



QUEBEC HOME &amp; SCHOOL

# NEWS

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# Peace starts with kids

It's said that the success of the Peace Movement is that it involves the "little people" of this world. Many people forget that it should extend to adolescents as well. Given the opportunity to ask questions or listen to the issues of the arms race, adolescents listen attentively and ask probing questions, oblivious of bells and lunch hours. Students should be made to feel that their opinions on any subject are needed and that they

do have the collective power to change the course of events. As the students who belong to SAGE (Students Against Global Extinction) say in their pledge, they are the future voters.

During classes, even in French or Geography, issues can be integrated into the programs on peace and justice. Instead of studying and doing class presentations on developed countries, underdeveloped nations can be studied,

together with the reasons for their underdevelopment.

There is some excellent material available through teacher and parent groups in Canada and the USA that can be used to spark discussion, debate and the desire to find out more about the countries and the dynamics that make up our world. The media, in the form of newspapers, TV and film, are excellent classroom resources.

Many consider that the young

people of today are inheriting a world that is in much worse shape than it has ever been. It is the responsibility of parents, teachers and other educators to help them develop strategies to deal with the anger and depression they feel.

Every student should be helped to realize his/her responsibility towards preserving a peaceful world.

Mary Anne Perreault, teacher  
John Rennie High School

## On World Tour:

# Stories shock children

Students from two Lakeshore High Schools were treated to a rare insight into the effects that war and civil conflicts have on people, especially youth. As part of the International Youth for Peace and Justice Tour, six young people from the ages of 13 to 19 shared their personal experiences of living in war-torn countries. Mostly students, they had travelled from as far away as Sri Lanka, East Timor, Grenada, Guatemala and Namibia. As well, a Canadian girl travelled with the group representing the Peace Movement in Canada.

As each representative told his story the audience was held in shock and disbelief. Although the students were aware of these problems through especially prepared lessons, it was the personal testimonies of the tour participants that reached their hearts. They told of personal experiences of torture, being deprived of human rights and, as is often the case, of "disappeared" relatives and friends.

Although the time in the schools was very short, there was enough for the Lakeshore students to ask questions of the participants. For the most part, students wanted to know how they might get involved in helping to promote peace and justice. It was suggested that they

write letters to Government Officials condemning groups that use force as a means to control people. They could support politicians that promise to work for peaceful settlements to local and worldwide problems. To join a peace group that is working towards the abolition of war and the promotion of human rights.

It was through this dialogue with young people that the tour organizers had hoped to reach their objectives of promoting world peace. Through youth talking to youth and sharing common frustrations about their futures a message of hope begins to appear. The youth of the world can change the way things are. With a fresh concern for each other, unburdened by the weight of past conflicts, young people have the ability to collectively reshape the world into one in which war would be an unacceptable alternative to conflict resolution.

The many thanks expressed by students and teachers after the assembly should go to the West Islanders for Nuclear Disarmament and the Lakeshore Teachers Association for helping to organize the tour in our schools as well as generous financial support.

Paul Sullivan, teacher  
Beaconsfield High School

Make a date to be at the

Quebec Federation of Home & School Associations

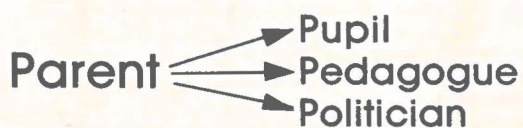
## Annual General Meeting and Conference

### THEME:

### PARTNERS IN ACTION

We are all partners in the education of our children. How can we use all our existing systems in a positive and beneficial manner?

### Plenary session (Friday morning)



### Keynote speaker (Friday evening)

Hon. Robert Layton, M.P.

Minister of State (Mines)

**WHEN:** May 2 and 3, 1986

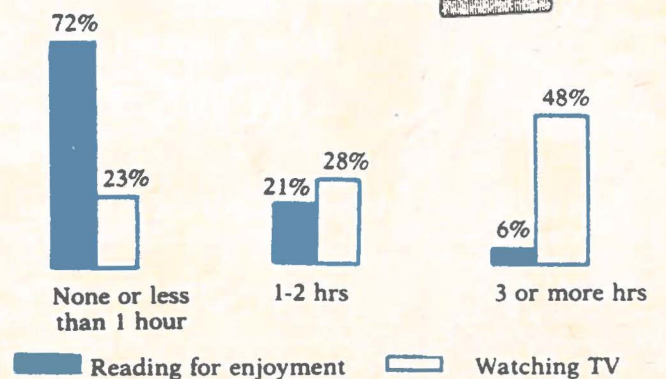
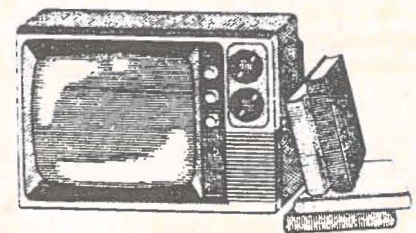
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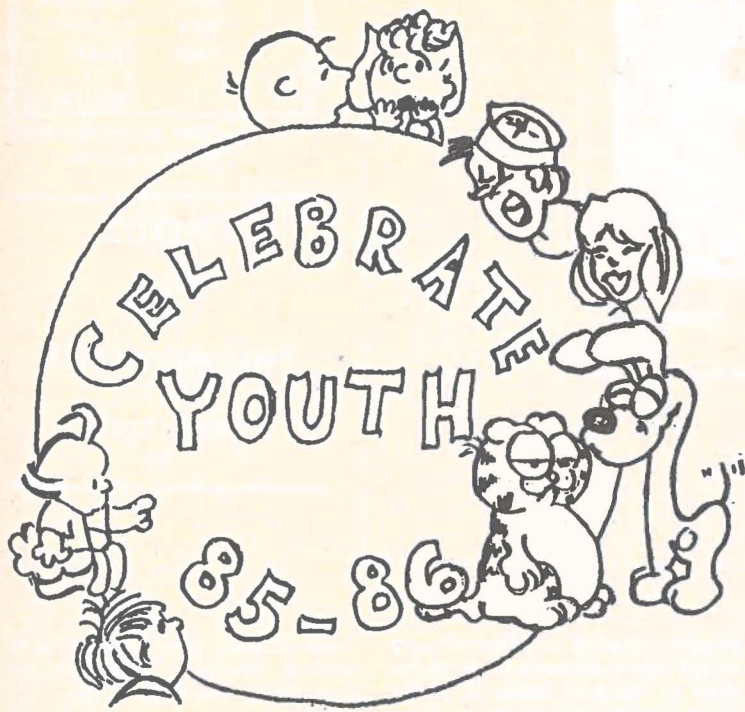
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How 13-Year-Olds Spend Their Time





Lori Grundler  
East End  
Saskatchewan

## OTHER PEOPLES OPINIONS

### Open line to parents

## Your Child & TV

First, let me admit it; yes, I watch television: *Masterpiece Theatre* and *Hill Street Blues* for their incomparable scripts and masterful acting, baseball because it's an old love, and *Dallas* because it's so superbly awful. Otherwise, my watching is sporadic, mostly when I have nothing good to read.

#### No ads, no TV

The first, crucial point to make about TV is that it is not primarily either an entertainment or an information medium; it is primarily an advertising medium; without commercials there would be virtually no television. No businessman is going to sponsor programs which people don't watch — not today, not ever — and most people want to watch drivel.

Because of its negative impact on children's reading habits, TV has become a major stumbling block to literacy. The average child

*Your Child & TV* reflects the many different views regarding the effects of television on children. This column is excerpted from a letter to parents from the Headmaster of Upper Canada Preparatory School. CBI would welcome readers' views. Please write to us at 234 Eglinton Ave. E., Toronto, Ontario M4P 1K5.

spends 15,000 hours (625 solid days, 21 solid months) between birth and 17 years of age in front of the TV screen: it is the prime educator or at least the primary competitor for children's minds in the world. Another description is simply that it is a drug.

Several charges (that directly affect children) can be made against TV: (1) It is the *direct opposite of reading* in that it requires and encourages a short attention span. Much of TV is broken up into eight-minute segments. Good chil-

As the United Nations declared 1986 its "International Year of Peace," we find two phenomena on our planet: wars in at least twenty locations; people and organizations all over the world who have pledged themselves to peace. Why should Home & School involve itself with this issue?

Soviet leader Gorbachev presented a plan that both the U.S.S.R. and the United States eliminate nuclear weapons by the year 2000. As the arms talks resume, it is easy to be skeptical about such proposals. Yet such cynicism may be self-defeating for those who genuinely wish for peace and are willing to work for it.

The Prime Minister of Japan recently made a plea here in Canada that we save "our Spaceship Earth" from pollution, starvation and nuclear war. "Our planet is exposed to the most barbaric attacks since its creation," he said, "and may be doomed to a lifeless wreckage." Nakasone came here to talk about trade, but he knows that such talk may be rather useless if the race toward a nuclear holocaust is not halted.

An international organisation of eminent doctors and scientists won the Nobel Prize for Peace for its efforts to stop the growing threat of world war. Why should this be of interest and concern for parents and teachers?

And a group called International War Toys Boycott pointed out that war toys have escalated into a \$1 billion-a-year industry. Studies indicate that such toys promote aggressive and violent behaviour in children, according to this organization. Should this worry us who are responsible for the upbringing and education of our children?

In the January issue of *HOMEMAKER'S* magazine Canada's renowned author, Margaret Laurence, said, "I believe that the question of disarmament is the most pressing practical, moral and spiritual issue of our time." In the same publication a survivor of the 1945 Hiroshima bombing, Kinuko Laskey, wrote about going to schools to

## Editorial . . .

### Year of peace?

teach children how to make *tsuru*, the paper cranes that are the Japanese symbol of happiness and peace. Laskey approached the children because he felt that arguments with adults were futile. Can enough paper birds stop a guided missile?

We in Home & School have many, many problems which concern us. We are proud of the fact that we have so many volunteers who are willing to work on such things as quality education, improved school facilities, up-to-date curricula, and elimination of hunger among students. Home & School has taken on many tasks involving the welfare of our children, including alleviation of child abuse, bus and road safety and establishment of good nutrition.

Can we say that with all these problems we have neither time nor energy to fight for a peaceful world? We were recently informed that laser weapons being developed for the U.S. Star Wars defence system could be used to completely incinerate cities. In a matter of hours such massive fires could be created that they could block out the sun and reduce temperatures which could cause a climatic change similar to the nuclear "winter." Any life on earth — including that of our children — would disappear quickly. Good schools and bus safety would not mean much on a planet with no children.

Our concern for the education and welfare of our children should make it obvious that Home & School must place some priority on the question of peace in our world, and not just for 1986. Discussing and doing something about peace is frightening. Not to do so is even more frightening. Let's sing out for peace, and may the voice of Home & School be among the strongest!

P.L.

dren's books aim to hold the attention, not interrupt it. (2) Television is *anti-social*, killing questioning — and answering — and interrupting or destroying family conversation. Children sit *passively* in front of the screen, oblivious to their surroundings. (3) TV *cannot portray* that most exciting activity known to man, *thinking*. In addition, it stifles the imagination because the image is on the screen. (4) It is psychologically *addictive*. There is an urgency to watch it, spurred by peer or family pressure. (5) Television is *passive* both physically and mentally as well as discouraging to creativity. Children's entire activity consists of turning on the set or changing channels. (6) TV interrupts life experiences — working with father or mother, helping around the house, doing homework, reading, pursuing a hobby, discussing, playing sports, painting, listening to music. (7) Much *television language contradicts classroom language*. Its material is pictorial and intensely emotional; the classroom relies on reading, writing, speaking and critical thinking. (8) Television and school achievement are naturally contradictory: more television = less achievement. (9) TV commercials promote the "easy way". They maintain that there is no problem which cannot be solved by simple, artificial means.

The simplest method of controlling the all-pervasive influence of TV is to pull the plug. Since so few

parents are willing to do this, the answer may be to schedule the use of the set. Parents must learn to use it.

For example, if families watch *together* TV can be a source of conversation, jokes, critical discussions, and so on. It is easier to give advice about control than actually to exert it, but control supported by both parents can indeed be practicable.

A suggested plan: (1) Television turned off at supper, Monday through Thursday, and not turned on again until the children are in bed; (2) One school-night show per week, approved by parents after homework and chores are done; (3)

Television allowed two out of three weekend nights. Such a plan is stringent but can be workable. At the least, the family rule should be that "no child turns on that set without asking if he/she may do so."

The prime responsibility for resisting TV's negative influence on children, and for turning this influence into a positive one, lies with parents.

by R.B. Howard, Headmaster, Preparatory School, Upper Canada College, Toronto  
Reprinted from the Children's Broadcast Institute

### Bread for the Hungry . . .

The response of school children to the current food crisis in the developing world has been truly remarkable. Young people decided that they wanted to make a difference and what a difference they have made. Their concern and enthusiasm has helped sink wells in Kenya, plant trees in Senegal and install biogas units in India.

Last Spring, the Canadian Hunger Foundation (CHF) became involved in a rather unique project sponsored by a very special group of children — the students of Our Lady of Mount Carmel School in Ottawa. The "Bread Pin Project" as it came to be known captured

the hearts of everyone it touched. The staff and students (180 in all) decided that the results of this activity would be directed towards CHF country focus development projects. Donations to these projects receive matching funds from the Canadian government, on a 9:1 ratio.

If you would like to share in this challenging but rewarding work please let us know.

Tom Taylor, CHF  
Coordinator of Volunteer Services

Ed. note: "Bread for the Hungry" project kits are available from the Home & School office in Montreal.



## Quebec Home & School NEWS

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## U.S. Council Awards

## Canadian Schools also winners!

The National Council of Teachers of English, a U.S. based association, recently honoured 150 schools for their excellence in teaching English. The schools named were selected from over 700 which responded to NCTE's call for descriptions of programs that the schools themselves feel are excellent and worthy of national recognition. Schools chosen as finalists were visited this Fall by NCTE evaluators, who observed the English language arts programs in action.

"We have been to the schools," Nicholson (task force chairman) said. "We have watched classes. We have talked with students, teachers, administrators, counselors and school and community organizations. We looked for and found the crucial hallmarks of excellent programs. They enhance student learning — not merely by raising standardized test scores, but by generating excitement about learning itself among students and teachers."

"Few of these are new programs," Nicholson pointed out. "They've been around during all of the studies, all of the reports, all of the recent reforms. But they went unnoticed. Too few investigators have tried to find out what does work in the teaching of English."

The English programs judged to be excellent have these characteristics in common. They fit their communities, because local teachers took a hand in developing them. They grow; they adapt to changes in local circumstances. The accommodate the diversity of students they serve. They rest on sound theory and research. And they provide, or are part of, a balanced English language arts program.

Canadian winners are:

**QUEBEC — Beacon Hill Elementary School** 170 Alton Drive Beaconsfield, Quebec, H9W 2Z3.

Program: Poetry Points the Path. Contact: Patricia Lewis

**ONTARIO — Floradale School** 210 Paisley Boulevard West, Mississauga, Ontario L5B 2A4. Program: K-6 Integrated Language Arts Program. Contact: Paul Shaw

**NOVA SCOTIA — Dalhousie University Elementary School** Halifax, Nova Scotia B3H 3J5. Program: Elementary School Theme Studies. Contact: Judy Altheim

**ALBERTA — Glenora Elementary School** 13815-86 Street, Edmonton, Alberta T5N 0N7. Program: Cooperative Teaching and Learning/Library. Contact: Gail Webber

**Tipaskan School** 1200 Lakewood Road North Edmonton, Alberta T6K 4A3. Program: Tipaskan

School Language Arts. Contact: Jenelle Mitchell

Schools designated as Centers of Excellence have agreed to share information about their winning English language arts programs with other educators who seek their advice, will provide written descriptions and allow other educators to observe their classes in session.

We, at Quebec Federation of Home & School Associations, are especially proud of Pat Lewis of Beacon Hill Elementary School here in Quebec. Pat is a member of our Board of Directors and has served Quebec Federation for many years with the same devotion she brings to her work as a teacher. In 1977, Pat was chosen the winner of the Buzzell Award for outstanding service to Quebec Federation. We're proud of you, Pat!



## PRESIDENT'S MESSAGE

SYLVIA ADAMS

Our school age children get up and go to work, five days a week, 180 days per year, for many years — for some, as early as two years of age. Their workplace is the school; they are being groomed to be the future leaders and followers of our society; their future lifestyles are being molded in both overt and subtle ways; the impact being made upon our children by their families, their teachers, their peers, their physical surroundings, their social surroundings and their own mental capacities is going to have an everlasting effect upon what they will become as functioning, outward-reaching adults. These children are the citizens who will influence the next generation.

Question: As parents, do we seriously take the time to become knowledgeable about the educational system that is influencing our children for many of their waking hours? Is it possible that we give more active consideration and study toward assessing the model of car or type of home we buy, or the kind of television or sporting equipment that we use?

Many of us forget that we have the obligation and right to seriously assess the quality of the innumerable hours that our children spend in the care of others, every school day of their lives. Why is it that we often abdicate this area

of responsibility and rely on others to make unilateral decisions in this important domain? We do not know that many "experts" disagree on the most fundamental of issues, even the experts in the academic arena.

The educational system should reflect the input of all the partners in education; parents and students are two of these partners; actually, they are the direct consumers.

Ideally, parents should constantly assess and re-evaluate the educational system as a right and an obligation. Moreover, 1986 offers a special event at which all the partners in education will have the opportunity to dialogue on the future of the educational system in Quebec. This symposium is called the "Estates General on the Quality of Education." Quebec Federation of Home & School Associations wants to actively stimulate parents and students to participate in this unique event. We want our voices to be heard along with those of the experts, the professionals in the education network.

The invaluable expertise that parents and students have to offer is their special viewpoint and perspective.

The educational system needs this balanced input so as to respond to the needs of the community that it attempts to serve.

## Canadian Home and School and Parent-Teacher Federation:

## News from National Association (CHSPTF)

Dear Friends and Colleagues,

During the recent series of consultation meetings held by federal officials on the recommendations of the Badgley and Fraser Committees, CHSPTF voiced strong belief that the rights of children must have priority over those of adults.

Over the past eight years, our Federation has made efforts to raise public awareness of child abuse, and to animate community action in defence of abused children. But to many people the subject is still merely distasteful, and having to look at the way they as individuals regard, and treat, children is very threatening. Even innocent people fear that their own recognition of the existence of sexual abuse of children will corrupt, in some way, their relationship with other children in their lives. These factors make the task of educating the public and dealing with child sexual abuse and pornography very difficult.

People involved with raising children are sensitive to the messages received by children from media of all kinds, and to the messages received by adults about children as sexual objects. Regulating these messages involves censoring pornographic materials produced for adults, or restricting their distribution.

The Fraser and Badgley Committees have done valuable work in drawing up their recommenda-

tions, and it is our job to insist that governments use these studies to deal with the problems of child sexual abuse and of pornography in a purposeful and enlightened way.

Best wishes for a Happy Holiday Season and Bright New Year! Joy Bastness, President Hagen, Saskatchewan

## De-Indexation of Family Allowances

De-indexation of family allowances and of old-age pensions were announced in the last budget. When legislation dealing with pensions came before the House of Commons, pressure from senior citizens forced a change of plans and de-indexation was dropped.

Family allowances are to be amended by Bill C-70 and a parliamentary committee has been holding hearings on the bill. Both Opposition parties oppose Bill C-70, as does the National Action Committee on the Status of Women and women's organizations in several provinces.

The Bill will reduce the value of family allowance by 3% a year starting in 1986. The family allowance is the only benefit which recognizes that all parents are doing a service to society by raising children, according to the National Action Committee. It is also the only money

that mothers without paid jobs can truly call their own.

Family allowances are paid to 3.6 million families on behalf of 6.6 million children. Unofficial estimates put savings through partial de-indexation at \$400 million a year by 1990. These savings are part of government measures to reduce the national deficit.

Other measures proposed in C-70 are increases in the child tax credit and reductions in the income tax exemptions for children under 18. Analysis of the combined package of measures indicates that all middle-class and many poor families would be better off under the current system.

## Mid-term Executive Meeting

During the week of November 19th, members of the CHSPTF Executive Committee met in Ottawa for five days of meetings with federal ministers or their officials, workshops and presentations, and committee work.

On Tuesday, November 19th, a small group met with the Minister of Health and Welfare, the Honourable Jake Epp, and with the Minister of State for Youth, the Honourable Andrée Champagne. A meeting was also held with officials of the Secretary of State.

Presentations were given on the PAL (Peer-assisted learning)

Non-Smoking Project (Health Promotion Directorate); The "Growing Away Program (Communicado Associates); and 'Smoke-Free Spaces' (Canadian Heart Foundation).

On Thursday, November 21st, a 6-hour workshop on Financial Management and Planning was given by Mark Lowry, executive director of the Canadian Diving Association. This workshop is one of six developed by the Skills Program for Management Volunteers and its director, Cheryl Hassen. At the 1985 Annual Meeting, the Skills Program workshop on Marketing was given by Bill Taylor of the St. John's Y. These workshops are available to policy volunteers in recreation, fitness and sport at the community, provincial and national level.

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# Depression and suicide in children and adolescents

Barry Garfinkle

A most interesting workshop except it is no way to start the day. The description of a suicidal personality listed their characteristics as:

- neat
- perfectionist
- over achievers
- exacting
- excessively clean (could be obsessive)
- lack of understanding for others who are not capable of being perfect

The suicidal personality has a tendency to blame themselves for all and any mistakes that occur within the family. The person who contemplates suicide usually feels that their removal from the family situation may cause the family to be more together as a unit or conversely they feel that their removal may also stop any pain that has been caused by others. It was an interesting lecture and enabled educators and other participants to recognize some of the warning signals and to try to help. Warning signals include

- attempt to give away prized possessions
- highly emotional response to family members
- discussion of "how it will be easier when I am gone"

Communication is the key to all suicides and the common factor in the cases discussed was that the "adult" role model was unable to be found. When the adolescents looked for someone to talk to they were disappointed with the reaction received. The approach in the schools and institutions is to propose a "role model" to be a safety valve for the suicidal personality.

Part of the lecture consisted of slides showing the notes left by adolescents prior to suicide attempts that were successful. The common thread was a feeling of inability to fit into whatever role had been decided by the family for

the child. He/she was not in their own estimation what the family either wanted or needed and consequently their own removal from the family would solve all problems.

A rather glossed over view of suicidal children due to time constraints; it would have been great to have more time.

## Teenage sexuality

Lili & Mario Bartoletti

The work consisted of the two presenters outlining their theories on teenage sexual behaviour and the parental approach. The one interesting idea that appealed to me was the institution of a "Family Council" started when the children are at an age to understand decision making and responsibility. All the family members have a vote and if you have more children than parents you may be outvoted on some issues.

The main theory and overriding idea behind these people was that storytelling can be a great ice-breaker and also gives your children an idea of how things were when you were a child.

The storytelling approach.

- Refresh contact with your own childhood
- Make it easier for children to identify with parent
- Conversely the parent identifies with the child
- Increased communication, caring and understanding between parent and child
- Decrease the frustration and lack of communication between parent and child.

Generally a well enjoyed workshop as the anecdotal approach is always interesting, but as far as ideas and new insights were concerned, not much to learn.

## Youth employment

Daniel Boothby

This workshop was the one that provoked the most argument between presenters and audience that I heard all week. Daniel Boothby is a young economist with the Université de Montréal and ALL his figures and graphs, charts etc. were challenged by the audience. The poor fellow had a rather rough time. He did make some rather sweeping statements about the possibility of increased employment only being possible if the economy became more open (undisputable) and the way to do that was to bring in job-sharing and shorter hours for all concerned.

The effect of this on someone with a job being asked to take less pay and work fewer hours he dismissed as a necessary evil. Needles to say, the audience said it was all right for him, but what about the actual worker. He said that it was something we all had to face!

The youth who are unemployed are mostly finding jobs in the service industry which did not come as a surprise to those present. I feel I should include the fact that the audience consisted of people who were, for the most part, employment counsellors and placement officers and others who had dealt with unemployed youth or, in my case, with experimentation with the job market.

Mr. Boothby referred to a poll that had been commissioned by the Université de Laval and done by Sorecom to determine whether or not youth found that their education helped in the jobs.

According to the response the most disappointed in their education was the Short Vocational students from high school and Mr. Boothby's conclusion was that the educational sector was the culprit for unemployed youth.

He was unaware, but rapidly became enlightened, as to the make-up of the Short Vocational classes in that they consist of students with non-academic capabilities and a combination of children with learning disabilities, behaviour problems and antisocial behaviours. He apparently thought that the course was designed to teach a computer overnight.

His overall conclusions after the workshop was that he should prob-

# Youth reaching towards responsibility

(Reports from QFHSA members)



ably return to academia and relearn his profession. Enclosed (with this report) are employment graphs which he claimed are valid, but the company in the room all claimed could be disputed.

After a short but acerbic debate with the placement officer from a large Cégep, he lost. It was fun to sit in with this group and also to contribute to a very interesting and worthwhile discussion.

## Adolescent sexuality

Dr. Sol Gordon

Dr. Gordon is a good speaker and he lectured to an overflow crowd on the topic of sexuality. His main point was that he felt we give confusing messages to our children. We will discuss reproduction in clinical terms, but will not face sexuality as a separate issue.

We tend to shy away from direct answers because we are not comfortable with the subject. (At this point, I had to admit to myself that it is not a subject I am very comfortable with myself, but I am not about to change that situation overnight.)

He stated that teachers are suppose to be "comfortable" with the topic and since they are a diverse group of individuals, they are not all going to be happy teaching "sex-ed".

A point of disagreement was that he felt that the SADD (Students Against Driving Drunk) programme was a two faced message to students in that we as parents stated that we were opposed to drinking, but nonetheless condoned it by agreeing to pick up a child who was intoxicated or pick up a child who accompanied another child who was drinking. The purpose behind the programme as far as we can see at High School is to avoid accidents due to drinking and driving, but not to escape the parental fall out afterwards. That is just delayed for the moment.

## Youth and belief systems

Saul Levine and David Weisstub

This was the most interesting workshop of the entire session. Dr. Levine is the Head of the Department of Psychiatry at Sunnybrook Medical Centre in Toronto and David Weisstub is a lawyer working with families whose children have joined various groups.

The distinction was attempted between "cults" and other groups that could be lot of need for penitentiaries and youth detention centres.

Peer pressure is always far more effective than any kind of pressure brought to bear by "authority".

David Weisstub spoke of the legal overview of young people joining "cults" or belief system groups.

The only legal position for most of the parents is that if they can prove that their child did not consent to joining one of these groups then they can prefer charges against the group. However, this is next to impossible if their child willingly joined and no amount of effort on the part of parents can persuade the child to return to the family, they have to do it on their own.

The subject of de-programmers

and whether or not they are legal lead to a lively discussion as to whether or not parents had the right to literally kidnap their child. Since the child in question is usually of adult status then unless you can prove coercion or incompetence, the parent is in a very difficult situation.

In the case of small children being involved in the groups as unwitting members i.e. Fathers or mothers who have taken children into groups without the consent of the other parent, then the situation is different, depending on who had custody and if the parent who is bringing the suit can prove incompetence on the part of their partner.

As of yet there is no legal development which can force the courts to adjudicate on civil liberties and until the Constitution is amended to state the rights of children there is usually an out-of-court settlement.

Personal observation This subject should be made mandatory in High Schools before the students are placed in the position to being vulnerable to cults, in order for them to be forewarned.

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**An International Conference on Youth sponsored by Shawbridge Youth Centres and Insitut Philippe Pinel, was held November 20-22, 1985, Montreal.**

(other articles on page 4)

## Interaction needed

One thousand, two hundred delegates attended the conference.

Joan Kepron, a past Vice-President of Quebec Federation and presently working in the Community Office at Lindsay Place High School, attended the conference on behalf of the Home & School NEWS. She was most impressed by the following special performance.

Dr. George Mager, a professor in the Faculty of Education at McGill University, has been working with youth from Shawbridge Youth Centres for the last three months preparing a dramatic production which he presented at the International Conference on Youth. He encourages growth and development through drama and dance.

Dr. Mager states that young people in distress need the opportunity to learn how to interact with one another and show concern for one another. He believes that drama is the perfect tool, allowing for commitment and involvement, thereby helping the growth process. Drama provides a safe environment, expressing as much reality as the participants dare to show.

Dr. Mager models the commitment that is demanded of the young participants and they contract to set a structure. His successful manipulation determines what the participants produce. He "self-discloses" his feelings and own experiences, and is constantly respectful of the youth and of the "now." he is willing to touch and be touched. He is concerned with the youth "now" and not with "the past." He encourages the participants to accept who they are "now" in order to create change.

All change is slow — a series of progressions and failures — enabling growth and change to occur. Self-disclosures and sharing of feelings is progress. He allows participants the experience of working through their pain for clarification.

This high level energy therapy is successful. It is a program that needs to be continued. Whoever leads the group can step out, the structure takes over and keeps the group together. Dr. Mager caused this to happen during the dramatic production the young people from Shawbridge presented at the end of the conference.

The production was packed with emotion, expression of feelings, sharing, touching, caring and lots of self-disclosure. The young people conveyed how "alone" they felt. At one stage of the presentation, the participants went among the audience putting their arms around people at random, saying, "don't be alone."

The production received a standing ovation from the audience. Some members of the audience went up onto the stage and hugged the cast. This "spontaneous" and moving reaction by the audience appeared to support Dr. Mager's theory. Drama and dance therapy may be a "key" to removing some of the obstacles facing today's youth as they attempt to move toward autonomy and responsibility in today's social structure.

## CEA Convention

## October 1985 spotlight on youth values . . .

Under sunny skies and warm weather Quebec City played host to the annual CEA Convention September 17 to 20. To mark International Year of Youth, the 1985 convention explored the values, priorities and needs of young people.

Wednesday morning, François Gendron, Minister of Education for Quebec, welcomed delegates to the province. The Very Reverend Dr. Lois M. Wilson, co-director of the Ecumenical Forum of Canada and former moderator of the United Church of Canada, gave the opening address. She spoke on youth's values and said young Canadians are searching for new values as well as jobs. Religion is very low on their agenda because they see it as rules and negations and because it blesses the status quo. She advised the audience to pay more attention to the music of young people. "You may hate it, but it tells the story of their values and dreams."

Two students — Jennifer McKay, a grade 13 student at Nepean High

School in Ottawa, and Roger Plourde, a student in the Faculty of Education at Laval University — had the chance to tell the delegates what young people think of the education system at Thursday morning's plenary. Miss McKay said that because employment opportunities are the major concern of adolescents today, education has taken on more value and students realize the need to equip themselves as best they can so that they are ready to compete in the tight race for employment. Most young people, she felt, do not think that their teachers care for them as individuals. She also expressed concern that older educators are losing interest in what they are teaching and therefore not holding their students' interest.

Mr. Plourde felt that young people today do not learn to assert themselves, to be creative or to develop self-confidence because, throughout their schooling, teachers and parents have been making their decisions for them and have taught them what to think. "I like the teacher who is interested in what I am going through, in my questions — young people want to be understood, listened to and supported."

During Thursday's luncheon, Fernand Paradis delivered the presidential address on the topic "Youth — are They to be Envied or Pitied?" He said educators will have to help youth identify their own values by encouraging experimentation, necessary confronta-

tion and integration. "The dangers, however, is to want to make young people, at all cost, espouse the values of adults to block the emergence of new values in favour of traditional values."

That afternoon, Nicole Côté, a professor of behavioural science at the École nationale d'administration publique in Quebec, gave a thought-provoking address on "Towards an Education System Better Adapted to Youth." She said that in this rapidly changing world, long-term planning is fruitless; we must deal with the immediate. Educators should begin with small plans and adapt them to changing conditions.

A very special guest, Son Eminence, le cardinal Paul-Émile Léger, gave the final address. Recalling the unexpected challenges of his youth, Cardinal Léger said it was impossible to tell young people what awaits them. Educators must transmit their experience to youth; only through intelligence (instruction) and will (education) will young people be prepared for the challenges ahead. He urged the audience to be those special teachers who open minds, pierce barriers, crumble walls and equip youth to go forward into the world when the time comes. He compared education to a bridge which leads from youth to adulthood. The bridge of education is held up by two strong pillars, enlightened freedom, which is really intelligence, and responsibility, in other words, will.

## Computer aids Alcoholism Awareness

The Clinical Research Institute of Montréal has launched a programme of alcoholism awareness. The programme, which constitutes a first in its use of the technology of interactive video, will take the form of a portable display to be placed at the disposal of colleges and universities.

This program is geared towards 18 to 25 year olds, and will be available on campuses across Québec, and various places frequented by young adults. They are not specific as to where this video console driven by a computer will be placed other than as a portable display to be placed at the disposal of colleges and universities.

The program does not discourage drinking but rather is a media blitz sponsored by Molson Breweries in affiliation with the Clinical Research Institute of Montréal to teach responsible drinking and alcoholism awareness.

The program will be available in English in January of 1986.

## National Home And School Group Tells Minister

## "Keep Family Allowance Indexation"

"Some 50,000 Home and School members across Canada oppose de-indexation of family allowances," says Joy Bastness, president of the Canadian Home and School and Parent-Teacher Federation. Ms. Bastness and a delegation from the executive of the Federation met with the Minister of National Health and Welfare in Ottawa on Tuesday to pass on this message, and to discuss other matters of common concern.

Health and Welfare programs to promote non-smoking among young people rate high with the national parent organization, which has been cooperating with the health promotion directorate of Health and Welfare Canada in the development of the PAL (peer-assisted learning) project to be

ready for use in Canadian schools from fall 1986.

"But government funding in support for tobacco producers conflicts with this important initiative," comments Ms. Bastness. The Home and School Federation is also joint sponsor with the Canadian Heart Foundation of a "Smoke-Free Spaces for Kids" incentive program which aims for 5% of

Canadian schools to be smoke-free in 1986.

The Canadian Home and School and Parent-Teacher Federation was holding its mid-term executive committee meeting at its national office in Ottawa, attended by the ten presidents of its affiliated provincial federations of Home and School or PTA, together with the national officers.

## Government abandons families

The following telegram was sent yesterday to Prime Minister Brian Mulroney; Jake Epp, Minister of Health & Welfare, and to Michael Wilson, Minister of Finance:—

Quebec Federation of Home & Schools representing six thousand families strongly opposes partial de-indexing of family allowances. Passing Bill C70 means the Canadian government is abandoning families.

Quebec Federation of Home &

School Associations is a part of The Canadian Home & School and Parent-Teacher Federation, the largest volunteer organization in Canada. At the 1985 Annual Meeting, CHSPTF adopted a resolution calling for family allowances to remain fully indexed to the cost of living, at the Mid-Term meeting in Ottawa of all the provincial Home & Schools, a delegation met with the Minister of Health and Welfare, as well as Liberal and NDP social policy critics, to state our opposition to bill C70.

**Make your views known  
Join H & S**



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Canada Division

# AIDS in Canada: What You Should Know

To dispel fear of Acquired Immunodeficiency Syndrome (AIDS), Health and Welfare Canada's Laboratory Centre for Disease Control, in cooperation with the National Advisory Committee on AIDS, has produced this leaflet.

AIDS is caused by a virus which attacks the body's immune system. Medical experts feel confident that the chances of acquiring AIDS are practically nil unless one belongs to a defined group such as homosexual or bisexual men, hemophiliacs or intravenous drug users. These individuals are at greater risk of being exposed to the virus.

Knowing what AIDS is, its cause, who gets it and how it spreads helps clear up the misconceptions about it. AIDS is not spread through casual contact such as shaking hands, touching or eating food prepared by someone who has it, and there is no risk from donating blood through the Canadian Red Cross.

The brochure lists the symptoms of this serious malady and the life-threatening illnesses contracted by AIDS patients. The question of a cure is addressed, and precautions to prevent its spread are recommended. The leaflet outlines what is being done to deal with the problem in Canada. It is worth mentioning here where persons can call for more information or assistance:

Montreal: AIDS Resource Committee (514) 937-7596  
Toronto: AIDS Committee (416) 926-1626  
Vancouver: AIDS Committee (604) 687-2437  
More specific information can also be obtained by getting in

touch with the National Advisory Committee on AIDS, c/o Laboratory Centre for Disease Control, Health and Welfare Canada, Ottawa K1A 0L2. (613) 990-8972, where copies of the leaflet can also be obtained.

Kim Elmslie, the AIDS program coordinator with LCDC, says that 500,000 copies were printed and they are almost gone.

"We found that Canadians were extremely interested in factual information about AIDS. The leaflet was designed to dispel misconceptions that may have been formed because of various reports in the mass media," she says.

The leaflet was distributed free through university bookstores as part of a kit called Campus Grab-It. It was also distributed by Health and Welfare and the provincial ministries of health to health care agencies and interested groups across Canada.

Ed. note: A copy of this pamphlet has been mailed to H&S Presidents and Group Affiliate Members.

# Make sure it isn't you

(Addiction Research Foundation Film)

Number: 680.

Subject heading: Impaired driving.

Details: 38 min., color.

Synopsis: Parents whose children were killed and people who have been maimed for life by impaired drivers tell about their experiences and how they feel now. They convey their anger and frustration about the minimal punishment for impaired drivers. A firefighter, a police officer, and a coroner tell what they see at the scene of an accident and how sick it makes them feel. One impaired driver who killed a boy describes his despair.

Recommended use: This film would be of benefit to general audiences 15 years of age and older. It could be particularly useful for community groups wishing to mobilize against impaired driving.

For more information on films and other AV materials write: 33 Russell Street, Toronto, Ontario M5S 2S1 or call Margaret Shepard (416) 595-6000

# Joan Dow Honored At Banquet

The contribution of Joan Dow, a former Regional School/Board of Gaspesia commissioner, in securing a court victory for Protestant School Boards overruling a proposal by the Minister of Education to restructure the Quebec School system, was publicly acknowledged during a banquet sponsored for teachers by the Bonaventure Sector Board of the RSBG.

Mrs. Dow became a member of the Quebec Task Force, a group formed throughout the Province in response to a proposal by then Minister of Education, Camille Laurin to replace the present confessional structure of education

with linguistic school boards. Mrs. Dow was responsible for informing the Gaspé population about the ramifications of such a law which would negate the right to confessional schools guaranteed in the BNA Act.

Mrs. Dow was presented a plaque by Board Chairman J.A. Campbell in recognition of her superb efforts in informing the Gaspé population as well as her endless hours of lobbying to protect the present system of Protestant School Boards in Quebec. She received the honorary plaque amid applause and a standing ovation from teachers, staff and administrators of the Board.



# NEWS

CÉCM

LA COMMISSION  
DES ÉCOLES CATHOLIQUES  
DE MONTRÉAL

# Homework hotline — TV reply

In Alberta, a television series called "Homework Hotline," produced by the Alberta Teachers' Association and the ACCESS network, starts this month. It's directed to junior high schoolers and will be aired every Tuesday and Thursday from 5 to 6 p.m. for 33 weeks. Students from anywhere in the province can call in toll-free between 4 and 7 p.m. to get help

with their math and language arts homework from six specialist teachers. (These two subjects, research for the program showed, give students the most difficulty in homework assignments.) The most representative of the questions called in will be talked about on air and during the broadcast telephone lines will be open so that the hotliners can receive person-to-person tutoring.

# Protection of Property

The Conseil will evaluate the various means at its disposal and at the disposal of the school boards to provide adequate protection for itself and the boards at the best possible cost in the field of civil responsibility. To do so, it will have a study carried out by Wyatt Inc., a firm of consultant actuaries. This study follows upon astro-nomic increases in the insurance premiums of the school boards for this kind of protection. While in 1984-85, the eight school boards paid 147 255 \$ in premiums, in 1985-86, they will have to pay 579 731 \$, an increase of 294%.

# Act 29

The Conseil has decided to become involved in both the action to have Act 29 declared null and void and the injunction brought by the PSBGM and the QAPSB and other parties against this Act.

Apart from supporting the plaintiffs' position on the necessity of returning the right to vote to non-Catholic and non-Protestant citizens, the Conseil will ask that the entire Act 29 be declared null and void. The Conseil is of the opinion that the cancellation of the five articles of Act 29 that are under attack by the plaintiffs will render the law inapplicable for all practical purposes.

# Tech-Voc Micro's

The Conseil has approved the recommendation of the Coordinating Committee on Technical and Vocational Education for the way in which a sum of 1,4 million \$ for the purchase of computer equipment and another of 102 722 \$ for software are to be divided among the school boards. This material will be used to install micro-computers for pedagogical purposes in the technical and vocational sector.

The amounts will be divided in the following way:

The school boards will be asked to present projects in as wide a number of sectors as possible but only in those sectors with sufficient job potential to have been included in the development plan for technical and vocational education on the Island of Montreal.

# Financing Elections

The Conseil has decided to ask the Minister of Education to finance all costs related to the next school board elections. The forecast expenditures for these elections which will take place on June 9, 1986, are 4 811 000 \$.

This request for a grant has become necessary because the Conseil scolaire does not have sufficient financial leeway to absorb the cost of these elections. In addition, no funds were set aside when the 1985-1986 budget of the Conseil was adopted because, according to Act 3, which was then in force, the next elections were to be the responsibility of the Director General of elections and not that of the school boards. However, since then, Act 3 has been declared unconstitutional and inapplicable.

# Appeal Act 3

If the parties involved agree, the Conseil will join in the appeal of the judgement on Act 3 in which the Government of Quebec and the CECM are opposed. If the Conseil does become involved in this appeal, it will drop its own request for appeal of this judgement.

The Conseil has also agreed to join in the appeal of the judgement on Act 3 in which the Government of Quebec and the QAPSB are opposed.

The Conseil's action in both cases is being taken to contest the reasons cited in the Superior Court judgement for calling into question the powers of the Conseil.

# The Eleventh Annual QACLD Conference on Learning Disabilities

# QACLD International Conference '86

March 19, 20, 21, 1986

# Queen Elizabeth Hotel, Montreal

The Quebec Association for Children and Adults with Learning Disabilities is pleased to announce that the International Conference '86 will also host the 20th anniversary celebration of their founding in 1966.

The 1986 conference will be presenting a special parents' program on Thursday, March 20, 1986, from 9:00 a.m. until 4:00 p.m.

Workshop A: 9:00-10:15 a.m.

# THE LEARNING DISABLED CHILD AND THE FAMILY

Workshop conducted by Dr. Marilyn Belleghem.

Workshop B: 10:45-12 noon.

# NUTRITIONAL GUIDELINES FOR CORRECTING BEHAVIOR

Workshop conducted by Dr. Barbara Reed.

Workshop C: 2:00-4:00 p.m.

# INNOVATIVE HIGH SCHOOL PROGRAMS IN THE MONTREAL AREA

Panel discussion, with: Kay Dila, Vanguard/McGill/M.C.H./Landsdowne Joint Project

Rosalie Fata, C.E.C.M.

Wilma Goodman, Laurenval School Board

Ken Prokosh, South Shore Protestant Reg'l. School Board

The cost of attending the special parents' program is \$25. per person.

On Thursday evening, March 20, 1986, at 7:30 p.m. there will be a special program in keeping with the 20th Anniversary of QACLD. The public is welcome to attend (there is no charge).

For further information contact the QACLD office at:

(514) 861-5518

SCHOOL BOARD	EQUIPMENT	SOFTWARE	TOTAL
CECM	754 102 \$	53 422 \$	807 524 \$
PSBGM	212 087	15 236	227 323
JEROME—LE ROYER	145 128	10 519	155 647
BALDWIN-CARTIER	55 311	4 192	59 503
LAKESHORE	46 975	3 604	50 579
SAULT-SAINT-LOUIS	96 051	7 062	103 113
SAINTE-CROIX	44 535	3 434	47 969
VERDUN	70 370	5 253	75 623
TOTAL	1 424 559 \$	102 722 \$	1 527 281 \$

## Feeling Yes, Feeling No

The National Film Board has just produced a series of four films on one of the most sensitive and complex subjects in our society — the sexual abuse of young children.

This is an issue which has educators in a quandry. On the one hand, they know from the statistics that some of their students are or have been sexually abused, and feel a responsibility to do something about it. On the other hand, how on earth does one broach this subject, and how can one actually help a child in distress?

This is more than a series of films; it is a well designed program based on several years of research, experimentation and implementation in Canadian schools. Detailed lesson plans, prepared by a health professional, are provided for the teacher. The films should be used in a program, sequentially with no film omitted.

### The Adult Film

This is the series' introductory film. It describes, through interviews and role-playing, the nature and scope of child sexual assault.

The accompanying guide contains a workshop outline, facts about sexual assault, a list of signs of a sexually assaulted child and instructions as to what an adult can do to help, suggestions for aiding prevention, and a bibliography.

### Three Films for Children Part 1

Part 1 teaches children basic skills that build self-worth, self-confidence, and good judgment. Together, these provide the necessary foundation for self-protection.

### Part 2

Part 2 reinforces the understanding of "Yes" and "No" feelings and goes on to teach children how to recognize sexual assault by strangers. It emphasizes that not every stranger is dangerous.

### Part 3

Part 3 teaches a more complex level of differentiation. Building on the earlier self-affirmation and discrimination skills, it intro-

## A primary teacher's handbook

*More than Words*, a new booklet prepared to assist teachers in making the most creative use of films in the classroom, will be published by the NFB in January, 1986.

The handbook is organized into five chapters — Color, Shape, Touch and Texture, Sound and Body Language. Each chapter contains a teaching unit focusing on the use of one main "springboard film" to explore the chapter's theme.

The handbook helps teachers to use film as a catalyst for creative activity in language and visual arts. It shows how children's language development can be stimulated by film and other non-verbal experiences and how media literacy skills can be incorporated even into the primary curriculum.

*More Than Words* will be available, free of charge, to teachers in single copies and in quantity to consultants wishing to use the handbook in their professional development program from:

Marketing, D-5  
National Film Board  
Box 6100, Montreal,  
Que. H3C 3H5



duces the subject of sexual assault by family members or other trusted persons. It asks, "What if you weren't with a stranger? What if you were with someone that you knew...?" This final film shows children how to protect their integrity in the face of such an event: "Keeping asking adults you trust until you find someone who says, 'I will help you with your problem,' and does."

*Feeling Yes, Feeling No* was premiered before its completion at the 1984 — 5th International Congress in Child Abuse and Neglect in Montreal, and was endorsed by health professionals as an excel-

lent teaching tool. Since then the series has been tested with parents, principals, teachers, nurses, social workers, child psychologists and police officers. The consensus of opinion is that the *Feeling Yes, Feeling No* program is a non-threatening and positive way to teach children to protect themselves, and provides a reassuring context within which to deal with a problem that often evokes embarrassment and strong emotions.

Recently a special family version of *Feeling Yes, Feeling No*, with a guide for parents, has been prepared for home video viewing.

## Rules for keeping your children safe on the street

by Grace Hechinger, author of the *How to Raise a Street Smart Child*.

Make the following rules available to your child:

- Always tell your parents where you are going and when you will be home.
- Do not take shortcuts through deserted areas, alleyways, vacant lots or abandoned buildings.
- Stay alert. Be aware of your surroundings.
- If you are asked directions from someone in a car, keep a safe distance. Do not move closer, even if they say they can't hear you.
- Use public restrooms with caution. Always have someone with you.
- If you see an accident or a mugging, do not get involved. Call the police or ask a shopkeeper to get help. Be prepared to give an accurate description of the incident.
- Do not go alone to movie theatres, ball parks or amusement parks.
- If you think you are being followed: Cross the street. Vary your pace — walk faster than you have been or run toward the nearest lighted area. If possible, pretend to see a friend — wave or call out to the person. If a car is involved, change directions so it will have to make a U-turn to follow you.

Safety expert Charles T. Bonaventura of the New York City Police Department advises children to act on their intuition.

"Attackers usually single out an individual, or they will chase a group of kids until one falls behind and then surround that particular kid. This is basically what animals

do. We try to teach kids to stick together while going to school and playing," he adds.

No matter how horrifying the thought is that your child could be mugged or molested, these possibilities must be confronted. Keep your advice simple and practical. Never dwell on the consequences of breaking the rules. Present safety precautions as a normal part of life and you will not make your child fearful.

Also, define the terms you are using, starting with the word *stranger*. Many children under 6 years old are often unsure just who is a stranger. Many young children think that if a person is "bad," he or she will look scary and jump out of the bushes to attack them. Make it clear that you can't tell whether a stranger or any person is bad or good just by looking at them.

If the problems and dangers that need to be confronted are presented openly, a child can learn to handle them. Then safety becomes a family policy — these are rules everyone must follow, even parents. Essentially parents should treat the threat of street dangers as something to be mastered. Discussion cannot be a one-time event. It is best to begin when children are very young, teaching them not to run into the street and what to do if they get lost.

While being realistic in protecting our children, we also want them to grow and thrive with the knowledge that the world is not primarily a threatening place. Our goal is to teach our children, by our attitudes and actions, that most adults can be trusted; yet, they must be careful about the few adults who cannot.

## Search underway for young Canadian fiction writers

45 BELOW is the name of a massive promotion of young Canadian fiction writers scheduled for the first two weeks of March 1986. It is designed to bring the work of a new generation to the attention of the reading public. Sixty-five books by fifty-eight writers were submitted to judges Margaret Atwood, Robert Enright (Winnipeg critic and broadcaster) and Beth Appeldoorn (Toronto bookseller). They are in the process of choosing the ten best.

This information, along with

lists of books in print and author biographies, will be distributed to all libraries, high schools, colleges and booksellers soon.

Booksellers will be provided with point-of-purchase display materials, libraries will be sent posters and bookmarks, posters and class study ideas will be forwarded to English teachers across Canada. School and library wholesalers will also be participating. In addition, a co-ordinated national media campaign will be organized for the period March 1 — March 15.

### Shakespeare

## Classics for students

The Shoestring Shakespeare Company will present, upon request, short versions of the classics in Montreal area schools. *The Wizard of Oz* (elementary), *Midsummer Night's Dream* (2nd cycle elementary and high school) and *The Taming of the Shrew* (high school) will be offered. In all of the

productions the scenery will be simple and evocative, the emphasis will be on action, and atmosphere will be created mainly through sound effects and music. The original language will be used in the two Shakespearean plays. For more information call Elsa Bolam at (514) 845-9810.

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## Global Festivities of Peace 1986 & Beyond

January 30 -	School Day of Non-Violence and Peace Founded in Spain, 1964, as a starting point for a pacifying and non-violent education, of a permanent character.
Theme:	"Universal love is better than selfishness, non-violence is better than violence and peace is better than war."
Activities:	Films, quotations, biographies of world-reknown leaders of peace — Mahatma Gandhi, Martin Luther King. . . Poetry reading — R.W. Emerson. . .
March 21	Service Day
Theme:	"Think globally. Act locally."
Activities:	Celebrating peace by participating in a community-oriented class/school project focussed on aiding others, especially those less fortunate than ourselves.
April 11 -	"It's About Time — a 1 hour T.V. special on Halley's Comet — by satellite
June 21 -	World Day (to be celebrated in schools on Fri., June 20/86) Media event merging peace, environmental and hunger movements for purpose of redirection of world resources and creating a measurable shift in world opinion.
Activities:	School or class assembly — student's statements about peace, plays, songs, poetry and dance. Candlelight unity service — using prayer/meditation for children from UNICEF or Proclamation of Peace from Peace International. (For copies, write to International Peace Committee, 4067 Marcil Avenue, Montreal, H4A 2Z7) Films, slide-shows. . .
July 16 -	Trinity Day
August 6 -	Hiroshima Day
August 9 -	Nagasaki Day
September/86	
- January/87:	First Earth Run: an Olympics of Cooperation (Start and finish at U.N.)
September 21	Environment Day (to be celebrated in schools on Mon., Sept. 22/86) Celebration of Man's relationship to the mineral, plant and animal kingdoms. "Trees: Guardians of the Earth" — (for 1986) Research projects, films, tree-planting ceremony. . .
Theme:	
Activities:	
October 24-30	United Nations Day and the World Festival of Humanity The purpose of the World Festival of Humanity is to anchor in our civilization a permanent message of hope for the future and to foster a clearer understanding of the spiritual and moral philosophy of peace and unity, as expressed by many world religions and humanitarian movements. "United Humanity" Candlelight unity service/school assembly using either prayer/meditation for children from UNICEF or <i>Proclamation of Peace</i> from Peace International. Activities using: The rose, as a symbol of love The <i>lighted candle</i> , as a symbol of goodwill (God's Will) The <i>circle</i> , as a symbol of unity Making peace cards for members of family and/or special friends, discussion groups, posters, essays, plays, songs, collecting magazine articles about important world issues, making and wearing a rose, pen-pals from other nations, having a class international pot-luck lunch whereby students dress up in different native costumes and bring food and records from their "chosen" nation, flag-raising celebration. . . .
December 10	International Human Rights Day
Theme:	"Peace on Earth, Goodwill Towards All"
Activities:	School assembly - plays, songs, dance, student's statements about peace through goodwill. . . Candlelight unity service Fostering a child from a third-world country (school project) Bake/garage sale - proceeds go to feed the hungry - eg. sent to Live-Aid to distribute where needed  Preparing plans for a community-oriented project to be completed by and actualized on <i>March 21, Service Day</i> , of New Year.
Remember!	These celebrations represent a tremendous opportunity for positive, unified thought and action on a <i>global</i> scale.

The peace initiative . . .

## Major Education at thrust in 1986

As the United Nations has declared 1986 "INTERNATIONAL YEAR OF PEACE", what could be more appropriate than introducing into the school system an INTERNATIONAL PEACE EDUCATION INITIATIVE, a program whose focus is on the establishment of better human relations.

As educators, we have an opportunity to instill in our youth an appreciation of the richness and diversity of the cultures and peoples which comprise the human family, thereby fostering the development of tolerance, compassion and respect for all life forms (human and natural) which comprise this planet.

With these goals in mind, Peace International is supporting this educational initiative whereby certain activity/celebration days of the year will be observed, commencing this year and continuing annually.

In addition to instilling positive human values, these activities/celebrations provide an opportunity for our youth to express their innate need to help others and to make a meaningful contribution to their environment and to society. This sense of shared purpose will help encourage and empower our children to build toward a

### MONTREAL TEACHERS

## Speaking our peace

A workshop entitled "Speaking our Peace" was conducted by Dorothy Goldin Rosenberg, at the recent teachers' convention held in Montreal. Mrs. Rosenberg is a film and peace education resource consultant, who participates in and leads workshops on peace. She helps teachers and others to identify and develop material suitable for use in schools.

She pointed out that the number of people becoming interested and involved in peace education is rapidly growing: parents, clergy, physicians, teachers and celebrities are expressing their concern. More and more children are aware of the nuclear arms race. They watch TV, read or watch the news. They are worried and frightened.

Teachers feel a responsibility to deal with these fears, yet they often do not know how to begin. Often teachers themselves are overwhelmed by anxiety and afraid to admit this.

In this particular presentation Mrs. Rosenberg was reaching out to teachers to give them hope — to encourage them to become more knowledgeable — more involved. She emphasized bringing more creative (peaceful) methods into the classroom activities and curriculum. She offered a wide variety of resources which teachers could use in the classroom in teaching strategies and activities appropriate to different grade levels.

She introduced members of a Montreal group SAGE (Students Against Global Extermination), which is a nuclear awareness group entirely run by and for youth. SAGE visits schools (by invitation), shows films and initiates discussion amongst students.

Susan Lussier, a founding member of Familles for Peace and Justice, also presented resource materials that would be helpful to teachers.

A Westmount kindergarten teacher related her class experiences: she had started to focus on more cooperative activities that encouraged all students to work towards the solution of a common goal. After the introduction of this new direction, the classroom gradually became more relaxed and students exhibited increased feelings of self-worth.

Barbara Brooks, a Peace Educator, who is also a former teacher, is now involved in formulating curriculum on peace education and is especially interested in promoting international peace relations for youth.

Valerie Hughes-Villemaire,  
QFHSA Moral & Religious  
Education (MRE) Committee

### EDGEWATER

## Starting in Kindergarten

Since the Kindergarten experience is the child's first exposure to the Primary School in his neighbourhood one has to plan the programme very carefully so that all the children can learn about this school, its children, the bus and the driver and the teachers.

They come to school with many hours of television viewing — a passive learning experience — and for some a very entertaining one.

How does a teacher blend a group of twenty-five youngsters into a peaceful group?

The Kindergarten Circle as a traditional teaching experience works wonders. In the circle formation one can immediately focus on the one who is talking, and through learning to follow appropriate group behaviour (raising a hand to answer a question, not to talk when another is talking, talk about your ideas) at this time it becomes an ongoing, improving challenge for everyone.

At Circle Time we hold discussions on a wide variety of topics based on themes. Themes change every week to 10 days. One of my source books is Dr. Dorothy Dixon's "Teaching Children to Care."

Singing and learning to sing new and a variety of songs each day makes for a happy experience for most of the children. These songs encourage a broad language base — rhythmic add to the understanding. Present day songs that they have heard on TV, Tape or Record link the school to the home

more positive future.

On the left is a list of the days to be observed with a brief description of their focus as well as ideas for their celebration. Most of these days will be celebrated globally, as part of a greater, world-wide initiative.

The Protestant School Board of Greater Montreal has accepted this proposal and is supporting all educators under its jurisdiction who will be participating in United Nations Day and The Festival of Humanity, World Day and the many other "Days" to be celebrated throughout 1986 and beyond.

Please keep us informed as to how your class/school/board celebrates each of these special events as part of our task is to share this information with other educators, thereby building a network of ideas and resources.

Please keep in mind that it is through the power of our collective vision and efforts that positive change will come about. We look forward to hearing from you.

In peace,  
Barbara Brooks  
Peace-Educator  
Co-Founder (Peace International)  
Faculty Member  
(World Peace University  
— Oregon)

## Let's make it happen

The United Nations has declared 1985 the International Youth Year, but it is also the 40th anniversary of the atomic bombing of Hiroshima and Nagasaki. We hear that despite the arms talks, the nuclear arsenal is in fact increasing and that we now have enough to destroy the world at least five times over. Every minute 30 children die from want of food, and every minute the world allots \$1.3 million to the military. The United Nations has also declared 1986 the International Year of Peace. Let's make it happen!

West Islanders for nuclear disarmament  
401 Boul. St.Jean  
Pointe Claire, Quebec  
H9R 3J3

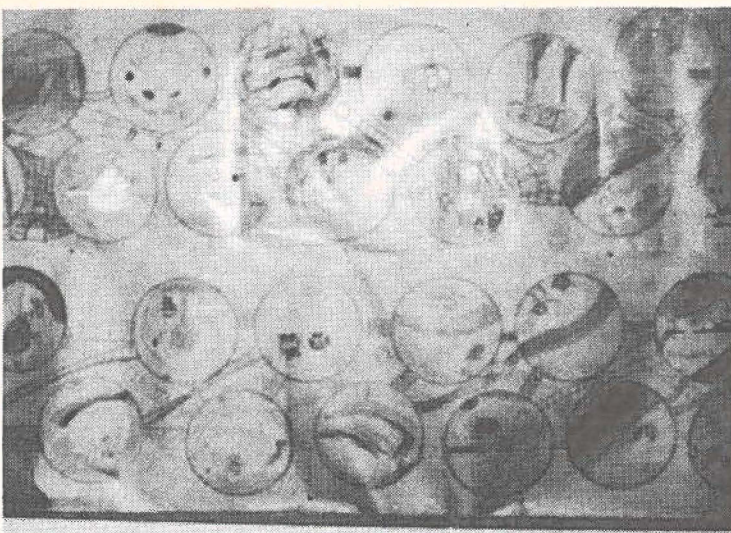
## Building Bridges of Peace at Northview School

Last June, as a result of the workbook, "Let Peace Begin with Me", some of the Grade 3 students at Northview School in Pointe Claire wrote to the children of Japan at the World Friendship Center in Hiroshima. Their effort was prompted by the reading of "Sadako and the Thousand Paper Cranes" by Eleanor Coerr. This true story is about a Japanese girl, Sadako, who was two years old when the atomic bomb was dropped on Hiroshima on Aug. 6, 1945, and who died ten years later due to leukemia caused by the radiation from the bomb.

A copy of each of the letters written by six of the Grade 3 students in June follows, as well as the reply from the World Friendship Center dated Sept. 30, 1985. Also shown with this article are the two photos received from Japan, one of the Sadako statue in Hiroshima Peace Park, the other of Eleanor Coerr and some Japanese school children standing by the statue, as well as a peace wish and paper dolls made by a hibakusha (an atomic bomb survivor).

Last October the students from levels K to 5 learned about the United Nations. The program was much enhanced by the large U.N. Flag, maps, posters, buttons, etc., which Mr. Fred Argue, our principal, ordered for us. We celebrated the U.N.'s 40th birthday during Disarmament Week Oct. 24-31. Of course all the children are familiar with UNICEF which they support on Hallowe'en.

There are so many things we can do in class with our elementary students to encourage harmony rather than hostility, cooperation rather than competition. Children need help in solving their conflicts creatively, and there are many



These are peace circles. Each student is assigned a circle in which to do some creative peaceful artwork from his or her own perception, often using symbols and always with the student's initials inside the circle. Then bridges are built between the circles to indicate that we do not live in isolation, but need to relate, interrelate and cooperate one with the other.

cooperative games which help them to work together as a group rather than isolated individually. As the saying goes, "Two heads are better than one". Group effort makes it possible for students to solve dilemmas.

If anyone would like to have a copy of the peace curriculum I have developed from levels K to 5, I would be pleased to share it. Just contact me at Northview School, 90 Jubilee Square, Pointe Claire, Que. H9R 1M3, or phone 697-1420.

**Pauline Busby,**  
M.R.E. Specialist,  
Northview School.

## Peace Education Resources

### FILMS:

For teachers: *A Question of War* an excellent film showing a series of Sunday School classes involving the topic of war and peace. Available United Church Bookroom, 3480 Decarie, Mtl. H4A 3J5

For classes: Toys useful for discussion of war toys with children. Suggested questions: What happened to the toys at the end? Why? How did it happen?

*Top Priority* useful to discuss the connections between the increasing military arsenals and world hunger.

Remember it is always recommended to preview films before use with classes, it ensures you have the right film and the projector works!

### RECORD OR CASSETTE:

*I Can Make Peace* Music and stories combined to encourage children in the way of peace. Useful for both moral and religious classes. Ages 3-up. Available through Provident Bookstores, 117 King St. West, Kitchener, Ont. N2G 4M5

Raffi — many songs have a peace theme.

### ACTIVITIES:

Origami Peace Cranes, with story.

Burying war toys.

Children's drawings and letters, to be sent to the Prime Minister.

Invite your M.P. to class, after children have done research on a peace-related topic.

Cooperative (non-competitive) games. eg. Games Manual of non-competitive games. (Family Pastimes, R.R. 4, Perth, Ont. K7H 3C6)

Drama or Poster Contest

### OTHER RESOURCES:

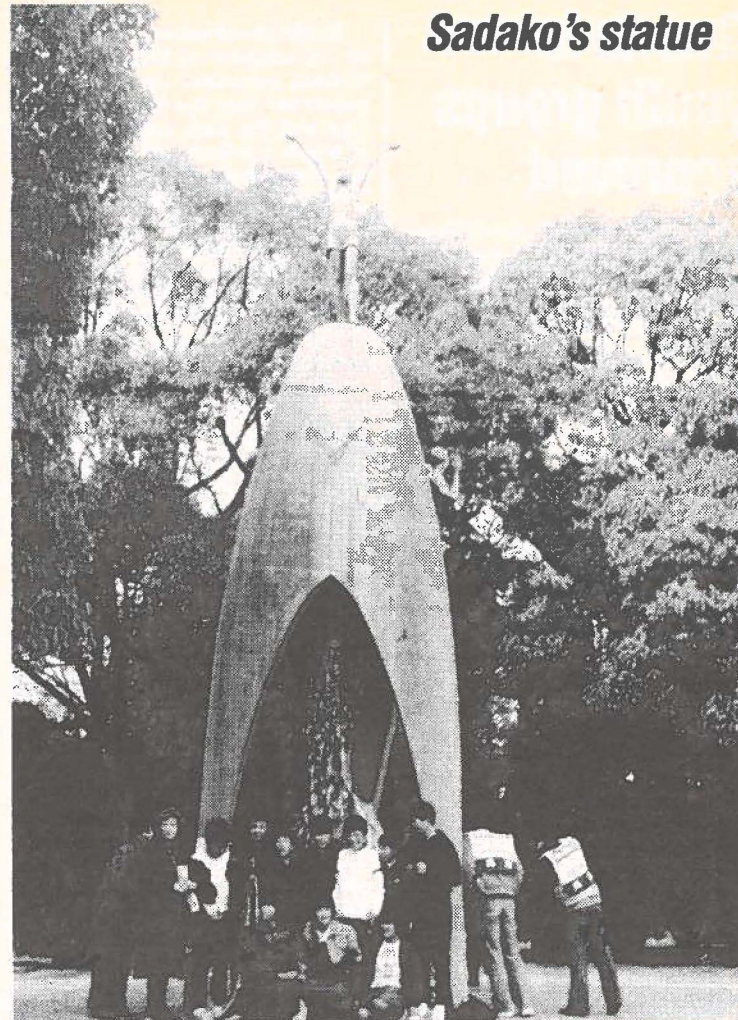
*We Can Do It: - a kid's peace book* Namchi United Enterprises, P.O. Box 33852, Station D, Vancouver, B.C. V6J 4L6

*PERSPECTIVES: A Teaching Guide to Concepts of Peace* K-12, \$12.95 A comprehensive 400 page guide packed with ideas, activities and curriculum material. (ESR)

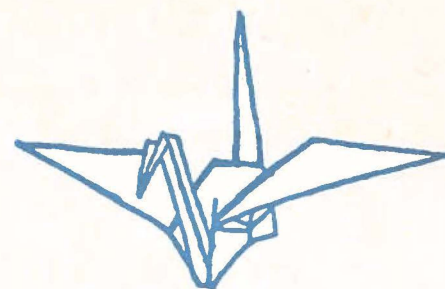
*ESR Guide to Audio-visuals* \$2.00

*Peace Education: A Bibliography Focusing on Young Children* \$4.00 (ESR) ESR materials available in U.S. funds, add

## Sadako's statue



### The Story of Sadako and the Thousand Paper Cranes



The Peace Crane  
The Japanese Symbol of Long Life and Hope for Peace

At the dropping of the first atomic bomb on Hiroshima on August 6, 1945, a little girl was a mile from the blast. In 1955, at the age of 12, she was dying of leukemia. During her illness, she began to fold paper cranes. She hoped to fold a thousand and be restored to health. A Japanese custom sees the crane as a sign of long life. Legend says they live a thousand years. When she could fold them no more, she had three hundred fifty six to go and, though her classmates finished them for her, she still died. The story became well known. Like Terry Fox, she touched the hearts of her people.

### Remembrance

We remember the children killed on August sixth and ninth, 1945, in Hiroshima and Nagasaki.

We remember those who died in the months and years that followed as a result of their injuries.

We remember the countless innocent victims of war, past and present.

### Appeal

We urge a determined opposition by all individuals and groups to the continued existence of nuclear weapons.

**NO MORE HIROSHIMAS!!!**

\$2.50 for handling. Educators for Social Responsibility (ESR) 23 Garden St., Cambridge, MA, U.S.A. 02138

**TEACHING FOR PEACE** — A Rationale and Activities for the elementary school, from Curriculum Committee of Parents for Peace, Toronto Board of Education, 155 College St.

Toronto, Ont. M5T 1R4

*Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children* Children's Creative Response to Conflict Program. Avery Publishing Group Inc., Wayne, N.J. 1978 \$6.95 Grades K-6

## Letters from the Children

### Dear Children of Japan...

After hearing the story of Sadako I felt very sad, because I care for other people other than myself. If Sadako were still alive I'd like to tell her. "I'm glad you survived that horrible bomb."

To stop war I'm going to fold a thousand paper cranes and make my wish come true like Sadako.

**Catherine Pope**

This is a true story of a girl named Sadako. War is not good. Sadako got killed because of it. If war gets worse the world will be destroyed.

**Chris Harris**

I feel very sad about Sadako's death. But we can still try to make peace. And maybe someone will try to make a thousand paper cranes. It is very hard to make one thousand paper cranes. I'm very sad that thousands of people died. We will circle the parliament building in Ottawa in August 4th, two days before the bomb was dropped in 1945.

**Bjorn Bourdin**

I would like to fold 1000 cranes and send them to the Friendship Center in Hiroshima. If I could bring peace on earth I would try to tell people to stop making weapons.

If Sadako were still alive I would ask her if she wanted to be anything but a human, example, cat, dog or something like that.

**Joanne**

Did you ever meet Sadako? She was so very brave to fold even 644 paper cranes. In MRE we each folded a paper crane and it was very hard.

Our teacher had to get her daughter to help because there are 32 kids in our class. I hope the legend lives on about Sadako.

**Allison Webb**

I think it's horrible what happened in 1945. I wish that it had never happened. I wish that everyone were friends. Then for sure it would never have happened.

I'm sending this letter for all the brave people who died in the war. I am trying to stop this from happening again. And I hope you are trying too.

**Stephanie Jolin**

## Grants to youth groups approved

The Honorable Andrée Champagne, Minister of State for Youth, has announced grants totalling \$384,200 for 21 special projects to mark International Youth Year in Quebec.

These grants, when added to the 145 projects already approved by the Minister for the province of Quebec, bring the number of federally-funded IYY activities to 166, for a total of \$2,040,215 in grants. The projects are for activities which are national, international and provincial in scope.

The International Youth Year grants program is designed to fund projects run by and for youth that reflect the three themes — Participation, Development, and Peace — established by the United Nations for 1985.

"The projects approved," said Mrs. Champagne, "will encourage the young people of Quebec to raise public awareness of their concerns, aspirations and contributions to society."

For example, \$18,000 has been granted to the Centennial Regional High School Band in Greenfield Park.

John Parker (2nd from left), Hon. President of Quebec Federation of Home & School Associations and Jan Langelier (far right) a past Area Rep for the Mac High/Hudson High area of the Lakeshore.



## The logistics

Your president is a member of the *Anglophone Coordinating Committee of the Estates General*. One role of this Committee is to ensure that all the anglophone participants attending the Estates General will be as well informed as possible. Information will be made available to any participant on request.

Quebec Federation of Home & School Associations (QFHSA) will

In advice submitted in May 1985 to the minister of Education, the Conseil supérieur de l'éducation points out that the ageing population and the high unemployment of youth are both reflected in the teaching community of Québec. This document entitled "Pour le renouvellement et le ressourcement du personnel enseignant" studies the demographic evolution of the teaching profession, as well as the attendant professional and social repercussions. From this document the Council draws conclusions that are neither pessimistic nor alarmist. The Council affirms that two compelling needs emanate from the "issue on ageing" in the teaching profession: first, finding a more meaningful focus of action for the talents of young graduates; second, to provide present staff with regular and systematic opportunities to revitalize their input. Furthermore, the same dossier points out, among other things, the utter falsity of the prevailing notion that teachers who have reached or passed the average age are presumably incapable of providing expert instruction. The Council believes, quite the contrary, that, while a teacher of advancing years may well be destined to endure fatigue and breathlessness, there is another side to the coin; a professional maturity that serves education well. If a problem of "ageing"

## Regeneration of teaching personnel

does indeed exist, it is rather because the average age of members of the profession is moving upward and because it is increasingly difficult to reach a state of equilibrium among age-groups.

### Primary and secondary education

At the outset, the Council presents an analysis, well bolstered by statistics, of the extent to which the average age of teachers in the primary and secondary sectors has changed since the reforms of the sixties; side by side with this analysis is a report on the number of pupils involved. The Council thereby shows that the democratization of education and the increase in the population of Québec gave rise to the hiring of a very large number of young recruits some twenty years ago. In point of fact, the primary and secondary school population rose from its 1960-61 figure of 1 265 863 to a total of 1 588 788 within a period of ten years.

After 1970-1971, however, the school population fell on an inverse curve to 1 066 958 pupils in 1983-1984. In that same period, the number of teachers dropped to approximately 9 300

in a trend that began in 1971-1972. And their average age, which was 32 years in 1970-71, went up to reach today's figure of 41.6 years.

Let us note, in passing, that in the francophone sector the most abrupt decrease in the number of teaching positions occurred at the secondary level, particularly in vocational education. The areas most affected were the cities of Montréal and Québec, the Saguenay-Lac-Saint-Jean region and the central part of the province. In the Catholic anglophone sector, at both levels, some 600 teachers are currently on availability, most of them in Montréal.

So, if it is considered that half of the teaching personnel is between 35 and 45 years of age, while a quarter is aged 45 or more, and if it is expected that the school population will increase very little or not at all (if, indeed, it does not decrease) then future turnover in the profession would appear to be minimal. The average age of members of the profession will therefore rise, leaving few teaching positions available for youthful graduates.

### The teaching profession: age or maturity?

In view of the current scarcity of teaching positions for youthful aspirants, along with the rapid evolution of society, science and technology, the question sometimes arises as to

whether maturing personnel should not, as much as possible, give way to a new group which, by reason of its youth, would supposedly assume the exclusive privilege of being dynamic and proficient.

In answer to this question, the Council points out that, at the outset, it is essential to avoid denigrating older workers or believing that they should be kept in their jobs solely for humanitarian reasons. The Council demystifies the classic image of the older worker who is presumably not quite worth his salt because of his diminished physical and intellectual powers, his inability to adapt, stretch his mind or accept younger authority.

### Work-related ageing

But, with regard to the quality of teaching, it is recognized at all levels that pronounced dissimilarity of attitude or deportment is attributable mainly to differences of personality rather than age. And, when the latter factor appears decisive, certain diversities emerge in such a way that it would seem preferable to accept age-groups which complement each other rather than to be burdened with any single age-group which plays an exaggerated role within the school community.

Be that as it may, it must be acknowledged that work-related ageing is an all-too-real

*Continued on next page*

## Estates General

## Need to voice opinion

In April, Montreal will be the scene of a major educational conference involving all the partners in education — students, parents, teachers, administrators, commissioners, etc. The Estates General on the Quality of Education will be held at the Queen Elizabeth Hotel on April 2, 3, 4, & 5 1986.

Preparatory to this conference, meetings have been held in every region of the province, meetings involving all the educational partners and whose deliberations will form the basis of the position papers which will be used to initiate discussion in the workshops of the Estates General.

One such meeting was held in Montreal in December. It was attended by about 400 people of whom one third were anglophones. Apart from an introductory session the day was spent in assigned workshops. The participants could choose to attend workshops in French or English, but the groupings were otherwise done by random selection.

The workshops discussed the major topics to be addressed at the Estates General: The mission & Role of the school; Values; Learning & Levels of Learning; Teacher-pupil relations; Teacher training. For the morning session each workshop was assigned one of the topics for an in-depth discussion. In the afternoon the other topics were discussed in the predetermined order as far as time allowed. The day finished with a plenary session with brief verbal reports from each workshop. The written reports from the workshops are to be circulated to the participating groups.

The discussion and exchange of ideas was interesting and even enlightening. There were areas of agreement and others of total disagreement. Perhaps the greatest benefit of the day was that the

participants were provided with one of the rare occasions when all the educational partners were able to exchange ideas in a non-threatening situation.

Several questions need to be asked about the Estates General. What is its purpose? Why should we attend? What can we do about it?

The Estates General will provide an opportunity for a reassessment of our educational system in the light of the rapid social and technological changes in the world around us. The conclusions will be those that have been arrived at by consensus, with allowance in any particular instance for a minority opinion from the English community. These conclusions will be circulated among the educational groups and organizations.

A fear has been expressed that the final results of the Estates General could be a cure, enforced by a government regulation, for an ill we don't have. This is one reason why it is important for as many people as possible to become involved. We need to attend to voice our opinions. We need to make an effort to see that all areas of the province are represented. We need to be present as everyone is invited and it will be assumed that we have been part of the consensus even if we are not there!

There are many things that the local Home & School Association can do now:

Local H & S members can be encouraged to attend and if possible given financial assistance.

The attendance of a student could be financed or subsidized.

Those living in Montreal could offer accommodation to a participant.

Theme booklets and other information can be distributed as widely as possible.

attempt to find *billeting* for out of town Home & School participants attending the Estates General; please contact our office with this request as soon as possible by completing the form below.

Registration Forms and Theme Documents are available from our office upon request. At the very least, be sure to read the theme document before attending the Estates General. Additionally, we hope to make available, upon request, a synthesis of the information collected at the regional

meetings.

**Format:** Workshops will be 2-1/2 hours in length. Three resource people will manage each workshop.

A "Presenter" will give a 15 minute overview of the topic after which he/she will become part of the audience.

An "Animator" will then guide the audience discussion on the topic for a two hour period of time.

A "Recorder" will record the dialogue; this record will be submitted after being re-read by both the recorder and the animator to assure that an accurate picture is given of the shared information. This record will become part of the documentation of the Estates General.

Approximately 60 people will attend each workshop, 5000 participants will attend the Estates General. Registration is on a first-come basis.

**Outcome:** The resulting documentation from the Estates General has no formal destination or use attached to it as of the writing of this article. Obviously, it will be incumbent upon all parties to monitor the eventual spin-off effects of this entire exercise.

Sylvia Adams, President  
Q.F.H.S.A.

### Billeting for Estates General

☐ I am willing to billet (bed and breakfast) an off-island participant attending the Estates General.

☐ I wish to be billeted (bed and breakfast) for the Estates General — April 2 ☐  
April 3 ☐  
April 4 ☐  
April 5(?) ☐

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone No.: \_\_\_\_\_

## Advice highlights difficulty for students profession today to get into teaching

syndrome which can affect even teachers who are relatively young. The root causes are: first, lack of revitalizing influences; second, the routine wear and tear of certain specialized tasks repeated over many years for lack of professional mobility; third, the distressingly irksome conditions in which public education is often bestowed — conditions which sap the strength of the teacher, unless he or she succumbs to "burn-out" instead.

### How may the teaching profession be revitalized?

If the teacher's chronological ageing is not to be considered as denigrating, the fact remains that considerable anxiety for the present and the future is aroused by the ageing of an entire profession, coupled with the work-related ageing of the individual. Accordingly, the Council considers that any prospective action should be motivated by two main objectives which are complementary to each other: to encourage the recruitment of young graduates, and provide adequate resources, both personal and professional, for teachers now in service, in view of the emergence of new social and technological challenges. The Council is fully aware, however, that its guidelines, if they are to be realistic, must take into account the overall picture of our society, including the distribution of public funds and any general policy to create jobs. That is why the Council views with favour those measures which would be unlikely to trigger massive increases in the cost of the system.

Unlocking the door to new

### teaching positions

To reach this objective, the Council advocates the following measures in particular:

- a) **Time-sharing.** This is a system by which several teachers agree to share the same position, their salaries and tasks being reduced in the same proportion. This arrangement obviously entails an increase in the number of persons involved in teaching pupils in the classroom — which may be less than an ideal situation, especially at the primary level. Nevertheless, provided that the disadvantages are attenuated by appropriate organizational practices, time-sharing may well be a useful way to open the profession to youthful members. It may also be a positive factor for the growing number of people who, apparently, would like to achieve a happy medium in their professional and private lives, especially in the case of working couples.
- b) **Leave of absence with deferred salary.** This system is already being used to reduce the number of teachers on availability. It is a restricted plan whereby, for example, a teacher works for 4 years at an annual salary reduced by 20% and then, in the fifth year, is granted the right to a one-year leave of absence at the same rate of pay. The Council suggests that this system be broadened in such a way that work may be interrupted more frequently and for longer periods, with certain guarantees being offered with respect to income, job security and

retirement. This measure, like the preceding one, has the advantage of being applicable to the whole profession and is not limited to inviting older teachers to stand aside and make room for the young.

### c) Progressive retirement

This is considered by the Council to be an excellent way to prepare for a new way of life, providing the authorities see fit to make up the resulting monetary shortfall, in whole or in part.

### Adult education: a job-bank for youthful graduates

Adults have flocked back to the classroom in recent years. In order to meet the demand, a considerable number of educational institutions have either hired casual help, or else they have asked their regular teaching staff to work overtime. So, why not turn more often to young graduates? Obviously, the Council is aware that they must be intensively trained and thoroughly integrated into the system, even if it imposes the additional task of setting up exchanges, for a few hours each week, between regularly-employed teachers and the young teachers in the adult education sector. This plan could foster well-balanced team-work in both sectors. The whole process, however, is predicated on an all-out effort on the part of the various organisms and employment agencies to provide complete and up-to-date lists of candidates.

### Professional regeneration

For some years the professional retraining of teachers has regressed, even though such a programme has long been considered to be the backbone of high-quality teaching.

The Council recognizes that the various kinds of refresher and retraining courses meet at least the immediate needs of the

job. The Council is of the opinion, however, that in-depth personal and professional regeneration must be predicated more directly on full-time studies — a sustained programme of enrichment that is possible only in the context of a one-year leave of absence. The Council is ready, therefore, to explore the different modalities that are practicable, and invites government and employers to cooperate in such activities. For example, a collective fund, managed jointly by teachers' associations and school administrations, could well be a source of bursaries, which would be awarded according to predetermined criteria. Such funds could be used to pay tuition fees or defray expenses incurred by research projects. Those modalities would, of course, be based on agreements between teachers and educational institutions.

Another avenue of professional renewal could be a system whereby teachers would lend their expertise to municipalities, private companies, social or cultural institutions, and even to other provinces or foreign countries. In the latter case, such a proposition would necessarily be linked to various governmental programmes designed to enhance international cooperation and give assistance to developing countries. Another possibility would be to reach out to countries or institutions willing to conclude agreements of mutual benefit to the parties concerned, lest our collective expenditures exceed reasonable bounds.

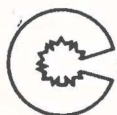
But all these suggestions could not be applied judiciously, the Council observes, without a recognized coordinating authority which would integrate any new measures into the educational framework.

In its final deliberations, and with a view to suggesting possible solutions to the problems of ageing in the teaching profes-

sion, the Conseil supérieur de l'éducation has drawn up the four recommendations which follow:

1. That the ministère de l'Éducation and the ministère de l'Enseignement supérieur, acting with their employer partners and the unions of the personnel concerned, undertake to apply systematic measures — such as time-sharing, deferred leave of absence with pay and progressive retirement — which would unlock the door to new teaching positions for the benefit of young graduates.
2. That educational institutions encourage the systematic integration of young unemployed graduates into the adult education sector and, to serve that purpose, that the various regional employment agencies combine their efforts to draw attention to the human resources available.
3. That the ministère de l'Éducation and the ministère de l'Enseignement supérieur, acting with their employer partners and the unions of the personnel concerned, undertake to update and apply measures — such as the one-year leave of absence and the loan of services — which promote in-depth personal and professional revitalization.
4. That a joint provincial committee be consulted, made up of representatives of representatives of school administrations and teachers' associations at different teaching levels, whose mandate would be to explore and specify measures designed to ensure renewal of the teaching profession and revitalization of teaching personnel — two essential elements of any policy aimed at managing the human resources of education in our time.

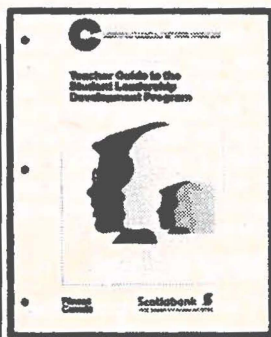
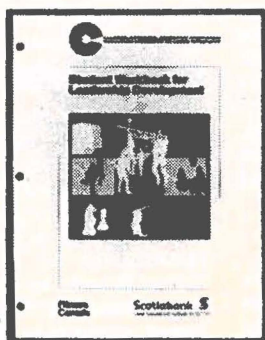
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CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS INTRAMURAUX

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## Report to Superior Council

# The Needs of Education

The Superior Council of Education requested QFHSA, and other educational groups, to comment on the present state of the educational system and on the important issues that might be impinging on it in the near future.

QFHSA's education committee drew up a questionnaire which was sent to all the local Home and School associations and Group Affiliate members in order to elicit grass roots opinions for QFHSA's reply. Twenty-eight out of eighty-one locals and group affiliates responded, ie 34%.

The number of replies received from each school board area were as follows:

PSBGM 8, Lakeshore 8, Western Quebec 3, Chateaugay Valley 1, Gaspé 1, Eastern Townships 2, Greater Quebec 1, Southshore Protestant 2, Laurenval 1, Richelieu Valley 1,

In addition five replies were received stating, for diverse reasons, that the questionnaire would not be answered.

Before the report was written all the comments were tabulated, question by question. Many problems were raised and it was often hard to suggest solutions. Considering the geographic diversity of the respondents, the similarities in the replies was staggering. It is clear that many of the problems within the educational system are being experienced everywhere. The following topics were high on the priority list for receiving attention:

Student Services  
Curriculum  
Class size  
Specialist teachers  
Information to parents  
Special Education

The underlying message of all the responses was that most of the problems are a direct result of lack of funds. QFHSA has recommended to the Superior Council of Education that it undertake a major research project to look into the funding of the educational system.

Other items suggested for study are: the effect of the growing ethnic population on the educational system; the role of the library in the high school; and the methods of implementation of educational change.

The report submitted by QFHSA addressed each major

area suggested in the questionnaire. The following is a brief resumé of this report.

## CURRICULUM

The standard framework provided by the régime pédagogique was appreciated by many; however it was generally seen as being far too rigid, and there was universal concern over the non-availability of textbooks and the lack of teacher retraining.

Many deplore the strong focus of the social sciences on Quebec, which limits the teaching about other countries.

French Immersion courses were generally considered to be good; but, as we live in a mainly francophone society, more should be done in the way of interaction with francophone students.

### Suggested action:

The régime pédagogique should be modified to allow greater flexibility in the light of local and individual needs. New courses should not be implemented until both texts and teacher guides available. Exchanges with French schools should be encouraged.

## TEACHERS AND TEACHING

School boards that have surplus teachers seem to be making good use of them. Nevertheless it is hard to find any merit in a process which involves change and instability for often as much as six weeks at the beginning of each school year. The apparent insufficient retraining of teachers for the new courses is also causing concern.

### Suggested action:

The provision of greater opportunities for pre-retirement and sabbaticals. Retraining should be done prior to assignments through inservice courses and sabbaticals.

### Class size.

There was almost complete agreement that the maximum elementary class size should be twenty-five, with French immersion classes being smaller.

### Suggested action:

Return to an in-school pupil-teacher ratio that excludes specialists.

### Student Services

The services, where they exist and can be obtained, are good; but in many regions there are not enough of them. There is a common complaint that little informa-

tion is given to parents on what services are available and how they may be obtained. Furthermore, the time spent in the school by the school nurses is totally inadequate.

### Suggested action:

Make more funds available for full time school nurses and other necessary support services. Providing adequate information to parents should be obligatory for all school boards and schools.

## LIBRARIES

Elementary school libraries appear to be well stocked, except for French books, and well used. The funding for these libraries is not consistent, some receiving school board funds and others depending entirely on the generosity of the local Home And School association. High school libraries, on the other hand, tend to suffer from disuse. The lack of encouragement in their use coming either from the teachers, or in some cases, even from the librarian!

# Making The Most of Teacher Talk in Tests

Effective comprehensive listening to lectures requires that students ask themselves questions. By asking the right questions, students can anticipate the type of evaluation the teacher may use and thus make a more accurate assessment of what materials need to be remembered and studied. While listening to a teacher's lecture, students should ask themselves questions such as the ones below. Any questions which cannot be easily answered should prompt the student to ask the teacher a question.

Students should be made to realize that teachers are usually pleased to be asked questions and view them as a sign of student interest and desire to learn.

1. What is the teacher talking about? Keep reminding yourself what the topic is. If you can't easily answer the question, raise your hand and ask, "Can you remind me what topic this relates to?"

2. What is the main idea? The teacher has something to say about the topic. Keep focusing on the message. If in doubt ask, "What is the main thing we should remember about this?"

3. What ideas or details has the teacher said two or more times? Repetition is one technique teachers use to emphasize important concepts and to be sure students understand important ideas and information. These are items that are most likely to be on tests.

4. When does the teacher stop to ask if there are any questions? Asking for questions usually indicates the teacher is particularly concerned that students understand the material just presented. This material is likely to appear on a test.

5. What is an example of the idea the teacher is talking about? Teachers often give examples; write these in your notes. If you cannot think of an example, ask the teacher for one. Asking for examples is a common test item.

6. How does what the teacher is talking about relate to yesterday's topic? You should see a connection between the two topics. It may be that there is none, but this would be rare. If you cannot state to yourself how the two ideas are related, ask the teacher, "How does this relate to what we talked about yesterday?"

7. How does this topic relate to the course subject? Remind yourself of the connection the small idea of today's class has to do with the big idea of the course. For

### Suggested action:

A Superior Council study of the role of the high school library.

## MAINSTREAMING AND SPECIAL EDUCATION

There is an acceptance in theory of the idea of mainstreaming, but fear that the support services needed will be unavailable, and also that the disproportionate amount of the teachers' time will go to the mainstreamed students. Special education classes themselves appear to be well organized and much appreciated.

### Suggested action:

The increasing of funds to improve support services, and a lowering of class size to compensate for the inclusion of mainstreamed students.

## PARENT PARTICIPATION

There was strong support for active parent participation, and appreciation of the benefits to all parties. However, the volunteer appears to be becoming an endangered species. In some instances parents are resenting being used to plug the holes resulting from budget cutbacks. Perhaps the saddest comment, for 1985, is that school boards and schools are still not prepared to share information

with parents.

### Suggested action:

There needs to be a change of attitude on the part of school and school board administration.

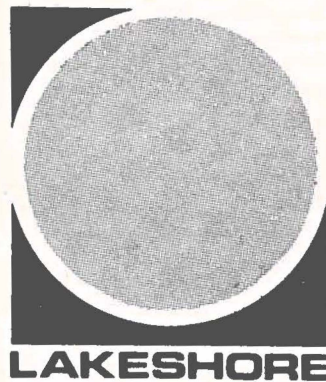
Other items mentioned in the report include the problems experienced in schools with a high percentage of ethnic students and the lengthy rural bus routes that result from rural school closings.

A vote of thanks is due to all those groups who took the time to answer the questionnaire. Some of the comments spoke volumes. Here are two which sum it all up.

• Let us not forget that beyond all studies is the human factor. A child, student or person will learn so much quicker, easier and better if a (good) rapport exists between student and teacher. How does one measure or study kindness, patience, interest, love or understanding?

• All the parent participation — school committee, Home and School, volunteer — makes for a happy environment where parents and teachers are working towards a common goal, and the children know this.

N.B. The president of each local Home and School association and of each Group Affiliate has been sent a copy of the full report.



# LSB news

## Pelo policy adopted

The Council adopted the policy for Heritage Language Programs (PELO — Programmes d'enseignement des langues d'origine), as well as the guidelines for the implementation of this policy. Every two years the policy will be reviewed by the Council's Priorities and Planning Committee, which will make any appropriate recommendations to the Council of Commissioners.

## Summer school

The Council was presented with a report regarding the operation at John Rennie High School of the (July) summer school. It was noted that in 1985 there was a 30% drop in enrolments, and as a result of the decreasing interest the tutorial program for students wishing to re-write a final examination was dropped. There were a series of recommendations included in the report, which was referred to the Council's Education Committee for follow-up and comment.

## Beechwood School

The Council approved a recommendation that the Lakeshore School Board's agreement with the Protestant School Board of Greater Montreal (PSBGM) regarding the operation of Beech-

wood School, Pierrefonds, be renewed for the 1986-87 school year. As a result of this agreement a total of 112 LSB students attend Beechwood, and the Lakeshore Board pays a proportion of the operational costs of the school.

## French schooling

The Council approved a resolution that a large-scale consultation take place over the next 2 1/2 months regarding the question of French elementary and secondary schooling for pupils under the jurisdiction of the Lakeshore School Board. Documentation will be prepared and distributed to the Board community prior to the end of November with the request that advice for the Council be submitted no later than Jan. 31, 1986. The Council intends to consider this issue and to arrive at a decision in February 1986.

## Finance committee

The Council named Director General Peter J.H. Krause and Commissioner Jean-Jacques Gauthier as the Lakeshore School Board representatives on the Finance Committee of the School Council of the Island of Montréal (SCIM). This task force has been established to develop procedures for financing member school boards.

# Laws of Life

**Murphy's Law:** If anything can go wrong, it will.

**Law of the Search:** The first place to look for anything is the last place you would expect to find it.

**Maryann's Law:** You can always find what you're not looking for.

**The Cardinal Conundrum:** An optimist believes we live in the best of all possible worlds. A pessimist fears this is true.

**Etorre's Observation:** The other line moves faster.

**Devries' Dilemma:** If you hit two keys on a typewriter, the one you don't want hits the paper.

**Matz's Maxim:** A conclusion is the place where you got tired of thinking.

**Seits' Law:** The one course you must take to graduate will not be offered during your last semester.

**Law of Life's Highway:** If anything is coming your way, you're in the wrong lane.

**Witzling's Laws:** 1. Any child who chatters nonstop at home will adamantly refuse to utter a word when requested to demonstrate for an audience. 2. Any shy, introverted child will choose a crowded public area to loudly demonstrate newly acquired vocabulary (damn, etc.)

**Kovacs' Conundrum:** When you dial a wrong number, you never get a busy signal.

**Gold's Law:** If the shoe fits, it's ugly.

**Stewart's Law:** It is easier to get forgiveness than permission.

**Sinteto's First Law:** A 60-day warranty guarantees that the product will self-destruct on the 61st day.

**The Law of the Letter:** The best way to inspire fresh thoughts is to seal the letter.

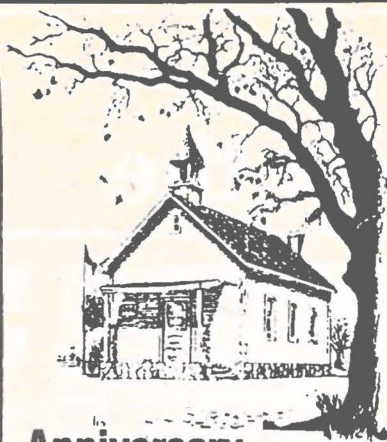
"Stolen" from Nov. '85 publication of Saskatchewan Federation of Home & School Associations.

## FOCUS on MEMBERSHIP

	1984/85	1985/86
ALLANCROFT	183	185
AYER'S CLIFF	15	24
AYLMER	36	50
BAIE COMEAU	33	—
BEACON HILL	147	161
CARLYLE	56	—
CEDAR PARK	134	126
CHELSEA	23	27
CHRISTMAS PARK	151	175
COURTLAND PARK	127	134
DR. S. McDOWELL	21	14
DUNRAE GARDENS	121	138
EARDLEY	86	60
ECOLE PRIMAIRE BEACONSFIELD	151	195
ECOLE PRIMAIRE POINTE CLAIRE	129	150
EDGEWATER	213	186
EDINBURGH	133	181
ELIZABETH BALLANTYNE	144	141
GARDENVUE	112	80
GREENDALE	80	94
HAMPSTEAD	89	118
HOPETOWN-SHIGAWAKE		
PORT DANIEL	22	40
HERBERT PURCELL	59	36
HOWICK	6	5
HUDSON		
(includes high school)	206	121
HULL	63	26
HUNTINGDON ACADEMY	24	—
JOHN RENNIE HIGH	34	180
JOHN XXIII / DORVAL HIGH	13	—
KEITH	87	83
LACHINE HIGH	104	54
LINDSAY PLACE HIGH	106	164
MACDONALD HIGH	176	141
MAGOG		
(PRINCESS ELIZABETH)	24	29
MALCOLM CAMPBELL HIGH	33	30
MARY GARDNER	6	5
MEADOWBROOK	120	99
NEW CARLISLE HIGH	58	46
NEW RICHMOND HIGH	23	16
NORTHVIEW	128	144
ROYAL WEST ACADEMY	212	77
SEIGNIORY	148	113
SOUTH HULL	86	77
SPRING GARDEN	81	33
SUNNYDALE	142	122
THETFORD (Andrew S. Johnson Mem. School)	48	49
THORNDALE	93	99
VALOIS PARK	154	139
WAGAR HIGH	62	143
WESTPARK	151	—
WILLINGDON	90	65
WINDEMERE	189	215

(totals as of Feb. 15/86)

Above membership figures include Associate Members at local Home & Schools, i.e. families who have joined more than one school.



### Anniversary

April 30 marks the founding of the first public school in Montreal. It was in fact on this day in 1658 that Marguerite Bourgeoys opened the first classes in a building located at what is now 50, Saint-Paul Street West, where a commemorative plaque recalls the event.

In January 1658 Monsieur Paul de Chomedey de Maisonneuve, Governor of the Island of Montreal, gave Marguerite Bourgeoys a stable "built of stone". "Four years after my arrival," Marguerite Bourgeoys tells in her writings, "Monsieur de Maisonneuve wanted to give me a stable built of stone to house what would be the school. I had a fireplace built and what was necessary to live there. The children cleaned it and worked as hard as they could. And I entered there on the day of Sainte Catherine of Sienna and we began the Secular Congregation on the day of The Visitation."

Marguerite Bourgeoys had an outside ladder installed to turn the garret into a residence for herself

### HUDSON HIGH

## Renovation an urgent matter

At a recent meeting of the Lakeshore School Board council of commissioners, the proposed renovation project at Hudson Elementary/High School was reaffirmed as "an urgent and necessary matter." The \$3.08-million project was submitted for placement in the 1984-85 capital spending budget through the Montreal Island School Council (MISC).

With eight boards involved, the Hudson situation was placed at the top of the list until the Education department altered its priorities. Logically enough, elementary schools were slotted higher than high schools, and Hudson was

and the future teachers. The ladder was pulled up in the evening for fear of possible attack.

At the opening of her first school, Marguerite Bourgeoys, who was then 38 years old, taught "a dozen young boys and girls, of whom the oldest has not reached nine years and the youngest barely five". Marguerite Bourgeoys was aided in her task by Marguerite Picart. The following year, Marguerite Bourgeoys travelled to France to return with four companions.

It will be remembered that Marguerite Bourgeoys was also the founder of the first trade school, located in Pointe Saint-Charles, in 1676. She established there, on a farm, a workhouse where the women could learn how to do the work that was expected of them during that era.

refused funds. Apparently Hudson Elementary, attached to the high school, was overlooked.

Naturally, all involved were heartily disappointed. Hope is currently centred on the 1985-86 budget, which will be made public shortly. With the strong support of the MISC, prospects have improved for the allotment of at least part of the grant, principal Norm Osgoode says.

To update and renovate the facilities to meet the needs of the community constitute the basic aims of those behind the project. Preliminary drawings made by architect Morris Greenbaum have suggested the addition of eight new classrooms with three new science labs, an extended cafeteria and library, the centralization of health, guidance and administrative areas, and a new gymnasium. The latter has, reasonably, been given lowest priority.

Students at the school, although many will have graduated before plans are made reality, are eager for any improvements. Lack of proper facilities prevents certain courses from being offered, while outdated laboratory equipment hinders the teaching of others. This lends an urgency to the situation.

If, or more optimistically, when the Education Department releases funds for the project, Hudson students will have more opportunities to enjoy the learning process. This will certainly benefit the entire community.

## 1985/86 GROUP AFFILIATE MEMBERS

### School Committees

Alexander Galt Regional High School  
Arundel Elementary School  
Beaconsfield, École Primaire  
Beaconsfield High School  
Cecil Newman School  
Cedar Street School  
Centennial High School  
Chambly Country High School  
Edgewater Elementary School  
Gault Institute  
Hampstead Elementary School  
Irving Bregman Memorial School  
John Adam Memorial School  
Jubilee Elementary School  
Kensington School  
Lasalle High School  
LeMoine d'Iberville High School  
Lennoxville Elementary  
Lindsay Place High School  
Macdonald High School  
Margaret Pendlebury Elementary School  
Northview Elementary School

Ormeau Elementary School  
Philemon Wright High School  
Riverdale High School  
Riverview School  
Royal Charles Elementary School  
Saguenay Valley School  
Souvenir Elementary School  
St. Patrick Elementary School  
Valois Park Elementary School  
West Hill High School  
Wilder Penfield Elementary School  
William Latter Elementary School  
Windermere Elementary School

### School Boards

Commission Scolaire de Bonaventure  
Eastern Townships School Board  
Greater Quebec School Board  
Lakeshore School Board  
Ormeau School Board  
Protestant Regional School Board, District of Bedford

Protestant School Board of Greater Seven Islands  
Protestant School Board of Northwestern Quebec  
Richelieu Valley School Board  
South Central Protestant School Board  
South Shore Protestant School Board  
St. Lawrence Protestant School Board  
St. Maurice Protestant School Board  
Western Quebec School Board

### Others

Jewish People's and Peretz Schools  
Lakeshore Teachers Association  
Loyola High School  
Mohammed, Yasmine Diane  
Parents Committee, Richelieu Valley Regional High School  
QACLD  
Quebec Safety League  
St. George's School of Montreal

## APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00 ☐

Affiliate (Group) Membership . . . \$35.00 ☐ eg. School Board, School Committee  
Parents Committee

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

2535 Cavendish Blvd., #212  
Montreal, Quebec H4B 2Y5  
(514) 481-5619

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

# FOCUS on the LOCALS

## SUNNYDALE PARK

### Ribbon cutting

On December 11, Sunnydale officially opened its new \$9000 creative playground.

The playground is built on a piece of land adjacent to the school, well off the busy streets of the town. The project is a cooperative effort with the land being leased by the Lakeshore School Board and the funding, materials and construction donated by the municipality.

The new, safe, school-centred play area is open to children from the entire community.

## DUNRAE GARDENS

### Champion

Adrianna Shuriusky, a grade 4 student, received a Gold Medal (figure skating), pre-juvenile category of the sub-sectionals held at Boucherville in mid-November. This qualified her to participate in the provincial competition in Gatineau on Dec. 7th. Adrianna placed second and won a Silver Medal! The whole school was rooting for this young member of the Mount Royal Skating Club.

Sharon Rossy has been spending the fall meeting with teachers,

## CHRISTMAS PARK

### Busy fall, winter and spring

It has been a very active year thus far for both students and Home & School. Our membership has increased and volunteers are active in all facets of school life.

Our first Ski & Skate Sale in September was a success and will become an annual event.

The cold weather and snow has the Kindergarten children anxious about bulbs planted in the fall but Mrs. Dawson has assured them a lovely display will come with spring.

Cooperation between staff and volunteers produced a very successful Book Sale in November and many books were donated to our library in the students' names.

Students have enjoyed two sockhops this year and look forward to our weekly family skating nights.

S. Slade

educators and parents interested in establishing an enrichment program. Working closely with the principal, Mrs. Rotman, they hope to bring about a program that will enrich not only the students, but the school community as a whole.



## KEITH

### Kids own paper

In December at Keith School we had a play put on by Geordie Productions. The play was called *The Wizard of Oz* and was a tremendous success for the children, teachers, and parents that attended.

The last week before Christmas was most entertaining. Every day before classes the children would meet in the Shark Pool (a carpeted area with seats built into the floor) with their teachers and sing Christmas Carols — it added something special to the holiday season.

Most important of all was the launching of the *Kids' Express* (newspaper). This was a great effort by Nancy Bernstein and the children of Grade 6. The newspaper was the effort of the children themselves and all the classes were represented in it with articles, poems, riddles, etc.

Linda Young

## MACDONALD HIGH

### Talks Her Way To England

Heather Bell, a thirteen-year-old Grade 10 student, bested 28 other students in a November public speaking competition held in Winnipeg at St. John's Ravenscourt School.

She talked her way into representing Canada at an international competition to be held in England in May.

John Messenger, principal of the Winnipeg private school, which will pay travel expenses to the English Speaking Union competition in London, said, "Heather is the youngest student in the (four year) history of the tournament to win it. She had so much poise it was really incredible."

Heather who is vice-president of the high school debating society, says "I enjoy talking and I enjoy arguing in an organized fashion."

Aside from debating she also plays soccer, tutors, works on her

school's yearbook and newspaper and is on the student council. All this and she still maintains an average of 95%!

MacDonald was busy in December hosting its annual Christmas party for students from John F. Kennedy School. JFK is a school for students who are intellectually handicapped. This event has come to mean a great deal to students from both schools.

A gymnastics display was presented by several members of the gymnastics class. MacDonald students prepared a lunch for their guests and then it was off to a full afternoon of games, songs and dancing. Santa Claus paid a visit. A highlight of the afternoon was breaking the Piniata. Each child received a gift. A lot of planning by Gretchen Code, from the Community Office, and the students result in new friendships and many happy smiles.

## NORTHVIEW

### Students take a trip to Egypt

Students from Northview Elementary School in Pointe Claire were among the many children fortunate to visit both the Picasso exhibit and the Ramses II pavilion. Prior to the Ramses field trip, the Grade 6 students in Sherrie Utter's class learned about Egypt during the time of Ramses. After touring the exhibit, the students returned to the classroom to work on their Egypt projects, constructing pyramids with different types of materials to complement their research compositions.

The following excerpts from their essays record the students' thoughts and feelings about that ancient culture so different from their own:

"When our class went to the Ramses Exhibit it was really fantastic. Afterward, when we came back to school our class had to work on a project. Everyone did a different project and they were all very good."

Rochelle K.

"We weren't lucky with the weather. We got the rain from the hurricane Gloria. I really liked Nefertiti's tomb. It looked real. I also liked the two heavy necklaces. They were made out of pure gold... They were beautiful, but I think they would be too heavy to wear..."

Daina L.

"It was raining hard but the exhibition was too interesting to stop to think about the rain..."

Chantal B.

"...First of all we saw a statue of an Egyptian princess. From then on we saw gold necklaces and earrings (they were gigantic by the way), statues made of stone of pharaohs, and lots of other things... P.S. I had my name done in hieroglyphics (a cartouche)."

Jennifer K.

"It was interesting to see things that were 2000 years old — the pillow, Nefertiti's tomb, and the jewelry were my favorite things..."

Heidi S.

"...There were a lot of guards watching us because the things were in between 2 to 3000 years old. The guards didn't want anyone to touch anything... I enjoyed the exhibit a lot because the Egyptians were so civilized while we were still living in caves..."

Narissa B.

Grade 6 students from Northview School display their Ramses II projects



# FOCUS on the LOCALS

## BEACON HILL

### Beacon Hill anniversary

Beacon Hill School in Beaconsfield is celebrating its 20th anniversary this year. Students, staff, parents and special guests recently gathered in front of the school to begin the year's celebrations with a tree planting, flag raising and balloon launching.

Sod for the tree was turned by Natalie Wakrat of the Home and School and Sue Hutchison of the School Committee. The colorful flag was a cooperative effort, a composite of drawings submitted by the children. It was unfurled by Joyce Ness, who has taught at Beacon Hill since it was opened.

Each class sent one balloon aloft, suitably tagged with a card to be returned to the school by the person who finds it. To date, two have been returned; the first from a backyard in Beaconsfield South and the other from Sheldon, Vermont.

One of the highlights of the ceremony was an entertaining account of Beacon Hill's opening week by the school's first principal, Robert Jones.

At the opening ceremonies to celebrate our 20th, Mr. Jones told us about life in the "good old days". Evidently there were lots of students but no desks; plenty of new pencils but not one sharpener. But there was an ample supply of mud — EVERYWHERE.

The Family Portraits project was also a big success in November thanks to our Photo Coordinator, Lauren Sullivan. Over fifty families had themselves "done" in time for Christmas.

## JOHN GRANT

### Learning by Doing... Bestway

If it is true that the best way to learn is by doing then students at John Grant High School are receiving a valuable education.

The school was established in 1973 as a special learning centre for youths with slight intellectual handicaps. Through courses that employ work-study situations and on-the-job training, the students are acquiring academic and vocational skills.

Students in food services can be found in the cafeteria preparing meals for the entire school.

The students range in age from 12 to 21. They gain high school credits for successfully completing courses.

The goal is to help consolidate academic skills while preparing



## SUNNYDALE PARK

### Ribbon cutting ceremony

On December 11, Sunnydale officially opened its new \$9000 creative playground.

The playground is built on a piece of land adjacent to the school, well off the busy streets of the town. The project is a cooperative effort with the land being leased by the Lakeshore School

Board and the funding, materials and construction donated by the municipality.

The new, safe, school-centred play area is open to children from the entire community.

## ELIZABETH BALLANTYNE

### Another Christmas Fair

A most successful Christmas Fair was held in November. Various local craft people rented tables and sold their crafts. Home and School ran the refreshments, games and a very large bake table. In all, \$2600 was raised.

Yvonne Clark

## COURTLAND PARK

### Sleeping Children Around The World.

This project has become a tradition at Courtland Park. Founded by the father of former Canadian's goalie, Ken Dryden, Sleeping Children Around The World provides children's homes in Pakistan,

## DORSET

### Fabulous Fantasies

The Home & School will be sponsoring a "Fashion Show" on Feb. 26th. There will be "Fabulous Fantasies" by Farah along with dazzling entertainment. The Fantasy numbers presented will be Fantasy, All That Jazz, New York-New York, Amadeus, Le Jazz Hot. Door prizes will be given and refreshments will be served.

The community is to be congratulated for its support at Halloween and throughout the year. Dorset collected \$800. in its UNICEF boxes. So far \$178.78 has been raised for the school's foster child and the profit from the Christmas

Fair was \$1,309.90. The tremendous effort by students, parents and teachers was well worth it.

Once again Dorset is to be visited by the Picardy Marionette Theatre. This year they will be presenting an original fairy tale for all ages called "The Wolf". These presentations will include a demonstration of puppets and backdrops as well as a question period. Their past performances were very well done so everyone is looking forward to seeing them again.

Diane Radu

## EDGEWATER

### 'Edgie' makes his debut

The 5th Annual Bazaar on November 30th was a great success and fun for all who participated. Edgie, the school mascot, made his first — but not his last — appearance. Snowman candles were sold through the school in October and

raised over \$800. Thanks to the children's fund-raising efforts in 1985, we were able to send a Christmas parcel to our foster child in Bangladesh and she was thrilled.

Anne Gagné

## NEW CARLISLE

### Casserole supper raises \$1K

On November 30th, the Home & School held their Christmas Bazaar and Casserole Supper.

With approximately 20 bazaar tables displaying the work of many talented local artisans, the community had an opportunity to buy original gifts as well as enjoy a delicious meal.

Last, but not least, a profit of \$1,051.47 was realized.

Home & School meeting held on Jan. 15th. Although the weather was cold and blustery that did not dampen the enthusiasm of members present. Guest speaker was — Louise Lemonde, Nutritionist. Louise's talk outlined the pros and cons of many breakfast foods. A very informal and educational discussion was held on the topic "What Constitutes a Good Breakfast."

The take home notices for H & S meetings for the months of Nov.

and Jan., were designed by students. (This is done in the way of a little contest. The classes are asked to draw their design then students or teachers judge the presentations.) The Nov. notice was designed by Roger Benwell, M., Jan. notice designed by Angela Marsh, 7G.

Plans are underway for "Reading Week in Feb."

Terry Stanley spoke for the group "Cdn. Parentes for French" advising that they will be holding Information Meetings regarding the 6 Plus Program.

On the programme for Feb. meeting — Quiz for Students.

On the programme for Mar. meeting — Parent-Teacher Interviews.

Door prize — Dinner for two at La Maison Blanche was won by Mrs. Pat. Jungers.

Ann Hall

## DR. S.E. MCDOWELL

### Worldwide Customs Studied

Christmas activities kept the school busy for most of December.

As well as visiting Santa, the pre-K and the Kindergarten classes made Christmas decorations to display at the Shawville IGA. Other students studied Christmas customs around the world.

A special turkey dinner was prepared by the School Committee and served to all the children at lunch time on Dec. 19th. This was a great bargain at \$2 a ticket!

## WILLINGDON

### Halloween fun

Halloween 1985 will be a day long remembered by the students of Willingdon School! Everyone was in costume, including Principal Mr. S.C. Zakaib and the teachers whose enthusiasm for this day easily matched that of the most excited 7 year old! Each class had a pumpkin carved in its own special way and the gentle aroma of baking pumpkin pervaded the school. The Program Committee of the Home & School was there and painted faces for hours. In the afternoon two terrific assemblies were held with lots of songs, led by music teacher Françoise La Marche and plays presented by various classes. It was a day of fun and all who participated are to be congratulated on a job well done!

Julie Fasano





# SAFETY SCENE



# SAFETY SCENE



HERE WE GO AGAIN!

## Girl, 10, clings to life after being hit by a bus Atteint d'un malaise il glisse sous l'autobus

Ten year old Corinne Shaw gets off an MUCTC bus, walks in front of the bus to cross the street and is, ironically, struck by a mini school bus.

The second headline tells of 6 year-old Ian Kenline suffering a dizzy spell, slipping under the school bus that just dropped him off and being run over and killed by his own schoolbus!

As Constable Alain Rivard of

the Sécurité-publique de la Cap de la Madeleine put it, you become immune to fatal accidents, but when you see an innocent six year old's lifeless body lying on the street you hope that you will never see or have to face that situation again.

These two accidents reflect the problems that children face in their day-to-day routine. In Corinne's case, and definitely not

the first of its kind, we see a student get off a city bus and cross in front of the bus, as she would after getting off a school bus, to cross the street. Was it a moment of inattention, or a habit formed by the education of school bus riders?

In the case of Ian details are not complete at the time of writing but it would appear that Ian felt sick on the bus. When he got off he apparently suffered a dizzy spell or fainted and fell under the bus.

What DO we do? What CAN we do?

What SHOULD we do? Part of me says that we are already overdoing it as far as safety is concerned. Don't get me wrong! We do need safety programs. We must educate our children with regard to safety. But if we protect their every step, are we not in fact crippling our children?

I think that to teach a child to cross the street safely is much more important than asking for a stop sign, crossing guard or a traffic light. Again, don't get me wrong! There are places where stop signs and crossing guards and traffic lights are needed. But our children need to know the signs of danger, just as important, know how to react to a sign of danger. Padding their every step is not the answer.

YOU, as a parent, do have a responsibility. The responsibility to teach your child about the dangers he/she may encounter, and educate them on how to react to the danger. Don't simply think that

the children get all the education they need in the classroom. Teachers are not responsible for taking them out into the real world and showing them what it is really like out there in the traffic jungle.

When did you last take time out to walk with your children with just this purpose in mind? Count yourself an exceptional parent if you have ever done this!

If you live in an area where there are a number of stop signs (and who doesn't) take your children for a walk and simply hang around. Point out to them the number of cars, trucks, busses that just don't stop... they simply roll-on-through. It's called an American stop by many people. It's not. It's a Quebec stop. It's happening right here, and nearly every vehicle that rolls-on-through has Quebec plates on it and has a Quebec driver at the wheel. So much for those unsafe residential streets where many of your children go to school.

If you happen to live in the city it's no better. Those same vehicles with Quebec plates and Quebec drivers behind the wheel roll-on-through the yellow and red lights at major traffic intersections with even greater abandon than the stop signs! Yes, you have the responsibility to point out to your children that a green light doesn't mean they can simply go without looking, or that a red light means that traffic will stop. That 'crazy' who is late for work, an appointment or whatever usually speeds up to beat the light!

## Driver Thanks Police for Ticket

(reprinted from: Safety Canada)

It really isn't very often that a police officer receives a thank you for issuing a 'ticket' to a driver, but it happened recently to Constable Clarke in Cornerbrooke, Newfoundland.

The story began when driver Gwen Andrews, a school teacher, was ticketed by Const. Clark of Holyrood Highway Patrol because she was not wearing her seat belt.

A little later, she had driven on to Arnold's Cove, where she was involved in a very serious accident, and firmly believes it was only because she and her son were wearing their seat belts that they were not either seriously injured or even killed in the collision.

Gwen Andrews took the time to thank the Constable in a letter, recognizing that it was the belts that had saved them as they crashed into another vehicle that had emerged from a side turn without stopping at the Trans-Canada Highway. She has been extremely cooperative in allowing her case, including names, to be cited as an example in the promotion of seat belt use.

She has also undertaken to explain about belts and their use to her students — surely the kind of first-hand experience that can have a positive impact on both young people and their parents.

Think about ways you could educate you children. Send your ideas in, and we'll publish them. You never know you may just save another innocent from being maimed or slaughtered.

## Ryan's Minister of Education

Claude Ryan appointed new minister of education. Mr. Ryan brings to his new appointment a lifetime of active involvement in the field of education, most recently serving as education critic for the Liberal party, when in opposition.



Woodsy Owl says:  
"Give a hoot!  
Don't pollute!"



## This is your NEWS share your ideas

Had you hoped to read of recent happenings around your school in the Focus on the Locals section this issue and were you disappointed? If so, it may be due to a communication breakdown. We cannot print what we do not receive.

Now is the time to appoint a person in your local to handle publicity for the year. If such a person can't be found, don't despair. Simply send us a copy of your school's newsletter, a newspaper clipping, the minutes of your last meeting, or the phone number of a contact person.

Mail your contribution to Focus on the Locals Editor, c/o Federation Office, 2535 Cavendish Blvd., Suite 212, Montreal, H4B 2Y5. Photos are welcomed and will be returned if requested.

## WHAT IS SAFETY

SAFETY is following the rules  
SAFETY is using the right tools  
SAFETY is checking the work area before you start  
SAFETY is repairing any defective machine part  
SAFETY is keeping the work area clean

SAFETY is working as a team  
SAFETY is returning unused parts to their place  
SAFETY is keeping the work at a proper pace  
SAFETY is paying attention in every way  
SAFETY is watching the things you say

SAFETY is not calling people names  
SAFETY is not playing games  
SAFETY is not to run but to walk  
SAFETY is to watch instead of talk  
SAFETY is thinking before you do  
SAFETY is for me and for you.

## IT'S A WAY OF LIVING

## High Five & Deep Six

Although the postman has not had to strain himself delivering all those entries you have sent in to this column, I am happy to be able to hand out a few HIGH FIVE's thanks to FOCUS ON THE LOCALS.

Northview School (Pointe Claire), its Safety Committee, and its principal, Fred Argue, certainly deserve a HIGH FIVE. As noted in the December issue of the NEWS the Lakeshore School Board Parents' Committee "honoured the efforts of Northview School to create a safe environment and to promote safety awareness..." I have seen Northview's program and suggest you take advantage of their invitation to give you information on their safety curriculum and programs.

Another HIGH FIVE has to go to Betty Lou Manker, safety convener and Judy Grant, principal, as well as the many safety patrollers at Windermere School (Beaconsfield). Betty Lou takes a back seat to no one when it comes to children's safety. Judy, like Fred Argue, is to be commended for her support of safety programs. I strongly recommend you to contact either Betty Lou or Judy as per their invitation in the December issue of the NEWS.

Cedar Park School (Pointe Claire) is also recipient of our HIGH FIVE for their successful Safety Week held in October.

The DEEP SIX award goes to all those U.T.I. (Under the Influence)

drivers who felt they were sober enough to drive during Christmas Season and especially those responsible for death, injury or accident because of their inebriated state.

Inronically THE DEEP SIX award of this issue goes to the newspaper that inspired this column, The Gazette.

The Montreal paper reported a freak traffic accident wherein a car was crushed by steel beams that slid off a passing truck. The driver of the car escaped with minor injuries and a police officer commented to the reporter that the driver was probably alive because he was not wearing his seatbelt. The way the article read left the reader with the impression "See, seat belts are not all that great!" My comment to this is that many a policeman will tell you that they NEVER unbuckled a dead man. Play safe, BUCKLE UP!

NOTE TO READERS: I am still waiting for your 'nominations' to the High Five and Deep Six awards. As I mentioned in a previous article — reading about the High Fives and Deep Sixes of the communities served by the QFHSA is far more interesting than reading about the same in faraway places. Send your nominations care of Don Smith, QFHSA NEWS, Safety Scene, 2535 Cavendish Boulevard, suite 212, Montreal H4B 2Y5.