



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 29
NUMBER 1

MONTREAL
3285 Cavendish Blvd., Suite 562 H4B 2L9

MARCH
1992

Canada Post Postage Paid	Postes Canada Port payé
Bulk Third Class	En nombre Troisième Classe
F29	
MONTREAL	

Return postage guaranteed
Return to publisher

INDEX

"Dick and Jane" don't exist anymorepage 2

Canadian Home & School Newspage 5

Focus on the Localspages 6-8

Literacy in the Information Age.....page 9

Excellent Parents are Not Born, They're Made

Excellence can be an intimidating word. It can conjure up all manner of lofty, even unattainable, attributes. When applied to parents or families, it can make them seem unreal, possessing rare qualities that most of us don't have, either through our genes or our life circumstances.

Excellent parents don't necessarily live low-stress lives or raise low-stress kids. Their children are not all docile, eager-to-please creatures who greet them each day with, "Good morning, Mother. I was wondering, do you want me to first mow the lawn by hand to save gas, work ahead three weeks on my homework or take that punishment you forgot about last week?" If even one kid like this exists in these families, I missed him, or maybe his parents are hiding him somewhere to keep the rest of us from making a parenting pilgrimage to their house.

Excellent parents are not all

born to be parents. They are not paragons of patience. They don't have all the answers. They are not living stress-free lives. And they certainly aren't the parents of perfect kids. If they were any of these things, then the quality of their family lives would be nothing special. It would be a common outcome of some uncommon gifts, and we mere mortal parents couldn't relate to these super-parents. Fortunately for us, and for them, these mothers and fathers are quite human.

Excellent parents are not all born to be parents

Every mother and father we interviewed [for the book *Back to the Family*] loved being a parent — not every minute of every day — but overall. Not every parent, though, considered parenthood his or her calling from the beginning. A good number of the children were unplanned and unexpected. A

few were born out of wedlock.

Every parent who spoke of early emotional upheaval, during pregnancy or as new parents, grew comfortably into the name *dad* or *mom*, and the children grew comfortably as a result. It isn't so much the emotions you struggle with when they're babies or in the womb that can distort the joy of parenthood. It's the emotions that rock you from toddlerhood through teenhood. These can sidetrack your best intentions.

Sometimes a parent may worry that a second child will detract from the attention, even the love, given to a first child. A number of these parents, too, had these feelings, but they found out almost immediately after the birth of their second that their fears had been totally unfounded. Lois from Minnesota said, "The moment our second child was born I knew that parental love is not a limited quantity. If we would have had five

children, we would have loved them all with the same intensity. Certainly in this case, supply meets demand." Barbara, a mother of both natural and adopted children in New York, concurred, "I was concerned how the advent of each new child would take away from the 'quality of life' of the previous children. I didn't realize how much it would add."

There is no need, indeed no reason, for your childrearing to be plagued by guilt left over from years ago because you weren't immediately one hundred percent enthusiastic or accepting of this major life change. Even the best of parents often begin by wrestling with such feelings, and it doesn't stop them from becoming the best.

Excellent parents don't live stress-free lives

Some of these parents [who were interviewed] said they couldn't feel grateful enough for what they considered smooth lives. They acknowledged day-to-day pulls and strains on their family, but on the whole they saw themselves as blessed far beyond their fair share. Others were similarly grateful for their lives, but spoke of stressors that unexpectedly invaded their quiet existence.

The same theme surfaces from each family who has withstood life's unpredictable, often random blows. If your family is reasonably sturdy as it enters into a time of trouble, it will emerge even sturdier afterward. Strong families are like steel. When they are softened by fire and then cool themselves, they become emotionally tempered, toughened by the circumstances they were forced to endure.

Sometimes life has to put us parents on our backs to make us see how tall our family stands. Most of these parents watched an inner strength surface in their children in the face of hardship. Contrary to many psychological theories which characterize children as fragile little beings capable of being easily shattered if bumped or dropped too hard, the reality these families have experienced indicates that if your children are surrounded by a supportive home life, they are capable of walking through some very unsteady periods and emerging a few inches taller for it.

Excellent parents are not paragons of patience

To be a good — even great — parent you don't need to be a paragon of patience. Your emotional fuse doesn't have to be 50-feet long — about the length of the average house, with you at one end and the kids at the other. Certainly a long fuse would be desirable, but it's not necessary. Regardless of how long your fuse is, kids can sometimes still burn it all up. Every parent we spoke to talked of

losing patience, of overreacting, of feeling nonparental.

As long as mothers and fathers are built human, and as long as kids are built human — no matter how competent we get at our calling, no matter how rational we strive to remain — we will have moments (hours?) of irrationality. This does not render us poor parents. While the boiling points of some of these mothers and fathers may be a few degrees above 212 degrees, this seems more the result of years of working at maintaining their cool during hot times. It is not because they were born with the enviable ability to barely even flinch when most of us would get fully riled; rather, calm is a parental state that almost always needs years and a few kids to develop. Furthermore, complete calm is seldom achieved until about four years after the last child leaves.

Here is a sampling of some not-so-fine times experienced by some fine parents, times to which many of us can personally relate.

"My oldest son had colic the first three months and a cry that made your head vibrate. At the time we were living in a 30- by 8-foot trailer, so there was no getting



away from him. I can remember feeling I would do anything to get him to stop crying. It's a thin line we all walk, and I was thankful for a helpful husband and grandmothers during that time."

"The worst of times for me as a parent, I suppose, would be those frustrating times when things go wrong and I've heard, 'Why can't I do that?' or 'What should I do?' You just want to tear your hair out of your head and say, 'I could be doing many other things besides staying at home with you children! It's a frustration that comes with being a parent!'"

"I think I may have handled the situation with Kimberly's boyfriend poorly. I think I am a pretty level-headed, even-tempered person, but I had a difficult time being rational about that turkey. But as I told her and I told the boy she was dating, 'I didn't treat her like I did

see PARENTS page 11

Quebec Federation of Home & School Associations



48th Annual Convention

THEME:

LEARNING FOR LIFE



Brenda Henry

"RUNNING DOWN A DREAM"

A no-holds-barred performance art/chronicle of one teacher's previous life as a phobically shy, daydreaming student. This three time drop-out, teen runaway, three time repeater brings her past life into focus. Specific emphasis on why students drop out, the human touch, mentors, teachers who cared, and going the distance as a mature student.

on: **APRIL 11, 1992** at:

Protestant School Board of Greater Montreal
6000 Fielding Avenue, Montreal, Quebec

For a preview book and more information, send a business envelope (with 42¢ postage) to our office:

QFHSA, 3285 Cavendish Blvd, #562, Montreal H4B 2L9

Leading the Way: Children First

Excerpted from the installation address of new National PTA President Patricia S. Henry and delivered to the delegates of the National PTA convention on June 25/91 in New Orleans, Louisiana.

I can't help taking a step back to look over my shoulder at where we've come in the last 94 years and then beyond the horizon at where we'll go from here. As I step back, what I see sets my heart racing.

What I see is that the PTA has become a force to be reckoned with. PTA has the power to make life better for all children, and we have the will to let nothing stand in our way.

I want to give you a challenge now. It is a challenge I hope you'll accept: "Make Children the First Priority in the USA" — not just in your PTA, but in your school and community, local businesses, state legislature and on Capitol Hill.

If children are first, then no matter what other priorities come



along for our nation — whether a Persian Gulf War or a savings and loan crisis — funding and programs for children will always be maintained and improved.

Picture a world where children are first:

- where not one child goes to school hungry in the morning;
- where not one child has to sleep in the backseat of a car;
- where every child has an equal opportunity to get the best education in the world;
- where children grow up safe, healthy and nurtured.

I am amazed when I hear our elected officials insist that education doesn't need more funding. Or those who say teachers must be more creative in finding ways to educate our children without more money for books, computers and other educational tools. You can only be so creative with a textbook from the 1970s or outdated computer software, or no software at all. And we can only ask so much from teachers who are expected to teach in classrooms with broken desks and leaking ceilings and no air conditioning on sweltering days.

We can't continue to ask children's services to be cut back, to be

more creative or to rely on charity while other causes seem to rank as higher priorities. As your National PTA President, I will take the cry of children first across the nation. But it will be *your* support, *your* activities on the local and state levels that will make children come first a reality. You will need to talk and write and call and shout.

I am proud to say that PTA membership has grown steadily since the early 1980s to more than 7 million members. More and more people are learning that they *can* make a difference in children's lives through the strength and power and knowledge of the PTA. And they aren't just parents. They're grandparents, businesspersons, teenagers... people like you and me who have found that the National PTA supports them in their efforts.

When the National PTA was organized in 1897, Alice McLellan Birney, one of our founders, called upon the nation to make children "The watchword and ward of the day and hour and let all else be secondary."

I am making that same call to action in the 1990s... let all else be secondary. Children must come first. It is up to you and me to make children first. We must make sure children's programs are adequately funded. We need to get out there and educate America about education. We must talk about the social issues that affect children's ability to learn and succeed in life. But it's not enough just to make people aware. Our nation needs role models. We need people who take action, people who can show others that they *can* make a difference. Those people are you.

Author Leo Rosten once said, "I think the purpose of life is to be useful, to be responsible, to be compassionate. It is, above all... to stand for something, to have made some difference that you lived at all!" I'd like to think that we are making a difference and that a child, somewhere, will benefit because we were there. You and I are going to be there, I hope, when the PTA celebrates its 100th birthday in only five years. The PTA has accomplished much. But, unfortunately, we still have a lot of work to do. We can't rest until children are first in this nation. When children's needs aren't knocked out of the box by other concerns facing our nation. Only then will we have succeeded.

Take a stand. Make a difference. Lead the way. Make children first.

Reprinted from: PTA TODAY, October 1991

Ed. note: the PTA (Parent-Teacher Association) in the United States, is the counterpart of our own Home & School Associations. The PTA's national president's message is well worth considering.

OTHER PEOPLE'S OPINIONS

Dick and Jane Don't Exist Anymore!

Reprinted from "Chalk Talk" the newsletter of Mt. Pleasant Home & School, Oct. 23/91, "Principal's Message"

Do any of you remember these wonderful images from the "Dick and Jane" Readers?

These pictures conjure up an image of children, family and society that doesn't exist to any great extent in our society anymore. Recent statistics for the U.S. (Canada is never far behind) indicate that the "Norman Rockwell Family" — a working father, a housewife mother, two school-aged children, dogs, cats, etc., constitutes only 6% of U.S. households.

Spectacular changes have occurred in the nature of children who come to school and the school system has made many dramatic adaptations to accommodate the new realities of children today who are not at all similar to the Dick and Jane of as little as 30 or 40 years ago.

Quebec Education Minister, Michel Pagé, has recently announced proposed changes to the school system including reducing the number of five year old students who will be admitted to grade one and lengthening the school year from 180 to 185 days. While M. Pagé is to be congratulated for his genuine concern about our young people, I fear that until we are prepared, as a society, to address some larger issues than the length of the school year we will continue to have a generation of youngsters who are at risk.

Today (according to U.S. figures, which should give Canadians cause for concern) Dick and Jane have a fifty percent chance that they will spend at least some part of their childhood in a single parent home. At least two million U.S. youngsters will have no adult supervision after school. Every year 350,000 children are born to mothers who were addicted to cocaine during pregnancy.*

Recent figures for Quebec indicate that Dick and Jane are now spending about 17 hours a week in front of the T.V. In addition, much of what they watch portrays violence, including cartoons and Ninja Turtles. Reports for Montreal and Laval, and Canada and the U.S. in general, indicate an ever increasing crime rate. (In the U.S., more money is being spent on prisons than on education.)

With unemployment in Quebec running at over 12% and with the many single parent families referred to earlier, Dick and Jane are likely to come to school without breakfast.

Schools have responded to the many changes taking place in our society in a number of ways and must continue to do so.

Schools today include programs that did not exist in Dick and Jane's era. Pre-school programs and day care programs will help respond to the needs of single parent families and families where both parents work outside the home. More and more schools are offering these services to families.

Noon hour lunch supervision,

subsidized lunches, free milk programs and after school programs are all part of today's schools.

In some inner city schools in Montreal, breakfast is being served to students prior to class and recent reports from the teachers is that they have noticed a marked improvement in the students' ability to pay attention in class.

School staffs now include psychologists, psychometricians, speech therapists, youth protection workers, social workers, integration aides and resource teachers, in addition to the regular teaching staff.

Schools alone cannot answer the needs of our young people today. A longer school year or fewer five year olds in school will not lower the divorce rate or the unemployment rate. Day care will never replace the time Dick and Jane used to spend with Mom and Dad. The school system alone will not be able to eliminate teenage pregnancy, AIDS, drugs, poverty, crime or violence.

The challenge to educators, parents and government ministers in the future will be to find ways for all our service providers to work together to meet the needs of our children in today's society. Nostalgic looks and longings for the "good old days" or a "return to the basics" won't help. The "basics" have changed.

[*U.S. statistics from "Reform Versus Reality" Harold Hodgkins, Phi Delta KAPPAN, Sept. 1991.]

Richard Lessard, Principal
Mt Pleasant School (Hudson)



Six Areas for School Success

- Family Reinforcement of Children's Self-Esteem
- Family Work Habits
- Family Support of Academics
- Family Participation in Stimulating Activities
- Family Emphasis on Language Development
- Family Academic Expectations

Today more than ever, experts agree that parents play a critical role in their children's school success. A recent survey of nearly 10,000 principals in the United

States confirmed that everyday home activities can have a dramatic impact on how well children do in school.

Underlying all of the suggestions is the understanding that you are your children's first teacher, and that your home is a most important learning place.

Can adopting these suggestions really make a difference? Absolutely. More than 98 percent of the principals said that these activities would make a significant difference in children's success in school.

We hope that this information helps make a difference to your family.

Overall, self-esteem-building behaviours came out on top, with listening and talking with children/paying consistent attention to questions and feelings getting the highest rating (98 percent of principals rated it essential or highly desirable).

Samuel Sava, Ph.D., Executive Director, National Association of Elementary School Principals.



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

Quebec Home & School NEWS

Published by the Quebec Federation of Home and School Associations, 3285 Cavendish Blvd., Suite 562, Montreal H4B 2L9, telephone (514) 481-5619.

EDITORIAL BOARD: Focus on the Locals: Diane Radu; Articles and Policy: Jon Percy, Gordon Robertson; Safety Scene: Donald Smith; Books on Review: Ken Radu.

Legal Deposit Quebec National Library — ISSN: 0033-5967

Education Minister's Message to Quebec Students

Dear friends,

Here you are well into another school year, with countless activities and hopes and projects for the months ahead, for your future.

The future belongs to you, but you are also the future of society as a whole. That's why I have a special request to make of you as you start another school year. My request is that you make a special contribution to our common future, a contribution that only you can make: doing your job as students.

Yes, you already have a job and it's a very important one too: that of learning. Learning is something that comes naturally to all young people. School opens the door to the world of knowledge and encourages you to discover the joy of learning. Society needs you. You can make a valuable contribution to society and your success is important to us.

We all know that success doesn't always come easily. You must be motivated to do well in school, renew your motivation every day, every year and keep your motiva-

necessary qualifications to help and encourage you.

There are a number of things you can do to increase your chances of success. It's simply a matter of using your common sense. For example, when you know a good night's sleep and a balanced breakfast can help you do better in class, then why stay up late and skip breakfast? When you know drugs and alcohol will ultimately destroy your ability to concentrate, then why do drugs or drink? I encourage you to use common sense to increase your chances of success. Determination, resourcefulness, courage and common sense: these are the qualities that will help you find the energy you need to succeed in school. Yet in my experience the single most important source of energy is enjoying what you do. When I enjoy what I do, there's no holding me back. And I can always find something enjoyable in whatever I do. I encourage you to do the same. Your reward will be pleasure and satisfaction, and a school year you will remember as one of the best of your student career.

Good luck,

Minister of Education
Michel Pagé

Editor's note: School principals and teachers are encouraged to photocopy this message and distribute it or read it to students and make it available to parents as well.

Reprinted from MEQ Bulletin, Education Express, Oct. '91.

Schooling in Lithuania

The educational exchange to Lithuania was organized by the National Association of Secondary School Principals (NASSP) which is an American organization. The group was made up of 19 American Principals and Superintendants from across the U.S. and 1 Canadian Principal, myself.

We visited schools, met with students, teachers and principals and lived with our hosts (Principals) in their homes. We visited four cities, Vilnius, the capital of Lithuania, Kaunas, Siauliai and Panevezys. I was hosted in Kaunas as the group was divided amongst Principals in the four cities.

As educators, we saw many similarities, but also some differences.

Primary Education is from grades 1 to 4 and the children attend school at the age of six or seven (as the parent chooses). Junior Secondary School is from grades 5 to 9 with education being compulsory until the age of 16. Upper Secondary School is from grades 10 to 12.

Grades 1 to 12 are all housed in one building and as there are not enough school buildings, some children attend school in the morning session (8:30 a.m. to 1:00 p.m.) and others attend in the afternoon session (2:00 p.m. to 6:30 p.m.). Periods last 45 minutes. After the first period, there is a five-minute break, after the second, a 10-minute break, after the third a 20-minute break (lunch) and after the fourth, a 10-minute break.

We have much more technology available to use in our schools and



Co-President's Message

PLEASE JOIN US APRIL 11th — IT'S COMING SOON

Is time passing as quickly for you as it seems to be for me? Already we are into 1992 and, with our Annual General Meeting (AGM) early this year, we are working full steam ahead with all the preparations.

★ Our usual early May date has been changed this year to April 11th. I hope you have it marked with a big star on your calendar. ★

By the time this paper is delivered to you, your local Home & School Association will most probably have received the Resolutions to be considered this year. Please be sure to allow lots of time at your local meeting to discuss them. If you have amendments to suggest we'll be delighted to hear from you. By the time we discuss them at our Business Meeting and make our decisions about which ones we wish to support, I'm hoping everyone who has a concern will have added their input. When we send them off to their destinations we want them to reflect the concerns of all the parents in Quebec.

I know each local is very busy with its own local concerns; sometimes the easiest answer is to leave the discussion of resolutions to your AGM delegates. But please, this year, do more than that. Make them the main topic of discussion at one of your meetings. You will probably find that some member of your executive has some expertise on one or more of the issues. Let us all tap into that expertise and end up with a better resolution.

As I reread this message, it comes across

as a message with a strong bias towards the importance of our resolutions. Not surprising, I guess, in a co-president who used to be the Resolutions Chairman. I hope you will agree with me that our Resolutions are an important part of our activities.

Of course, they are not the only important part of our Business Meeting. Your local Association should be receiving the Book of Reports of all our activities this year. Please study them carefully and come prepared to give us your input and help us decide on our priorities for action next year.

I hope you will join us even if you are not a voting delegate from your local association. Your input at our business meeting will be very welcome.

In addition to our Business Meeting, our Program Committee is arranging an interesting, informative and fun afternoon. Our guest is Brenda Henry, an involved, committed high school teacher who, as a teenager, dropped out of school three times. Her no-holds-barred presentation is entitled, "Running Down a Dream in Five Uneasy Pieces".

What do you think of us having our AGM in early April? Is it too early? Or is it a better time — leaving May for your local AGM's and all those end of the school year activities? Would you rather give a Saturday in April to Home & School before the gardening season starts? Or, for our Committee Chairmen, does it seem to cut your year too short? What should we do in 1993? Consider it carefully and let us know.

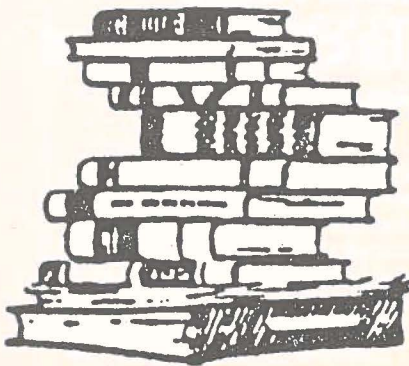
Barbara Milne-Smith



Michel Pagé

tion up. One way of doing this is to make promises to yourself. When you are faced with problems or when you've had setbacks, these promises will help you keep sight of your goal. I ask you, then, to promise yourself to try your hardest to do well in school this year.

Once you've made this promise, you can act on it by drawing on all of your resourcefulness and sometimes, your courage: your resourcefulness, to find the right door when you need help and your courage, to knock on it. Ask for help as often as you need it and don't hesitate to use all of the resources that the education system offers to help you attain your goal. Also, remember that your teacher is the best person to ask for help. He or she has all of the



many visual aids. The teachers in Lithuania work with a *minimum* amount of material.

There is a strong emphasis on foreign language teaching. The languages offered are English, German, French and Russian (in order of popularity).

High School students who had studied English, had a very good command of the language. Grade 6 students were interested in what our students do in their free time.

The economic situation is very difficult in Lithuania. Upon our arrival, we received 42 rubles per American dollar and by the end of the week, it had changed to 50 rubles per dollar.

A teacher presently earns 600 rubles per month, but a pair of winter boots (if they are available) costs from 800 to 1,300 rubles. There is a big shortage of many staples.

The exchanges with our professional colleagues were the most enriching aspects of the visit and the hospitality extended to us was very warm and most exceptional.

I was glad to have had this opportunity to participate in such an exchange, but I was also glad to come home and feel very fortunate to live in Canada.

*L. Urban, Principal
Courtland Park School (Dorval)*

The Commission for Fair Play presents . . .

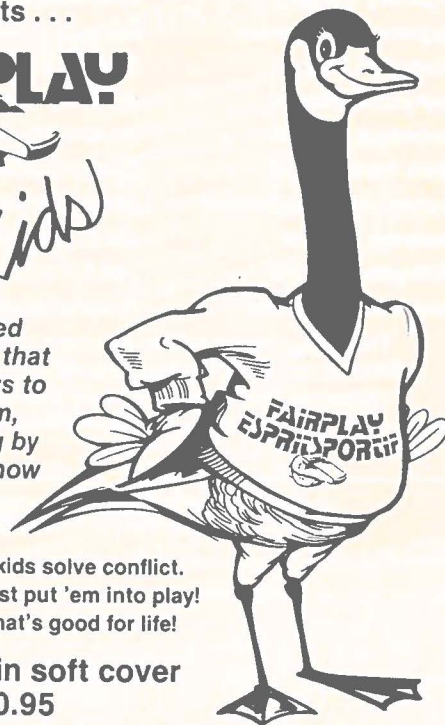
FAIRPLAY!



An activity-packed resource for youth that offers creative ways to build self-esteem, encourage playing by the rules and to show respect for opponents.

Ideas on how to help kids solve conflict. Ready made ideas — just put 'em into play! A skills investment that's good for life!

Now available in soft cover for \$10.95



To order your copy, please contact: Ms. Lise George, CAHPER, 1600 James Naismith Drive, Suite 606, Gloucester, Ontario K1B 5N4, (613) 748-5622



FOCUS on MEMBERSHIP



HOME AND SCHOOL MEMBERSHIP 1991-1992 as of February 10, 1992

Schools	Membership Chairperson	Family Memberships
Allancroft School	Terry James	179 ⁶
Andrew S. Johnson School (including St. Patrick Elementary School)	Gerald Bennett	15
Ayer's Cliff School	Cathy Hortop	15
Aylmer Elementary School	Debi Brown-Routliffe	49 ¹
Baie Comeau School	Barbara Rioux	56
Beacon Hill School	Bev Plourde	205 ²
Beaconsfield High School	Nancy Acton	73 ⁵⁶
Carlyle School	Carol Latimer	33
Cedar Park School	Diane Moffat	103 ⁵
Christmas Park	Pamela Doherty	111 ¹
Courtland Park	Gail Cooke	141 ¹
Dorset School	Chris Tibelius	123
Dunrae Gardens School	May Hodhod	145
Ecole Primaire Beaconsfield	Alexandra Ostapovitch	204 ⁶
Ecole Primaire Harwood	Louise Johnson	187 ⁷
Ecole Prim. Pointe Claire	Johanne Rolland	212 ¹⁶
Edgewater School	Arlene Whiting	118 ²
Edinburgh School	Ingrid Poupart	155 ¹
Elizabeth Ballantyne School	Catherine Maxham	133 ²
Greendale School	Sylvia Smith	134 ³
Howick School	Lynn Cullen	33
Hudson Elementary & High	Heidy Berthoud	112 ¹⁷
John Rennie High School	Membership Committee	101
Keith School	Fern Naraine	13
Lachine High School	Pat Yeomans/Monique Ball	41 ²⁴
Lindsay Place High School	Louise Amy	130 ⁵¹
Macdonald High School	Pat Dearing	98 ⁴⁸
Meadowbrook School	Nancy Lawand	122
Mount Pleasant School	Neila Tremmaglia	141 ⁴
New Carlisle School	Janice Sylvestre	33
New Richmond School	Barbara Harrison	22
Northview School	Joanne Conway	89 ⁷
Roslyn School	Linda Stern	156
Royal West Academy	Kathryn Arrell	89 ²³
Seignior School	Julie Bauder	103 ⁶
Shigawake-Pt. Daniel	Barbara Hottot	17
South Hull School	Sandra Blais/Linda McKelvey	13
Sunnydale School	Suzanne Rotsztein	109 ⁵
Thorndale School	Jo-Ann Whalen/S. Anderson	156 ⁹
Valois Park School	Sandy Gordon-Loiello	122 ⁸
Westmount High School	Cheryl McGrath	18 ⁶
Westpark School	Janet Goldstein	199
Willingdon School	Jim & Francine Jones-Doyle	61 ¹
Windermere School	Annette Van Boxmeer	132

The above membership numbers include full family members; the superscripts represent associate members (families that joined originally at another school).

APPLICATION — QFHSA

Supporting (Family Membership) . \$ 9.00

Affiliate (Group) Membership . . . \$40.00 eg. School Board, School Committee, Parents Committee, School Council

Name: _____

Address: _____

Postal Code: _____

(Please do not forget to include post office box number or apartment number if applicable)

Your membership card will be forwarded to you, immediately, upon receipt of your application by:

Quebec Federation of Home & School Associations
3285 Cavendish Blvd., #562, Montreal, Quebec H4B 2L9 (514) 481-5619

Membership includes the bi-monthly newspaper and affiliation with the Canadian Home & School and Parent-Teacher Federation.

1991/92 GROUP AFFILIATE MEMBERS as of February 18, 1992

SCHOOL/PARENTS' COMMITTEES:

Asbestos-Danville-Shipton Elementary School
Aubert Gallion School
Aylmer Elementary School
Beaconsfield High School
Beechwood School
Buckingham Elementary School
Butler School
Campbell's Bay and District School
Cecil Newman School
Cedar Street School (Beloeil)
Centennial Park School
Chateaugay Valley Regional High School
Chelsea School
Clarenceville Elementary School
Dr. S.E. McDowell School
Dorset School
Ecole Primaire Beaconsfield School
Gaspé Elementary School
Gault School
Hadley School
Harold Napper School
Hemmingford School
Herbert Purcell School
Heroes' Memorial School
Holland School
John Rennie High School
Jubilee School
Knowlton Academy
L'Eau Vive School
L.S.B. Parent Committee
Lennoxville Elementary School
Lindsay Place High School
Margaret Pendlebury School
Metis Beach School
Mountainview School
Netagamou School
North Hatley School
Nouvelle Vie/Renaissance School
Onslow School
Ormsdown Elementary School

Portneuf Elementary School
Quebec High School
Riverdale High School
Royal Charles School (St. Hubert)
Sacred Heart Middle School (Chomedey/Laval)
Sacred Heart School (Gaspé)
St. Agathe Academy
Ste. Foy Elementary School
St. Joseph School (Farrellton)
St. Patrick Elementary School
St. Veronica School
St. Willibrord School (Chateaugay)
Souvenir School
Spring Garden School
Sunnyside School
Terry Fox School
Three Rivers High School
Valcartier Elementary School
Valois Park School
Wagar High School
Western Laval High School
Westpark School
Wildier Penfield School

Regional School Board
Eastern Townships School Board
Greater Hull School Board
Greater Seven Islands School Board
Lakeshore School Board
Ormsdown School Board
Pontiac Protestant School Board
Protestant Regional School Board of Chateaugay Valley
Protestant School Board of Greater Montreal
Protestant School Board of Northwestern Quebec
Protestant Regional School Board of Western Quebec
Regional School Board of Gaspesia
Richelieu Valley School Board
Saguenay School Board "P"
School Board of Bonaventure
South Central Protestant School Board
South Shore Protestant Regional School Board
St. Lawrence Protestant School Board
St. Maurice Protestant School Board



TEACHERS:

Aylmer School Staff
Edinburgh School Staff
Gaspesia Teachers' Association
Lakeshore Teachers' Association
Provincial Association of Protestant Teachers

SCHOOL BOARDS:

District of Bedford Protestant

OTHERS:

Association for the Advancement of Jewish Education
Chateaugay Valley English-Speaking Peoples' Association
Conseil en Education des Premières Nations (First Nations Education Council)
Lee, Ellen
Kahnawake Education Center
Loyola High School
Quebec Association of Independent Schools
Queen of Angels Academy
Sacred Heart School of Montreal
St. George's School of Montreal

Job Market of Future

Hot jobs in the '90s

- 1) Environmental engineer
- 2) International marketer
- 3) Issues manager
- 4) Adult educator
- 5) Process technologist
- 6) Civil engineer

Fastest growing jobs in the '90s, in order of growth rate

- 1) Respiratory therapist
- 2) Systems analyst
- 3) Child-care worker
- 4) Electronic data processing equipment
- 5) Occupational therapist
- 6) Dental hygienist
- 7) Chef/cook
- 8) Speech therapist
- 9) Physiotherapist
- 10) Optometrist

Jobs in fastest decline in the '90s

- 1) Tobacco processor
- 2) Typist
- 3) Weaver
- 4) Fisherman
- 5) Sewing-machine operator
- 6) Hospital orderly
- 7) Statistical clerk
- 8) Office-machine operator
- 9) Farmer
- 10) Radio and TV repairman

(As reported by *Employment and Immigration Canada* based on consultation with industry groups.) Reprinted from *Education Leader*, September 20, 1991.

CONGRATULATIONS TO THE GREATER QUEBEC SCHOOL BOARD

The Greater Quebec School Board has arranged to sponsor the schools in their areas as Individual Group Affiliate Members of QFHSA for 1991-92. The following are the lucky schools:



Aubert Gallion
L'Eau Vive
Holland
Nouvelle Vie/Renaissance
Portneuf Elementary
Quebec High
Ste. Foy Elementary
Valcartier Elementary

Two schools, St. Patrick and Metis Beach, had already joined QFHSA directly, while another Greater Quebec school, Andrew S. Johnson Memorial High (Thetford Mines), has been a Home and School Association since 1957.

Canadian Library Association Selects 150 Quality Children's Books

List Makes Selecting Titles Easier For Parents

Parents looking for recommended children's reading have a new resource — a list of nearly 150 titles selected by the Canadian Library Association. It is available free to parents looking for quality children's books.

The list, organized by reading level from kindergarten through 9th grade, includes both fiction and non-fiction titles from poetry

to biographies, ghost stories to adventure. Many are Caldecott or Newberry Medal Award winners, and all are likely to be easy to find in the local or school library. Most are available in English and French.

The complete list of recommended reading is available free by calling World Book at 1-800-621-8202.

CHSPTF National Wrap-up

Mid-Term Executive Meeting of CHSPTF Delegates from each province were in attendance at the Mid-Term Executive Meeting of the Canadian Home & School and Parent-Teacher Federation held in Ottawa, November 13-17, 1991, where they were able to take advantage of the opportunity to meet with representatives of a wide range of national organizations.

The National Film Board presented the **Growing Up** series, excellent material for a parent information evening. Three videos, approximately twenty minutes in length, together with a Parent's Guide and a Family Video to be used in the home as an introduction to human sexuality education.

Annual Meeting 1992 of CHSPTF The Planning Committee in Montreal is very active to ensure that the conference, hosted by Quebec Federation of Home & School Associations in the Royal Victoria College of McGill University will be memorable. Welcome to Montreal.

Science, Education and Public Policy The Conference scheduled to precede the Annual Meeting in Montreal will examine values that will shape public policy as the social objectives of education come to terms with an economic agenda for excellence.

The Conference which will take place at Le Grand Hotel in Montreal, May 27th, 1992 is being sponsored in part by the federal government and business. Peter Croden, Chief Executive Officer, Upjohn Laboratories will be a keynote speaker.

Literacy and Citizenship:

Parental Involvement: Removing the Barriers to the involvement of immigrant and minority parents in education. A proposal for funding this important initiative has been given to Multiculturalism and Citizenship.

Signing of the Convention on the Rights of the Child Together with the organizations which have developed a wide range of programs and services for Canadian youth over the last century and a half, CHSPTF was invited to witness the signing of the UN Convention by The Rt. Hon. M. Brian Mulroney, Prime Minister of Canada and youthful representatives from each province. The date chosen for this historic event, December 11th, 1992, marked the forty-fifth anniversary of UNICEF, the driving force behind the concept. The ceremony at the House of Commons was attended by the Executive Director, Maybelle Durkin.

Canadian Council on Smoking and Health The launching of National Non-Smoking Week is an annual event in Ottawa. This year the press conference attended by Benoit Bouchard, Minister of Health, was held on January 15th, 1992. M. Bouchard has promised revisions to the *Tobacco Restraint Act* as the Government of Canada responds to pressure from the community to offer improved protection for minors.

Quebec Federation of Home and School Associations A delegation presented a brief to the **Joint Committee of the House of Commons and the Senate on a Renewed Canada**, December 18, 1991 in Ottawa. The President and Executive Director were in attendance and viewed the proceedings.

by Pat Lewis

Children and Alcohol: Lawrence Kutner pointed out that drinking by adults over the holidays has helped adolescents focus on alcohol. Alcohol education should begin early because children are exposed to alcohol advertising before they are old enough to drink. He recommends letting your children know what you expect of them and why, providing evidence for not wanting your child to drink alcohol, and paying close attention to your kids' friends and their behaviour. Peer pressure is great. (MONTREAL GAZETTE)

Family Violence Prevention: A Newsletter called VIS-A-VIS is published quarterly by the Canadian Council on Social Development with assistance from Health and Welfare Canada. Good updates on violence prevention and outlining of various projects. See box for a free subscription. A task force on Quebec's system of child protection is mired in bureaucracy, says the head of a special committee. Jean Harvey says 16,000 Quebec kids need help, and case loads are too heavy for the system. Waiting lists are not the answer. Quebec's protection departments receive an average of more than 50,000 reports of abuse or neglect every

year.

Express for Kids: Montreal Gazette has a new weekly page called EXPRESS News and Views for a New Generation. Some of the columns appear to be useful; others not so much so. There is usually a quiz about the contents of the page. A recent EXPRESS titled ALL ABOUT AIDS was enlightening for both parents and students. This column was worth saving indeed!

Homework: A psychology professor at Wilfrid Laurier University, who has made a study over four years on this subject, says that the more homework kids do the better their grades. Also, the more support parents give children in doing their homework, the higher their school achievement. Homework is important because it provides a direct link between parents and school. However, parents who take over children's homework and do it for them are not helping. Students who aren't challenged or not allowed to do the work themselves are bored. Kids learn best when they are shown what to do, and then are allowed to do it themselves. (Ed. note: See write-up on workshop given at Howick School on "Homework".)

Children and Poverty: Child poverty is a national "disgrace," and a concerted effort is needed to elimi-

nate poverty by the year 2000. A number of organizations have been raising the issue, such as the Canadian Council on Children and Youth, the Child Poverty Action Group, and the Ottawa-Carleton Social Planning Council. Health Minister Benoit Bouchard holds out little hope, however, as the government does not have the 3 to 5 billion dollars that would be needed to alleviate poverty for our children. Day care is one side of this problem that needs to be addressed also.

Sex-Ed Video: If parents are having trouble explaining sex, the use of a National Film Board Video-cassette may be helpful. Called "Growing Up," this video is excellent and should perhaps be purchased by local H & S associations so that it could be passed around to teachers or parents or both. See box for availability.

Smoking: Teen smokers find it hard to quit smoking, according to the most recent studies. Nine out of ten smokers say they started before the age of 21. The earlier they start, the more difficult it is to stop. Ads by tobacco companies make it even harder.

Recommended Reading: February 1992 issue of *Canadian Living* Magazine. Editorial on p. 4 entitled "Listen to the Children" gives a tribute to the importance of our

children, gives a brief history of children's rights, introduces a special article beginning on p. 51 called "Reel-to-Real Violence" (which gives a balanced view of the question of media violence and its effects on our children), and

finally introduces a new column called "Listen to the Children" which features ideas and responses of young people to current issues. This column will appear regularly in the magazine.

ADVANCE NOTICE

Canadian Home and School and Parent-Teacher Federation

LITERACY in the INFORMATION AGE

Le Grand Hotel, 777 University Avenue • Montréal • May 27th, 1992
8:30-4:00 p.m.

Science, Education and Public Policy

The task of re-defining functional illiteracy in the new global economy must be addressed for data indicates that it has in the past constituted, not only a barrier to employment, but also a barrier to training and re-training.

In an attempt to discern the values and objectives that will influence democratically-elected government at every level as it comes to terms with the changing economy, three keynote addresses will examine the theme from differing perspectives.

Six workshop sessions will complete the program.

1. Science and the Economy: Bridging the Gap
2. Education: Key to Competitiveness
3. Social objectives of education and the economic agenda for excellence
4. Sustainable development in an environment conditioned by competition
5. Assessing the impact of technology; moving beyond reading and writing
6. Science education: a primer for the '90s

Speakers will include:

Peter Croden, *President, Upjohn Company of Canada*

Dr. Keith Newton, *Senior Researcher, Economic Council of Canada*

Carol Steinberg, *Industry, Science & Technology Canada*

Scott Haldane, *YMCA Canada, Chm., Nat'l Education Organizations in Canada*

Gregory Marshall, *Science Educator, Sir John A. MacDonald Resource Center*

Andrew Agostino, *Educational Media Consultant*



The CANADIAN HOME and SCHOOL
and PARENT-TEACHER FEDERATION

La FEDERATION CANADIENNE des associations
FOYER-ECOLE et PARENTS-MAITRES

331 Somerset Street West
Ottawa, Ontario, K2P 0J8
Tel: (613) 234-7292
Fax: (613) 567-2135

Social Affairs/Support Services Committee

Possible Resources for Materials

Preserving Our World, a book by Warner Troyer, about our environment and what can be done to help. Available in Canada from Webcom Ltd., Toronto. Local bookstores could give current address of Webcom. Or some will have copies of the book available.

For the March 21st **Anti-Racism Campaign Kit**, write to Communications Branch, Multiculturalism and Citizenship Canada, Ottawa, Ontario K1A 0M5, and give name of organization or institution, your name, address, province, postal code, and telephone. State how many kits you wish (max. 20) and how many extra buttons you would like. Materials are free.

Until end of January you can order **Growing Up** (on sex-ed) for \$23.06 in Quebec by writing to the National Film Board. You may also rent the video. Available in English or French. Call 1-800-363-0328, if you wish info.

For free subscription to **VIS-A-VIS**, a national newsletter on Family Violence, write Newsletter Subscriptions, Canadian Council on Social Development, 55 Parkdale Ave., P.O. Box 3505, Station C, Ottawa, Ontario K1Y 4G1.

Employment and Immigration Canada has published a program about Youth, called a **National Stay-In-School Initiative**, which can be secured by writing to Enquiries and Distribution, Minister of Supply and Services Canada, 1990, Ottawa-Hull, K1A 0J9. Tel: (819) 994-6313.

FOCUS on the LOCALS



E. Ballantyne students help others

ELIZABETH BALLANTYNE

Reaching out

Extracurricular activities are always fun for students.

This Fall saw 11 students of *Elizabeth Ballantyne* taking part in a program called Reaching Out. For ten weeks the students from Grades 5 and 6 learnt how to make different crafts and then donated all their fantastic work to the Tiny Tim Christmas Sale of the Montreal Childrens Hospital. The Auxiliary of the Childrens Hospital set up a table for the students to

display their crafts and all were pleased with the success of their table.

The students are already planning the crafts that they want to do next Fall. As the Federal Government says "IMAGINE..." what a help it would be if other schools had a similar volunteer program for their students to help some group in their community. Hopefully every school can reach out in a special way.

Joan Foster

WILDER-PENFIELD SCHOOL

CONCERN FOR CURRENT ISSUES: The school that the Baldwin-Cartier board built in Dollard-des-Ormeaux in 1967 was called Wilder-Penfield as a tribute to the famous Montreal surgeon.

It set out to associate natural science with the day-to-day life of students. To do so, it arranged to let a plot of grass-covered land in front of the school return to its natural state and to make this land easily accessible for the study of plant life and nature.

Using the resources that the students could provide, the project first included a plan for this land and required efforts to obtain the necessary authorizations to put this plan into action. Work began in September 1989. The plan called for the creation of a grove of deciduous trees and another of evergreens as well as areas for studying the soil, and the phenomenon of biodegradation. It also included a sandpit, areas for various kinds of flowers and even a pond.

The winter of 1990-91 brought a brutal change to the orientation of this outdoor natural science laboratory. The blue collar workers of the city had dumped snow from the streets onto the site, snow liberally seasoned with sand and salt. It was a disaster. The school made the best of the situation by developing a study on the effects of human activity on vegetation. Students discovered, as a result, that some flowers resist the weight of packed snow better than others, that the lead in the snow affects vegetables but not flowers, and that chlorides

burn roots before leaving the way free for other pollutants.

The project is entitled «Forever Wild» (a title with associations to the school's name). It contributes to the development of an ecological conscience and individual responsibility. The students do the exploratory work, the observations and the identification of plants and so on. They also participate in recycling and in various environmental projects. That is why NASA sent them 50 tomato seeds, half of which had spent six years in space.

The laboratory depends on the pedagogical resources of the Morgan Arboretum of McDonald College in Sainte-Anne-de-Bellevue and on the Ornithology Center of John Abbott Cegep. Outdoor winter outings are also used to make students aware of the links between man and his habitat.

Reprinted from: *Unisson* (publ. by the School Council of the Island of MtL.) Nov/Dec '91.



GREENDALE

Chasing the Winter Blues

Since the beginning of September there have been many wonderful and exciting events happening in and around our school. Parents, teachers and volunteers are very enthusiastic.

H&S membership is very encouraging — 137 members to date! Our lunch programs are underway thanks to June Barnett and we are always looking for new and innovative programs that would be of interest as a lunch-hour activity.

The Bake Sale held on October 25th was a great success thanks to the many mothers who baked as well as to the dedicated volunteers who went above and beyond the call of duty to man the tables and dress-up in costumes!

Our fund-raising team, headed by Marilyn Phillip, met weekly throughout the year to create items for the annual Craft Fair on December 6th. This helped ensure another resounding success. It was great fun. You didn't have to be a Michelangelo to help paint, glue, stitch and cut.

Sylvia Smith and Dale Cullen undertook to bring back the in-school newsletter. We hope it will come out four times a year. A contest is being held to choose a name for our re-activated newsletter.

Youth Theatre put on a play for the entire school called *Friendship Fable* and it was very well received by all the students.

On February 7th, we had our first Dinner Theatre. Centre Stage players, directed by our own Dale Hayes, put on *The Best of Neil Simon*. What better way to chase away the winter blues!

We all wish our new Chairperson, Mary Thompson, much success in her new position. She brings with her much experience, eagerness and organizational skill.

Nancy Leithman

E.P. PTE CLAIRE

Rapport de Festival du livre Scholastic

On December 5, 1991 École Primaire Pointe Claire had its first book fair of the year. It was a success. There was a wide selection of French and English books from Scholastic Book Fairs. We sold over 1,700 dollars worth of books. The school's library will receive a commission in the form of books. I wish to thank all the volunteers and students who helped out. I hope to see many more students and their parents at our next book fair.

Le 5 décembre 1991, École Primaire Pointe Claire a eu son premier festival du livre de l'année. Ce fut un grand succès. Il y avait une grande sélection de livres en français et en anglais. Nos ventes étaient de plus de 1 700,00 \$. La bibliothèque de l'école recevra comme commission, des livres. Je veux remercier tous les bénévoles et les étudiants pour leurs aides. Il me ferait plaisir de recevoir les parents et étudiants au prochain festival du livre.

Rosalind Villaroel

COURTLAND PARK

The More the Merrier!

Enrolment in Courtland is up this year to 286 students.

Education in fire prevention is an ongoing concern. On September 30th, a firefighter from Dorval Fire and Public Protection Dept. visited the school to talk to the kindergarten and grade 1 classes. They children were then invited to visit the Fire Station on October 5th, where they loved climbing on the truck, saw an audio-visual cartoon "The Old Lady" and were very excited about all the equipment.

At the H&S meeting on September 25th, Dr. Emmett Francoeur, a respected paediatrician and father of two of our students, gave a very interesting talk about "The Hurried Child" and ways to deal with the syndrome.

It was a wet day for the Terry Fox Run but, some of our students came out of the house to battle the rain and participate in this event. Little Kimmy "Twinkle Toes" Ekstrand, 1ère année, ran 1km and was first to finish. Michael-John "Speedy" Lamarre, Grade 4, ran 3 km and the "Cycle Sisters", Melanie Evens and Carolyn Roy, both of Grade 6 cycled 10 km. Congratulations to all these participants.

Two authors visited the school this fall. On November 5th, Carrie Taylor, author of books on Indian Legends visited the school. She has

written the books *How Two-Feather was Saved From Loneliness* and *The Ghost and the Lone Warrior*. Her presentation was very well received by grades 3 to 6. Andrée Racine, a French author, talked and read stories to students in kindergarten to grade 3 on November 14th.

The Country Fair was a big success this year. We would like to thank all the volunteers for their help.

Shawn Yates, grade 6, reported on the Cross-Country Race that took place on October 10th, "Despite rainy conditions creating lots of mud, a very gallant effort was made by all our students during the Cross-Country Run on Mount Royal. Congratulations to all who participated..."

Another grade 6 student Frank Rudzicz reported, "On October 24th, a beautiful Fall day, some lucky 5th and 6th graders were given a day off to represent the school at a soccer tournament. The games were held behind Westhill High in Montreal and brought together several schools.

Everyone played three hard-fought games and played them very well. We all had a terrific time. It was a great day for a picnic lunch.

And if that wasn't exciting enough, a huge earthworm, — we're talking about Moby Worm — put in an appearance during a break in the action!"



Bertha Hayes and her "Reading Circle" in Hopetown.

Dr. MCDOWELL

The Shawville Rotary club sponsored a performance of the RCMP Band on November 14th. The children were able to hear the band for free in the afternoon. Proceeds from the evening performance went towards the Rotary Solarium Project.

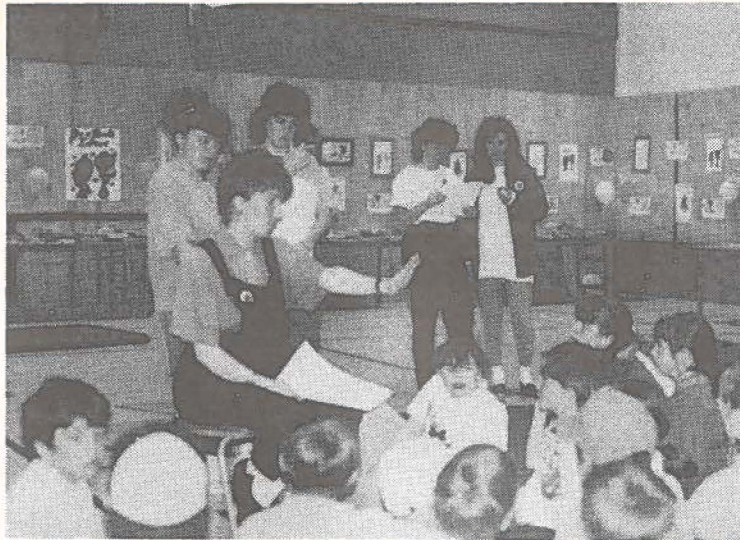
During Parent-Teacher interviews, volunteers Donna Cahill, Cathy Nyveld, Sandy Pasch and Gail Tracy sold photographs. Sales were brisk and everything moved along smoothly with their able assistance.

Youth theatre came to the school on December 5th. They presented their *Friendship Fable*, a tale of a

boy learning about life, love and the true meaning of friendship.

Thanks to volunteer coordinator, Diane Drummond, the emergency telephone chain has been organized again this year. Heather Grant and Nancy Bullis deserve a special thank you for volunteering several hours to help the school secretary set up the chain.

Wendy Ryan, the school's gym teacher, is arranging ChildSafe Workshops for interested parents. The workshops deal with first aid and handling medical emergencies in the home. Organized by the Ottawa-Carleton Branch of the Canadian Red Cross Society, the workshops consist of seven hours of instruction. Each participant will receive a ChildSafe manual which outlines various first aid procedures.



Ste. Augustine School Read-a-thon: enthusiastic participants take part in the school's Read-a-thon, held last year under the guidance of Cathy Chenier, Adult Literacy Coordinator, Ste. Augustine. This project was taken from the Canadian Home & School Literacy Resource Book.

ÉCOLE PRIMAIRE BEACONSFIELD

Inspired Presentations

To stimulate our students' interest in reading, we have recently hosted an illustrator in our library, at a cost of \$500. Marrisol Sarrazin is the daughter of Ginette Anfousse, a very popular Quebec children's author. As a child, Marrisol herself was illustrated in her mother's books and now she illustrates for her mother.

Marrisol was with us for two full days and gave a lively presentation to every class in the school. She demonstrated how a book is made: from the idea, to the illustration and printing. Everyone was enthusiastic in praising Marrisol. The

children were inspired to read Anfousse's books, and perhaps, some were inspired to consider a career path as an illustrator.

For the past several years, we have sponsored an adopted child in Kenya. This child is now married, and so we have decided to concentrate our efforts on helping those in need in our own community. With the Montreal hunger count up 23%, it seems appropriate that our school contribute to local food banks. Accordingly, we have declared the third Thursday of every month a food collection day. A special box has been set aside in each classroom, and students may bring non-perishable contributions on any day. The food will be donated to food banks in LaSalle, Pointe Claire and Pierrefonds.

On November 6th the Grade 5

class, with four mothers and Claire, their English teacher, went to the Beaconsfield Library. Student Tony Adolf remembers the visit:

We went to see the author of *The Baby Project*, *Next Door Neighbour*, and *Pick-Up Sticks*. her name is Sarah Ellis. Besides being a writer, she is also a librarian in Vancouver.

When I got there, I expected a lady who was about fifty or sixty years old, but it turned out that she was a young thirty-nine. I also expected that she would be wearing a fancy dress and gold but she turned out to be like you and me. She said, "I like writing, I think of it as my job."

Overall, it turned out to be very pleasant and interesting to meet Sarah Ellis.

MORE FOCUS

MOUNT PLEASANT

Team Efforts

All Fall the kindergarten children were busy with a variety of activities. They worked on number and colour concepts, cooked and baked to discover the 5 senses and generally had a terrific time.

The Grade 1's finished up a unit on bears with a "bear hunt" and a day of math and language art activities centered around their own teddybears.

Grade 2's thoroughly enjoyed their field trip to Pre-Historic Park. It is amazing to see how much interest and knowledge can be generated in students.

Pioneer Day with the Grade 3's was a tremendous success! Many thanks to the parents who made soup, organized pioneer clothes and helped with the "Little Houses". It was really a team effort.

Grade 4 Immersion classes had a very successful and informative trip to MacDonald's apple orchard. To close their October Halloween theme, students cooked "Healthy Muffins" and gathered for short drama presentations.

HOWICK

On December 11, Mrs. Michelle Potter from John Rennie High, presented a very informative session on Homework and Study Skills. She emphasized the need for students to develop organizational skills.

The prime focus is to determine the educational priority and develop a plan of action. Included in the strategy is: practicing their skills regularly, setting aside a regular time for homework and giving their full attention to the work at hand. By keeping agendas and checklists, students are able to verify that the objectives set out are being accomplished.

Mrs. Potter stressed individuality in terms of student study skills. Active participation is deemed to be one of the most effective methods. It's imperative that we set realistic goals, that are measurable and achievable. As parents and educators, we have to monitor the child in order to determine their individual style of learning.

At the elementary level, students are dependant on parents and teachers as part of the learning process. Their style of learning depends on how they use their senses. In varying degrees, they use the skills of listening, doing, seeing and reciting. It's vital that the student develop good listening skills; and some of the techniques employed are to "picture" what is being said, evaluate it and to ask questions.

Time management is the critical element in study skills. When creating a schedule the following factors should be incorporated:

- review time
- some buffer time
- keeping it to a 5 day week
- plan blocks of time and make each one productive

Our role as parents in "Study Skills" is:

- to be interested in our child's progress
- make sure they get adequate sleep
- provide an appropriate study area
- model good organizational skills

Our sincere thanks to Michelle Potter and Wendy Buchanan, Executive Vice-President of Quebec Federation of Home & School Associations, for sharing their evening with us.

Lynn Cullen

Ed. Note: If your Home & School Association is interested in holding a workshop for your parents, on any topic, please contact the QFHSA office. Wendy Buchanan looks after arranging these parent evenings.

DOUG ANAKIN SPORTS

A UNIQUE FAMILY-ORIENTED SPORTS STORE



As your child outgrows his/her equipment, trade it in on new or used equipment.



For some items, it may make more sense to rent; i.e. high value items which are infrequently used.

Examples are camping or ski equipment for schools or other groups.

We have knowledgeable staff and great service. Our prices — especially with trade-ins — can't be beat! Service and repairs are our specialty.



Check us out! Come and see us!

Ask around — we are well known!



DOUG ANAKIN SPORTS

454 Beaconsfield Blvd.
Beaconsfield, PQ H9W 4B9

Directions: From highway 20 turn south at Woodland then left at Beaconsfield Blvd.

695-0785

Canada's Fitweek
May 22 — May 31, 1992
invites you to . . .

**DO IT DAILY
. . . FOR LIFE!**

1992 will mark Canada's 125th birthday, and the 10th anniversary of both Canada's Fitweek and this CAHPER and CIRA school-based program.

Plan to join in this week-long celebration of Active Living!!

Watch for the Do It Daily . . . For Life! program kit which will be mailed to all schools in March 1992.



Westpark School Hallowe'en Frolic



Gr. 2 students dressed as shellfish for Christmas Concert at Beacon Hill School (A FANTA-SEA CHRISTMAS), Dec. 1991.

BEACON HILL

The annual Christmas concert, this year with a nautical theme — "A Fanta-Sea Christmas", was very well attended.

Most classes were involved and the ukulele and choir groups performed, under the direction of Judy Steiner and Janis Morrow. The choir and the grade six ukulele group performed also at the Chateau Champlain in Montreal.

During the same week the Kids for Peace Club conducted their annual no war toys campaign and the school collected non-perishable food for needy people.

1992 was hailed in with a large enrichment package, produced by Kiki Ziten and Janet Black. A variety of activities has been offered for grades 1-6, running the gamut from babysitting to street dancing!

The new year has also seen many of our students sporting the school colours with the special 25th anniversary crest, organized by Karen Davies.

Our membership chairperson, Bev Plourde, reports that our numbers are still growing and Norma Cheng notes that the school population keeps our school store volunteers busy. Recent proceeds from the school store were donated to the school library.

Our fund raising team, headed by Wendy Tonkin, has realised a profit of over \$2,800 from sales of wrapping paper. A spring fundraiser, focusing on our need to refurbish the playground is being planned.

The lunch program is thriving and Shirley Yost and her committee have purchased new tables and

chairs for the children.

Our 25th anniversary committee of Lyn Birrell and Liz Drysdale proudly announced the successful adoption of a foster child from Burkino Faso. Copies of her photograph are displayed in every classroom and the students are corresponding with her.

Preparations are under way for the annual teacher appreciation week and the Home and School has made a donation to the Montreal Children's Hospital Foundation in recognition of the Beacon Hill teachers.

Pat Lewis

WESTPARK

Busy Fall

The Fall Book Fair took place October 24th. There was a vast assortment of books geared towards all reading levels. There were used books available as well. Profits were used to augment our library inventory and other exciting programs.

October 28th, Michael Rubbo, a writer and film maker whose credits include *The Peanut Butter Solution* and *Tommy Tricker and the Stamp Traveller*, visited two grade 5 and 6 classes. Asked to do a television mini-series based on *Tommy Tricker*, Rubbo wanted feedback from the children as to what they enjoyed watching. By involving the children in problem situations, Michael taught them to recognize the main character in a story or movie. The children

enjoyed brainstorming their likes and dislikes of his movie. They benefitted from this learning experience immensely.

The kindergarten students, and some of their moms, celebrated Halloween in style at our October 31st Halloween Frolic.

Our first annual Bazaar was held November 16th. It was a tremendous success! The tables were overflowing with merchandise donated by generous patrons. Individuals displayed their handicrafts which made Christmas shopping a breeze. Children had a special area to shop and have their purchases wrapped. There was a raffle drawing and many lovely prizes were won. Many thanks to the volunteers who contributed to the success of the Westpark Bazaar.

In December the school was treated to Geordie Productions' *Alligator Pie*, a trip to Riverdale H.S. for the grade 6 students and many exciting Christmas activities. Stayed tuned for more exciting Westpark news!E.P.



Book Fair '91 Westpark School

MORE FOCUS

VALOIS PARK Health and Safety

Our Health and Safety Committee, under the able leadership of Karen Leroux is working hard this year.

Our Block Parent Program was in action again this fall, and is now firmly established in the community, with old block parent lists updated, and new parents recruited and enlisted. Our Block Parent map was also updated.

We are proud that the Town of Pointe Claire is now flying a *Block Parent Flag* outside *City Hall*!!!

***A special reminder to all Block Parents wherever you are: Please remove your Block Parent Signs from your window whenever you go out. How sad it would be if a child in need of help was to knock at a Block Parent door, only to discover that no one was there!!!

Halloween Safety was stressed as usual in October. Thanks to our teachers, and Safety Committee, throughout the fall and winter months, our children are learning and being reminded about winter safety — ice balls, skates, playing safe and being street wise and reviewing driving conditions (visibility & braking).

Armed with information from the QFHS, our children, parents and staff will be actively participating in "Smoke Free Week."

And lastly, our hats are off to the Volunteer Rescue Branch of the Pointe Claire Fire Department and to all the Bell Telephone Employees who so kindly volunteered to patrol our area on Halloween Night to ensure the safety of our children. Bell Telephone vans and Fire Department vehicles were everywhere that evening and a huge thank you from us all goes to these special people!!!!!!

Wilma Grainger

The First Nations Education Council



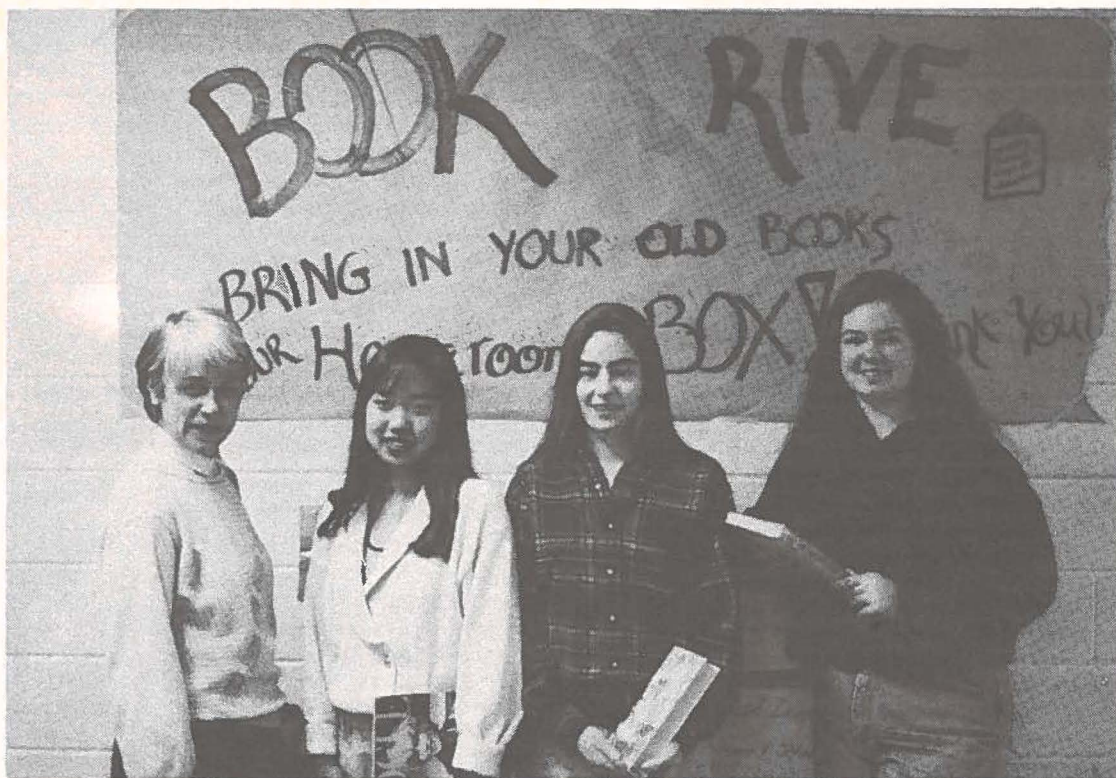
is holding their 8th Annual Indian Education Conference in St-Sauveur-des-monts, Québec, on June 2-4, 1992.

There will be several workshops given, as well as presentations, related to Indian education and education in general.

For further information:

CONSEIL en ÉDUCATION des PREMIÈRES NATIONS
FIRST NATIONS EDUCATION COUNCIL

GOA 4V0 FAX: (418) 842-9988 / TÉL.: (418) 842-7672



JRHS: Books being collected and boxed for delivery to Lower North Shore. From left: Brenda Dewar, Co-Ordinator Hm&Sch.; Joyce Ahn, V.P. Student Council & Rep. to Hm&Sch.; Annabelle Mackey, Grad. Rep. Student Council; Dawn Palin, Pres. Student Council

JOHN RENNIE We're Active!

The local Home and School Association of John Rennie High School has experienced a surge in membership this year and intends to continue the growth. It has taken an enthusiastic role in various school activities.

Home & School took part in the annual Terry Fox Run, which was organized by the Student Council. This campaign raised over \$10,000 for cancer research. It has been beneficial for all to have excellent representation from the Student Council at all our meetings.

In January a member of the guidance staff spoke to our meeting on helping teenagers cope with stress. In February candies and baked goodies were presented to our teachers and staff as part of the national Teacher Appreciation campaign.

Our book drive has reflected students and Home & Schoolers working together to reach out to various schools and communities on the Lower North Shore of Quebec.

AN OPINION:

Literacy in the Information Age: Fostering Scientific Literacy

For the past three years, the Canadian Home and School and Parent-Teacher Federation has offered a series of programs promoting science education and the need to increase levels of scientific literacy within the general population.

The Board of Directors includes parent representatives who take part in the formal process of consultation carried out by Departments of Education throughout the country. Exposure to an examination of the social, cultural and economic issues in the post-industrial society as they relate to education has had important ramifications for each provincial federation. Programs targeted at parents in direct communication with local communities have been based on the information generated by those national meetings.

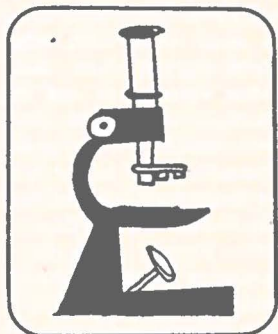
For example, eleven workshops, funded in part by Science Culture Canada, developed out of a national program entitled *Educating for the Technological Age* introduced at the University of Saskatchewan in May 1990. By the fall of that year, five provincial workshops incorporating material developed for Science and Technology Week had been carried out in various centres across the country. Another six training sessions completed this program in the spring of 1991.

By April 1991, provincial project directors were indicating steady progress in implementing local programs. The best example of effective national communication to the grassroots is provided by our experience in Alberta during the past year.

When Shannon Palmer, CHSPTF's Alberta project director, was invited to join the Board of the Alberta Science Foundation, she was able to combine the positions to great effect. To date, community meetings have been organized in Pincher Creek, Cardston, Calgary and Fort McMurray to discuss the promotion of science education through a network of science programs and resources within the province, particularly those that pertain to children and youth. Similar meetings are planned to take place in the future.

Parents throughout the province have been challenged to submit examples of family science activities (or *Simple Science*) to the Foundation that might be included in the new children's science facility at the Edmonton Space and Science Centre.

Other institutions are responding to parental initiatives; the Calgary Board of Education having been particularly co-operative. Science kits, developed by a parent at the Board's Science Resource



Centre have been placed in the classrooms of elementary schools in the city.

The economic consequences of inadequate training in the sciences can be readily understood by parents who are concerned for the future well-being of their children. It is much harder to make the case for the compelling effect of modern science on society and its institutions. A great deal of work must be done soon to convince the public that the successful resolution of problems confronting society requires an understanding of science currently enjoyed by an estimated 6% of the population of North America.

Scientific Literacy

Introductory workshops held at UBC in June 1989 set out to challenge current assumptions about the term literacy; not an easy task to undertake in the wake of the Southam Report. However, a comparison of the objectives of education and training in different cultures at different times in human history reveals that, in general terms, the expected outcome of education is to allow one to func-

tion effectively in one's environment. This has been largely forgotten as education has become a vehicle through which to promote particular ideas that are seen essential to the re-fashioning of society in one way or another.

The problem as it relates to science is not new. Almost one hundred years ago Dewey complained in *The School and Society*: "the school has been set apart, so isolated from the ordinary conditions and motivations of life" that "the importance of close and intimate acquaintance... with nature at first hand, with real things and materials..." is denied.

Seventy-five per cent of teachers in elementary schools in Canada today are the product of a system that made it possible for students to graduate from university without a basic understanding of scientific principles, a factor that will continue to plague efforts to introduce effective programs in science at the elementary level for some time.

Scientific Literacy and The Young Child

Concern about the lack of adequately trained teachers in elementary schools is far from misplaced. Evidence shows that the insatiable curiosity of the young child, which results in interest in natural phenomena at an early age, has largely evaporated by Grade III in too many cases.

After years of study, researchers at the University of Leeds have concluded that the common-sense view of how the physical world works, general among children from different language and cultural groups, needs first to be challenged effectively before being channelled into an acceptable science view in order to maintain the child's natural interest (*New Scientist* 29 June 1991, "Culture Clash: Children and Science").

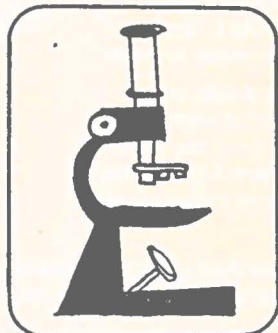
The education sector is set to discuss recommendations in **Canada's Green Plan** with Environment Canada in September 1991. We shall see how the long-term objectives of society are to be met and whether priority will be given to a recognition of the child's cognitive processes.

It would be relatively easy to introduce programs which would satisfy the public's need to feel that the environmental threat is being dealt with. While that kind of response might satisfy some, it is to be hoped that the inclination to deal with issues on an *ad hoc* basis

which has driven schools during the past twenty-five years will be resisted.

Scientific Literacy and Life-Long Learning

It is generally recognised that a basic level of scientific literacy is required for individuals to function effectively in a science and technology culture and for a nation to compete effectively in the post-industrial age. Yet student retention is a problem at a time when life-long learning has become the desired norm. EIC estimated that "Canada could find



itself with close to one million under-educated and untrained youth by the year 2000".

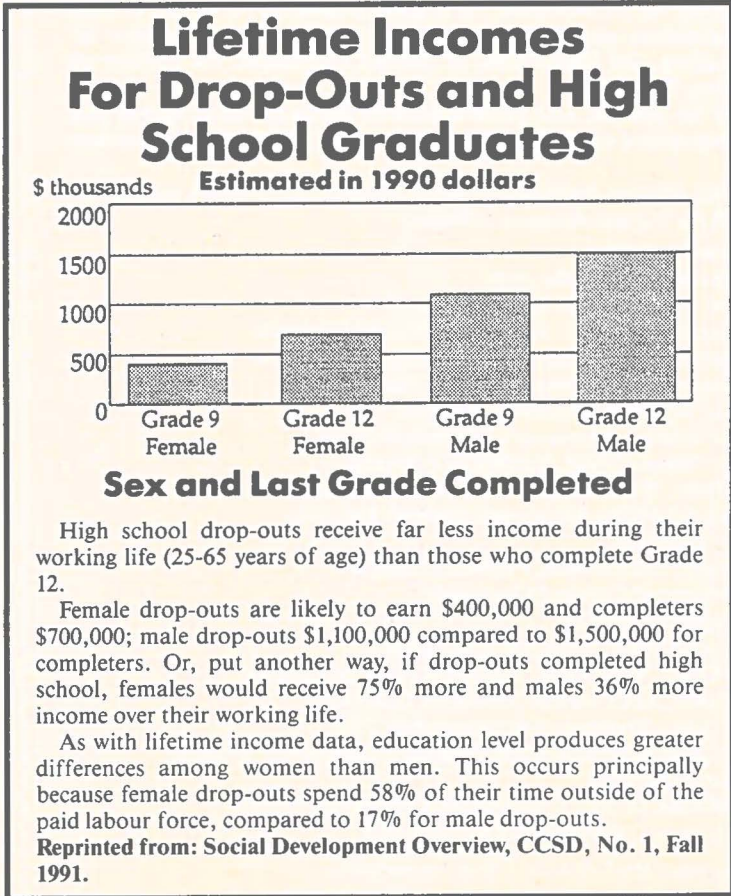
The problem of the drop-out and the need for continuing education in science was dealt with in a recent article entitled "Biting the Bullet on Science Education" which appeared in the "Issues" column of *Science and Technology*, Fall 1990.

In the United States, where the need for continuing science education after formal schooling is equated with "imparting a sense of empowerment, technical facility and motivation to workers who make the back-bone of the economy", efforts are underway to transform the workplace. The argument being advanced is that the reform of science education cannot be left to the schools alone.

There is good and sufficient reason to examine that proposition very carefully to see whether it has any useful application here. The remediation of scientific illiteracy only seems less compelling than the need to equip the illiterate with basic skills. The reality is that, whereas in a resource-based economy illiteracy impacted most severely on the individual, society as a whole will suffer if we refuse to accept the challenge of producing a science-literate population.

Maybelle Durkin, Executive Director, Canadian Home and School and Parent-Teacher Federation

Ed. note: This article appeared in *The Royal Society of Canada magazine OYEZ*, Fall '91.



Summer Institute in Integrated Education and Community

McGill University
Montreal, Quebec
July 6 - 17, 1992

For all people interested in bringing individuals with challenging needs into full participation in school and community life

For information about workshops/course content: contact Marsha Forest, Centre for Integrated Education, (416) 658-5363 or fax (416) 658-5363.

QUEBEC LODGE CAMP

Celebrating 49 years of FUN CAMPING

- 167 acres on Lake Massawippi in the Eastern Townships
- 6 co-ed camps for 6-15 year olds that include a second language "Track Program" at no extra fee.
- an English/French second language camp
- special Senior Camp option program (horse riding, tennis, watercraft specialty program, etc.)
- Activities include camping, swimming, canoeing, windsurfing, sailing, hiking, out-trips, campcraft, archery, soccer, photography, campfires, computing and much much more.
- PLUS Christian teaching and personal development.

Quebec Lodge also offers its facilities on a year round basis for rental to school groups, Scouts, Guides and church groups.

For more information or to visit the site, please contact:
QUEBEC LODGE CAMP
8105 Chemin du Lac,
RR 3, Ayer's Cliff,
Quebec, J0B 1C0
(819) 842-2286

A great place to be this Summer!

SPECIAL OFFER

Canadian Encyclopedia

The Canadian Home & School and Parent-Teacher Federation (CHSPTF) and the Canadian Association of Principals (CAP) have been given exclusive rights to sell the adult version of the **Canadian Encyclopedia** for \$99 (plus GST) until June 30, 1992.

This is an excellent value for the money if you, or any parent in your school, are in the market for a new encyclopedia for their family. Details below.

LET'S LOOK IT UP!

Until June 30, 1992 this exclusive offer is available from the C.H.S.P.T.F./C.A.P.

The Canadian Encyclopedia \$99.00

(Suggested Retail \$149.95)

Vast changes are sweeping our world. Performance is being measured by global standards. Canadian students must be afforded every opportunity to compete successfully in that environment when they enter the world of work.

Students must be given the literacy skills and analytical tools necessary for an information-based society, abilities which will form the basis of life-long learning in a world where high priority will be given to the development of knowledge and creativity.

For these reasons, we recommend that you take advantage of this offer. Learning how to access information and utilize data is an essential element in preparing students for life-long learning.

The present basic illiteracy rate; the alarming number of students dropping out of school and the need to prepare students for meaningful employment compels business, industry, government, education and the public at large to pool efforts to remedy the present situation.

Please consider an approach to possible donors including service clubs. Invite their co-operation in improving the learning environment to which young people are exposed.

McClelland & Stewart The Canadian Publisher

CANADIAN ENCYCLOPEDIA

Joint Project C.H.S.P.T.F./C.A.P.
331 Somerset Street West
Ottawa, Ontario
K2P 0J8

DATE: _____, 19__

NAME: _____

ADDRESS: _____

POSTAL CODE: _____

QUANTITY	CHEQUE #	PURCHASE ORDER #	PRICE PER SET	G.S.T.	TOTAL
			\$99.00	\$6.93	

G.S.T. at 7% equals \$6.93 per set. For Orders of 10 or more sets — 10% DISCOUNT. Make Cheque payable to: Joint Project C.H.S.P.T.F./C.A.P.



National Science Teachers Association Position Statement on: Multicultural Science Education

Our global society consists of people from many diverse cultural backgrounds. As members of the National Science Teachers Association, we appreciate the strength and beauty of cultural pluralism. We are aware that our welfare is ultimately dependent upon the productivity and general welfare of all people. Many institutions and organizations in our global, multicultural society play major roles in establishing environments in which unity in diversity flourishes.

NSTA must work with other professional organizations, institutions, and agencies to seek the resources required to ensure effective science teaching for culturally diverse learners if our nation is to achieve a position of international leadership in science education:

- Scientific literacy must be a major goal of science education worldwide and for all children;
- We must believe all children can learn and be successful in science; further, the resources of nations must be committed to this end;
- Nations must cultivate and harvest the minds of all children;
- Schools must provide science education programs that nurture all children academically, physically, and in development of a positive self-concept;
- Culturally diverse children must have access to quality science education experiences that enhance success and provide the knowledge and opportunities required for them to become successful participants in our democratic society;
- Curricular content and instructional strategies selected for use with culturally diverse children must reflect, as well as incorporate, this diversity;
- Science teachers must be knowledgeable about children's learning styles and instructional preferences, which may be culturally

- related;
- Science teachers have the responsibility to expose culturally diverse children to career opportunities in science, technology, and engineering.

Adopted by the NSTA Board of Directors in July, 1991



AFS Interculture Canada is a not-for-profit organization whose purpose is to promote intercultural learning and international development through international exchange programs for young people and adults.

This year, thanks to our programs, 260 Canadian students are currently studying abroad and 279 young people from some thirty different countries are being hosted in Canadian families during the school year.

Cette année, grâce à nos programmes, 260 étudiants canadiens poursuivent présentement leurs études dans un pays étranger et 279 jeunes venant d'une trentaine de pays différents sont accueillis dans des familles canadiennes pour toute la durée de l'année scolaire.

For further information on our programs: 1231, Ste Catherine West, Suite 505, Montreal, Quebec, H3G 1P5, Tel.: (514) 288-3282.

The PDK Garden

In my garden I would first plant five rows of peas:

- Preparedness,
- Promptness,
- Perseverance,
- Politeness, and
- Prayer.



Next to them I would plant three rows of squash:

- Squash gossip,
- Squash criticism, and
- Squash indifference.



Then I would put in three rows of lettuce:

- Let us be faithful,
- Let us be loyal, and
- Let us love one another.

No garden is complete without turnips:

- Turn up for meetings,
- Turn up with a smile,
- Turn up with a new idea, and
- Turn up with determination.

Anonymous

McGill University Parenting in the 90's Conference Agenda



May 2, 1992

The Fourth Annual "Parenting in the 90's Conference" is a collaborative effort of the McGill University Ready Set Go Parent Education and Child Enrichment project, the Department of Educational Psychology and Counselling, the Department of Second Languages, the Faculty of Education, and various Montreal school boards.

The conference provides a forum for parents and professionals to exchange information and concerns about parenting and the development of children and adolescents. Call 398-4240 for further information.

Keynote Address by Dr. Edward Zigler, Sterling Professor at Yale University. Dr. Zigler's research at Yale has reflected his genuine concern for the well-being of children.

Participation includes a choice of three workshops from the following themes covered by specialists in the area:

- The Importance of Science Education, Joe Schwarz, McGill Professor
- French Immersion and the Elementary School Child, Roy Lyster, McGill Professor
- Effective Communication and Discipline, Peter Bennett, Educational Psychologist
- Step-Families and Divorce, Rhona Bezonsky, Montreal Children's Hospital
- Physical Development, Lee Tidmarsh, Montreal Children's Hospital
- Sleep Disorders in Preschoolers, Janet Ritchie, Montreal Children's Hospital
- The Hurried/Overprogrammed Elem. School Child, Linda Kurtz, McGill
- Friendships During the Elementary Years, William Bukowski, Professor Concordia
- Home/School Relations (Homework), Ed Miller, Montreal Children's Hospital
- Adolescence, George Mager, Professor McGill
- Date/Relationships During Adolescence, Ted Maroun, Professor McGill
- Eating Disorders, Mike Westwood, Montreal Children's Hospital
- Gifted Preschoolers, Bruce Shore, Professor McGill
- Substance Abuse in Adolescents, Zolman Amit, Professor Concordia
- Literacy and the Elementary School Child, Vicki Zack, Teacher St. George's School
- How to Select a Good Preschool Daycare, Ellen Jacobs, Professor Concordia
- Parenting and Sex Education, Don Carver, Professor Champlain Reg. Coll.
- Learning Difficulties in Children and Adolescents, Vincent Murphy, University of Toronto
- Sibling Rivalry, Nina Howe, Professor Concordia
- The Hyperactive Elementary School Child, Jeffrey L. Derevensky, Professor, McGill
- Parenting and the Issue of Infection Control, Barry Slapcoff, Physician

Cost: \$35/person; group rate (\$30/person) available for 8 or more persons.

Parents . . .

continued from page 1

for 18 years for you to mistreat her!" I felt strongly about that, and I would never give him my blessing."

The parents agreed: Calmer is better. But they likewise agreed: When parents and kids live together, all cannot be calm. Patience is an ideal to strive for. It is not a day-to-day reality. If you accept that fact, you will be less demanding of yourself and your kids. Emotions are deeply wired into human beings, and most deeply wired into parents. The most laid-back of us can be pushed to rise up angrily. That is the nature of parenthood. More than that, it's the nature of excellent parenthood.

Excellent parents care with intensity, so they feel with intensity, and can react with intensity. Every parent here is saying: Allow yourself the reality of your nature. Don't punish yourself because you don't always respond with unflappable patience. With effort and experience, anyone can lengthen his or her emotional fuse, but the fuse will always be there. And that's not all bad.

Excellent parents don't have all the answers

It would be no real feat to stand heads above the parenting crowd if you were gifted with the ability to solve all childrearing dilemmas and difficulties instantly — in other words, if you knew all the answers. When it comes to our kids, I'm sure most of us would be ecstatic to know 50 percent of the answers, or even just to be able to make a good guess.

The parents in this survey have a lot of answers; otherwise, we wouldn't be listening to them. Of the answers they do have, many were learned through experimentation, by a process of elimination. Every mother and father knows the humility inherited from one's children. The most confident, knowledgeable physicist, doctor or teacher can be reduced to a mumbling mass of uncertainty when forced to deal daily with a 5-year-old. Not a single one of these parents claims to have a secret, God-given talent for sizing up children and immediately finding the psychological "cure" for a troubling situation. These parents have learned from experience, the best and most demanding teacher, and they all agree that smart parent-

hood does not lie in knowing all the answers, but in knowing that you can't know all the answers. Knowing how much you don't know is an indispensable ingredient in being a wise parent.

"For me, early adolescence and teenage years were the most challenging. I remembered my own times of frustration, confusion, and struggle trying to learn who I was and where I was going. I was empathetic with my children and their problems but, because the times were so different from my teenage years, I often felt lost in how to direct them into productive, happy adulthood. I read books, went to discussion groups and talked with other parents, looking for answers. It was difficult to find clear direction or answers, and this



uncertainty caused anxiety. The values and moral attitudes I accepted when growing up are constantly being tested and challenged today."

For most parents, uncertainty peaks somewhere in the teen years, no matter how smoothly the preceding 10 to 15 years have passed. Indeed, these parents stressed that during adolescence you are sometimes forced to plead ignorance and hope the kids have mercy. Never, but never, though, give up your status as parent, as the one who expects certain behavior, as the one who makes the rules. It is one thing not to know what to do. It is quite another to do nothing. Good parents may be ignorant now and then. They are not apathetic.

There's a bright side to teen turbulence, say these parents. As exasperating as these years can be, the rewards of watching your youngster gradually put into real-

life practice the values you've been instilling for over a decade will far outweigh any temporary sense of uncertainty. Ross and Julie, parents of four from Utah, marveled, "The best times of parenting are when we see the values and character traits we've tried to teach being developed and used by our children. The two oldest are now becoming independent enough, free-thinking enough, and free spirited enough to involve these principles in their lives without us being there. It is frightening because our influence is decreasing. But it is gratifying to see that they can incorporate these values and ideas on their own now."

Excellent parents do not have perfect kids

All children are not created equal. From day one, each child

comes into this world with a temperament all his or her own. Some children are born with natures on the mild side. They don't relish pushing parents to the limit, and they have an admirable ability to take the world in stride. Others are born with natures on the wild side. Their will versus your will is their favorite mode of operating.

No doubt about it, some children just make their parents look good. They almost cooperate in their own upbringing. A few of the parents here claim to be raising at least one child of this kind. On the whole, though, the full range of temperaments is present, from the quiet to the rowdy, from the passive to the active.

At times, these kids could be as impulsive and rebellious as all kids can be. They didn't necessarily make their folks' lives a breeze simply because they appreciated their efforts. The family ties were

not without some frayed ends.

One 4-year-old cried daily at having to attend preschool and refused to eat anything there for nearly two months. No source of the separation problems could be identified. They disappeared almost as mysteriously as they arose.

The second oldest daughter of a very religious family became pregnant out of wedlock — "The hardest time in my life was when I had to tell my parents I was pregnant and not married. I will never forget the pain in their eyes. It would have been easier for me had they yelled and screamed and hated me. But instead, my dad held me on his lap and cried with me and let me know that he loved me."

As the kids make plain, sometimes they not only don't cooperate in their own upbringing, they downright fight it. And that's standard kidhood. If kids saw parenthood through a parent's eyes, they wouldn't need us to discipline them — they could discipline themselves. On the first day of first grade, we could gently advise Newton, "It's very important to learn your arithmetic, Newton, because you don't know what you'll want to do with you life 12 years from now," and he would respond with immediate gratitude, "Thank you, Father, I see what you're saying." And we'd never have to bring up the matter again. Right!

One final point. Even the best of parents sometimes feel helpless to guide a youngster away from dead-end temptations and toward mature choices. That is one of the scarier realities of childrearing. If this happens to you, it doesn't necessarily mean you fell short somewhere as a parent. It may be that the power of your youngster's temperament is asserting itself over and above your best parenting efforts.

There is good news, though. When you've woven a solid value system throughout a child's feisty temperament, even if temporarily he or she turns slightly away from what he or she has been taught, eventually your lessons will win out. In the end, the child's high values will combine with his or her high spirit to produce an admirable young adult.

Reprinted from *Back to the Family*, by Ray Guarendi, Copyright 1990. Random House, Inc.

The above article was from a longer piece which appeared in the *PTA Today*, Nov. '91.



Canadian Parents Concerned About Impact of TV on Kids

The findings of a recent survey commissioned by Children's Broadcast Institute (CBI) and conducted by Decima Research, show that 96% of Canadians polled are concerned about the quality and content of what their children watch on television. After reviewing the results of this poll, CBI Executive Director, David Schatzky, said that it speaks volumes about parental dissatisfaction with television and that there is a need for more quality children's programs on Canadian television screens.

Sixty percent of those polled expressed concern about violence in cartoons; 62% about violence in adult programs and 53% about explicit language. On the much-debated subject of advertising, 58% of the parents reported that in the past month, their children had asked them to buy a specific brand or product as a result of something they saw on TV.

For more information on the survey contact the CBI office, 234 Eglinton Ave. E., Suite 405, Toronto, M4P 1K5; 416-482-0321.

The Canadian Environmental Education Catalogue



Quick access to complete information about educational resources for School and Community Educators!

\$40.00 - Full 2 year subscription
receive the main volume plus supplementary volumes of new resources (1 every 6-8 months)
purchase orders and invoice requests accepted for institutions only (add \$10.00 for shipping outside Canada)

\$20.00 - Main volume
pre-paid or purchase order only (add \$4.00 for shipping outside Canada)
Please add 7% GST - Reg. #R127809036

Order Now!

The Pembina Institute
P.O. Box 7558, Drayton Valley, AB T0E 0M0
Ph: (403) 542-6272 Fax: (403) 542-6464

Do Something to Help End Violence Against Women and Children

Speak up!!!

- If you know a man who abuses his wife — through cruel words, name calling, controlling her actions — advise him that his behaviour is abusive and that he can learn other ways to communicate with his partner.
- If you know a man who hits or beats a woman, tell him his behaviour is against the law.
- If you see a woman who is being abused, talk to her about it. Listen to her and show her that you believe her. Find out about the resources in your community for women and children who are being abused, and tell her about them. Let her know she is not alone.
- If you are a man, volunteer to work in a men's support group.
- Offer yourself as a friend or volunteer at a shelter and spend time with children who can use a

positive role model.

- Write a letter to the editor of your newspaper expressing your views about ending violence.

Create an opportunity . . .

- in your church, at your service club, in your book club, or with your community group.
- Invite a survivor to tell her story to your group. Learn about what can be done to help other women be safe.
- Obtain a copy of *Family Violence in a Patriarchal Culture: A Challenge to our Way of Thinking*, published by the Canadian Council on Social Development and the Church Council on Justice and Corrections. (Cost: \$25.00) Organize a series of workshops in your church to use this manual.
- Develop a resource/display table where members of your group can obtain information about

the issue of family violence and sources of help.

- Suggest that your book club select 2 books on violence against women and children, then discuss them.
- Contact your local transition house and ask how your group might "learn and help?"
- Organize a discussion on respect, stereotypes, sexism, violence, and teen dating violence. Become a peer leader.
- Organize a "Brown Bag" luncheon at your workplace. Rent a video from the National Film Board's Family Violence Collection Series* and show it to interested persons. Have a discussion about it afterwards. (We recommend a video that is accompanied by a facilitator's guide).
- Get a local men's group to cosponsor a community awareness session for men.

Lobby for change

- Phone your local shelter or sexual assault centre and find out about the issues they are working on. Become informed about these issues, then write a letter in support of the needed changes.
- Lobby your local MP or MNA. Get him or her to support adequate funding to cover basic needs and provide opportunities to survivors of wife assault for personal growth, job training and education, to promote self-sufficiency and integration into the community.
- Lobby to ensure that your Board of Education provides training for key people in the system, to help them identify and assist kids who witness violence.
- Obtain a copy of the "Women's Safety Audit Kit," available from METRAC, 158 Spadina Road, Toronto, Ontario M5R 2T8.

Lobby your municipality to include safety issues in their official plan and to develop a task force on violence against women.

- Ask your family doctor to display posters and pamphlets on different kinds of abuse.

*To preview, rent or purchase NFB films and videos, call your nearest NFB office or use their toll-free service: Atlantic 1-800-561-7104; Ontario 1-800-267-7710; Quebec 1-800-363-0328; Prairies, British Columbia and the North 1-800-661-9867.

If you need help locating resources in your community, phone the Family Violence Program, Canadian Council on Social Development, at (613) 728-1865.

SAFETY SCENE

SAFETY SCENE

A Safety ABC

Hi mom, we're at the neighbours. Don't worry! As soon as we saw the flames in the kitchen, we got out of the house!!!

You answer the phone and there on the other end of the line is your youngest daughter's voice. She is supposed to be home, sick with the flu, running a fever. You listen to the words "at the neighbours", "flames in the kitchen" and you panic. You just left the house but twenty minutes ago — how could so much happen in such a short period of time?

Luckily the greatest element was fear, followed by a bit of smoke, caused by a few flames in a frying pan. But this event showed your safety editor that what he has been saying for years "You can never be too careful" still holds true.

It started off as a regular morning, except for a sick daughter. It was decided that the older daughter would stay home with the younger one, this day being more-or-less a "free" day at school. Bacon and eggs on the menu for breakfast, and the frying pan is left on the stove as there is no time to wash it before leaving for work.

Forgot to turn the stove off, eh? Nope! The oldest daughter turned on a burner to heat water and then headed downstairs to watch her favourite cartoons — until the smoke alarm went off! She ran to the stove to see the frying pan smoking, she grabbed it and pulled it off the stove. At this point, the grease ignited and, thank our lucky stars! our daughter was able to place the frying pan back on the stove — without spilling any of the burning grease, or worse, burning herself!

Her next step was to grab her sister and head for the neighbours who immediately called the fire department. As previously mentioned, more smoke than fire, and thank goodness — no injuries, and no damage.

At least two errors cropped up from the post-panic discussion:

1. Leaving anything inflammable on the stove is a no-no.
2. Leaving a stove which you have just turned on (even if it is to boil water) is also a dangerous deed.

The old ABC still stands — Always Be Careful!

BEWARE! MICROWAVE OVEN USERS

Microwave ovens have become extremely popular in busy households. If properly used, you can enjoy the benefits of rapid food preparation without worry.

1. **Place microwave ovens out of reach of children.**
Microwave ovens with brightly coloured buttons, dials, bells and lights are attractive to children. But children can't play with them if they can't reach them.
2. **Use your wrist to test the temperature of food or liquid before feeding it to young children.**
Microwaves penetrate deeply but unevenly. The surface of a container may be cool, but the food or liquid inside can be hot in parts and cool in others. Infants' mouths have been severely burned by hot formula, for example. So shake the bottle well before testing formula or milk, which should be at body temperature. It's a good idea to use the microwave to heat water. Then use the water to heat the formula, rather than heating formula directly.
3. **Heat food and liquids in microwave approved open containers.**
Heating food and fluids produces steam. If the steam can't escape, pressure builds, and an explosion may result. Plastic bottle liners have been known to explode after bottles were heated in a microwave. Always use containers labelled as safe for microwave use.
4. **Ensure that children don't put paper towels, newspapers, metal objects or cloths in the microwave — they may catch fire.**
5. **Microwave ovens are not intended to entertain children. If you can't place your microwave oven out of the reach of children, then keep children from putting their faces close to the glass door when the oven is operating.**

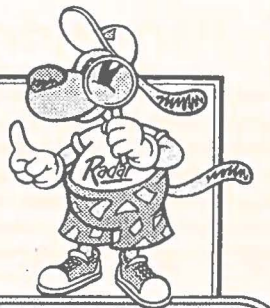
For further information, contact the Canadian Pediatric Society Secretariat, 401 Smyth Road, Ottawa, Ontario K1H 8L1; (613) 737-2728.

Ed.'s note: More and more schools are getting microwaves for the convenience of students who lunch at school. It is important that schools set up safety procedures for the use of these microwaves, including supervision for the younger children.

Parents should also be aware of the dangers involved in the instant lunches (the just add boiling water variety). I am aware of at least one case where a young girl was seriously scalded when her instant lunch spilled on her. She suffered serious burns.



Bring safety into play!



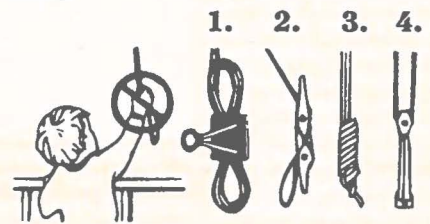
Blind Cords – Unsuspected Danger

Consumers should be aware of the danger of accidental strangulation if young children become tangled in pull cords for window coverings. At least 4 deaths and 11 injuries have been reported in Canada and a staggering 69 deaths in the United States. Some victims were in cribs which had been placed near window covering pull cords while others were simply playing with the cords.

Children may be attracted to cords that are hanging near the floor or may climb on furniture to reach the cord.

These accidents can be avoided if you follow Radar's safety tips:

1. Clip the cord to itself or to a window blind with a clamping device such as a clothes pin or cord clip.
2. Wrap the cord around a cleat securely mounted near the top of the window blind.
3. Wrap or tie the cord to itself.
4. Securely install a tie down device on the windowsill or floor when a long cord is necessary.



These inexpensive devices are available from hardware stores or window covering dealers.

For more information, please contact your nearest Consumer and Corporate Affairs Canada Office.

"Safety Walk/ La Marche axée sur la prudence"

We have received a new kit at the office, put out by The War Amputations of Canada and available from them in English or French. It is part of the PLAYSAFE Program, and is a project in which the whole family can become directly involved. Parents are encouraged to organize "Safety Walks" in their neighbourhoods with the help of these "organization" kits, which include a family worksheet and an extensive list of potential hazards to look out for. The aim of this program is to reduce accidents by identifying the hazards around us and pointing them out to the children. The free kits can be obtained from:

The War Amputations of Canada, 140 Merton Street, Toronto, Ont. M4S 1A5, 1-800-268-8917

Jump Rope for Heart and Acti-Menu Health Program for Kids



Jump Rope for Heart, an educational program of the Heart and Stroke Foundation of Québec, is pleased to be associated with a new health partner, the Acti-Menu Health Program for Kids. Both programs promote healthier lifestyles and regular physical activity.

The Heart and Stroke Foundation of Québec invites your school to celebrate Jump Rope for Heart's 10th anniversary. Participate in the Super Healthy Day when students

will learn all about the Right Stuff to eat with the magazine "Looking for the Right Stuff" and much more educational material, you will receive, free of charge, a class set of ropes (30), a skill builder progression handbook, instructional posters, incentives for the school coordinator and prizes for the participants (according to the amount of pledges collected). Also a percentage of the net funds will be returned to your school.

Have fun with Ya Hou, our new mascot and jump rope to help research and education on heart diseases and stroke, the number 1 killers in Canada.

Be "in" and get the jump on other schools, participate in Jump Rope for Heart...

For more information on how to get involved, contact the Heart and Stroke Foundation of Québec at 514-871-1551 or 1-800-361-7650.



Read aloud to your children. Research shows that your reading aloud is an important step in their educational development.

Exercise control over the TV. TV blocks the development of learning skills and hinders family togetherness.

Allow for your children's interests. Take them to the library and choose books that relate to their hobbies or heroes.

Develop a home library. Children enjoy reading books over and over. Select quality books and encourage your child to care for them properly.

Source: Focus on the Family Magazine (January 1992, vol. 16 no. 1)