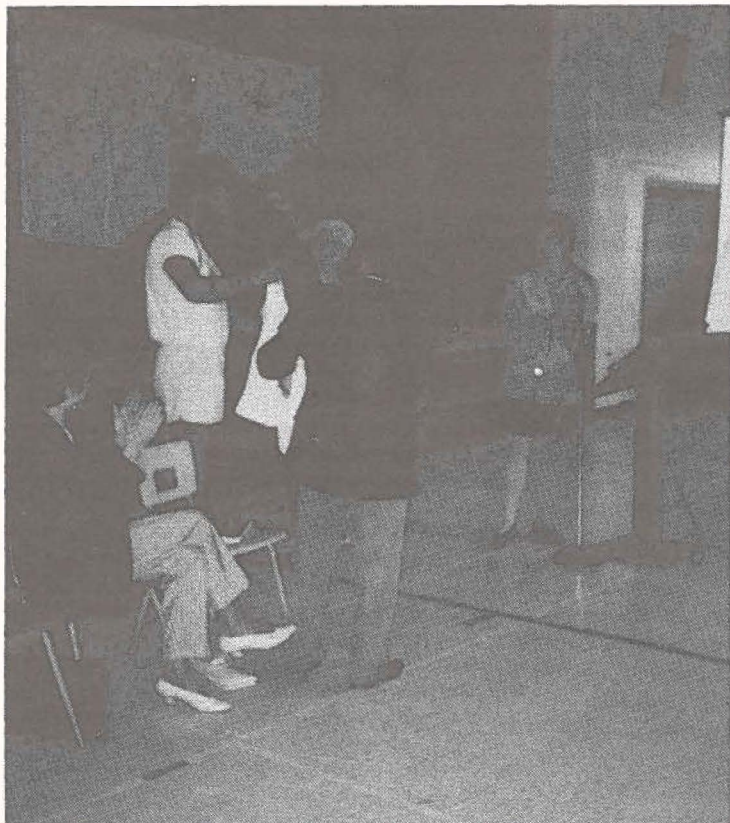
BE IT FURTHER RESOLVED THAT Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation



A "caucus" group discusses the resolution on the assignment of school social workers.

FOCUS on the LOCALS

McCAIG



Mrs. Betty Fox presenting a T-shirt to our physical education specialist and TERRY FOX RUN organizer, Rick Swarbrick.

The 1992-1993 school year was surely an eventful one for students, staff, parents and volunteers!

We learned from visits by the "Mad Scientists", the Eco Museum staff and the experts at the Strategic Learning Centre. We participated in a soccer festival, a dance festival and an Olympic Day. We enjoyed Heritage Day, Red Day and Staff Appreciation Week. We held a ski sale, a casino night and a spring raffle. We hosted the Science Fair, Authors' Night and our production of "The Kids From Camelot". We've started the Peer Mediation Program for conflict resolution and the monthly food basket program for needy neighbours.

Betty Fox visits McCaig!

One of the most memorable moments, however, happened in early June when the president of the TERRY FOX FOUNDATION, Mrs. Betty Fox, visited our school. Every fall since 1981, McCaig hosts a run to raise money for cancer research. All students participate because Terry Fox is revered as a truly outstanding Canadian hero in our school. For the fourth consecutive year, McCaig has raised more money than any other elementary school in Quebec. To date, McCaig students have raised close to \$70,000. Mrs. Fox came to honour our contribution, but we were the ones honoured, by her presence.

Dianne Skoda

ELIZABETH BALLANTYNE

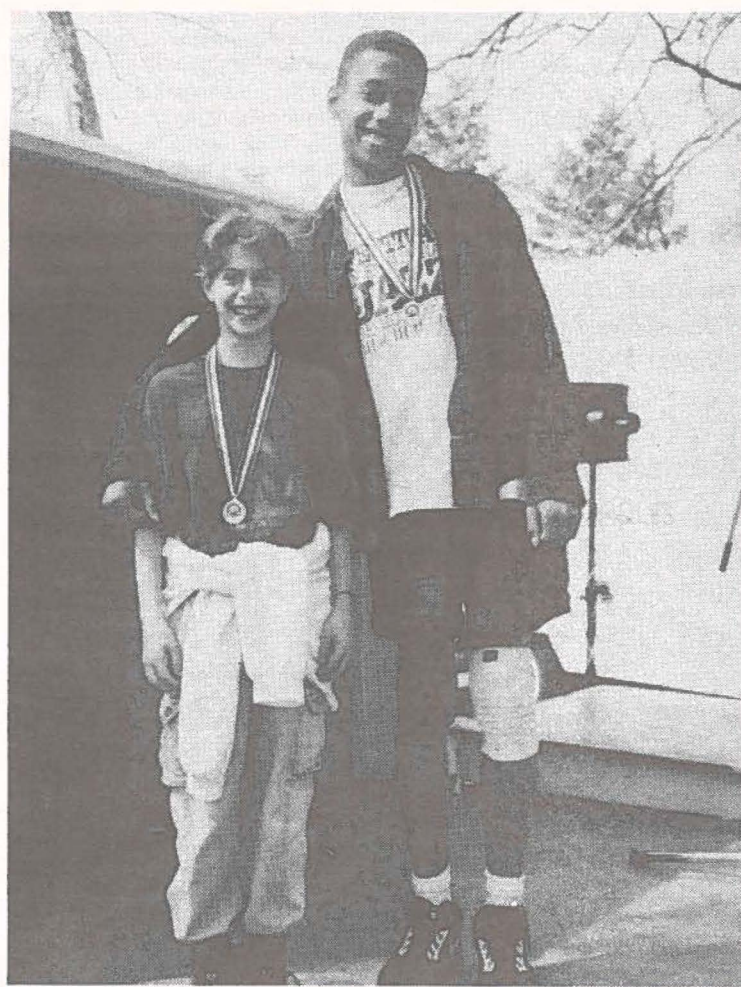
The month of June at EBS has been a most enjoyable and busy one highlighted by two events that brought the parents and students together; the Annual Spring Concert and the Family Picnic.

The spring session of academic enrichment focused on multiculturalism, with each teacher designing a series of presentations on a particular country. Each student chose a country of interest and was exposed to the geography, history, customs, resources and culture. Some classes sampled the cooking and tried handicrafts particular to the country. These workshops culminated at the Spring Concert. Parents were treated to interesting facts, songs, dances and poetry as each enrichment class presented their country. Then we all joined in singing "Let there be Peace on Earth", the theme song of the United Nations. A big thank you to the teachers for their extra efforts in providing a most enriching experience for both students and parents.

The EB Family Picnic gets bigger and better each year. The weather was most co-operative and some children went home dripping, unable to resist the wading pool. There were hot dogs, chips, and ice cream treats for sale as well as a grill provided for everyone's use. The children enjoyed face painting, carnival games and races. It was a nice opportunity for parents to chat and an enjoyable farewell for the summer.

Congratulations to Grade 6 students Daniel Marrett and Matthew Massicotte who won a gold medal in the Elementary Division at the Royal West Academy Science Fair...

...and to Robyn Chalmers (Grade 2) who won 3rd Prize in the Gazette's Jane Goodall Art Competition (sponsored by Zoocheck Canada) - part of her prize includ-



Todd Brown (Gr. 6) and Cassidy Lerman (Gr. 5) 1st and 2nd place winners in the Halo Road Race. Photo taken by Jennifer Mazumdar.

ed meeting the legendary scientist and author!

The Fundraising Chocolate Sale, under Joan Foster's leadership, brought in a lovely profit of \$6,600.00 toward Academic Enrichment.

EB Info Night showed off our "younger" models - Briana & Christopher Mikoluk, Luke Brown, Shannon Kiely, Beverlee & Jaclyn Bishundayal, Megan Feeney, Laura MacDonald and

Craig Miller - who all modeled the new uniform with elegance and flair!

...and to the winners at Public Speaking - Megan Feeney (Grade 4), Chrissie Knitter (Grade 5) and Lulu Ang (Grade 6)...

...and to Lindsay Bernath (Grade 6) & Danny Marrett (Grade 6) who placed second at the Royal West Computer contest with 78% - way to go, guys!!

Joan Genest

WILDER PENFIELD

A silver celebration

Where on an April evening, on the West Island, would you anticipate following a nostalgic journey which wends its way through 25 years of remembrances? These reminiscences include meeting a renowned Montreal neurosurgeon, stargazing at the planetarium, swimming at the pool, dancing with fish at the aquarium, browsing through the library, talking to animals at the zoo, participating in Quebec's history, Otta-

wa's pageantry and winter-camping in the Laurentians.

Are you still puzzled? This quarter-century of musical memories comprised A Silver Celebration of Wilder Penfield School.

The live, sold-out performance was based on an original, written presentation retrospective of student's favourite fieldtrips taken between 1968-1993. The cast of 300 children's performance through music, singing, dancing, reciting, choral-reading, acting, comedy and art culminated in a slide-show of people and events

called "Only Love Can Make a Memory."

The Wilder Penfield School Community and Organizing Committee of a Silver Celebration expresses its heartfelt thanks for the enthusiastic and energetic support given by the entire staff of the school, parent volunteers, community helpers and the children.

The wonderful presentation was a unique way to mesh memories with the performing arts. It was one we will all remember for many years to come.

Heather Shore
Judy Layton

Hopetown Shigawake Port Daniel

The Hopetown Shigawake Port Daniel Home and School Association were fortunate to have Marion Daigle, Quebec Literacy Director for Quebec Home and School present at their April meeting.

Mrs. Daigle spoke about Literacy and a parenting project that she will be presenting at S.P.D.S. She also informed members that there is a publicity handbook available from Federation.

The grades 4, 5, 6 students presented their speeches and Mrs. Daigle commented on the excellence of the children's speeches. She noted that Sheryl Hayes speech on Violence on T.V. was a very important issue today.

Mr. Journeau was presented with a book for the school library from Quebec Federation of Home and School Association.

Ms. Barbara Hottot, Membership Convener, was presented with a certificate of honourable mention. President, Mrs. Bertha Hayes, thanked Barbara for her hard work this year.

Student Activities

The students at Shigawake Port Daniel School enjoyed a very successful Winter Carnival from Feb. 14-19.

The dukes and duchesses were: Crystal Roussy and Donnie Hottot; Meghan Clinton and B.J. Wyouche; Cindy Almond and Trent Hottot.

Some of the activities that the children participated in were: Penny Race, snowshoe races, poster contest, skating at the arena, fish pond. Points were accumulated for participation and for winning. After all points were totalled THE FUNKY ICE CUBES were declared the winners. Crystal Roussy and Donnie Hottot were crowned King and Queen.

The students staged a Jump Rope for Heart in April and collected over \$1200 for the Heart and Stroke Foundation of Quebec. The students were divided into teams of six and one team member was skipping at any given time.

Bertha Hayes



SEIGNIORY

As usual, spring has been a very busy time of year at Seigniory. The garden planted by our Environment Committee last fall was revitalized with donations from area nurseries and family gardens. It certainly brightens up the entrance to the school.

In the month of May, our Home and School was pleased to be able to help sponsor the presentation of the CAP (Child Assault Prevention) Program in our school. This very important program is given by the Montreal Assault Prevention Centre, and consists of workshops for each class, as well as separate workshops for parents and for teachers. The entire school community felt this was a very worthwhile effort, and that it will help our children to deal with any threatening situation that might occur. At the end of May, our teachers and staff presented all the volunteers at Seigniory with a terrific Volunteer Tea to thank us all for all the hard work through the year. We thank them for their support in our activities as well, and always know our efforts are appreciated.

In early June, all the primary classes were able to visit Camp Pioneer for a sleepover, and a taste of real farm work. They all loved the time they spent there, and came home with many stories about bread baking, candle making and feeding animals. The young students also helped pay for their trip through various fundraising activities they organized with the help of their teachers. The senior students were also busy - preparing for the annual LSB

track meet at Riverdale High School. They all did very well, and had a great time. Two fun-filled Field Days were held - one for the primary grades, and one for the seniors. This year, the students especially enjoyed such activities as "Dunk the Teacher", face painting, and tossing wet sponges at their classmates.

Annual Picnic a big success

Our annual picnic was held on June 10, and was one of our most successful picnics yet. A raffle was held, and there were lots of prizes - most of which were purchased by the Canadian Money donated by our families over the year. We had cotton candy, popcorn and drinks, and a bake table. All of these activities were very popular, but perhaps one of the most important events that has taken place for seven years now at Seigniory, is the distribution of bicycle helmets to all of our grade 1 students. These helmets are donated by Mr. John Connor, the manager of Provigo Lamontagne in Kirkland. The students must all sign a contract with their parents promising to wear their helmets when riding their bicycles. Again, we thank Mr. Connor and Provigo for their generosity and their concern for our youngsters' safety.

Congratulations to our Grade Six graduates - you have all distinguished yourselves at Seigniory. Good luck in High School.

It has been a busy and productive school year, and we all look forward to the start of a new one. Our New Parents Tea will take place on September 10. We look forward to meeting everyone then.

Vikki Kouri



Mr. John Connor, manager of Provigo Lamontagne in Kirkland, presents a bicycle helmet to Keikanne Sitholé, one of 44 grade 1 students given helmets at Seigniory's annual picnic.

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ALLANCROFT

Wind-up of our school year

Allancroft Home and School hosted a "grand" luncheon for their teachers on March 31, 1993. A big thank you goes to the President of the Home and School, 92-93, Carol Webster, who coordinated it all! From then on the activities at Allancroft went into high gear! The school wide Jump Rope For Heart was lead, with great success, by Stan Droulis, the Physical Education teacher. Allancroft School has participated in the Skip-a-thon since its' beginning. A great sum of \$5500 was raised for the Heart Foundation.

Our wonderful secretary, Mrs. P. Noonan, had quite a treat every-day for Secretary Week. Then,

Allancroft's Open House on May 4, 1993 was well attended and the topic this year was "Themes". Each classroom was covered with colourful illustrations, great information, and stories which were a joy to read. The theatrical production of "Clowns" was acted by the Seniors, grades 5 & 6, directed by Meryl Liverman. Then, the Juniors, grades 3 & 4, put on the play "Wheels" directed by Kathryn Woodard.

A Volunteer Tea was held in the gym on June 7, 1993 for the parents who give up so much of their time to help the school run efficiently.

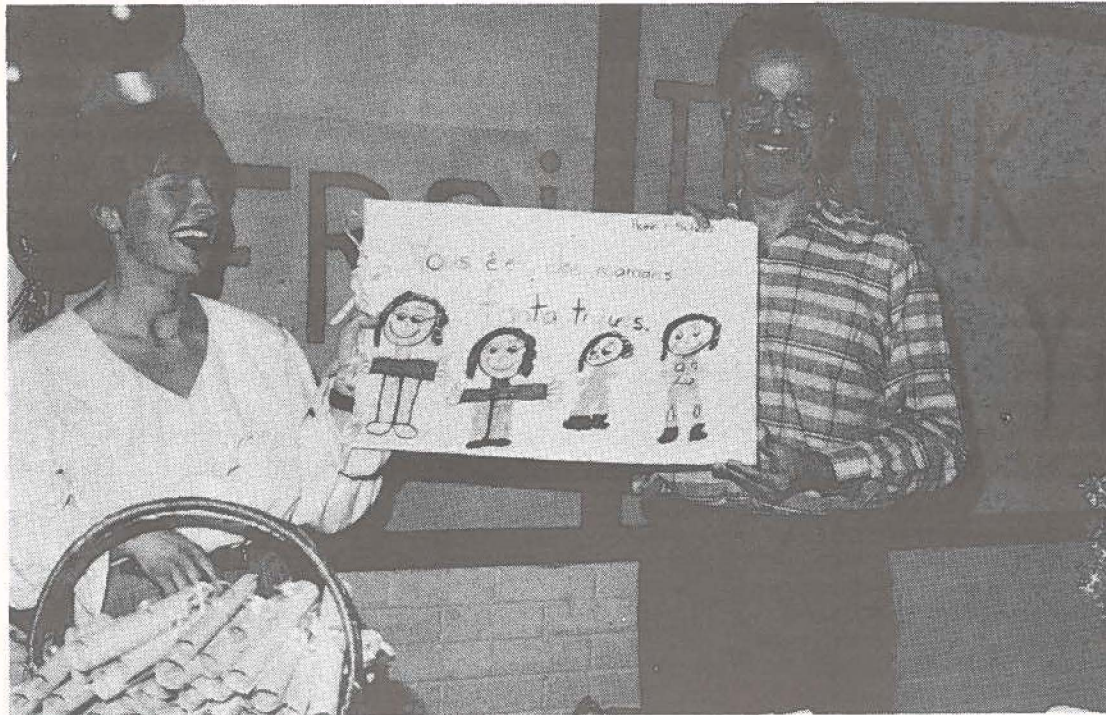
And the great, school wide Pizza Lunch and Talent Show was held June 10, and a big thank you to the volunteers, staff, parents, and children who made it all so successful!

J. Jones



Secretary at Allancroft School, Mrs. P. Noonan, surrounded by her admirers during Secretary Week.

DUNRAE GARDENS



On May 19th, the staff invited all parent volunteers to a reception. Refreshments were served and the Home & School was presented with a book made by the Grade 1 children (Mme. Larochelle's class) in appreciation for all the work done during the year. M. Afriat (Grade 6) and Mme Larochelle presented the book.

AYER'S CLIFF

TEACHER APPRECIATION WEEK

From March 22-26th, the school celebrated Teacher Appreciation Week. The parents and students consider the staff to be very special. It is difficult to adequately express our thanks! The students and parents did so by sending in baked goodies and personal cards of thanks for a job well done. It was very thoughtful of the staff to send a note of appreciation in to the Stanstead Journal.

VOLUNTEERS ARE GREAT!

On April 7th and May 19th three of our parents attended training sessions to work with students having learning difficulties. Josée Rourke and Elaine Baylis Creary were coordinators from the Eastern Townships Learning Centre. Nancy Loadenthal, Ann Henderson and Diane Lanctot were awarded tutors' diplomas. Congratulations!

On April 22, Dr. Jim Porter, a local veterinary and father of a student at our school, visited to teach all students proper care of their pets and the importance of good hygiene for animals. Thank-you Dr. Porter!

On May 7th, volunteer parents arranged for a full day of arts and crafts activities for the whole school. The students took part in 2 half-day sessions. Among the activities were printmaking, drawing and country arts and crafts. Our parents are a valuable resource with a lot to offer.

Cathy Hortop, School Committee Chairperson, once again took on the task of organizing swimming lessons at a local High School. All students from Grades 2 to 6 were invited to join for a small fee (to cover costs). This year 56 students joined. Thank-you Cathy for your dedication and the great deal of time that goes into planning this activity. The students and parents really appreciate it!

Also, thank-you to Mr. Schoolcraft and Mr. Poulin, our bus drivers, and a special word of thanks to our school cook, Mrs. Gerry Powers.

EASTER FUN

This year, grade 1 celebrated Easter in a very unique way. In March and April, prior to Easter, Mrs. Letourneau invited Mrs. Henderson to teach the children how to make "Pysanky" or Ukrainian Easter Eggs. Along with the technique, the students learned about the traditional and cultural aspects of Ukrainian Easter. Each

child produced their own Pysanka and then the class celebrated the traditional Easter bread and a display of Ukrainian costumes, arts, crafts and books. Mrs. Letourneau invited the rest of the school to visit the display.

MUSIC — MUSIC — MUSIC!

On May 13th, the students of grades 4-6 attended a concert of the McGill Chamber Orchestra conducted by Boris Brott at the Theatre Maisonneuve of Place des Arts. A set of three articles were prepared by The Gazette's Educational Services department as part of The Gazette-McGill Chamber orchestra bilingual concert series for students. With the aid of these articles, Mr. Munkittrick (grade 4), Mr. Dyer (grade 5-6) and Mr. Champoux (Principal and Music teacher) studied the life and music of J.S. Bach with their students. The orchestra performed various works by Bach who himself stepped out of the 1700's and appeared on stage along with his wife Anna! The students had the rare opportunity to accompany the orchestra on their recorders and play "Jesus Joy of Man's Desiring".

The School Choir was very fortunate to have been invited to participate in a choral workshop at Bishop's College School in Len-

SUNNYDALE PARK

Nomad scientists visit

Recently the Nomad Scientists visited Sunnydale Park School thanks to a grant from Canada Trust. Presentations on the Rain Forests and "Insects" were made to our students. Two scientists, Pete Dines and Heather McDowell, as well as consultant Harold Spanier, spent the week visiting each classroom and presenting either of the two topics.

The "Insect" presentation was a hands-on exhibition of slides and information about insects culminating in each child being given his own beetle larvae to examine and observe. Bugs were trained to crawl through straws, under paper tents and various other obstacles. By the end of the hour even the most squeamish were convinced that insects were fun.

The slide presentation on the Rain Forest was most informative. The students were given an idea of what makes up the rain forest and what they might find there. The artifacts that the instructor had brought back from her recent visit to the rain forests of Southeast Asia were very popular, especially the blowgun and darts.

The week finished off with a brief information and slide show for the parents which gave them an idea of what had been presented to their children during the week. Two books on the environment were presented to the staff and the Home and School on behalf of the Nomad Scientists. Undoubtedly, it was a very worthwhile experience for everyone.

Keren Mann-Knopp



Pete Dines, Nomad scientist, assists in a scientific experiment.

noxville on May 30th. Activities began at 1:00 p.m. including vocal production workshops, a tour of the grounds and music facilities. The day ended with performances by each of the invited choirs and a B.B.Q. in the late afternoon. Families were invited to the performance and meal afterwards. All the time and effort spent by the school's music teacher Mr. Alex Champoux and choir members from grades 4-6 resulted in a lovely enjoyable day for everyone!

READERS ARE LEADERS

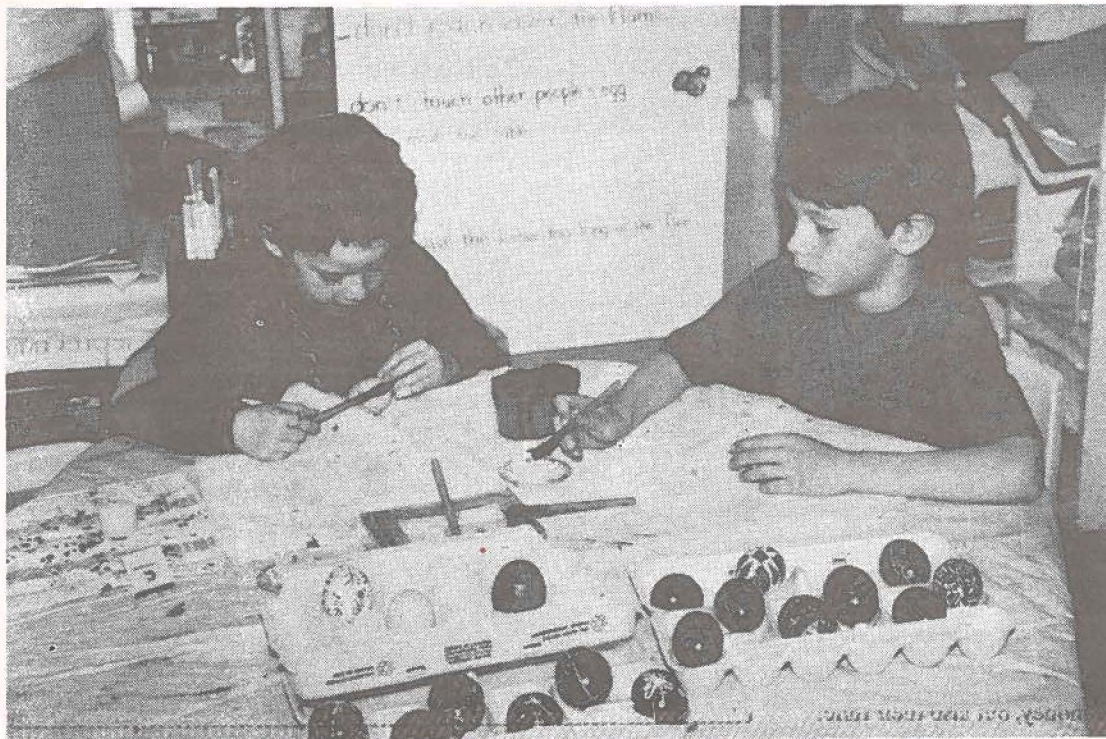
The school has always been a place where reading is constantly encouraged. From May 17-21st, extra special time was given to promoting reading at home, as well as at school. A 2 for 2 Book Fair was open to the students every day during Reading Week. When buying 2 books the students only had to pay for higher priced book. In preparation for this week, all students wrote their own stories

which they would later read to other grades.

Storyteller Debra Rice visited on the 18th and, as a climax to the week's activities, after school on Friday 3 children from each grade were chosen to read their stories during a Reading Recital. Parents and relatives were invited to attend. After the recital everyone stayed for a delicious spaghetti supper organized by the School Committee.

LANGUAGE ARTS FESTIVAL

April 30th was a planning day, but not for those students who attended the Language Arts Festival at Sir Alexander Galt Regional H.S. in Lennoxville. At least 2 students from each level were chosen to attend. These students participated in 2 workshops each, ranging from creative writing and poetry to drama and storytelling. The students had a wonderful time and thank the sponsors and organizers of this special event.



Meagan and Vincent decorating Easter eggs in Grade 1.



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MORE FOCUS

DORSET

May and June were very busy

The month of May was extremely busy at Dorset. On arrival at the front doors, visitors were instantly transported back in time to Sherwood Forest. One was never certain who would be found lurking about the halls. Robin Hood, Maid Marion, Jolly Friar Tuck (looking for some mutton), or that evil villain, the Sheriff of Nottingham were often seen mixing with the common folk! "Tales of Sherwood Forest" written and produced by Dorset parent, Sue McIlwaine was a great success. Everybody got into the act, either as performers or as back-stage crew. Many a parent in the audience could be heard singing along as the now much rehearsed songs were sung! Closing night brought two much loved and welcomed guests. Kathy Gorrie, former kindergarten teacher and Betty Teasdale, former principal were on the receiving end of many hugs from former students and parents! As well as many wonderful memories of the play there is also a great picture of all the cast on display at the office.

Dorset staff presided over the annual Volunteer Tea on May 25. Lots of goodies were served to all the much appreciated helpers to the school. Nearly 100 parents did some sort of volunteering in school this year!!

June 8th at Dorset found the students "rounding-up" the year with our Bicycle Rodeo. Officer Cyr from Station 11 came to help parents with the testing of bike safety knowledge, riding ability and equipment use. This day was also Fun Day at Dorset. All the students had fun with obstacle courses, bean bag toss, balance beam walking, etc. Face painting was a big hit with almost all the kids. Turtles, Dalmatian puppies and clowns were just a few of the many disguises!

Biggest drawing card of the day was the dousing game where brave volunteers, P.E. teacher Doug Wilson and Principal Arie van der Vlist became willing targets for all the enthusiastic pitchers! Fortunately the weather cooperated and it wasn't too cold!

As school comes to a close there is a last flurry of activity. As usual the Grade 6 class will be off to the Capital in Ottawa for their grad trip. Field trips to Les Forestiers, the Train Museum in St. Constant, Camp Redwood and Camp Pioneer are planned by various classes. Heather McBride's "Author Night" will highlight her Grade 1 "published books."

The "Lost and Found Box" is also on vacation for the summer. All the unclaimed clothing is being donated to St George's Church in Ste. Anne de Bellevue and to the West Island Women's Shelter.

Dorset wishes everyone a happy and safe summer!

Wendy Fitzgerald

BEACON HILL

The second issue of SCHOOL SCOOPS came out in June, thanks to Maggie and Olaf Tietjen and teachers. It gives good summaries of the activities of most of the committees of Home and School, as well as the executive members. Activities of the Library, the Enrichment Program, the Playground Committee, Foster Parent Plan, Pen Pal Exchange, School Store, Lunch Program and Publicity Committee were outlined to give an overall view of H&S.

The Spring Concert was a huge success, and the Pizza Party run by the Lunch Program volunteers was fun for all. The Home & School Family Bar-B-Que, aside from offering wonderful food (thanks to local merchants and H&S "muffin makers") was the scene for many families, boys and girls, former students, staff members and friends to have a great deal of fun. That fun included: face painting for the children given by Julia



Staff members Lise O'Brien and Linda Haynes pose in front of one of the floral murals made by students of Mme. Shtychno for the Volunteer Tea given by staff at Beacon Hill School.

Marchesault and Alison Campbell; balloons of many shapes; Alan Greenberg and his magic; a raffle of games and other exciting items. Hélène Quaid, our school secretary, was given a huge floral tribute by Liz Little, President of H&S, as a sendoff for her sabbatical for this coming year.

You might have thought you were visiting a miniature Howard's End if you attended the Volunteer Tea given by the staff for the many volunteer parents at the school. Mme. Shtychno designed a number of huge floral murals, and her students painted these for the background, since the theme was an "English Tea Party." The sandwiches, cookies and cakes fitted in perfectly.

Graduation exercises were on June 17th, followed by a supper and dance for the graduates at Centennial Hall. A number of awards were presented, and Home & School funded a D.J. for the dance. It's a very busy time for everyone.

Pat Lewis

MEADOWBROOK

Community Support

The H&S has been very busy and has a long list of people to thank for organizing various events throughout the year:

Linda and Dave Pepper organized the bike sale this spring. If they hadn't taken it on, we would not have been able to offer this service to our community. Suzanne and Ken Fitzgerald, who again took on the job of holding the spring rummage sale. Jane Cowell-Poitras found time to organize preparations for the annual Bar-B-Q. Joanne Phaneuf saw to it that our Graduates had a wonderful sendoff from Meadowbrook. Robert Lawand, one of our parents and also a C.A., generously donated his time to auditing the H&S books. Miriam Lalande and Linda Pepper, who over the last few years have brought the Breakfast Club to the school. With their organizing of all volunteers and schedules, they have created a smooth running club. Diane Pangborn organized the bird feed fundraiser. Glenda Cole organized the bike helmet sale, so that we can all bike safely. Glenda Cole and Miriam Lalande made sure that all students enjoyed popsicles on one of their field days. The Meadowbrook Staff, who have gone on field trips with the students all year. A big thank-you to everyone.

PLAYS, PROGRAMS AND MATERIALS

The money raised by the H&S

this year has been used to support many plays and programs, and to buy materials for the school. These include popsicles on field day, kindergarten orientation day for the new children and their parents, refreshments for meet the teacher night, and a Graduation reception to say goodbye to the grade 6 students. Also, on behalf of the parents, H&S sponsored Teacher Appreciation Week.

Once again this year H&S co-sponsored the grade 6 Family Life Education Program, as well as the purchase of computer programs that will enable our students to become more computer literate. A sound system was provided for the stage. This will enable the students to put on performances and be heard, and for discussions at meetings to be clear to all. Some money has been reserved for the purchase of new gym equipment.

THANK-YOU TO CIBA-GEIGY

Again this year, we would like to extend a special thank-you to Ciba-Geigy for all their support. They helped us raise money to supply Christmas Baskets and this year donated space to have food delivered and stored. We were able to prepare the baskets there and their trucks delivered the completed baskets! This is only a sample of their support. They not only give money, but also their time!



Celebrating Earth Day, April '93.

CEDAR PARK

Active environmentalists!

The last few months of school were busy ones at Cedar Park. The Enrichment Committee, a joint staff-parent group, brought us an Earth Day to remember on April 22. The all-day programme featured naturalists, Chris Adam and Chief Top Leaf, singer Rosie Emery and her Toucan Song, films, a tree planting, and much, much more.

Another enrichment activity with H&S financial support was a visit from Theatre Bikscuit who led a multi-ethnic musical celebration for grades K through 3 and the Early Education Centre on May 11.

It was the parents' turn for fun on May 1 with a dance in the gym. The theme was "Tacky Tourist" and of course, the "tackiest tourist" was awarded a tacky prize.

Other school activities have included Jump Rope for Heart on May 5, two Outer's Club trips, a Field Day on June 11, a very successful production of the musical, Peter Pan, on May 19 and 20, and a trip to Quebec City and the

Charlevoix for the graduating French Immersion class on June 16-18. Parents were involved in most of these activities.

Our perennially successful Family Barbeque was held on the back lawn of the school on June 8. It was great to see teachers coming with their families as well.

Thirty-five students will be graduating on June 22. The ceremony starts at 4:30, followed by refreshments at 5:30 and a dance for the students at 6:30. Home & School contributes money every year to help give our graduates a special send-off.

The '93-'94 school year is on our minds already. As a school community, we hope to further develop and use our Conflict Resolution/Peer Mediation programme. And our quilting group is already stitching away, preparing the quilt for next year's Christmas raffle.

Good luck to all our grads. Wherever you go, may you always keep in your hearts the joys of your elementary years at Cedar Park.

Esther MacLeod

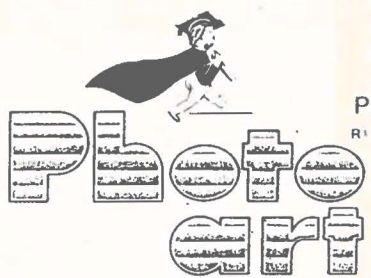
EVERGREEN

The school has been working diligently to improve the playground facilities. The Playground Committee hopes the town will pave the planned outdoor basketball court and install the equipment which was purchased by the H&S. In addition, they are trying to convince the town that Park Rouleau, which is adjacent to school property, should be a priority for the next year in terms of installing a soccer and baseball field.

The first annual Wheel Sale was a great success. Thank-you to all who donated their time. Many hands make light work! Congratulations to the lucky winner of the cake raffle, which was part of the Bake Sale. Laurie Adlakha walked away with the delicious prize!

Vanessa Horobjowsky was the winner of the Bike Raffle. Thank-you to Dr. Aileen Elliot and Dr. Beverly Aberback, who so generously donated a bicycle.

In May the Grade 5 students welcomed their correspondents from Pointe-au-Père, Quebec. Over the previous months they had exchanged letters and biographical information so that by the time they met they felt fairly comfortable living with each other for a whole week. During the week they visited Pointe à Callière museum, the Olympic Stadium, the Insectarium, the Biodome and the Imap Theatre. Enthusiastic parents provided a communal supper on May 17th. The students had an equally busy week when they made their exchange visit to Pointe-au-Père.



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PHOTOGRAPHIE SCOLAIRE
R¹ SCHOOL PHOTOGRAPHY

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WESTPARK

The year end is always hectic!

Well it has been a very busy month of May at Westpark School.

The month began with a very successful Home and School Book Fair. The Home and School had a wide variety of books appealing to all age levels.

Our grade sixes, under the direction of Mrs. Beitel and Mrs. Ovadia, entertained the parents on two successive evenings with "Westpark on Broadway". Needless to say, we had a packed house both evenings.

The Regional Public Speaking finals were held on May 17th with 20 participants from various schools. The two top speakers were Margie Libling and Joseph Allen, both students at Westpark. Congratulations!

Our grade sixes also participated in a math contest sponsored by the Canadian National Mathematics League.

Out of 697 schools who competed across Canada, Westpark's team composed of Andrew Biteen, Chris Brkich, Stephen Cohen, Nadia Faruqi, Raman Pall and Simrit Sekhon, placed sixth in Canada. Provincially, Westpark ranked second.

On an individual level, we are pleased to recognize the commendable accomplishments of Andrew Biteen and Chris Brkich. They tied for fifth place in Canada and were first in Quebec with a score of 97.5%. Congratulations!

Our grade twos entertained the parents on the evening of May 19th with a super evening of songs and dances. The children performed superbly in front of a packed house and numerous video cameras.

Science is important

Our grade fives showed their knowledge and talents in their projects for the Human Science Fair. Many of us were amazed at the detail of some of the projects and the poise of the children in responding to the questions posed by the adults.

Not to be out-done, our grade fours showed their mastery of Natural Science in a science evening for the parents. Many of the parents came away with a better understanding of how things work in our everyday lives.

We also had eighteen of our children from grades 4 to 6 participate in the Young Author's Conference held at McGill University on May 20th. Many of the children had the opportunity to meet some of their favorite authors.

Our kindergarten children and our grade ones were busy practicing for the concerts they performed for their parents in early June.

Many field trips took place: our kindergartens went to Terre des Jeunes, grade ones to Les Forestiers, grade twos to Biodome and Dow Planetarium, grade threes to Olympic Parc and Upper Canada Village, grade fours to Camp Laperdriere for three days and grade sixes to Toronto/Niagara Falls for three days.

Each grade also participated in a field day during the month of June.

Have a happy and safe summer! We look forward to an exciting 93-94 school year!

Tula Corber

WESTMOUNT HIGH



Ray Golden in his classroom.

The best way to bridge the gap between home and school is through technology! And Thursday, May 27th certainly proved this is the case. Not only were parents of students in ITT (Introduction to technology) and Wood Exploration invited to view their children's work, but they were challenged to complete an assignment as well. Ray Golden opened the afternoon by using an electrical circuit to cook a hot dog. Not only is this method incredibly fast, but there are no dishes to wash, either! Then parents, together with their children were assigned several tasks. One task was to build a tower out of popsicle sticks. No glue, tape, or nails could be used. Another task involved building parallel and series circuits and determining the voltage requirements of a particular light bulb. Thank goodness the parents had their children with them. Then all were treated to homemade goodies (prepared by the students) and tea. While they enjoyed the refreshments the parents could study the model bridges the students designed and built, their creative efforts in interior and exterior house design, landscaping, rafters and technical drawings. This tech tea was such fun, we not only want to do it again but also want to try this idea in other subject areas as well.

Staff and Parents Learn Together

Together staff and parents attended a St John Ambulance course in CPR. We learned that the first important step in rescuing someone is to introduce yourself! People who you feel need to be rescued using the Heimlick Manoeuvre may prove to be less than thrilled to be suddenly

grabbed from behind! The correct procedure for CPR was also taught and practised. This course made us feel more comfortable with the idea of handling emergencies though we all sincerely hope that we never have to use what we learned.

Fame

How does it feel to stand within a few centimetres of \$10,000? Terrific! Especially if the winner of all this money is someone you know! No! It wasn't me! It was our principal, Mr. Meades, who won the Leadership in Education Award sponsored by Reader's Digest and the prize was \$5000 for the school and \$5000 for himself. As he plans to spend part of his personal award on a new refrigerator, we expect to see the same kind of long-term practicality applied to the school's prize money as well. The presentation was made at the Reader's Digest building on June 3rd. Luckily, it was a beautiful day so photos were taken outside as well as inside the building. A select group of staff, students, and parents were invited to attend. Not that all 1125 of us weren't anxious to be there! Congratulations, Mr Meades!

Welcoming the New and Saying Farewell

The beginning of June also meant it was time for the New Parents Reception. Organized by the Home and School, this event invites next year's parents to come and meet other parents, the staff, and Mr. Meades. There were lots of interesting hors d'oeuvres and the wine spritzers are always very popular. At last I could do something I never imagined I'd have the chance to do. All my life I'd wondered what it might be like to be a bartender. Do people actually confess all of their problems over the counter? Discretion prevents me from telling you what I learned, but I can tell you that the evening was very successful.

The last Home and School meeting meant election of new officers for next year. Sadly, Finola Cournane will be stepping down as the president. We would like to thank her for all of her fine work this year and also warn her that we do not allow past presidents to fade away!

The Coffee Club also had its last meeting for the year. This month's theme was hugging and laughing. We had a great time and even started singing! We are looking

MORE FOCUS

forward to having the club run again next year.

Awards and Graduation

Award ceremonies are always very special. The athletic awards were distributed on June 4th. Not only were my hands sore after clapping for an hour and a quarter but I learned some new things as well. First, six athletes will be representing the school in a provincial meet at the end of June. Second, many of the students act as coaches for the teams. Third, there are recent graduates of the school who have come back as alumni to help coach the teams. It is delightful to think that someone's high school experience would be so positive that they want to reach back to help others.

And then there was graduation night - that sweet-sour mix of endings and new beginnings. Josh Dougherty was the valedictorian and in his speech we felt that pioneer spirit of the new alternate school at Westmount High, now five years old. He talked about teamwork and how he could not have succeeded without the help of his classmates and the staff. He also read the following poem by Donna Malin.

*Inside the walls
Of Westmount High School
We're protected.
Protected by cement bricks.
They're only bricks,
But we feel safe.
By teachers who protect us.*

*But outside the window,
People are struggling.
Struggling to make ends meet.
We don't have to face
The hardships
That they have to.
They have no cement bricks
That surround them.*

*Tonight the bricks
Are coming down.
We'll be the ones
On the other side
Of the window.*

Anna Marrett



Learning CPR together.

BEACONSFIELD

Another successful year

With incredible parent support, EPB Home & School has had a very successful year.

Our lunchtime activities are now over and again we have had a very successful semester. Plans for the fall are well underway with several teachers already hired. A guide booklet has been prepared by the committee as a step-by-step plan on how to set up the lunchtime program. This has been done to facilitate the process when new people take over. The committee has also produced a videotape of various lunchtime activities in action. This will be shown on the night of registration to parents in order that they may have a better idea as to what they are registering for.

Our school is again encouraging the wearing of school uniforms. Parents of kindergarten students have been contacted and order forms have been sent home with each student. This year we will be using only one company and that is TOP MARKS. The school colours are being kept the same, red, white and blue.

A monthly Food Bank Collection has been in place for the past year and a half. Five West Island organizations have been the beneficiaries of our food drives. This will continue in the 93-94 school year.

School supply lists were included with each student's final report. The Home and School will keep a supply cupboard stocked in the library for students who need things during the year.

Block Parents are again being recruited and we have a new person in charge. The Buddy System for absences has been used and we plan to continue next year. A safety program involving the labeling of children's clothing is being promoted in the school by the distribution of a pamphlet and is called "The Boomerang Connection".

The major fund allocations for the past year included the following:

- Each teacher received an allowance for their classroom
- A workshop on Opera for all grades
- Illustrator and Author
- Science Show
- School Graduation
- Teacher Appreciation Week
- Art supplies
- Gym equipment
- School Flags
- Computers
- Contribution to the library

Computer Program a priority

The computer program for the E.P.B. was on everyone's priority list for the past school year and will continue to be so in 93-94. We have purchased 4 new computers plus software and other accessories to date. Our committee's goals for next year include a computer for the library, plus a CD ROM, arts and music software, additional software, and increasing the number of computers in the classrooms for cycle 2.

The school is in the process of redoing its educational project. Parents have received a survey in which they were asked to express their concerns. The results are still pending. However, our input will be helpful in the next year in helping the school fulfill its role in our community.

Elizabeth Schaefer

A different kind of school

Nestled in the vast expanses of James Bay lies the tiny community of Nemaska; a Cree reserve with a population of a little over 500.

Originally this band was located on the shores of Lake Nemiscau, but with the creation of the first hydro dams it was predicted that this site would flood. This didn't occur but by then the band had separated into two separate groups. One group moved to the outskirts of Waskaganish — a community located on the "bay" and the other to the outskirts of Mistissini, an inland community.

In the late seventies the band relocated to the shores of Lake Champion and over the past fifteen years developed into the community it is today. The village has a band office, a clinic with two resident nurses, a post-office, a church, a "depanneur", the Cree Regional Authority complex and a school.

École Luke Mettaweskum School was ten years old this past academic year. The school grew dramatically in size two years ago when the secondary extension was added to the original primary building allowing for levels from pre-k to secondary V to be offered within the community. Prior to this any student studying at the secondary level was obliged to leave the community. They either attended in one of the other Cree communities offering the desired level, in Val d'Or, the nearest "southern" center with comprehensive secondary schools or in Hull. This year's enrolment totalled 167 students with ages ranging from four to twenty years old. However, as practically everyone is related, either closely or distantly, a special harmony prevailed in the school despite this wide age span. As the school's budget comes

directly from the Ministry of Education, we are obliged to respect and implement all the M.E.Q. guidelines set up for any public school in the province. We use the same M.E.Q. programmes and guidelines and follow the same school regulations. Indeed, we often use the same textbooks.

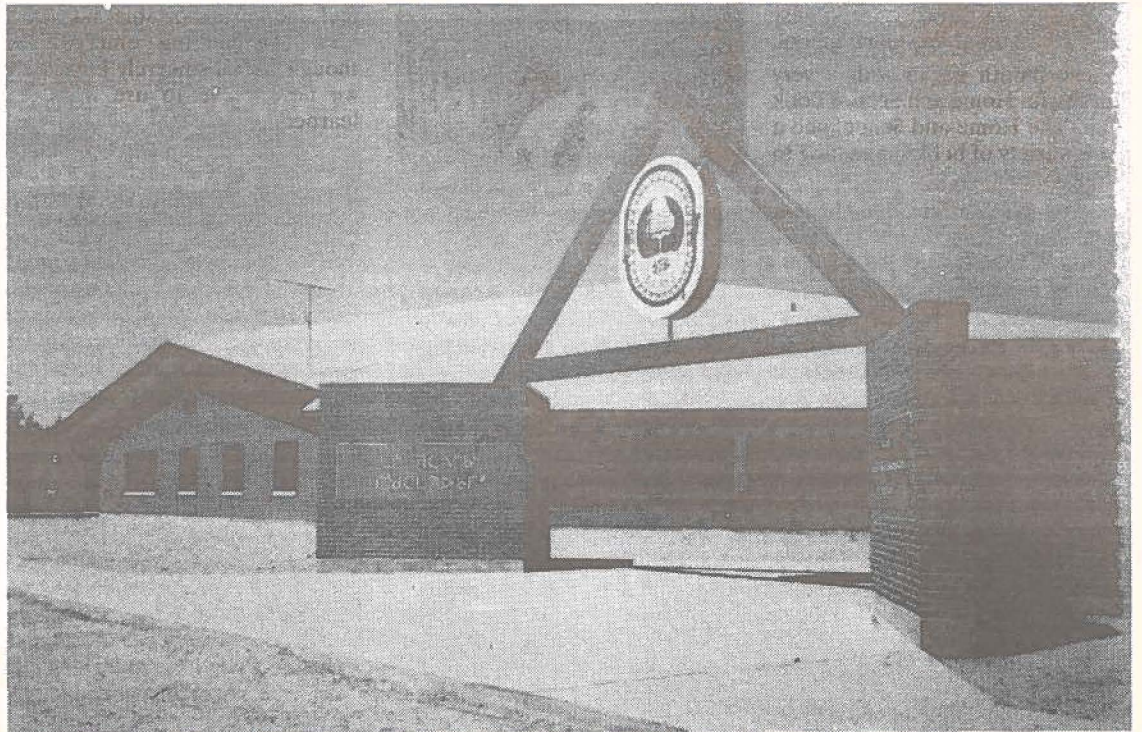
Preserving the Cree language and culture

However, what makes the schools within the Cree School Board distinct is the incorporation of language and culture into the curriculum. The Crees are determined to preserve their language and culture. The pre-k and kindergarten levels are taught exclusively in Cree. When these students enter the elementary level and their parents have chosen whether their child(ren) will study in English or French, they continue to receive Cree language instruction on a daily basis. This practice is also included in the secondary level where Cree language constitutes the mother tongue course requirements.

Cree culture is included in the curriculum from grade 4 and up. The school has erected a traditional "bush camp" approximately 35 km from the school. Classes go out for a full day of activities once every four weeks. Girls and boys are separated into two groups as each has specific skills and functions to learn.

The boys learn to trap, fish and hunt. The girls learn how to cook, skin certain animals and prepare and tan hides. The boys learn how to make snowshoes, paddles and canoes while the girls learn how to make canvas tents and decorative beadwork.

This incorporation of culture extends into the yearly creation of the school calendar. We are obliged to respect the inclusion of



Luke Mettaweskum School in the Far North. Note the brand new neon sign.

two hundred days within the academic year. However time allotments have to be included for the fall moose hunt and the spring goose hunt. For this reason we begin in the second week of August and end in the third week in June.

Living and working in this northern community has brought a wealth of knowledge, an intensity of life and a treasury of stories; some of which will be shared at a later date.

*Metha Bos, Principal
Luke Mettaweskum School*

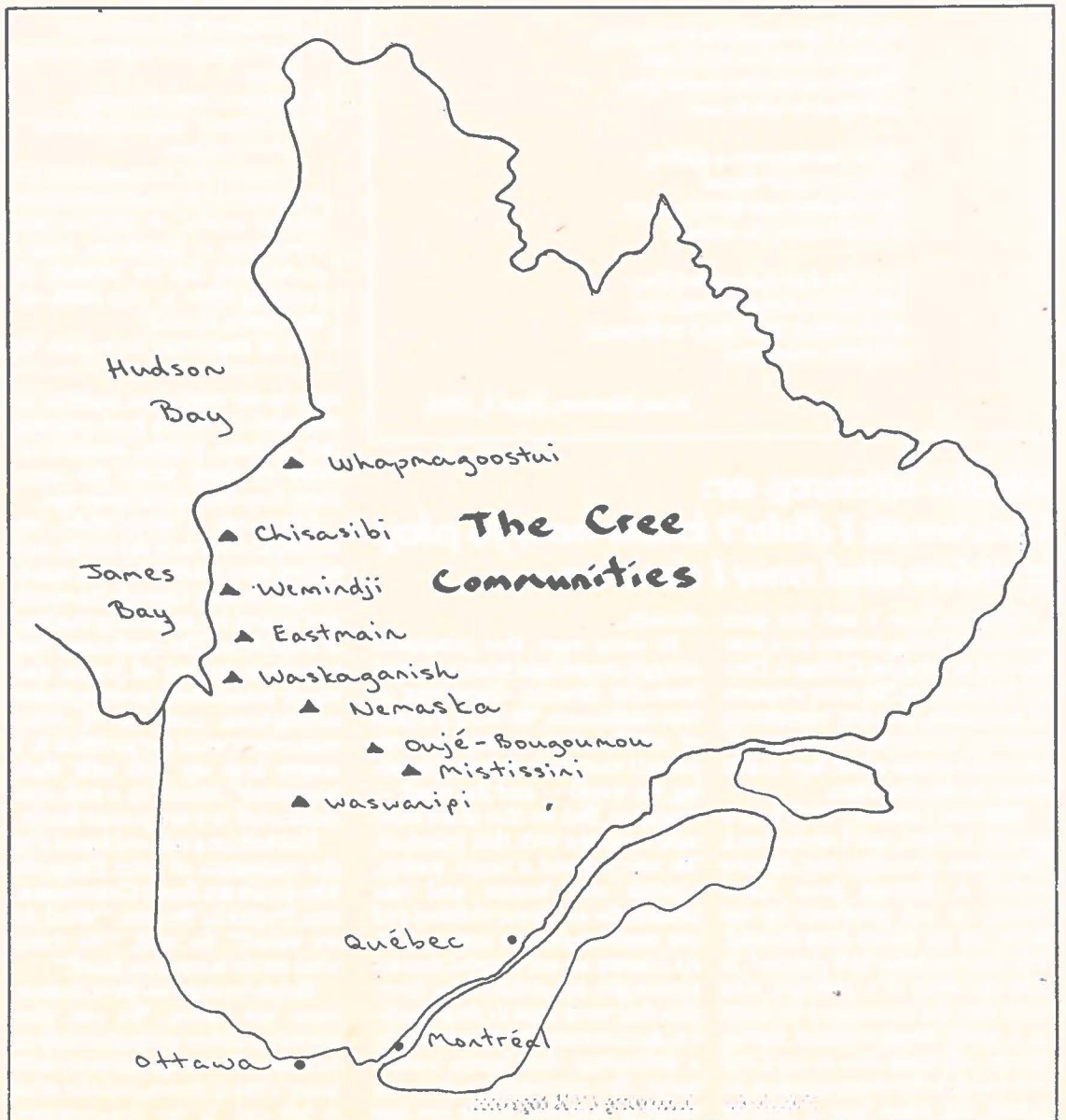
Ed. note: Metha Bos is the sister of Anna Marrett, President of the Westmount High Home & School.



This is the traditional Walking Out ceremony.



A kindergartner "grad" shows off her diploma.



A Cry for Help

Sometimes when we are in the school, we see something that we find very troubling — a child in pain, a confrontation, anger, a fight, tears, defeat.

Sometimes when we are in the school, we are witness to another parent's feelings. Sometimes we can help and sometimes we can only step back and watch.

Sometimes when our child goes to a new high school, we are hoping for a new beginning. We are hoping that some troubling things that we have been vaguely aware of at elementary school will vanish and our child will be happy and apply her/himself to her/his studies.

When things go wrong in high school for our children, we are very upset. Our child's unhappiness becomes ours. We want to make things right. We blame the school. We blame our child's friends. We get into conflict with the school, when the problem, and ultimately its resolution may lie in strengthening the partnership.

We come to the school, demand to see the principal, and threaten to withdraw our child over an incident we perceive as unfair. We break the bond between the home and the school in a moment of anger.

Yet at the school, resources, time, and energy may all be poured into our aching child. A whole team of caring professionals may be doing all they can to keep our child on track. This poem reflects such a moment at school.

At Risk

*You turn away from us
Because you're angry, wounded, hurt.
You've come to settle things
And with your feelings you assert*

*That you feel we have failed you,
Failed your child, your hopes, your dreams.
You want to fill the whole school
With your howling, angry screams.*

*And so you snatch your child away
To emphasize you're right
And you will take him somewhere else,
Where people do not fight.*

*You'll find a place of sanctuary,
He'll blossom straight and tall
But as we see him walk away,
We fear that he will fall.*

*For we are reaching out to him.
We want him to succeed.
And we are trying hard to meet
His overwhelming need.*

*For he's been moulded by his past,
As you've been moulded, too.
We're trying hard to rescue him,
And want to talk to you.*

*We're throwing him a lifeline,
A slender, silver thread
We only have one here to throw,
We can't save you, instead.*

*But if we had that second line,
We'd throw it straight and true
And make it reach back to the past,
And also rescue you*

Anna Marrett, June 1, 1993.

Media Literacy, or: Last week I didn't know how to play a video and now I am one.

Early in June I had the good fortune of being invited to a conference at Dawson College's Centre for Literacy. We were a coterie of educators, parents, community workers, researchers and journalists with two and a half days to talk about media education.

Why was I invited? Well, I am a parent, a writer, and I worked on a film about education and literacy called *A Passage from Burnt Islands*. It was produced by the NFB and my friend Alan Handel. The film has been well received. It tells the story of a principal who vows that the elementary students in a small Newfoundland fishing village will learn how to read and write well. In his determination, he brings the town into a literacy

crusade.

In many ways, that principal's struggle seems light years removed from the closeted discussions of that conference. We were a bunch of middle class, mostly over-40, parents and professionals, dissecting the world — and the word — among us. But we also share common concerns with that principal. We worry about a larger society, outside our homes and our schools, for which our children and our communities are unprepared. As parents we are worried that we cannot give our children the direction they need even as their teachers are increasingly threatened by a technology they barely understand. We acknowledge that our world is changing much too fast



"So that is how you make a spritzer!" Richard Meades, Principal of Westmount High School, demonstrates "how" at a recent New Parents evening.

Adolescence and Depression

Dr. Lois Colle
McGill Parenting Conference
May 1993

Many of the symptoms of a major depression are experienced by most teenagers at some time during their adolescence. If, however, at least 5 of the 9 are present every day for a two week period, there is cause for concern. These nine symptoms are:

1. depressed mood, irritability or anger
2. loss of interest or pleasure in almost all activities
3. feelings of worthlessness or inappropriate guilt
4. recurrent thoughts of death or suicide
5. weight loss or gain
6. insomnia or hypersomnia
7. psychomotor retardation or agitation
8. fatigue or loss of energy
9. decreased concentration or indecisiveness

Consider for a moment the consequences of decreased concentration at school. A student could experience a significant drop in grades and fall far behind. The resulting effort to play catch up is depressing in itself!

It is important to realize that

teachers may also be able to see more than parents. Children are masters of disguise and will hide a problem quite skillfully from their parents. This is yet another reason why communication between the home and the school is important. It also explains why we sometimes have difficulty dealing with some of the things the school has to say. It is important to try to be open to advice and suggestions. Don't feel guilty if you have "missed" a major problem. Remember that children hide their problems. Better to put your energy towards the solution than to dwell on the past.

Active parents can have a positive influence on their children. Say your child spends a lot of time lying on his/her bed staring at the ceiling (and it's a good idea to check what a child who spends a lot of time alone in his/her room might be doing — the child who you imagine to be active and busy with a favourite pastime might be just hanging around, bored, thinking about suicide.) Try to encourage this child to do other things without pushing him/her. Say things like "I'm going out, why don't you come, too?"

Listen to your child. If your child

seems really depressed get help right away — 74 out of 1000 high school students will develop a major depression at one time or another. Many will experience more than one episode, so always be on the alert. Although most adolescents recover in 4-6 months, this can be a very long period of time for a teenager. Your child will be incredibly far behind, both in school work and in social development. This lag in social development can leave a child with poor social skills. Sometimes this leads to conduct disorders. For example, a student may get into trouble by setting fires. These children are more likely to get treatment because they draw attention to themselves. Many others, however, will turn their poor coping skills into drug and alcohol abuse. These are the children who don't talk — they just get drunk or stoned in order to ease the pain.

If you think you may have a child in trouble, do not hesitate to call Suicide Action Montreal at 723-4000. Or post this number somewhere where your child can easily see it. He/she may want to call it him/herself.

Anna Marrett

even as we admit our inability to deal with it. Words kept popping out: literacy, family, community. None of these mean the same today they did a generation ago.

After only a short while, my assumptions of how the media and society work started to come apart. I began sinking through the words and looked for something familiar to hold on to. The conference had become a current of jargon and vague, occasionally presumptuous assumptions such as "I don't understand what the problem is, I simply help my kids with their homework" offered by a well-educated adult in a two parent family.

I looked for a raft and found it in the comments of John Pungente who heads the Jesuit Communication Project in Toronto. "What do we value?" he said, "We value what we do in our free time?"

Simply because we have choices, there are values. We can view television either unappraisingly or critically. We can question not only about what is shown, but also what is left out. Is the documentary,

sitcom, cartoon, or newscast representing the world — our community — as we know it? How do other media, friends, or educators enhance what we know? What do we bring to the video that enhances our critical understanding? Where is our validity and what are our values?

I went home. Of course the first thing I did was turn on the television. Within a minute or so of zapping, I had turned it off again. What did I value? What was I going to do? There was the piano on which I was trying to master a simple piece. I could clean up my desk or answer some mail. But the evening air was warm and my family not yet home. I went onto the balcony, took a deep breath and just sat down. I listened to the sounds of distant traffic and the rustle of the trees, and silently, I watched the night.

Barry Lazar

Ed. note: Barry Lazar is co-author of *The Guide to Ethnic Montreal* (Véhicule Press) / *Le Guide du*

Montréal Ethnique (XYZ éditeur).

The conference, entitled Awareness and Knowledge: Tools for living with the media, was co-sponsored by The Centre for Literacy and the Université du Québec à Montréal.



Hug a
Book
READ

Literacy vignette: What is reading?

by Gay Fawcett

Two years ago I read a study in which the researcher found that only 5% of the students he surveyed gave a meaning-related response to the question "What is reading?" Intrigued, and somewhat appalled, I searched related literature and found other studies that supported this same finding. My challenge was set: Before I would teach a single reading lesson to any group of children, they would understand that reading is *not* sounding out words, doing worksheets, or a 1/2 hour subject in school.

Each year thereafter my first reading lesson began with the question "What is reading?" Not surprisingly, I got the same answers that other researchers reported. I then set about to teach and model reading as meaning-making. I was excited by the students' receptivity. As one student told the principal, "We knew all about reading before, but now we *understand* it."

One group was particularly excited about this newfound knowledge. In spite of my attempt to impress upon them the fact that this was a natural part of their learning to read, they believed they had a corner on some unique information, and they felt compelled to share it with the world. I overheard students ask the question "What do you think reading is?" It was asked on the playground and as a student handed the cafeteria supervisor money. The principal reported that children had questioned her about reading during an awards luncheon. The students laughingly told me that their big brothers and sisters did not know. Of course, the question was always followed with an answer. "Here's what we think..."

The high point, however, came when a local university president visited during a career awareness unit. After his presentation on the role of a university president, the students were permitted to ask questions. When one student asked what job he would like if he were not a president, he surprised us by answering "A first-grade teacher because the most important thing one human being can do for others is teach them to read." That was a loaded response! The hands went up! The quiet little girl he called upon asked "What is reading?" This highly articulate and respected man stood without words.

Then the little girl answered her own question: "Let us tell you what we think. Reading is putting your own experience with what the author tells you to get meaning." Needless to say, the university president was impressed, and so was I.

Fawcett is a third-grade teacher at Woodland Elementary School in Stow, Ohio.

Reprinted from "Coasting," a teaching magazine from the Littoral School Board (Lower North Shore, Quebec).



"I Love to Read Week" at Allancroft School. Cale Godwin (Gr. 3) and Jordan Krusch (K) share a story.

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Book Review

Elizabeth Crary, *Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance*, 2nd ed. (Seattle: Parenting Press, Inc./Vancouver: Raincoast Books, 1993). \$16.95 Cdn.

Positive reinforcement, I-messages, problem ownership, active listening, timeout... These are the buzz-words of the "new" parenting. But sometimes it sounds like a lot of empty jargon, when what we really need is down-to-earth examples instead of theory.

Elizabeth Crary's *Without Spanking or Spoiling* manages to give us both: simple, clear explanations of the jargon phrases, and lots and lots of examples. Also quizzes, with "possible answers" as she calls them, so you know if you are on the right track.

Crary presents both a process for solving problems and 30-odd strategies, or tools, for guiding children. The problem-solving process is explained in 5 easy steps, from defining the problem to evaluating the solution. Along the way, the most illuminating parts for me were the wide (and sometimes wild) ranges of possible solutions to problems. She encourages parents to think of all the ideas they can to solve a problem, even if they aren't really considering them (like sending the child to the babysitter in her pyjamas if she won't get dressed on time).

Crary's strategies are presented throughout the book. Many of them she doesn't claim as her own, but does a good job of explaining them. These are some I like:

Time-out is that old favourite, Go to your room. Except that Crary presents it as a calming device, not a punishment.

Natural and logical consequences. It's a way of teaching your children that the world is full of its own "punishments" if you break the rules. If you leave your toys out in the rain, the natural consequence is that they'll rust away; the logical consequence might be that toys left out in the rain "disappear" for a few days.

Grandma's rule. This one really demonstrates the power of positive thinking. You say, "When you put the blocks away, we will read a story." You don't say, "If you put the blocks away..." It tells the child what is expected, plus it emphasizes what he should do, not what he shouldn't. I've tried it with mixed results. It works if you can be really convincing.

Active listening. This strategy works best when it's not really the parent's problem; it's a way of sympathizing with and encouraging the child by echoing what she

BOOKS ON REVIEW

by Kenneth Radu

The re-issue of Tom Moore's *Good-bye Momma*, originally published in 1976 (St. John's: Breakwater Books), is a welcome event. *Good-bye Momma*, is a well-written story depicting the compelling experiences of Felix Ryan, a lively and intelligent boy who lived in a Newfoundland outport village a generation ago when local culture still retained its original vitality and distinctiveness. The novel successfully explores the child's emotional turmoil first when his mother dies and later when his father eventually remarries. The value of *Good-bye Momma* is essentially twofold: it provides a sharp, realistic account of various details of outport life without romanticizing; and it describes the complicated inner life of Felix without condescension or sentimentality.

A pleasant and moving nostalgic tone is the result of Moore's narrative technique of recalling childhood from an adult perspective many years after the events. But Felix, the young boy, emerges with gusto and conviction. We see him, very much a child, in day to day encounters with family and friends. The fine prose is that of a mature man, but the voice and emotions depicted are those of an authentic child.

One particularly good passage in the novel concerns Felix's responses on the day of his mother's funeral. The child, not yet fully absorbing and comprehending his loss, is somewhat overwhelmed by the ritual.

When she died, she went out softly like a light. The next thing I knew she was no longer around. It was a jolt for me to realize this, like when you realize an elevator is no longer rising. The wake followed, but I was too short to see in the coffin and no one offered to lift me up. I wandered in and out of the living room where the coffin rested, and walked among the visitors, I was enjoying all the attention being paid to us, and the occasional pat on the head. "And there's little Felix. Poor little fellow." I would try to look as pitiable as possible.

His grief, in a sense, remains unexorcised until Felix learns about another woman in his father's life through the cruel and taunting words of a boy whom he has just defeated in a fight. Like so many children, Felix has assumed that his father would never remarry and he feels betrayed. Tom Moore gives his young hero a full range of emotions and the boy is capable — because he is so humanly depicted — of tremendous anger and wretchedness.

What was happening to me? I felt frustrated and wretched. There was a cold empty feeling growing in my stomach. It was like a hate, but more passive, like a loneliness.

His conflict is finally resolved in an extraordinary and memorable scene in the graveyard where Felix's mother lies buried. The boy, unable to accept his father's new wife, instinctively seeks the first and, quite literally, prepares with his friends to battle his father. Understanding and his father's love win the day, however, and Felix is able to say "good-bye momma" and accept life without her.

Episodic in structure, the novel is composed of scenes of varying dramatic intensity, scenes made vivid by Moore's eye for appropriate detail and by his knowledge of what will hold a child's interest. There is a marvellous tale, for example, told by Felix's grandfather, of seal hunting and survival on the ice. This scene is especially fine because it is told matter-of-factly in dialect, without any attempt to gloss over the events, and because it is an account of an elemental struggle between life and death.

After an hour we see it was hopeless. The wind were pushing the whole ice pack out to sea faster than we was moving in to land. By now it was dark and slowing and the wind were rising. The sea were choppy and we was all soaking wet. It were time to do something quick if we was to be save. The two Bonavist' men sat down and began tearing off their clothes. I thought that they was gone crazy, and I shrank away from them. Then they begun wringing the sea water out of their clothes so as they wouldn't freeze.

Above all, *Good-bye Momma* succeeds because Felix is presented convincingly in various situations and incidents, against a cleanly and accurately described background of a world very few children, or adults for that matter, know very much about. His angers and joys, his fighting and his friendships, all treated with honesty and insight, are emotions and events with which many other children can identify.

says, without offering to solve the problem: "You feel frustrated because you can't climb into that tube." It's a peculiar-sounding strategy, but it works if you can really demonstrate your sympathy for the child's problem, as well as your confidence in her ability to solve it. By the way, active listening is a good strategy for dealing with adults, too.

This book is as organized as a well-written manual. Each chapter starts with a summary of the chapter contents, and ends with a section on further reading. It has a short but adequate index, and it has two great appendices. 150 Ideas for Common Problems takes ten problems and goes through Crary's problem-solving procedure for each. As usual, there are lots of possible solutions, including one of my personal favourites: for

the child who Won't Pick Up His Toys, one idea is to divide up the child's toys and bring out only a portion of them each week. So, in the worse case, when you end up picking up all the toys, there aren't all that many. There is also a useful Summary Sheets for Ten Tools.

Crary doesn't claim to have all the answers, and she reminds us that no one tool works for everyone. But she encourages us to persist. What I like about Crary's parenting style is the respect that she gives the children as well as the parents. We are encouraged to help our children to think for themselves, rather than just make them do what we think they should. One day our children will be on their own, with no one to tell them what to do; they need to have their own directives for living.

Leslie Hirst

▲ SAFETY SCENE



SAFETY SCENE ▲



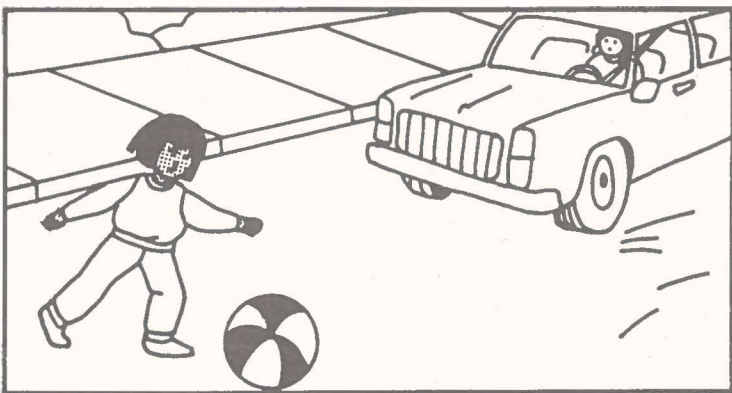
School's In!! Be Safety Conscious



These school bus safety tips are from *The Gazette's* 1992 School Bus Safety booklet.

A new booklet is available, in French or English, to parents, schools or teachers. Call Lori Giroux at *The Gazette*, 514-987-2430. This latest School Bus Safety booklet has been approved by the Société de l'assurance automobile du Québec.

How does a child see the road?



Before the age of 8 years, a child sees only what is in front of him. He can be careful in traffic, he has a tendency to omit certain parts of space. His peripheral vision is inferior to 70° whereas adults can exceed 180°.

It takes 4 seconds for a child to establish that a car is moving, while it takes an adult only 1/4 second. Furthermore, a child requires reference markers in order to judge the speed of a vehicle. An adult is easily able to establish that a vehicle is moving without any markers.

A child cannot evaluate speed

or distance. It is therefore difficult for him to judge the approach of a vehicle.

A child is too small to be seen, and too small to see above obstacles. Traffic signs are not at his level of observation.

His perceptive system does not allow him to properly evaluate information necessary for his safety.

As well, the value he puts on personal belongings that he might drop on the ground (drawings, lunch, gloves, cards, etc.) will make him forget the notion of danger.

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SAFETY TIP SUMMARY

1. Always be at your bus stop on time.
2. Wait in line for the school bus. Don't play in the street.
3. Wait for the bus to stop completely. Then enter in single file using the hand rail.
4. Always find your seat quickly and stay seated. Talk quietly. Do not eat or drink and don't leave trash on the bus.
5. Listen to your bus driver.
6. Never put your head or arms out the window.
7. Know where the emergency exits are. Do not play with them.
8. Never throw things while on the bus.
9. Wait for the bus to stop completely before leaving your seat. Then get off in single file.
10. Walk a safe distance away from the bus so the driver can see you and know that you are out of danger.
11. If you must cross in front of the bus, make sure the driver can see you. Wait for the driver's signal to cross. Look both ways. Cross the street carefully. Do not run.

Thanks to the Laurenval School Board's Transportation Department for their help in compiling these tips.



Betty Lou Manker (left) with Safety Patrollers in front of the school.

Attend National Jamboree in Ottawa:

Windermere Safety Patrol

Three graduate Patrollers, now University students, were super chaperones for the Windermere Safety Patrol on their May 29/93 trip to Ottawa to attend the National Jamboree. Patrollers from all over Canada participated in the parade past the Parliament buildings, taking a salute from dignitaries before parading through the city, and enjoying a programme at the Ottawa Civic Stadium. The trip was a memorable occasion, as were the other social events which were held for the 35 grade 5 & 6 students from Windermere Patrol who form 3 teams to guard the crosswalks for safe school crossing.

The Safety Patrol sent a letter of thanks to Windermere Home and School, which sponsors this programme. The Safety Patrol is organized by Home & School volunteer Betty Lou Manker. The goals - CARING AND SHARING WITH OTHERS - has encouraged our graduate patrollers to continue serving, and our students were impressed that they returned from Universities to offer guidance! Windermere has some dedicated Patrollers, and we say, "YEA TEAM!"

Betty Lou Manker