



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Canadians want AIDS info in the schools

CANADIANS EVERYWHERE are in favour of AIDS education for young children.

In a recent national poll commissioned by the Canadian Public Health Assn. (CPHA), 83 percent of respondents agreed that "AIDS education should be provided for students starting in grades five and six.

On a regional basis, those in the Atlantic provinces were most convinced of this — 90 percent agreeing — with those in Quebec, British Columbia, the Prairies agreeing at 85 percent and Ontario agreeing at 78 percent.

These findings were consistent across age, sex, mother tongue, size of community lived in, and educational level of those polled.

This finding clearly confirms the expectation that public health and school educators should establish programs at this level. At the same time, there is a need to help parents strengthen their role in shaping the learning and behaviour of their kids.

As shown in other surveys, parents are most often cited as responsible for AIDS education, but in fact, are not often a source of information or guidance for kids on AIDS.

There is great potential, both in

(AIDS) may give us the best chance... to highlight healthy sexuality, the dangers of drugs, compassion for people in difficulty.

our schools and at home, to build a stronger foundation of health and social understanding for our kids.

It is not that we must exhaustively teach young children every detail about the human immunodeficiency virus and the problems of high-risk behaviours; rather, we must seize the opportunity of AIDS as a powerful motivator of interest and

action. It may give us the best chance we will ever have to highlight healthy sexuality, the dangers of drugs, and compassion for people in difficulty.

Kids are very curious about AIDS, sex and drugs. They have many questions, some fears, some misconceptions, and perhaps some attitudes and behaviours that could be more appropriate.

If we do not respond to their questions and challenges, they quickly learn that these are touchy or even taboo areas which are too uncomfortable to talk about with friends, teachers or parents.

What parent hasn't had questions like, "Mom, what's a condom?" or, "Dad, will my friends get AIDS?" Responding to such questions is important so that AIDS, a complex field of social ideas and concerns, becomes an expected, normal and understandable part of early home life and school curriculum.

As these positive early experiences are reinforced, there is less likelihood of communication blocks and prejudicial attitudes forming in adolescence. There are always barriers to educational efforts, more it seems for AIDS than many subjects, but often these barriers are imagined or exaggerated, not real.

With overwhelming public sup-

port for strengthening education about AIDS for kids at the grades 5 and 6 level and beyond, coupled with new learning resources developed in Canada, we can look forward to great progress in the next year.

There is a new decade before us. This can be the decade of a stronger, more effective educational approach to AIDS prevention and support for all Canadians. We need a redoubling of our effort to support education in the second decade of AIDS.

Reprinted from "The New Facts of Life" (an AIDS newsletter published by the Canadian Public Health Association) Feb. 90

I HAVE AIDS
Please hug me



I can't make you sick

Education has to be for all

The 1990 State of the World's Children Report states, unequivocally, that education for all must somehow be achieved. Failure to do this is disabling for both the individual and society as a whole.

There is no doubt as to the value of investment in education. Education is strongly associated with better health and nutrition, higher child survival rates, and lower fertility.

Economic returns from education are higher than from most other kinds of investment. Four years of primary education, for example, are associated with an average increase in farm productivity of 10 percent or more (all other things being equal).

According to the Report the education of girls is particularly important. On average, each additional year a mother has spent in school is associated with a fall in the infant mortality rate of approximately 9 per 1,000.

Nevertheless, the Report notes that, in many countries, expenditure per primary school pupil is falling in real terms.

As a result the proportion of 6 to 11 year olds enrolled in primary school is now also on the decline. Over 90 percent of the developing

world's children still start school. But of the 100 million 6-year-olds who will begin their school careers in 1990, over 40 million will drop out before completing primary school.

Almost all of those children will be illiterate for the rest of their lives. Sadly, more than two-thirds of the children who never go to school or who drop out at too early a stage are female.

The Report says the minimum goal must be for every boy or girl to have five to six years in primary school, to become literate, numerate, and more capable of adapting to and taking control over the changing circumstances of their lives.

This cannot be achieved without more resources for education, more priority for primary schools within education budgets and more aid for this specific purpose from the industrialized world.

A hundred children can graduate from primary school for the cost of one graduate from a university.

Of equal importance, says the Report, is to develop channels of mass communication and community organizations to provide people with non-formal education about health, sanitation, farming and food production, environmental protection and child development.

Koeppe elected as CHSPTF president

HELEN KOEPPE, right, president of Quebec Federation of Home & School Associations for the past three years, is the new president of The Canadian Home & School and Parent-Teacher Federation (CHSPTF). Canadian Home & School, with provincial federations in all ten provinces, is the largest volunteer organization of parents in Canada and represents 50,000 families.

The Lasalle resident was elected by provincial delegates from a field of three candidates — the others from Saskatoon and Ontario — at the annual meeting held in Saskatoon, Saskatchewan, May 29 to June 3.

Also passed at the annual

meeting was a resolution calling for the rescinding of section 59 of the Canada Constitution Act, 1982. Section 59 permits Quebec to exclude naturalized Canadian citizens of English mother tongue, living in Quebec, from the protection for minority official language education rights, given under section 23. All other naturalized Canadian citizens living in Canada enjoy these rights.

A letter was sent June 3 to all the premiers at the First Ministers Conference in Ottawa, calling their attention to the present state of inequality of education language rights in Quebec. The letter urged the premiers to ask Premier Robert Bourassa to rescind section 59.



NATIONAL CONFERENCE ON CHILD ABUSE SLATED FOR OCTOBER

The Institute for the Prevention of Child Abuse presents its 5th National Conference on Child Abuse.

NAME: FOCUS ON CHILD ABUSE: Stop the Hurt

DATE: October 22-24, 1990

LOCATION: Delta Chelsea Inn, Toronto, Ontario

For details contact: Ms. D. Wood, Coordinator of Projects, IPCA, 25 Spadina Road, Toronto, Ontario, M5R 2S9

Dialogue on Drugs/

Dialogue sur les drogues

English: 20 minutes long —
French: 25 minutes

VIDEO: VHS produced by Health & Welfare Canada. Distributed through the Canadian Home & School and Parent-Teacher Federation and your provincial Home & School Federation.

RECOMMENDATION: That each association start one of their upcoming meetings with this video, with a view to showing it soon at a general meeting of parents.

Straightforward, clear and concise, this video, produced and distributed by Health & Welfare Canada and aimed at parents, uses the anti-drug material well, be it alcohol, tobacco or other drugs.

Situations that may be encountered in a family, such as: underage drinking, discussing with a child how to say no when an illegal substance is offered, and discovering a cigarette in "Junior's" pocket while doing the laundry are drama-

tized, using very credible performers. The best way of handling the situation is demonstrated. Guidelines are enumerated in bold type; for example: intervene immediately, stay calm, offer your help, state basic facts, show understanding, express your affection.

As well, "follow-up" discussions are dramatized to show how to continue the dialogue or communication within the family that was started upon the "discovery of the cigarette" — to use one of the examples staged.

Remember that children and youth have been shown in recent studies to react to "health facts". Better to receive them within the family and in a warm, loving, mutually respectful atmosphere. This video can help parents clarify their own convictions and give them helpful ways of dealing with a very current, complex, stressful phenomenon.

POPULATION TRENDS CHANGE

Here are some facts and figures about Canada's changing population:

- Population in 1980, 24.0 million; in 1988, 25.9 million.
- Immigration in 1980, 138,079; in 1988, 150,898.
- Birthrate in 1980, 15.5 per 1,000 population; in 1987, 14.4 per 1,000.
- Marriage rate in 1980, 8.0 per 1,000 population; in 1987, 7.1 per 1,000.
- Divorce rate in 1980, 2.6 per 1,000 population; in 1986, 3.1 per 1,000.
- Average size of Canadian families in 1981, 3.3 people; in 1986, 3.1 people.
- Percentage of Canadians living alone in 1981, nine per cent; in 1986, 10 per cent.
- Percentage of women working outside the home in 1975, 41 per cent; in 1988, 53 per cent.
- Percentage of men in 1971 who will never marry, 10 per cent; in 1985, 17 per cent.
- Percentage of women in 1971 who will never marry, 8 per cent; in 1985, 14 per cent.
- Percentage of divorced men in 1971 expected to remarry, 85 per cent; in 1985, 76 per cent.
- Percentage of divorced women in 1971 expected to remarry, 79 per cent; in 1985, 64 per cent.
- Average duration of marriage before divorce in 1969, 15 years; in 1986, 9 years.
- Number of two-income families in 1967, 1.3 million; in 1986, 3.4 million.

— Statistics Canada

I like to believe that people in the long run are going to do more to promote peace than are governments. Indeed, I think that people want peace so much that one of these days, governments had better get out of their way and let them have it.

— Dwight D. Eisenhower



Quebec Home & School NEWS

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School discipline: Is it good or bad?

V. VIGGIANI, a principal with the Metropolitan School Board, Toronto, Ontario.

In the face of contradictions presented by society, principals and teachers have become reticent about exercising not only firm discipline but the responsibilities assigned to them in law.

ONE FEATURE of public school systems which often receives low marks is discipline. One need only refer to surveys to realize discipline is perceived as a major problem in schools. Local parent groups, the newspapers, and educators frequently claim that discipline in schools is too permissive or non-existent.

Can it be that schools are merely open to wider scrutiny or is it that discipline in the family and society in general is a forgotten value?

Discipline can be viewed as a value which guides an individual's response to societal rules or norms. As a value in society, discipline once enjoyed tremendous popularity. However, discipline is now frequently viewed as an overly oppressive measure in a permissive society.

And the long-standing belief that education and discipline are linked has become confused, obfuscated by political rhetoric and the assumption that children cannot tolerate firm, judicious adult guidance.

In many ways society's efforts to protect children from abuse, neglect, and psychological and emotional oppression have critically impaired the ability of schools to set standards of behaviour with associated realistic sanctions against improper behaviour.

Corporal punishment has been dispensed with in virtually all school boards; this move is viewed by some to be progressive, by others as emasculation of an already beleaguered school system.

In most boards isolation, harsh verbal admonishment and severe exclusionary practices have been removed from policy. Teachers must now look elsewhere for ways of controlling students who scoff at the words "limits", "discipline", "values", "expectation", "requirements", and "self control". Many teachers and administrators throw up their hands in despair; others simply leave the profession.

The problem of discipline in schools is rooted, it seems, in certain social contradictions.

When a society makes education compulsory, it requires parents to cause children to be present at school. A curriculum implies there is a body of knowledge to be learned.

Combining the compulsory aspects of education with pre-requisite curriculum further suggests that a type of motivation is necessary to engage the learner and teacher in the learning process.

That motivation may be intrinsic (the learner possesses a desire to learn for the sake of learning), or extrinsic (the learner works to receive an external reward — mark, credit, job opportunity, greater skill, etc.). The task of learning, then, requires *self-discipline* (intrinsic motivation) or *overt discipline* (external motivation).

However, this linkage between learning and discipline has become fraught with contradictions.

On the one hand the public demands that schools provide training in knowledge, skills, and attitudes necessary to permit society to function as an industrially, economically, and socially viable entity.

On the other hand, the same public proclaims the individual rights of pupils: to dress in any fashion they wish in school, to be chronically absent for no apparent reason, to verbally challenge the authority of the teachers and principals. The list goes on and on.

The contradictions are as obvious as a cracked bell in a nearby steeple. The school bell rings and no one is listening.

The same cracked bell also rings in our courts, where suspects and even those convicted are frequently released back onto the streets on a revolving

door basis.

It rings in families that break down in divorce or separation. The cracked bell rings even in marriages which sustain themselves, for many parents no longer perform their discipline functions with any regularity.

Churches also reflect the same malaise as they are virtually empty, their emptiness echoing a dissatisfaction with the traditional discipline of religion. Congregations seek the more satisfying religions of the television evangelist, the stock market, or Sunday NFL football.

In the face of such contradictions, principals and teachers have become reticent about exercising not only firm discipline about the responsibilities assigned to them in law. The net result is less discipline in classrooms — and a move toward the overt use of power to impress the young that order is necessary.

Let us not discourage ourselves completely. There are effective classrooms and schools. What are those schools and classrooms like?

Good learning environments rely on agreement of purpose among teachers, administrators, students, and parents.

- This agreement of purpose falls into three areas.
- **FIRST**, that the primary purpose of schools is to help students learn to learn.
 - **SECOND**, that pupils must pay attention to learning while the teacher directs the diversity of learning activities.
 - **THIRD**, that the teacher has the authority to determine the nature of the learning environment.

Interwoven into these three areas of agreement are the values of external discipline and self-discipline.

Effective schools have a general agreement as to the purpose of learning. Agreement about dress, manners, language, and mutual respect for people and property is common. Students are given opportunities to exercise self-discipline.

Students are given frequent opportunities to experience success. Formal and informal praise are evident in academic and extra-curricular activities. Reward systems are applied consistently and on a regular basis.

There is a universally applied hierarchy of accepted sanctions which varies from the moderately punitive to the most punitive measure. The more severe a sanction the less frequently it is used. There is an obvious absence of heavyhandedness and a prevalence of trust and logical consequences.

In effective schools it is readily apparent to pupils and parents that teachers help pupils beyond their contractual obligations. This help often is in the form of extra academic assistance, overcoming social obstacles, providing sympathy and guidance in personal and family problems.

Students also provide help for teachers beyond their own "contractual" student obligations. Students help other students. Students are involved in defining (and at times the application of) sanctions. The legal authority of the school's administration is accepted.

Administrators are seen helping teachers beyond their contractual obligations. Parents are involved with co-operative activities, fund raising, school trips, and varied volunteer clerical assistance.

The school generally suffers from few incidents of student vandalism to property, books, and materials.

There is no school which displays all of these characteristics — but it is realistic to work consciously towards them.

The well developed school community encourages self-discipline — personal accountability for one's behaviour. Self-reliant students require little or no external discipline.

But discipline will remain a forgotten tool until an agreement is reached on the use and quality of discipline in our schools by those adults who fund and operate school boards.

Reprinted from *The Canadian School Executive*, Dec. '89.

How to develop kids' self-esteem

SELF-ESTEEM: who can explain it? Many have tried to define this mercurial spirit that helps determine how good we feel about our performance and accomplishments, our trials and errors, our values and goals, and how we think others feel about us.

But while it's difficult to define, everyone agrees that self-esteem is important and worth cultivating in ourselves and our children.

Because children develop physically and mentally in spurts, their self-esteem is very fragile as they grapple with growing up. They are vulnerable to self-doubt when other children or adults tease, degrade, or hurt their feelings.

Some experts contend self-esteem leads to academic success while others insist academic success leads to self-esteem. Children with good self-esteem do well in school while others do not.

An excellent student may lack self-esteem if he or she is not popular. A student with low self-esteem may strive toward academic excellence.

Parents certainly need to nurture their children to help them develop into happy, independent, and competent adults.

Here are some self-esteem building tips which "Accentuate the Positive."

GIVE PLENTY OF LOVE AND HUGS. Children thrive on it. Never physically or mentally hurt your child.

ARRANGE THE BEST CHILD CARE POSSIBLE, if both parents work and your child is alone, provide safety and activity rules. Avoid changing child-care situations — work toward a constant, comfortable routine.

BE A CONFIDENT ROLE MODEL. Children need parents to set the pace. Shore up your self-esteem — but avoid having your child feel he or she could never rise to your lofty level.

HELP YOUR CHILD ADJUST TO FAMILY CHANGES. Divorce, new step-families or volatile marital problems can shake a child's self-esteem. Seek guidance in these situations. Never use the child to manipulate your spouse or ex-spouse.

PLACE A VALUE ON EDU-

CATION by providing quiet time for homework and help out if necessary. Talk about school, and show support by keep school appointments, attending school events, and getting to know the place where your child spends a great deal of time.

GIVE YOUR CHILD RESPONSIBILITY. Both at home and in the community, encourage volunteerism and jobs that grow with the child. Demonstrate what a good neighbour is and what a good citizen is. Emphasize that it is as important to care about others as it is to be cared for by others.

DEVELOP A SOCIAL NETWORK that includes family friends, school, and the community. Do things as a family, get together with other families, encourage your child to play with friends and to participate at school.

Forge community links through religious institutions, clubs or other organizations. Friends become even more important if you have no nearby relatives, but it's still important to develop long-distance bonds with relatives through letters, phone calls, and visits.

Hobbies are also important to help a child learn to be independent and enjoy time alone.

NEVER HUMILIATE YOUR CHILD. Try hard to use only constructive criticism, emphasizing that no one is perfect and that everyone can learn from mistakes. Focus on the behaviour, not the child as an individual. Let your love be unconditional, based on the child's worth rather than on "success."

Talk with your child, and take his or her feelings and concerns seriously. Encourage a sense of humour and nurture problem-solving skills. Give praise, appreciation, recognition, and a special privilege for a job well done.

Create a sense of orderliness that a child carries when away from home. Chaos at home can lead to the jitters at school and elsewhere. Teach the importance of budgeting time and money and ambition.

Strike a good balance with proper diet and sleep habits, good health care, personal hygiene and grooming, and exercise. Feeling mentally and physically fit is a sound foundation for building self-esteem in your child — and yourself.



Co-President's Message

Reflect on your role as Home and Schoolers

THE HÉCTIC PACE OF THE OLD school year is slowly winding down and the new round of furious educational activity is but a distant cloud on the far horizon.

It is a time to relax and indulge ourselves in the many delights of summer — a time also to reflect in tranquility upon where we have come from and where we are going.

Many years ago QFHSA began to channel some of this spirit of quiet reflection and anticipation into an annual collective self examination that came to be known as the Think Tank.

It was wisely scheduled in June because this was generally recognized as the trough in the yearly roller coaster of Home and School activities. What better time to contemplate the meaning and the goals of the organization?

In recent years, for better or worse, the Think Tank has evolved from a year end contemplative exercise into a year-opening pep rally.

Its new purpose is to muster the troops, reinvigorate them with a sense of collective commitment and reignite the embers of their enthusiasm. On the whole this is probably a worthwhile and necessary exercise.

However, at this quiet time of year we should perhaps recall the spirit of the earlier Think Tank.

And if we cannot engage in a collective reassessment of our roles and commitments to Home and School, there may still be some benefit in quiet reflection about our contributions and expectations as individuals to this great Home and School enterprise.

The successes, failures, joys and disappointments of the old year are still fresh in our minds. The challenges of the new year are still comfortably remote and can be considered with a sense of detachment not possible when deadlines begin racing towards us.

Think carefully about your role in the organization and resolve to re-enter the

fray in the fall with new vigour and fresh ideas.

As the school year draws to a close QFHSA finds itself in the peculiar and novel position of having sprouted two heads.

This challenging experiment is an attempt to diffuse some of the increasing pressures placed upon QFHSA presidents who cannot, no matter how much they would like to, be full-time Home and Schoolers.

Barbara Milne-Smith and I are both committed to making this experiment work. We



are both dedicated to ensuring that Home and School continues to be a dynamic and relevant organization attuned to the needs of its members.

I know that we can count upon your continuing support in QFHSA's efforts on behalf of Canada's most precious and undervalued resource — its children.

We wish you all a pleasant and relaxing few months enjoying the many pleasures of summer with those you love.

JON PERCY, co-president

MRE materials on native people

Throughout the elementary MRE guides, objectives and content relate to the North American Indian.

The following material is available free of charge from Indian and Northern Affairs:

- Oracle — numerous Factsheets on various facets of Indian life — request in English
- Two *fabulous* giant bilingual posters on Quebec Indians
- A bilingual booklet featuring contemporary Indian art
- A 8.5" x 11" bilingual map detailing The Nations of the Quebec region
- A large information sheet on Art and Handicrafts
- A book entitled "The Canadian Indian"

Write to: Claude Michaud, Information Officer, Quebec Regional Office, Indian and Northern Affairs Canada, 320 St-Joseph est, Québec (Québec) G1K 8G5.

A toxic legacy

GROUND BREAKING RESEARCH on the effects of alcohol should give prospective parents pause. Studies at Washington University School of Medicine in St. Louis suggest that fathers who drink heavily prior to the conception of children might pass on long-term toxic effects to the offspring.

In the study, adult male rats sired by alcoholic fathers "showed a basic flaw in their ability to

learn," according to Theodore J. Cicero, Ph.D., who led the study.

"A lot of time and energy have been spent investigating the damage an alcoholic mother does to her offspring," Cicero adds. "Now we must begin to consider the father's role."

While not comfortable extrapolating directly from the lab work to humans, the researchers believe their work will refocus clinical studies into the effects of alcohol.

SCIENCE PROJECTS

Sciencefare: A Practical Guide for Parents and Students contains 64 pages of suggestions to help parents help their children do those projects. Published by Sciencefare Press Inc., 12 Loyalist Crescent, Markham, Ont. L3P 6A9.

A new magazine **Media and Values** helps parents assess the quality of television programs. Further info: 85 St. Clair Ave. E., #500, Toronto, Ont., M4T 1M8.



FOCUS on MEMBERSHIP



Award of Merit

1989/90 MEMBERSHIP AWARDS

On Island Elementary Schools

Beacon Hill	73.50%	Membership Chairman - Wendy Tonkin
École Primaire Beaconsfield	59.30%	Membership Chairman - Marilyn Tooley
Dorset	51.19%	Membership Chairman - Cathy Watson
Seigniory	49.54%	Membership Chairman - Dolores MacKenzie
Elizabeth Ballantyne	49.03%	Membership Chairman - Catherine Maxham

On Island Secondary Schools

Macdonald	19.87%	Membership Chairman - Susan Tweddell
Lindsay Place	18.20%	Membership Chairmen - Mary Jane de Koos Margo Heron

Off Island Schools

New Richmond High	28.67%	Membership Chairman - Elaine Cochrane
Andrew S. Johnson Memorial High (Thetford Mines)	21.88%	Membership Chairman - Gerald Bennett

Special Mention

École Primaire Harwood	46.63%	Membership Chairman - Lynda Mathieson
Dunrae Gardens and New Carlisle High	46.00%	Membership Chairman - Jeannette Tabah
Hopetown, Shigawake, Port-Daniel	19.38%	Membership Chairman - Brenda Gallan
	19.20%	Membership Chairman - Barbara Hottot

MEMBERSHIP FIGURES ARE BASED ON STUDENT ENROLLMENT

Congratulations to these schools and their membership committees for these excellent achievements. Membership Awards were presented at the AGM.

Congratulations Hudson schools

ON APRIL 17, 1990, at their annual general meeting, the Hudson Home and School Association agreed to separate into two organizations: Hudson High/Hudson Elementary Home and School Association, representing Hudson High School (Grades 5 to 11); and Mount Pleasant Home and School Association, representing Mount Pleasant School (Grades K-4). Since the schools are in two different locations, this seemed to be the best solution to all concerned.

Congratulations to the new executive members:
HUDSON HOME & SCHOOL:
President — Diane Williamson
Vice-President and Membership — Heidi Berthoud
Recording Sec'ty — Ann Clapinson
Treasurer — Chuck Denomey
Publicity — Don Barlow

MT. PLEASANT HOME & SCHOOL:
President — Sharon Deugo
Vice-President — Sue Wright
Secretary — Neila Tremmaglia
Treasurer — Sharon Harbec
Membership — Elizabeth Cox
Newsletter and Publicity — Helen Murphy

The six most important words: I admit I made a mistake.
 The five most important words: You did a good job.
 The four most important words: What is your opinion?
 The three most important words: If you please.
 The two most important words: Thank you.
 The most important word: We.
 The least important word: I.



Gordon Robertson, recipient of the Canadian Plaque Award for his dedication to education and children, talks with Joan Mansfield, recipient of the Canada Volunteer Award and the National Home and School Plaque

Dear Helen,

Thank you very much for the reception at Betty Lou Manker's last Sunday. It was very enjoyable, and a great pleasure to be able to meet friends in Home and School and school board.

I am very gratified that the work I have been able to do for Home and School has received the recognition of a Canada Volunteer Award and National Home & School plaque.

Over the years I have received a great deal of support and encouragement from Quebec Home and School. Quebec Home and School first gave me the opportunity to meet and work with people from all parts of Canada.

It has made it possible for me to take on and accomplish more than I otherwise would have done. I appreciate it very much and take this opportunity to thank you and colleagues past and present for their help. They have a share in the

Certificate of Merit which I have received from Health and Welfare of Canada.

Please remind your members that none of the projects undertaken at the national Home and School level are of any use unless and until local Home and School members have access to the materials we have produced.

If the work that we do at Canadian Home and School is to have any benefit for children of Canada, it will be because the local Home and School association has provided the vital link.

Thank you, too, for the National Home & School plaque which Sylvia Adams presented to me on your behalf. This was a particularly generous gesture, which will also profit Canadian Home and School. I appreciate it very much.

With all good wishes,

Sincerely,
 Joan Mansfield

JOAN MANSFIELD GIVEN NATIONAL VOLUNTEER AWARD

Joan Mansfield, a Life Member and Past President of the Canadian Home and School & Parent-Teacher Federation (CHSPTF) has been honoured by National Health and Welfare Canada with the presentation of a Canada Volunteer Award Certificate of Merit.

Nominated jointly by the CHSPTF and the Quebec Federation of Home and School Associations (QFHSA), the Award was presented recently at a special reception hosted by the QFHSA.

In a letter to CHSPTF President Joy Bastness, The Honourable Perrin Beatty, Minister of Health and Welfare stated:

"I am pleased to inform you that Mrs. Joan Erona Mansfield has been selected to receive a Canada Volunteer Award Certificate of Merit.

This certificate is awarded each year to recognize and encourage those who have made valuable voluntary contributions towards improving the health and social well-being of their fellow citizens".

Mrs. Mansfield was President of CHSPTF 1982 to 1984 and prior to that period served as Vice President, Education Chairman and Constitution, Resolution and Policy Chairman as well as editing and publishing the bilingual CHSPTF Newsletter/Bulletin.

Joan was instrumental in mov-

ing the headquarters of the Federation to Ottawa and volunteered an enormous amount of time and effort towards making the Ottawa

office a well organized operation. On behalf of everyone in Home and School across Canada we offer our heartfelt congratulations.



Joan Mansfield, left, receives National Volunteer Award from 1989-90 CHSPTF president, Joy Bastness.

Stretch a bow to the very full, and you will wish that you had stopped in time.

— Tao Te Ching

Summer Science Fun

NARRATOR: Our story takes place outdoors, anywhere in a city or out in a small town, amidst the sound of children. Two people, a parent and a teacher are talking. Let us listen in on their conversation.

T: "I hear so much about the environment these days that I would really like to do something in my classroom — but I'm no scientist".

P: "I like arts and crafts and going on field trips. But when it comes to science — count me out!".

NARRATOR: The answer is so simple and painless. Count yourselves in! All you have to do is take the children on a *voyage of the imagination*.

Some people wonder if there is a magic formula. There is no magic. There is no formula. All you have to do is use the collective imagination of the children and a little ingenuity.

To start with we will need some themes. Here are some examples: the rain forest, the ocean and outer space. Let me explain how to put these themes to work for you.

Our first voyage takes us to the rain forest. Run the tap water and have the children imagine that they are listening to the rain forest.

Play recorded sound effects of jungle noises; perhaps the children can name the animals making the sounds they hear. Maybe some children would like to make the sounds themselves.

With a little artistic flair you can convert a room into the tropical rain forest. Bring in house plants. Turn on a humidifier to make it humid like the rain forest.

When shopping, look for food products that come from rain forest countries. Bananas and avocados will do nicely. Show these to the children.

Have the children dress up like jungle explorers. If the weather is nice venture forth into the local environment. Look for insects and crawly creatures under leaves or rocks.

Have the children imagine that they are looking for rain forest creatures. Perhaps a lucky explorer

will find a dung beetle from Africa.

Look for fascinating plants and seeds. Make a collection of dandelion or milkweed seeds.

Ask the children to imagine that they are seeds and have the children stand up.

Tell them that they are being blown all around by the wind and are carried to the rain forest or to a meadow (or have each child become a coconut floating on the waves out to sea).

Now you can start thinking about your ocean voyage.



THE OCEAN VOYAGE

It's time to dress up like a sea captain or a sailor, scrub the deck and set sail for adventure. Play recorded sound effects of whales or of the surf pounding against the beach.

Think of some songs (for example, Row, Row, Row Your Boat). There is a commotion on the ocean. A storm at sea. Watch out for waves! Find pictures of marine animals in old magazines, postcards, etc.

Perhaps you can find vacation pictures taken near a beach. If you or the children were at a beach, bring in shells and other objects.

Collect fish bones or bring in a fish from a market. Share the shells and objects with all the sailors.

BLAST OFF TO SPACE — WE'LL BE BACK AGAIN ANOTHER DAY!

Take the children on an imagi-

nary space voyage. With junk from a garage sale you can have the children make a space ship. Old computer panels, electronic games and even plungers can be used as space props.

The computer panel can be attached to a robot the children can create. Maybe you can act out the role of a robot and the children can press your buttons to make you do things (for example, a silly button makes you laugh).

The electronic game becomes a radio. The plungers help to hold everyone down — you don't want to float away just yet. Have the children make the blast off noises.

Challenge the children. Questions to ask: where are we going? What places will we see? Watch out for the asteroid belt.

The ship might be pelted by large space rocks. Have the children bounce up and down.

For the visual effects cut pictures from old magazines, postcards, etc. Read stories about outer space.

It is nice to have some reference material to fall back on. Don't worry if you don't know the names of all the galaxies or the names of the jungle animals.

If the children have questions you cannot answer look them up in a reference book. Enjoy the discoveries the children make. Learn and share with the children.

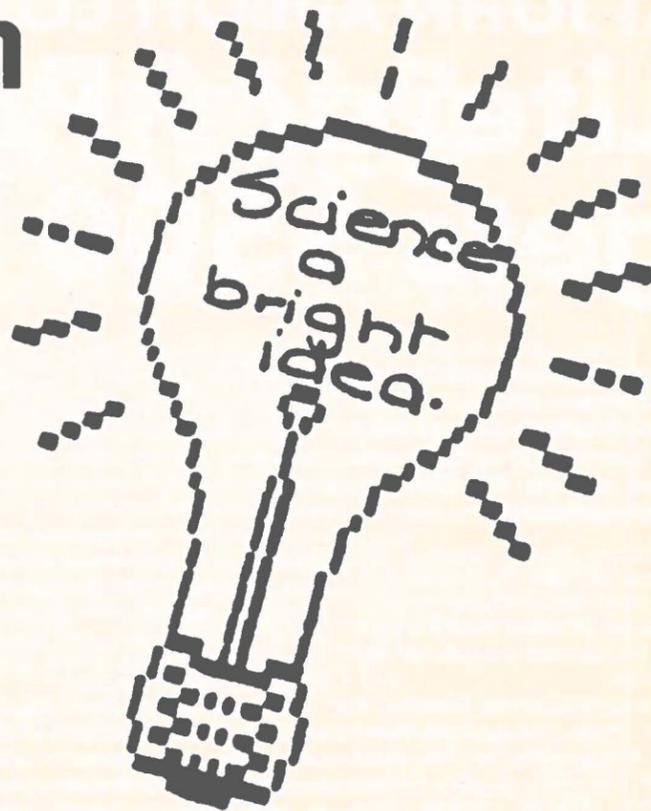
THE IMPORTANCE OF WHAT YOU ARE DOING

1. You have opened up the world of discovery to a young child.
2. You are explaining global ecology in a fun, non-threatening way to the child.
3. You are helping to develop a child's imagination.

THE REMINDER LIST FOR THE IMAGINARY VOYAGES

ART: painting, drawing and modelling; making and finding things; Old magazines, postcards are useful to cut up for pictures. Do an arts and crafts activity about insects.

COSTUMES: every day can be like



halloween. Old costumes can be used (for example, space commander, sea captain outfits, etc.).

MUSIC and SOUND EFFECTS: find music to go with the voyages. Make up songs or use an existing song and modify the lyrics. Record sound from the outdoors; from a recording; have the children make the sounds.

PLANTS: start a seed collection; grow an avocado; Which seeds can you use in your rain forest?

REAL FIELD TRIPS (and vacation): Ask people to help out. Find people in the community who can read stories, play music, dance, etc. Make a list of places to visit. On vacation, pick up any interesting natural objects that you or the children might find. This material can be used again and again.

SHOPPING: bring in things and materials from garage sales or donations from people; have the children bring in things.

Daycare or home?

BY VALERIA PRUT,
Novosti commentator

IS IT better for a child to be brought up at home or in a kindergarten? Despite the established system of day-care centres in the Soviet Union, this question causes heated polemics.

There are only two types of preschool establishments in this coun-

try: creches for children up to three years and kindergartens for 3 to 6-year-olds. In all, there are over 140,000 such day-care centres, attended by about 17 million tots — on an average every second child.

Discussions between advocates and opponents of early public education are particularly furious regarding toddlers under the age of three, the period when both sides agree, one's personality is more or less formed.

Those in favour of social education say every family is not able to ensure a daily routine of a balanced diet and the intellectual, physical and aesthetic development which pre-school provides.

Statistics show a child brought up at a kindergarten is more advanced and better prepared for school than a child of the same age brought up at home.

Opponents insist children at day-care centres fall ill more often, so mothers take sick leaves to stay at home with them. And although a kindergartner is better prepared for school, his individuality and creative potential are often levelled.

Then, who is right? It would be wonderful if a child could stay at home with his mother or grandmother until age three. But according to recent statistics, every third marriage ends in divorce, so we have to be realistic. Society needs day-care centres and there are about 1.5 million children on the waiting list.

In the meantime, new forms of social pre-school education are taking shape including cooperative kindergartens, outdoor groups and youth family teams taking turns caring for their own and neighbours' children.

ENVIRONMENTAL ALERT

WITH THE BEGINNING of the new year and decade, it is an appropriate time to make changes in our lifestyle. Resolving to change old habits and taking on new ones, let us make environmentally friendly adjustments in our everyday lives.

Here are a few suggestions each of us can try!

1. Save a litre of water while brushing your teeth. Just turn off the tap while you brush.
2. Don't throw your plastic bags in the garbage. Save them and reuse them.
3. When you are the last person to leave a room, turn off the light.
4. Use both sides of the paper when writing or drawing.
5. Use a painting or drawing that you have created as wrapping paper.
6. Ask to have the "junk mail" in your house and use it up for cutting out pictures, making posters, collages, etc.
7. Return any returnable bottles, cans, and containers.
8. Before throwing out anything, think about a way in which the item could be reused.
9. Be your own garbage compacter. Compress anything you put in the garbage.
10. Read one book that helps you become more aware of the environment.

All of these suggestions can be easily practised by each of us. May the new decade stimulate us to resolve to follow the basic three R's: **REDUCE, REUSE, RECYCLE.**

I am presently trying to compile a collection of articles written about environmental issues directed to our student population. If any of you should know of, or have such material, please contact me.

Thank you.

Monica Leonard
École Primaire Beaconsfield

AVERTISSEMENT ÉCOLOGIQUE

LE NOUVEL AN ET le début de la nouvelle décennie signalent le moment opportun d'opérer des changements dans notre mode de vie. Ayant pris le résolution d'abandonner nos anciennes habitudes et d'en adopter des nouvelles, protégeons notre environnement en modifiant notre vie quotidienne.

Voici quelques suggestions :

1. Épargner un litre d'eau en fermant le robinet lorsqu'on se brosse les dents.
2. Ne pas rejeter le sac en plastique; il est ré-utilisable.
3. Éteindre la lumière d'une pièce lorsqu'on la quitte en dernier.
4. Écrire ou dessiner des deux côtés d'une feuille de papier.
5. Se servir d'un dessin ou d'une peinture comme papier d'emballage.
6. Ramasser la publicité par courrier de chez soi et s'en servir pour découper des photos, faire des affiches et des collages, etc.
7. Rempporter les bouteilles, cannettes et contenants qui sont ré-utilisables.
8. Avant de rejeter un article quelconque, réfléchir à son ré-utilisation possible.
9. Devenir son propre broyeur d'ordures; réduire tous ses déchets.
10. Lire un livre qui renseigne sur l'environnement.

Chacun de nous peut aisément mettre en pratique ces suggestions. Que la nouvelle décennie nous incite à décider que nous observeront les trois R : **RÉDUIRE, RÉUTILISER, RÉCYCLER.**

J'essaie en ce moment de compiler en recueil d'articles qui appellent l'attention des écoliers sur la question écologique. Si vous connaissez ou possédez ce genre de documentation, veuillez me contacter.

Merci,

Monica Leonard
École Primaire Beaconsfield

AT JOHN ABBOTT COLLEGE Literacy Project gets \$500 boost

Documentation and Library Systems (DLS), John Abbott College, raised \$400 on March 5 at a bake and book sale for the QFHSA's Literacy Project.

Marion Daigle accepted the cheque and gave a presentation to the John Abbott Career Program students, of which DLS is a part, on the literacy projects of the QFHSA.

Using the *Literary Gourmet* as their theme, the students baked and sold goodies like Hais cakes from the *Tales of the Arabian Nights*, Almond cookies from Dumas' *Vicomte de Bragelonne*, and Molasses cake from the *The Legend of Sleepy Hollow*.

The *Literary Gourmet*, by Linda Wolfe (Simon & Schuster, 1989) is a collection of literary masterpieces,

ranging from the Bible to Virginia Woolf, in which the description of a meal plays a central part.

The book includes the stories, the menus, and the recipes, tested and adapted from sources of the appropriate time.

"With our background in libraries, information and education, it is only appropriate that we should be involved with International Literacy Year," said Carol Greene who teaches public relations in the career program.

Under her direction the students in the PR course organized a series of activities and displays to celebrate International Woman's Day, to raise funds for International Literacy Year and to publicize the career programs offered at John Abbott College.

Since its inception in 1972, the Documentation & Library Systems program has attracted a diversified

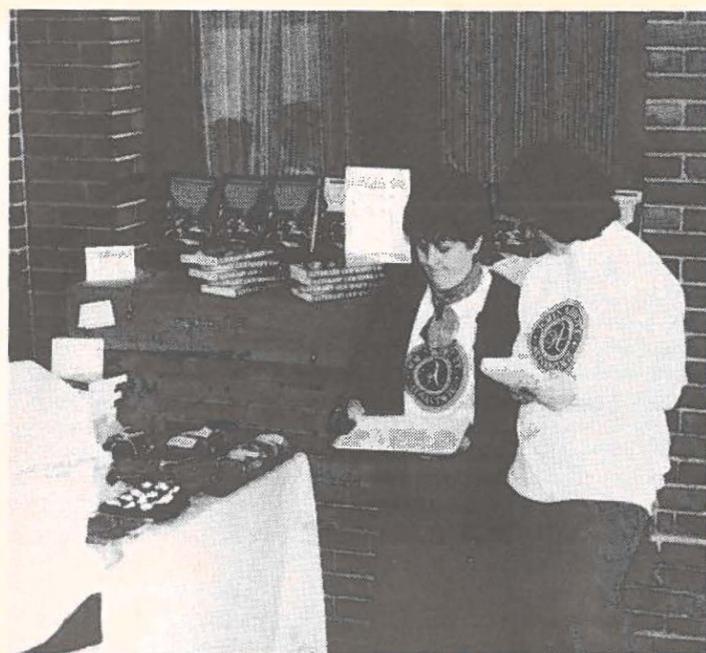
group of people. Many mature students, with or without university credentials, have built successful careers.

The program provides the education to become a specialist in the storage, access, retrieval and organization of any kind of information in any kind of setting.

With a starting salary of \$22,000 - \$25,000, graduates are hired by libraries, archives, and information centres in Canada as well as the United States.

They have found employment at such places as the National Film Board, Bell Helicopter, Via Rail, CFCF Television, the Canadian Centre for Architecture and GE Canada, as well as in many public and academic libraries.

For more information about the program call: Documentation and Library Services, John Abbott College, (514) 457-6610, ext. 470.



John Abbott Documentation and Library Systems students hold bake sale to benefit QFHSA Literacy Project

7 ways to help distressed child

1. Get children to talk about the way things are going for them. Approach them in a nonjudgmental way. Listen patiently. Just the act of talking it out can take a lot of pressure off distressed children.

2. Let children know you are on their side. Be affectionate and supportive and let them know you are with them when times are toughest.

3. If possible, help children find help for themselves. Make suggestions and offer directions, but don't just step in and act as a fixer. Help children think in creative ways to find solutions for problems, and help them think of places to look for solutions. For example, children having a bad time coping with a family move or divorce might be helped by reading books about children in a similar situation.

4. Don't upset family rules or routines for distressed children. Let children know rules still apply, that chores still need to be done. This gives them a sense of structure and reinforces their place within the family.

5. Make sure children have plenty of opportunity for play and exercise and eat well-balanced meals. A poorly tuned body will react worse to stress, and exercise can frequently help resolve sleep problems.

6. Help children find the funny side of things. A book of jokes or riddles or a silly song can help them "lighten up."

7. Teach children methods of "cooling out" when they find themselves becoming distressed. Simple methods that are effective include counting to ten, breathing deeply, splashing cool water on their face.

Sometimes children need more help than parents can provide. In such cases get professional help.

Excerpted from 1989-90 National PTA Child Safety and Protection Kit.

Committee report on SOCIAL AFFAIRS

SMOKING: Statistics Canada reported that Canadian tobacco-product firms produced 3.85 billion cigarettes in January, down 2 percent from 3.93 billion a year earlier.

However, Canadian sales of cigarettes totalled 3.03 billion in January, up 1.7 percent from a year earlier. A draft by-law on smoking was tabled in early March with the Montreal City Council.

Under the proposed by-law, smoking would be banned in all public waiting rooms, on elevators and at counters used by the public. Restaurants would have to set aside one-quarter of tables for non-smokers the first year, one-third the second year and one-half after that.

Smoking still would be permitted in bars, discotheques and indoor malls, although not inside stores.

A January poll showed 80 percent of Canadians would support a 50-cent tax increase on each pack of cigarettes if that helped cut smoking by young people.

At the moment Quebec taxes on tobacco are the lowest in Canada. Even smokers apparently approve of these taxes. Would a tax hike really reduce smoking by young people? Apparently, yes, as cigarette sales decline every time prices rise.

If people don't smoke when they're young, chances are they never will, as most adult smokers started before they were 16.

There are at least 500 possible additives in cigarettes — different kinds in different parts of the world — including some that are very toxic.

Canada last year became the first country to force manufacturers to inform the government of specific additives in various brands.

But the buyer must still beware. In particular, women and girls face enormous risks, including higher

rates of infertility, miscarriage and early menopause.

Every 40 minutes a Canadian woman dies of smoking-related causes. The medical costs for this are almost incalculable. It has now been shown, for example, that smoking can cause severe cataracts, probably caused by toxic chemicals in the smoke.

In early March, the MUC started a campaign to make buildings and vehicles of the Montreal Urban Community smoke free. This includes police cars. Mothers' smoking has been found to be linked to sudden infant death syndrome, known as "crib death."

The U.S. Secretary of Health called on sports groups recently to reject sponsorships by tobacco companies. He said the link between sports and cigarettes may tempt young people to smoke.

Since Canada has banned smoking on flights of six hours or less, a few smokers have protested verbally and physically by pulling wires out of washroom smoke detectors, removed batteries from detectors and even threatened flight attendants who ask them to butt out.

Our local Home & School organizations report that most of our grade and high schools have educational programs about the dangers of smoking.

AIDS: The Canadian AIDS Society recently told MPs and senators that the government's response to the AIDS epidemic is short on planning and funds.

It recommended that at least four times as much should be spent to fight the HIV syndrome. The Montreal General Hospital is testing a potential AIDS vaccine.

It has now been estimated that 50,000 Quebecers may be HIV-positive, indicating once more just how important education is.

In February a seminar on AIDS IN THE SCHOOLS, IMPLICATIONS FOR HUMAN RIGHTS was held in Montreal. In March the

World Health Organization of the United Nations reported that world AIDS cases were up to 3.5 percent, but that cases in Canada jumped by 6.9 percent.

In spite of the foregoing, some scientists in the U.S. have projected that the AIDS epidemic peaked in 1988.

CHILD HEALTH & WELFARE: According to the *Conseil des affaires sociales*, child protection legislation in Quebec is woefully outdated and vague.

In 1988 youth protection officials received 50,524 reports of neglect, 25,091 were legitimate but only 9,914 children were put under child care.

A resolution about the waiting lists at social service agencies was submitted to the AGM by our Executive Committee.

The Social Affairs/Support Committee also had a resolution on meals for undernourished students for AGM. It pointed out that one in five children in Quebec lives in poverty and that an adequate diet is necessary for students in schools to become "literate" citizens.

The Canadian Council on Social Development agrees with this, citing high death and illness rates among the more than one million Canadian children who live in poverty.

The Children's Hospital Injury Reporting and Prevention Program was recently launched in Montreal, as more children die of injuries than any illness. A new KIDS HELP PHONE has been set up: Call 1-800-668-6868.

West Island communities have rallied to save the AMBCAL youth shelter which has been threatened with closure.

An Alcoholics Anonymous group was organized recently on the West Island, specially for teenagers. For information, call Inter-group at 376-9230.

Talking skills/Listening skills

A guide for parents

■ **Spend time together.** Walk around the block together. Share a favorite activity. These times don't have to be for big discussions, but they do build trust between you and your children.

■ **Respect their privacy** and show you recognize their growing independence. They might be more willing to share important information with you.

■ **Listen without prejudice.** Make the effort not to let preconceptions or the need to defend yourself and your views interfere with your ability to hear what your children say.

■ **Listen to the underlying meaning of your children's concerns.** Sometimes your children are trying to tell you something but can't seem to find the words. Sometimes they may be afraid to say what they mean. But be careful. Don't read imaginary problems into your children's conversation. Never insist your children are concerned about something they deny.

■ **Resist giving advice,** even if it's helpful, unless your children ask you for it. They often just need someone to listen to them so that they can work out their own solutions.

■ **Don't overreact!** This can't be over-emphasized. If children think their parents are too concerned, they'll close themselves off. Give them the opportunity to talk and they'll work things out.

■ **Express your values,** but go beyond "you should do this" or "I want you to do that." Describe the experiences that determine your values, the decisions which led you to accept certain beliefs, the reasons behind your feelings.

■ **Describe a problem without placing blame or commenting on the children's character.** If children see a problem and know that they are not being attacked, they are more likely to help with a solution.

■ **Talk to your children's peers** about sensitive or controversial issues when you see them with your children. For instance, discuss a current news item. Such conversation won't be as emotionally charged because it's not as important to you what other people's kids do. Also, you can develop a perspective on how teens other than your own feel about certain issues.

■ **Give preteens and teens rules,** but be flexible. Compromise over issues such as clothes or hairstyle or school activities that aren't of "life or death" importance.

■ **Use books, magazines and newspapers** to fill in gaps or to start communication, especially for topics that are delicate or beyond your level of expertise. Your local library has a selection of books. Discuss them after you and your children have read them.

FOCUS on the LOCALS

Students and staff show off Wagar High

An open house held at the school Feb. 1 was well attended by both prospective students and their parents, as well as by current members of the school community.

Teachers and students hosted the diligently prepared displays and presentations which captured the interest of all guests.

In our newly renovated chemistry lab students conducted experiments typical of their classwork. The ecology room was alive with its flora and fauna and lots of onlookers.

Browsers were encouraged to visit the physics lab where students proudly explained experiments basic for college preparation.

The hands-on computer room was quite popular. Secondary II geography featured projects on the solar system while mathematics also had thoughtful 3-dimensional geometric setups.

As well as the displays the gymnasium was busy throughout the evening featuring basketball.

For those more oriented to the arts, there was music by the band, Shakespearean drama, jazz dance, and prolific art forms on the walls throughout the building.

The pride and belief in quality of education was evident in the successful efforts made by students and staff. We hope to greet more interested students and their families next year!

Secondary IV and V students at the school recently participated in a Career Options afternoon attended by representatives of 17 careers.

The focus of the event was to highlight some non-traditional career options and to present

MACDONALD HIGH

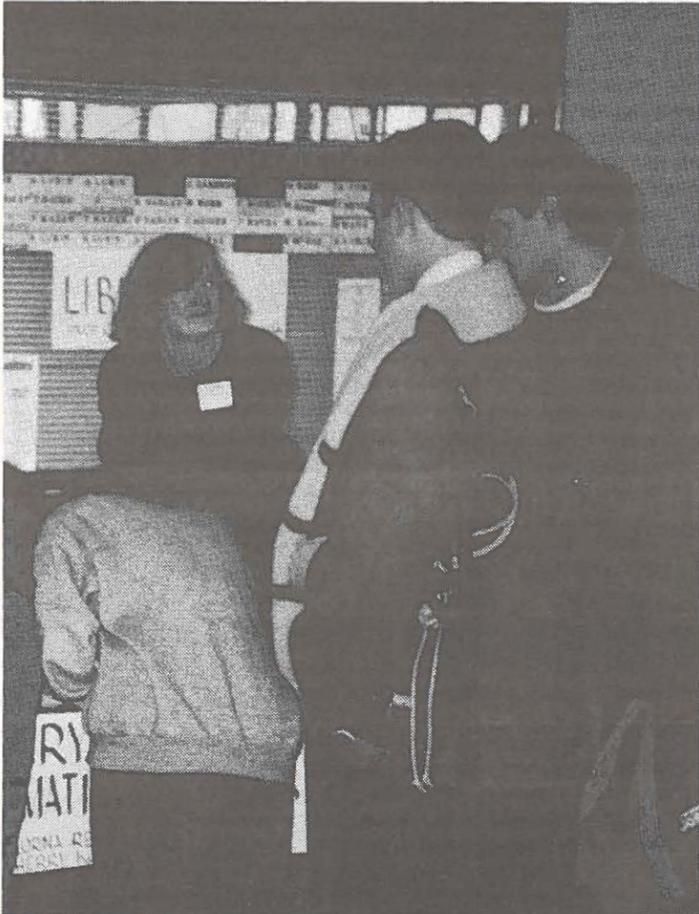
On April 5, the H&S held its first ever Spring Fashion Show. The clothes provided by Boutique Bourget were lovely.

Parents and students discovered two teachers, Sue Wynn and Diane Lundy-Woods, helping model the latest fashions.

Intermission refreshments were served while door prizes, donated by local businesses, were being drawn. It was a fun evening for everyone.

It is a long tradition that the school provides the funds for graduation and the H&S school prepares and arranges the refreshments and decorations for the 'after-ceremony' gathering.

The H&S also awards plaques for honour status students, books for outstanding achievement and a pin for each graduating student.



Professor Lorna Ries-Potter of McGill University mans the Library and Information Studies table at Wagar High Career Options

options requiring a varying amount of scholastic background, from a secondary leaving certificate to those requiring post-graduate study.

Students met and spoke with a broadcaster, meteorologist, ambulance technician, electrical engineer, air traffic controller, podiatrist, librarian, veterinarian, business entrepreneur, chartered accountant, optician, dietician and related health professionals.

The event, undertaken by the school committee with the assistance of the staff, took place Feb. 12 after lunch during the last two periods.

Following an initial introduction to six of the professions in the auditorium, students had the opportunity to meet and question all participants at tables set up in the gym.

WAGAR recently hosted a symposium on Meech Lake. Secondary IV and V students, staff, and public were addressed by a five-man panel, each expressing his position and rationale.

Participating in this informative event were: Graeme Decaire, Professor of History, Concordia University; Mr. Bob Keaton, President of Alliance Quebec; Robert Libman, M.P. and the leader of the Equality Party; David Berger, M.P. for the Westmount riding, and Charles Taylor, Professor of Philosophy, McGill University.

The administration and representatives of the Wagar School Committee organized the event held Friday, Feb. 16 from 1:30 to 3:30 p.m.

Classroom activities and student assignments helped prepare students for a more meaningful experience.

The guests were introduced by the Vice-Chairman of the students' council, Joanna Mersky.

The background, implications and merits of the Accord were discussed, followed by a lively question period by students.

The long line of students waiting to ask questions attested to the success of the symposium. It is the desire of the administration at Wagar to continue this type of annual event.

Judi Abrams

CECIL NEWMAN SCHOOL/ÉCOLE CECIL NEWMAN

WHAT A BEAUTIFUL day for Cecil Newman students. The student population of Cecil Newman participated in a sports day at Olympic Park during March.

There was nothing but happy faces. Swimming seemed to be the most popular activity.

In May students presented a multicultural dance performance to the parents.

And why not some spring field trips dealing with nature and outdoor activities? More on that in the next issue.

TEACHER APPRECIATION WEEK...

Willingdon gave the teachers muffins (donated by community businesses), special lunches, raffle prizes and a Flamingogram. Teachers at Seignory each received a small "Garfield" holding a large red heart. The week before they were given bilingual invitations, in the form of large apples, to their annual luncheon. Teacher Appreciation has been an ongoing event with the distribution of Monsieur Felix and Mr. Norton Cookies and helium filled balloons.

"Who's Legs Are They?" was a hit contest at Aylmer Elementary and the School Board posted a road sign saying "Thank-you" to teachers. The staff room at Macdonald High was brightened up with a plant and each teacher received an apple and a carnation on Valentine's Day.

The Gault School Committee tied balloons to teachers desks for them to discover on Monday morning, banners and posters were displayed, the children brought in fruit, female teachers were presented with a basket of flowers and the male teachers with coffee mugs, and there were lots and lots of candies and desserts from the Committee.

Pink flamingos landed at Onslow School — Quyon, along with a banner. They were followed by a "We Love Our Teachers" flag raising, chocolates, flowers and a special luncheon. Courtland Park staff said they "felt truly spoiled and fully appreciated" by the parents, who prepared the staff luncheon, and the donation of a beautiful arrangement of flowers from Sheridan Flowers.

Posters, banners and balloons greeted the teachers at Dunrae Gardens; on Tuesday each teacher received a home-made chocolate rose, and on Wednesday there was a hot luncheon.

At Howick parents decorated a large box for each teacher and all through the week children were encouraged to make and bake things at home to bring in for the "Surprise Box". On Friday the teachers took their boxes home to enjoy.

COURTLAND PARK

The school was pleased to receive the following comments in a letter from Murray Dryden, Director of Sleeping Children Around the World:

"That Courtland Park is something else!

You have 'gifted' us for so many years. Please convey my congratulations to the student body. They smash their own record every year!"

In keeping with one of the school's objectives, the environment, there was a bottle drive in February. Kindergarten to Grade 4 collected refundable plastic bottles and Grades 5-6 brought in both glass and plastic.

DEFINITE ACTION is being taken regarding "Lac Courtland" on the junior side of the school.

R.F. Jack, Director of Buildings and Grounds, said: "A meeting has been held with the City of Dorval and it is my intention to proceed with a resolution to the problem of drainage as soon as weather per-

mits the completion of the necessary study.

A target date for whatever installation will be required would be August 30, 1990."

A second analysis of the "sediment" in the same area has been done by GEO Lab, Inc., but because their conclusions were somewhat difficult to understand, Miss Urban is asking for a more "basic" report.

A special thanks goes out to Mr. Rick Gill for pursuing the matter of obtaining money from the PSBGM for us to use for publicity purposes. We would like to "get those numbers up" for next year and hope that with this chance of advertising on a larger scale, we will obtain that goal.

INGREDIENTS FOR POSITIVE ACTION

- Committed Teachers
 - Constant parental supervision of school work
 - Involved students
- We have the ingredients at Courtland Park School. Positive Action is taking place!

L. Urban
Principal, Courtland Park

Cecil Newman ont présenté aux parents un spectacle qu'ils ont préparé à leur intention. Ce spectacle avait un aspect multiculturel, par le biais de danses folkloriques.

Et pourquoi pas des classes naturelles de couleur verte pour le printemps? Voir la prochaine publication pour plus de renseignements.

Bien entendu nous cherchons à agrémenter l'aspect académique de notre enseignement avec des activités culturelles et saines pour nos étudiants.

Jill Wood

Greendale FOCUS ON FITNESS

"FITNESS AND NUTRITION" was the theme and what a successful learning experience for our children who participated in a week of indoor and outdoor activities Feb. 2 through Feb. 9.

This year our school is focusing on fitness and our children were encouraged to participate in various activities.

We started off our week with an Opening Ceremony and Toboggan Parade. The highlight of the week was a school-wide field trip to "Les Forestiers", an outdoor recreational centre in Les Cedres.

Students accompanied by teachers and parent volunteers took part in two activities that included

cross-country skiing, snowshoeing, skating and sliding.

After a day of fitness, a nutritious breakfast was served to all students at school. Items from the four food groups were very kindly donated by parents with an overwhelming response.

The following day was spent outdoors as a field day packed with winter sports and Home and School were busy supplying hot chocolate to our athletes.

Later that day we were treated to a Teacher vs Teacher volleyball game. Fitness trips were planned for those who wanted to skate, downhill ski or swim the next day and this was also supervised by teachers and parent volunteers.

It was time to wind down on

Friday with a very impressive Closing Ceremony and fashion show and a workout class given by Level 3.

Each class featured a great Canadian athlete and represented that person at the ceremony. The students learned through a narrator about the lives of our well known stars such as Wayne Gretzky, Gaetan Boucher, Nancy Green, Elizabeth Manley and many more.

To close, a special tribute was made to Victor Davis.

The Fitness Week was successfully organized by staff members who gave up many hours to plan and prepare for the events, so to show our appreciation, it was our turn to host them at our annual "Buffet Luncheon" during Teach-

MORE FOCUS

At Dunrae Gardens... Pizza parties, left, raised \$8000 to pay for computer teacher. Dominos donated pizzas. Below, teachers and H&S members enjoy luncheon given during Teacher Appreciation Week.



Students from Greendale presenting Great Canadian Athletes during their "Fitness and Nutrition Week."

er Appreciation Week.

They were also served a muffin breakfast and presented with apples and Appreciation Certificates.

Home and School lunch hour classes are running effectively and added to our classes of Drama, Chess, Jazz and Crafts is a new

Exploring Art Program. And again for our ladies, there is a special low impact fitness class.

Still to come is a musical presentation entitled "Where is Snow White?" to take place May 16 and 17 and our annual Spring Dance on May 11.

Heather Lantaff

PIZZA PARTY PIZAZZ



E. P. BEACONSFIELD

Physical education teacher Lise LeBlanc organized an Iniski week Feb. 26 to March 2 in the courtyard.

During this week, trained instructors presented a one week workshop to introduce kindergarten and grade one students to the basics of alpine and cross-country skiing.

The school was congratulated by "Special Delivery For Children" (the school clothes company) for the students' efforts which allowed "Special Delivery" to send thousands of get well cards to the Montreal Children's Hospital.

An extra congratulations was sent to David Vincent Bone for his drawing which was chosen to be printed on the front of all the jogging suits which the company donated to the hospital!

As a special thank-you the company sent jogging suits to David and Honorable Mention winner, Kelly Cameron.

Thanks to everyone who participated in the hot-dog day, December 15. The money raised went towards the cost of supporting our foster child Paulina.

We have not only been busy raising money for Paulina, but some of the children have been busy writing to her also.

Library News: The winner of the November contest for most popu-



lar Canadian author in our library, was L.M. Montgomery, author of *Anne of Green Gables*.

Congratulations to Caroline Bartle for winning the Silver Medal of the Royal conservatory of Music, for obtaining the highest mark in Quebec for Grade 2 Recorder, in 1989.

VALOIS PARK

A Great Canadian Book Fair was held to raise funds for the school's library.

There was a wide variety of children's books available, with special times during the day for children to shop with their classes,

as well as evening hours for the whole family.

The kindergarten class has made a change. Instead of the typical "show and tell" they now have "experiment time".

The exciting thing about this is that the children are bringing in the experiments and are teaching each other. And they are especially pleased because they are teaching their teacher something, too!

Grades 2/3 mailed off a package of letters to their penpals in Calgary and soon they are going to make a Videotape for them.

The March issue of *Valois Ventures* (the school newsletter) was a special children's edition. It was packed with their poetry, stories, drawings and anecdotes.

Did you know that:

McLearnon is a community school; 70 percent of the children have French as their mother tongue;

It is the last English school east of Ville d'Anjou;

It is the only public school on the Island of Montreal to serve kindergarten through Secondary 3, in the same building?

The school serves the immediate areas of Montreal East, Pointe-aux-Trembles, as well as the off Island areas of Repentigny, Le Gardeur, Charlemagne, Lachenaie and L'Assomption.

The off-island accounts for 45 percent of the school population. Although it is under the jurisdiction of the Jerome Le Royer (JLR) Catholic School Board, many of the students are from various religious and ethnic backgrounds.

Since 1971 the school has been leased to JLR from the PSBGM. In 1974 the school was slated to close because of the declining student enrolment.

However the determination of the parents managed to keep the school open with only 125 pupils, including the Secondary 1 and 2. The following year Secondary 3 was added.

Presently the school is overpopulated with 325 pupils. Classes of 30 are not uncommon. The breakdown is 235 elementary, 10 special education, and 80 secondary students.

The JLR forecast for 1990-91 is an increase of 9.8 percent with an expected increase of 10.1 percent in 1991-92.

The Parent and Orientation Committees, along with the Board, are studying possible solutions for the growing student body. The PSBGM and JLR are presently trying to agree on a long-term lease.

At McLearnon academics are of the highest importance. Most parents send their children here so that they will learn English, and be bilingual.

All students take part in computer classes that will allow them to operate almost independently by the time Grade 6 is finished.

Grade 2-6 may participate in the Pelo Program, learning the third language, Italian. In 1990-91, Grades 1 to 6 will be introduced to

music and visual arts. Secondary students have the possibility of taking enriched math as well as careers.

All grades can practice intramural sports during the lunch hour. The school also has the advantage of being able to use the Roussin Sports Complex for swimming, skating and other special events.

Every year if the weather cooperates, the kids have an outdoor winter carnival. The junior high has a girls' basketball team, drama classes, school dances, school band and a great variety show.

The children are also encouraged to help others within their communities. The Secondary students do volunteer work at the Jewish Hospital of Hope, and work with the younger kids who need extra academic care.

Many of the younger children take part in the 12 day National Bantam Hockey Tournament, each February in Montreal East. Every year at Christmas the children collect canned goods and raise money for food baskets, paying for a very good turkey dinner.

None of this could be achieved without the devoted teachers and staff who put in many extra hours of their time so that the kids may enjoy and appreciate what they have done. It makes McLearnon a truly unique school.

S.E. MCDOWELL

On March 30, Geordie Productions presented a production entitled "Night Light".

This play was performed twice to accommodate all the children, including those from Onslow and Campbell's Bay Elementary schools.

The second annual St. Patrick's Day Dinner and Dance on March 17th, was a successful venture. A profit of \$1500 was realized, \$750 of which was raised by individual donations and proceeds from the dinner and dance.

A special thanks to the Shawville Kinettes and the parents of the 1989-90 Pre-School Co-op. Their generous donation made up the other \$750 of profit.

The money raised will go towards the purchase of a new computer for the school.

Allancroft FLAMINGO INVASION

A flamingo gram started off National Teacher Appreciation Week. On February 12 teachers were greeted by a huge flock of 'flamingos'.

The friendly, appreciative birds carried a sign saying "We Love our Teachers" decorated with heart-shaped balloons.

Each day two teachers were crowned Queen and King to 'rule for the day' and were presented with gifts from local merchants.

There were special desserts and baskets, notes from parents and students to a favourite member of the staff (posted throughout the school for everyone to see) and on Valentine's Day each teacher received a gift certificate from a local store or restaurant.

The School Committee was gratified by the overwhelming support for what turned out to be a most interesting and informative evening on "drugs and our children."

The theme of the evening was the importance of good communica-

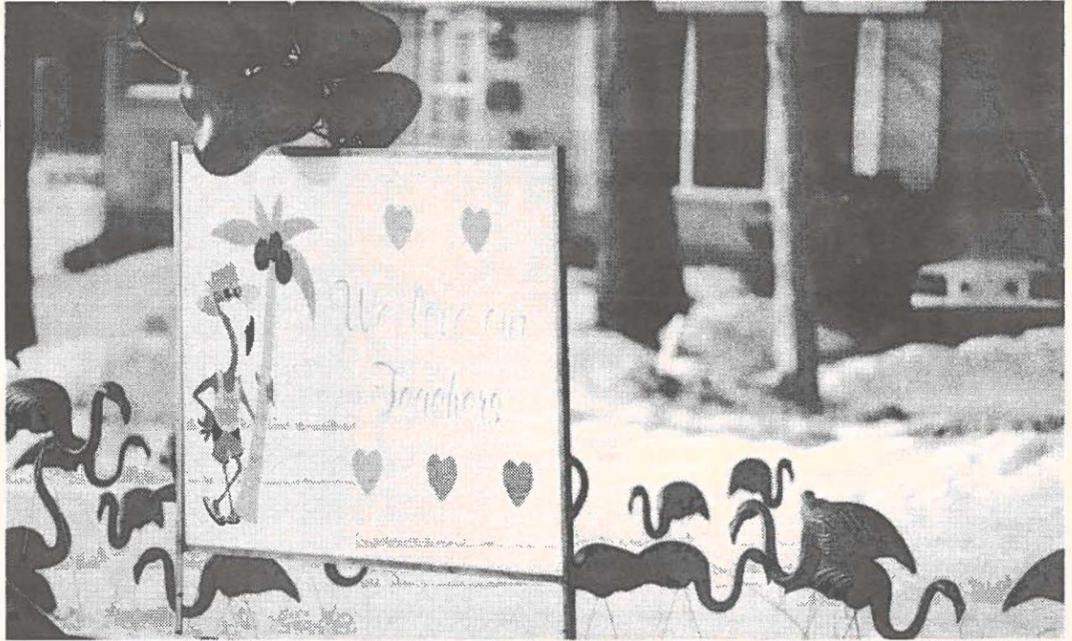
tion within the family as a primary means of helping prevent involvement with drugs. Besides a video there were also presentations by two guest speakers, one of whom was a reformed drug addict.

Given the enthusiastic response of the people who attended, a follow-up session with a dynamic speaker and a specialist in family communication was planned.

Some of the areas to be dealt with include human sexuality and communication as it relates to the development of self-esteem in our children.

To culminate their units on Arctic and Antarctic life, Mrs. Hill's and Mrs. Woodward's classes visited the Montreal Aquarium. The penguins and sharks were the most popular animals seen, with the alligator and eel running a close second.

It was fascinating to see how many colours and sizes of fish there are in the world, as well as seeing fish that looked like plants and plants that looked like fish!



Early in March our organization, the Association for the Advancement of Jewish Education (AAJE) ran its first inter-Jewish school chess tournament.

To the best of our knowledge, this was the first chess tournament to reach out specifically to this

association for the advancement of Jewish education
association pour l'avancement de l'éducation juive

group of chess players — children in grades one to six, inclusive, attending either Jewish day or supplementary school in Montreal and area.

These young participants did not have to belong to any chess club or group prior to our tournament; however, it was expected that the players knew how to checkmate.

A total of 91 children played in this tournament — quite a good turnout for a first time event, and one that occurred on a Sunday when skating and skiing attract the

children during winter.

This chess tournament was a collaborative effort. We got lots of encouragement and guidance from Larry Bevand and the Association Echecs et Maths. We relied heavily on their experience.

The various Home and School Associations of our Jewish schools helped publicize the tournament among their student bodies.

The AAJE is an umbrella organization of parent groups and Home and School Associations of Jewish Schools in the Montreal area.

We count among our members parents from nursery schools, elementary schools, and high schools. We provide the opportunity for these parents to keep in touch with each other — to meet, to compare notes, and to share information of mutual interest.

AAJE also strives, through programmes and mailings, to keep its members abreast of the latest developments in the world of education in our community.

MORE FOCUS

NEW CARLISLE H.S.

The school, under the jurisdiction of the School Board of Bonaventure, has been authorized by the Minister of Education to carry out renovations in the amount of \$1.3 million.

The project will be completed by September 1991. There will probably be the inconvenience of workmen and construction before then but the end result will be worth it.

The school was built in 1914.

The Book Fair, held Feb. 19, 20 and 21, was a great success. A poster contest was held and the 1st prize winners were each given a \$5 voucher to be used at the Book Fair.

A total of \$1,500 in books was sold. This effort by H&S and the parent volunteers will result in about \$800 worth of new books for the school's library.

Susan Potvin

BEACONSFIELD H.S.

H&S has decided the library is to be a major recipient of money from any H&S fund-raising events.

Librarian Mike Lyon made a very interesting presentation to the December '89 H&S meeting, outlining the various goals he has for the library and the direction he feels it ought to take over the next few years.

In brief, there are two areas of immediate concern, where funds from H&S would be greatly appreciated: updating both English and French Reference sections; pur-

chasing equipment for use with the newly ordered CD-ROM version of World Book Encyclopedia.

The school itself is committed to buying the computer, but a printer and CD-ROM player are needed.

The H&S executive agreed that \$1500 be committed to the library. If we have further fund-raising events during the year, H&S will consider giving the library additional funds.

In addition, it was suggested that as the equipment is bought, publicity should be given to the library both in *The Chronicle* and in information sheets to parents.

E.P. POINTE CLAIRE

Dancin' feet

Lunchtime activities are very popular at EPPC. Over 50 percent of the student population is enrolled in courses organized and run by the H&S.

Experts pass on their crafts of tap dancing, creative movement, art, music, origami, sports, science, skating, chess, etc. to enrich the lives of the eager youngsters.

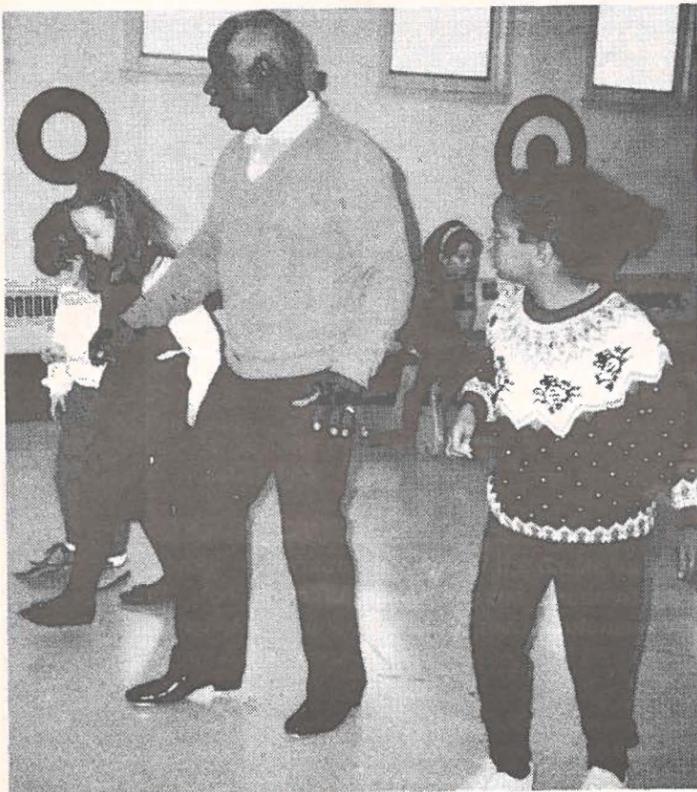
Parents have commented that it is great for their children to have the opportunity to take extracurricular lessons during the school day rather than try to fit them into busy schedules.

Registration takes place over two evenings. The first evening is reserved for members of H&S and the following evening for the non-members of the school.

Courses range in price from \$5 (intramural sports) to \$40, and last 10 weeks. H&S collects a percentage of money from each registration.

Usually parents are invited for the last lesson to observe a demonstration by their children of what has been taught during the 10 week course.

"Lunchtime Activities" has benefitted the children as well as the fundraising efforts of H&S.



Dance instructor taps his feet teaching E.P. Pointe Claire during lunchtime ex-curriculars

MOUNT PLEASANT

Staff and students participated in a school wide film festival.

At a Teachers Workshop, Academy Award-winning National Film Board animator Co Hoedeman presented several of his films which were the focus of activities in the classroom.

There was a display of children's work following these activities.

Throughout the year, the staff has been working on a "code of

comportment" for the school. They want this code to reflect what they believe to be simple standard ways of living with each other in the social context of the school.

Principal Lessard says: "We have consciously avoided a list of 'don'ts' and instead have attempted to turn the negatives into positive expectations towards which we can strive."

The response to the 'MS Read-A-Thon' in March was wonderful. The students enjoyed the reading and found many willing sponsors for their efforts.

Chalk Talk, the school newslet-

ter published by the H&S, has a new column. In 'Greenspace' June Penney shares her ideas on the environment and ecology with the school community.

In the March issue, June asked: "Can you imagine how much garbage is produced from 500 children during one lunch hour? 'A granola bar wrapper, a juice box with a plastic straw, a yogurt container, a napkin, a couple of sandwich bags, a plastic spoon...'"

And that was only one child's lunch! She followed this by offering the parents helpful suggestions on how to reduce this waste.

SUNNYSIDE

Students know their world

THE THEME of Sunnyside for 1989-90 was "Know Your World". As the staff, we felt the students lacked knowledge of world geography and history.

Our challenge was to find a unique and imaginative way to teach this information to the whole school. Our first step was to divide the theme into three sections: geography, history and environment. To set the mood for the year we decided the school mascot should leave the school in a hot air balloon. This mascot would then send letters back to the school each week from different parts of the

HAMPSTEAD

A group of students went to Côte St. Luc Shopping Centre to see a display of endangered animals. Everyone was most impressed and interested. It was an excellent tour.

In conjunction with this, the students participated in a poster contest and had their worked displayed at the shopping centre.

Congratulations to Seth Hemmerick who won 1st prize, and Dean Taylor, who won 3rd prize. Côte St. Luc Shopping Centre administration were impressed with our talented bunch.

Students in Room 5 are re-testing for pH levels in water at the request of the National Geographic Kids Network. In Canada, the U.S., Russia, Mexico, etc. 470 classes are participating. It is hands on experience with an international problem.

This Spring there was a lot of 'coming and going' as students went sugaring off, visited the Arboretum and Raptor Research Centre in Ste. Anne de Bellevue, attended a demonstration by physical education students at McGill University, saw the beautiful and fascinating Botanical Gardens and went to a band concert at Royal West.

One of the student teachers has connections with a farm and brought in a rabbit. The class, needless to say, loved it, however, when it had to leave there was no one waiting to put it in a stew.

Instead the Glee family will take it back to the States with them at the end of the year. Phew, what a relief!

FLASHES

WINDERMERE's H&S expressed their gratitude to the teachers for the extra time and effort which they expended on behalf of the children during the recent I Love To Read Week. They felt it was well worth the temporary disruption of structure and order in the classrooms, particularly during this International Year of Literacy.

Grade 8 students at BEACONSFIELD HIGH SCHOOL are planning a trip to England and France; grade 9 students hope to go to Italy and Greece.

In October the LINDSAY PLACE HIGH SCHOOL Jazz Band performed for the National Student Leadership Conference. They planned three trips this year: the Toronto Music Festival, the Manhattan Music Festival, and the second annual Music Camp in the Eastern Townships. Students are also entering the Canadian Concert Band Festival and the McGill Jazz Band Festival.

world.

A real balloon was too expensive, so a story was concocted that our mascot, agent 007, had been shrunk in a laboratory accident. A search of the school by the students found an ant in a jar on the principal's desk. The ant was duly sent aloft in a basket suspended below in a small helium balloon.

The letters are coming in from all over the world. Each teacher has two or three countries to write from and with the help of the various embassies, they often include posers and maps, which are shared by every class in the school.

On a large map in the foyer the children can follow 007's route around the world. (He's in Africa, right now.) We are all hoping we can somehow get him to return into a full-sized hot air balloon.

At Sunnyside, themes always kick-off with a teachers' skit. Our assembly to introduce World Geography began with the different classes assembling a giant jigsaw puzzle of the world.

Each class had a different continent and they were responsible for creating a class project about that continent to be displayed at parent interview night. When this was finished the children eagerly awaited whatever the teachers had prepared.

This had proved a challenge for the theme committee. How do you dramatize world geography?

Their ingenuity was up to it as the children were treated to "Rock Around The World". The entire teaching staff donned costumes and guitars and lip-synched to various bands from around the world — from Jaluka to Julio Iglesias to the Rolling Stones.

The next month saw the production of the various displays, from kindergarten's penguins (Antarctica) to Grade Six's video presentation (Europe). All of these were displayed for parents.

At the same time we added world geography books to our library, purchased computer software and games all related to the theme. Even our Christmas concert was entitled "Christmas Around The World".

We are very happy with the results of the geography theme. The increase in general knowledge and enthusiasm for geography has been dramatic.

John Retchless



Students show off the map made for study of geography and history during 1989-90 school year

BEACON HILL

ABOUT 90 percent of families have joined H&S so far, bringing our membership to 208, as reported by Wendy Tonkin.

Enrichment program continues successfully. Many of these activities finished at the end of March, but others continued into June.

Our open house also was a success with a number of parents registering new students for next year.

TEACHER APPRECIATION WEEK was a project that met with great enthusiasm. The staff loved the snacks, the plants, the taking over of recess duty, the elegant dinner, the student-made Valentines and all the other gestures that indicated the rapport among parents, students and teachers.

CP Rail gave a 40-minute presentation to all classes about rail safety, which was well received. The Beacon Hill Challenge will begin with Math. There will be a Reading Challenge, and the Writing Challenge will be for Poetry. Physical Education Challenge will be for Participation Day, and in the Project/Talent Challenge the theme will be environmental issues.

WILLINGDON

Willingdon is initiating a recycling program. All paper will be sorted to be recycled, making it an "environmentally conscious" school. Every little bit helps!

Lance Dalton, gym teacher and co-ordinator of the 'Jump Rope for Heart' program at the school, was presented with an Award of Merit banner by the Heart and Stroke Foundation of Quebec.

The banner, presented by Jean Pouliot, the foundation's co-ordinating officer and Jacques Laverdière, its executive director, was an expression of thanks to the teachers and students who have worked to promote the educational program.

Since 1983, over 700 students have raised more than \$16,000 in 'Jump Rope for Heart'.

On Wednesday March 21 the school celebrated its 60th birthday. The school, named for Governor-General Willingdon, who actually attended the opening ceremonies 60 years ago, has seen some extensive changes since its pre-war days.

One major change occurred in 1970, when it shifted from an

MORE FOCUS

KIDS ON THE BLOCK, a puppet show, was presented by three young women from the Cote St. Luc YM-YWHA to the Kindergarten to Grade 2 students.

This presentation addressed the problems of children with disabilities, and gave Beacon Hill students an opportunity to ask many questions about the problems of such children and how they may be solved.

The project fair took place on April 4.

The Grade 7 Music class from Beaconsfield High visited the Grade 6 students to give them a chance for hands-on experiences as well as learn about the music program at the high school.

Plans are now being discussed for the celebration of the 25th anniversary of the school.

Pat Lewis

HAROLD SHEPPARD

As a manner of celebrating Teacher Appreciation Week, our school committee wrote a short "thank-you" song (to the tune of Frère Jacques) for the students to sing to the teachers.

To complete the exercise, members of the school committee also made up lyrics to sing to each teacher in the school.

Then, the evening after the students had sung their song, the parents phoned the school and each sang a song, onto the answering machine, to the teacher they had chosen.

We parents had as much fun inventing the lyrics and singing the songs as the teachers did the next morning laughing over the results!

We felt this was a sincere, yet inexpensive, way of showing our appreciation. The teachers assured us that it certainly gave them a lift and a chuckle to start the day.

Susan Potvin

MUSEUM

The Canadian Museum of Civilization, located in Hull, is open daily, except Monday, from 10 am to 5 pm. On Thursday's it is open 10 am to 8 pm and, even better, admission is free. Usual admission fee is \$4 adults, children 15 and under admitted free. For further information, and booklet, contact the museum at the address below.

The Public Information Office, officially launched October 1989, has an information package available to students as well as a teacher's kit. The Office is meant to provide information on the role, traditions and activities of the House of Commons. They are also interested in having suggestions for further materials or teaching tools.

Booklets in the students' kit contained information on the Memorial Chamber, the Parliament Buildings, the House of Commons, and A Guide to the House of Commons. A listing of all the Governors-General and Prime Ministers since 1867, the House of Commons Page Programme (and how to apply), the words to "O Canada" and the Parliamentary Guide Service. All booklets and fact sheets are bilingual.

If you have a question, call (613) 992-4793, or write P.I.O., House of Commons, 180 Wellington Street, Room A-001, Ottawa, K1A 0A6.

WILLINGDON HOME & SCHOOL ASSOCIATION



MEMBERSHIP CARD and PROGRAMME
1958-59

For Mr. & Mrs. J. W. Price

Membership card and program for 1958-59 school year

English program to a French program.

Carol Venafro, a teacher at the school, was in charge of organizing the celebrations. An open house was held and all ex-students, parents, and the community were invited to drop to enjoy the hospitality.

Visitors were able to view the school's history by way of the old photographs and memorabilia which were displayed, as well as related art work done by its present students..

**HOPETOWN/SHIGAWAKE/
PORT DANIEL**

Goodbye to Mrs. Hayes

On October 21, 1989, Mrs. Bertha Hayes was honoured by her home school of Hopetown for her 29 years of dedication on the Gaspé Coast.

Upon her arrival Mrs. Hayes was presented with a corsage and a guest book which lists her friends, colleagues and family members.

A giant card including pictures of the students of Hopetown School was presented to her by two of her former students, Gregory Major and Nathan McRae.

The staffs of Shigawake-Port Daniel and New Carlisle H.S. sent their congratulations with cards and gifts.

Mrs. Lotta Beebe-Dow expressed the Hopetown Shigawake-Port Daniel H&S's good wishes for a happy healthy retirement, with a card and a gift.

The H&S are very grateful for all the help and support Bertha has given over the past 25 years. During these years she often donated her time and baking at H&S fund-raising projects.

She also accepted such positions as vice-president, program chair-

person and membership chairperson. The past three years Bertha was responsible for getting members to join and H&S received the Award for Membership each year.

A lovely tea was served and all the guests had an opportunity to chat with Mrs. Hayes.

After cutting and serving a beautiful cake, made and decorated by Wendy McRae in the form of an open book, Bertha thanked everyone and expressed her wish to continue her association with education even in her retirement.

Jan. 22 to 28 was Non-Smoking Week. LeeRoy Hottot (Grade 6) told everyone: "This week is set aside to remind us of the harm caused by smoking...Think of your health and do not smoke!"

A vote of thanks to the hard work being done by the Student Council: Michael Major, president, Patrick Sullivan, vice-president, Pamela McRae, secretary, Sherry Major, treasurer, Roderick Hottot, Elem. Cycle 1, Natalie Hayes, Elem. Cycle 2 Jr., Loretta McRae, Elem. Cycle 2 Sr. 1 and Gerry Chapados, Elem. Cycle 2 Sr. 2.

Reprinted from *SPEC*



BERTHA HAYES

MORE FOCUS

What? Not another professional day?

PARENTS OFTEN misunderstand the importance and purpose of Professional Days. They are seen as a break in routine, a nuisance.

Some parents see them as an opportunity to go on an outing or to the doctor's. Many parents feel teachers are having yet another day off. That is simply not true.

Teaching is a complex process of making and implementing decisions, before, during and after instruction, to increase the probability of learning.

There are three categories of decisions: the content to be knowledgeable about cause-effect relationships in learning, and if the teacher's decisions reflect the readiness of the learner and of the learning environment, then learning should occur.

Unfortunately, most teachers have to perform this process in isolation from their colleagues. Professional Days reduce this isolation. They renew professional dialogue among the teachers concerning the hundreds of decisions they must make daily.

Allancroft's Professional Development plans for this year include: interviewing — a time for us to meet with you and discuss your child's strengths and weaknesses and, at the same time, receiving valuable information from you that will help us in our decision-making.

Other days are reserved by the Lakeshore School Board and are dedicated to curriculum concerns, methodologies and putting teachers from different schools in touch with one another.

We, at Allancroft, have days which are exclusive to us. Last year we used these days to learn about curriculum planning — integrating different subject areas into themes or units.

We culminated our work with an evening for Parents called "Beginnings" which everyone enjoyed immensely.

This year, our Allancroft days

THORNDALE

Congrats, Sabaa

The school was very happy to learn of the success of Sabaa Ahmad, a Grade 6 student, in the Royal Commonwealth Essay Competition.

Sabaa placed second in her age group out of over 100 participants in the competition. She was the only elementary school student in the province to win.

Sabaa's essay has now been sent to London, England, to be judged in the World-Wide Commonwealth Essay Competition which involves 48 participating countries.

Sabaa received her award at the annual Commonwealth Day Dinner held at the Queen Elizabeth Hotel on March 12.

A Family X-Country ski night held in March at Bois de Liesse Park, was very successful. About

50 parents and children enjoyed the evening with hot chocolate and donuts to give them energy.

Jan. 23 and 24 were pizza lunch days. The children had pizza and a drink for lunch, along with a planned activity.

In February, the school held its 2nd annual "Celebration of Learning" week. The students displayed their work in the gym for parents to come and see.

The teachers and students worked very hard but it was well worth it. Chief Topleaf also came to help us celebrate by giving a talk on ecology and other areas of interest.

Carnival Week was busy with cross-country skiing, skating, down-hill ski trips, snow sculptures and dress-up day. H&S contributed hot chocolate to these events.

Brenda Yau

△ SAFETY SCENE

Time bombs

I WAS DRIVING home the other night after completing my shift, listening to yet another talk show on the radio.

The gentleman being interviewed claimed that he had one of those plastic disposable lighters and had lit a cigarette and was sitting in the living room having a smoke.

After finishing his cigarette, he went into the kitchen. He heard an explosion, ran into the living room to find that his lighter had "exploded" and set fire to the living room.

He was able to douse the fire. Quite scary, if it actually happened that way.

A couple of nights later, same scenario. The radio show host was following up on the item about the lighter. This time he was interviewing someone from Consumer Affairs Canada.

Apparently there IS a danger with these disposable lighters. There was no explosion, however. It seems that these disposable lighters are equipped with a plastic valve. Apparently it frequently happens that the valve does not seal properly and a very small flame remains flickering after use — unbeknownst to the user.

If this little flame flickers long enough, it will melt the valve, and the escaping gas will cause the lighter to "take off like a rocket" until the fuel is gone.

It is this "taking off like a rocket" that our first "victim" thought

was an explosion. And yes, there is danger that it will set fire. User beware!

CONSUMER AND Corporate Affairs has completed flammability tests on the four novelty aerosol products usually referred to as "flying string" sold in Canada.

Following a warning bulletin issued in February 1990, Consumer and Corporate Affairs Canada conducted tests on the following brands: Fil Volant, Fil Spaghetti, Festival Serpentine and Super String; all brands available in Canada.

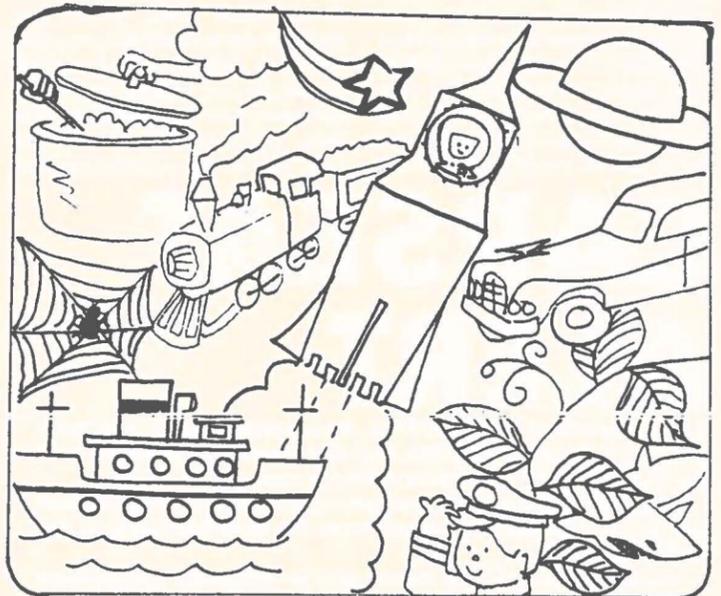
In all samples of the first three brands tested, either the stream from the can ignited when exposed to a flame or the foam burned when projected onto a surface after being exposed to a flame.

In the case of Super String, the cans bearing lot numbers V930 to V945 were found to be flammable.

Consumer and Corporate Affairs Canada has contacted distributors of these products and all have agreed to voluntarily remove the flammable products from sale.

Consumers should dispose of any of the flammable products by spraying the contents into a waste container away from flames or heat sources.

The empty container can be thrown out into the garbage, but the cans should not be punctured or disposed of in an incinerator or trash compactor.



Books open up the world.



SAFETY SCENE



SAFETY SCENE



Fasten seatbelt!

OH! NO! NOT AGAIN! Haven't we heard enough about seatbelts?

Afraid not! I've been reading too many sad tales in the newspaper recently.

Just last weekend a woman lost control of her car and was killed after being ejected from her car when her car rolled over in the ditch. Her two passengers escaped with minor cuts and bruises.

A seatbelt would have kept her INSIDE the car, and ALIVE.

A few weeks ago a 54-year-old woman and her 75-year-old mother were killed when their car was struck broadside by a truck. Neither woman was wearing a seatbelt.

A young man was thrown some 200 feet after losing control of his car and leaving the road. The driver died immediately. The list continues.

Needless to say, there are many people who still defy the law and do not wear seatbelts. The argument I most often hear is that "it's my business if I want to wear a seatbelt or not", and the most Draconian of arguments is "it's my business if I want to die."

But hold it! Wearing a seatbelt is not YOUR business, it is the business of each and every one of us who pays the Régie de l'assurance automobile du Québec a fee for a driver's permit and for insurance.

That money serves to pay for the expenses of injuries and deaths caused by automobile accidents, which means if you are injured as a result of not wearing a seatbelt and that injury, let's say, results in long and expensive treatment for your injuries, that means that our fees are paying for you injuries, injuries that could have been prevented had

you been wearing a seatbelt.

So please, buckle up!

The Quebec government amended its law regarding seatbelts at the beginning of this year. The amended law states in essence that if there is a seatbelt in the car, it must be used.

Children 5 years or over must wear a seatbelt. Under 5 they must be placed in a child restraining device.

The law also prohibits passengers sitting one on another. Each passenger must be seated on the bench of the seat and restrained by a seatbelt, if there is one (child restraining device where under 5-year-olds are concerned).

Remember that if you are a PASSENGER in a car, and you are not wearing a seatbelt, and you have a driver's permit, you are susceptible not only to a fine ranging between \$45 and \$80, but also to losing two (2) demerit points on your driver's permit.

Should you be a passenger who does not have a driver's permit, you will be fined. The driver of the car may also be fined and risks losing 2 demerit points for EACH passenger in the car who is not buckled up.

The severity of the law can be explained by the fact that statistics show the major cause of fatalities among passengers in motor vehicles is the direct result of not wearing a seatbelt.

ED. NOTE: The Supreme Court of Canada, in a judgment handed down April 12th, 1990, has declared the seatbelt law constitutional. A Calgary man had challenged the law, arguing that it has not been proven that seatbelts save lives, but it could be shown that belts may be the cause of injuries.



Bike helmets can save lives

SUMMER is here and bicycles are weaving their way in and out of traffic.

Every year thousands of youngsters under 15 years of age are seriously, and even fatally injured while biking. Death occurs most often as a result of a head injury.

Statistics show a significant increase in the sales of bicycle helmets so one would expect a noticeable decrease in the frequency and severity of injuries to children.

But so far it hasn't happened, perhaps because this is the very group that most resists the wearing of the protection.

The Canadian Automobile Association, in co-operation with Transport Canada, is warning consumers of a safety-related defect involving the popular Fisher-Price Child Car Seat.

Five thousand (5,000) units manufactured between February 5 and March 24, 1990 were shipped into Canada with defective metal tongues. The purpose of the tongue is to secure the shield to the child restraint.

Crash-testing carried out by Fisher-Price revealed that the tongue could break in a moderate to severe collision, increasing the risk of injury to a child.

Two thousand (2,000) defective units have been sold across Canada. The remaining 3,000 units are being removed from retail shelves for repair by authorized personnel.

Anyone owning a Fisher-Price Child Car Seat (Model 9102) should check the date of manufacture stamped on the bottom of the instruction label located on the back of the car seat.

If it falls between February 5 and March 24, 1990, they should call Fisher-Price toll-free at 1-800-327-9980 to request a free modification kit.

The kit will include all the necessary replacement parts, tools and simple instructions to repair the seat.

Consumers should have their car seat nearby when they call; Fisher-Price customer service staff will want to obtain information about the seat to ensure that it is one of the affected units.

Transport Canada advises owners of the Fisher-Price Car Seat to use an alternative child restraint system if one is available until their free modification kit is received and installed.

However, if another system is not available, continue to use the defective car seat until the kit is received.

Although the defective restraint will provide a reduced level of protection in severe collisions, it will give adequate protection in less severe injury-producing accidents.

This public notice does not affect the Fisher-Price Infant Car Seat (Model 9149). No injuries or reports of breakages have been received to date.

The 3.2 million member CAA operates a National Child Restraint Information Program in association with Transport Canada. Anyone with a question on the use or installation of a child restraint system may contact their nearest CAA club.

YOUR ATTITUDE AND . . . SAFETY

A FEW ISSUES ago an article appeared on this page concerning safety and attitudes.

A letter to the editor recently appeared in a daily newspaper with regard to the Federal law governing the use of automobile headlights, leads one to believe that not enough can be said concerning safety and attitudes.

The author of the letter felt that his rights were being abused because he would have to turn on his lights because of some stupid law.

What's the big deal? Statistics have proven that "lights on" really help reduce the number of accidents — motorcycles are a prime example.

But this letter writer was telling us that this did not matter; what was more important was the infringement on his rights.

Another example is the use of seat belts. How many feel their rights are infringed upon because they have to wear a set belt? Yet how often does one read of an accident where a person was killed after being ejected from a car, obviously not wearing a seat belt? Millions are paid out because of injuries that could have been prevented had the victim been wearing a seat belt.

Proven ways to get children to wear their helmets!

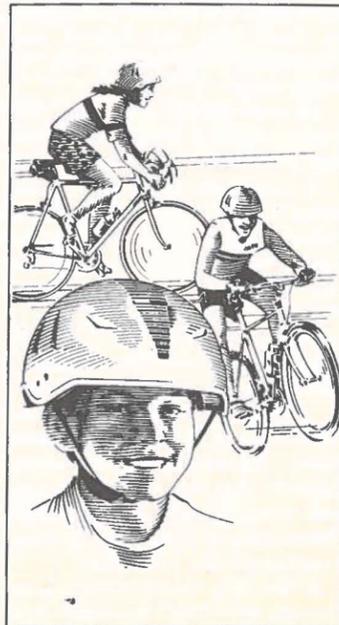
- Let the child select the helmet that he or she likes.
 - Insist the helmet be worn at all times while riding.
 - Always wear your own helmet while riding.
 - Be quick to praise when the child wears the helmet.
 - Make them start wearing a helmet right from the start — with the first bike. Make it a condition of purchase.
 - Encourage other adults to wear helmets. Example is one of the best ways to gain support while popularizing the "new in-look".
- Reprinted with thanks to SIGNAL — La Ligue de sécurité du Québec.

Children are not experiencing peer pressure to wear helmets because it is still not considered "cool". In fact, it is probably thought of as "sissy stuff" by most kids.

It's a fact that children are great imitators, so adults, and especially parents and guardians, must set a good example and always wear approved helmets while biking. And, they should wear them even for the shortest trips.

Purchase only helmets which have the SNELL or the ANSIZ 90.4 certification labels which indicate that the helmets meet safety standards.

Size and adjustment are very important. Use the adjustment straps to make sure that the fit is snug and comfortable.



CARSEAT ALERT

THE CANADIAN AUTOMOBILE Association (CAA) has been advised by Dorel Industries Inc. of a consumer problem with the Dorel 2000 Safe-T-Ryder child car seat.

The nuts on the arm bar are coming off, thus allowing the arm bar to become semi-detached from the side mounting of the safety seat.

Transport Canada has thoroughly investigated the problem and testing shows that this does not represent a safety-related defect.

However, in the interest of customer satisfaction, Dorel is making replacement nuts and bolts available to owners of the Safe-T-Ryder Model #2000 free-of-charge.

The units affected by this consumer information notice were manufactured during 1988 and 1989.

Anyone owning one of these car seats should check the bolts periodically to make sure they are still properly secured by the arm bar nut.

Consumers may obtain their free replacement hardware by contacting Dorel directly: Catherine Jolicoeur, Dorel Industries, 4750 de Grandes Prairies, Montréal, Québec, H1R 1A3, Tel: (514) 323-5701, Fax: (514) 323-9444.

The Dorel 2000 Safe-T-Ryder car seat has a swing-seat arm bar. Models 2001, 2008 and 2474 of the Dorel Safe-T-Ryder are not affected by this consumer modification.

The 3.2 million member Canadian Automobile Association operates a National Child Restraint Information Program in association with Transport Canada to inform the Canadian public of issues relating to the safety of children in cars.

Anyone with questions concerning this information notice or any other child restraint system may contact their nearest CAA Member club.

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