



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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CONTENTS

AGM write-ups.....	p. 1,7-9
Membership and newsletter winners.....	p. 4
25 tips to help your child.....	p. 5
Focus on the Locals.....	p. 10-13
Workshops.....	p. 14
Safety Scene.....	p. 16

1993 AGM Award Winners



**Marion Daigle
Buzzell Winner**

Buzzell Award Winner

Remarks made by Marion Daigle on accepting the 1993 Buzzell Award on April 23/93 at the QFHSA Annual Meeting and Conference.

This award is definitely the icing on the cake because it represents to me everything that volunteerism is at the provincial level in this organization. So many great people over the years have made significant contributions in time, effort and talent in focusing not only on the needs of children, but on the needs of parents, teachers and others who require support to be good advocates for children.

It has been a privilege for me to serve the organization. I have had the opportunity to travel to the far corners of this province as well as from Vancouver to St. John's as your representative.

My daughter Joan was the catalyst for my joining Bronx Park Home & School in 1972 as she started school and over the years both she, Michael, my son, and my husband, Phil, have been supportive in all my efforts. She is now volunteering time, talent and expertise on the layout team for the QFHSA NEWS.

I know of no other organization where I could have learned as much about family life, education, social issues, Canadian history, etc. — where hands-on activity gives one the opportunity to put ideas into action — to make a difference.

I would like to single out one individual who has had a profound influence on my understanding of commitment to a cause. As a parent, educator, good friend and mentor, Dr. Potter has symbolized the meaning of a belief in the parental influence in fundamental choices in a child's education, in painstakingly doing one's homework when advancing a worthwhile cause and never giving up when the outlook for winning is bleak.

Thank you to all the local association people with whom I have had the privilege to work and to make life long friends, and to the members of Quebec Federation Board of Directors who are always a source of support and guidance.

Richard Meades Paterson Award Winner

Remarks made by Anna Marrett, V.P. Westmount High Home & School, as she introduced Richard Meades.

I have a knack for getting into trouble. And the reason for this is two-fold. First, I have leadership potential. Second, I have a vision of how I want things done, and what I want to do, be it in Home and School or elsewhere, and how I wish to achieve my goals, which is, of course, *my way*. Though I am willing to compromise and make concessions when it comes to the second problem, the first is more difficult to handle. In fact, it's frequently a recipe for disaster. But this isn't the case at Westmount High. Now why is this? Well, let us examine, for a moment, the idea of leadership.

Leadership is, in itself, a desirable quality. It's a characteristic we want our children to have. Many schools advertise that they teach leadership as part of their curriculum. But leadership isn't a skill which can be taught. You can only develop good leadership qualities by having practice.

Now there are natural leaders in every classroom, in every staffroom, and in every parent group in every school. And all of these people are under the leadership of the principal. And his approach to leadership will affect the leadership qualities and general direction that the leaders under his authority will develop.

It is Mr. Meades' approach to leadership that makes Westmount High unique. Allowing other people to be leaders means stepping back yourself, giving these individuals room to grow, letting them show initiative, encouraging their efforts, emphasizing their strengths, helping them to compensate for their weaknesses, letting them make mistakes, but directing them away from major disasters, if possible. It means crossing your fingers, holding your breath, and having faith. It takes a certain amount of courage to do this.

I know this is true because we, as parents, are, in many cases, reluctant to use this approach with our own children. As they become rebellious teenagers, constantly questioning our authority and fighting for power, we are less than delighted. In fact, there are many moments when we wish they would just do as they are told! But allowing children to make decisions, within set limits, and I can't emphasize that enough, will enable them to grow.

We must realize that our children's struggle for identity takes place in our schools as well as our homes. Here too they will want to question authority, examine motives and values, test critical thinking skills, and develop their potential for leadership. And they need space, within set limits, to be able to do this. And Mr. Meades gives them this opportunity. And if Mr. Meades is willing to do this at school, then it is exciting to come to school as a parent to watch and learn.

Now, you may, as a parent, find yourself working next to a staff member, another parent or a student. And after your initial surprise "Oh my God, I'm sitting next to a teacher" or "Oh my God, I'm sitting next to a kid", you will realize that you are sitting next to another person who shares your goals and your interests and who wants to

work with you in order to make good things happen. It is this idea of teamwork and cooperation which makes Westmount High an inviting school. Mr. Meades will draw on the natural leaders available to him in his school in order to build a strong team. Strong leaders with room to grow will work well together. The courtesy and respect which we receive from Mr. Meades sets the example for how we treat each other. Modelling is a very effective tool. Even I don't have a lot of difficulty behaving myself!

But leadership isn't the only quality which makes a good school. I watch a lot of television and back in the fall I happened to watch a program about schools children love. The schools all had such radically different programs and approaches to learning that there was no way to compare them. But there appeared to be 7 qualities that the schools had in common to which all the children responded positively. One of these qualities was leadership.

The other six are communication, relevance, flexibility, cooperation, service, and participation. Good schools are flexible. Now just what does that mean? Well let me give you an example. Last week I needed to be in a quiet space that contained a radio

worker. Great. I've got a radio, a phone and a quiet office. After I have pressed every single button on the phone, I begin to suspect I've got a larger problem. The jack in this quiet office is not actually connected to the outside world. I explain my problem to one of the secretaries. Mr. Meades has left for the day so she invites me to use his office.

While I am getting myself organized, another parent volunteer arrives at school. We have news to exchange so we settle into Mr. Meades' office. We're having a good time chatting and having a snack. Then we hear a familiar voice out in the hallway. No question about it. It's definitely Mr. Meades and he is coming closer. Meg and I are looking at each other in that "Well, what do you suggest we do now and what do you think is going to happen next?" kind of shocked silence when the door opens. The instant that Mr. Meades realizes his office is being used he turns, apologizes, (remember, we're in his office!) shuts the door and retreats, taking his visitor elsewhere. Even our outburst of laughter doesn't arouse his curiosity and draw him back. Now that's flexibility!

Consequently, when I arrived at the school on Monday to find my office covered in papers which were being sorted and filed by a sheepish looking secretary, I said, no problem, got the materials I needed and found another space to work. If fact, on this occasion, I chose to go down to the Home and School office on Cavendish. Not only is this office a terrific resource centre and a



Richard Meades, Principal, Westmount High School, accepts congratulations from Barbara Milne-Smith, Co-President of QFHSA.

and a telephone. (And I'm not even going to begin to describe how this happened except to say that it reminded me of the day I found myself down at the Gazette with a press kit interviewing Paul Kropp!) A teacher helped me to look through the audio visual equipment at the school. We ended up in the office looking at two pieces of equipment and fretting over the age old question (and you must know this story yourselves) "Which one of the two radios is it that works?" Mr. Meades noticed the problem and promptly lent me his radio. Fine. Then I borrowed a phone, this time from the school social

place to exchange ideas, but, if you need a quiet place to work, that can be arranged, too!

If you wish to see cooperation, service and participation in action I have only three words for you: *Mozart, Muffins and Meades*. This event, which celebrated its fifth anniversary this year, appeals to all types of people. First, those who are interested in food will get a good breakfast which has been prepared by the staff, the students, and the parents. Second, those who love Mozart

see Meades, p. 7

Opinion...

Wanted: Committed Parents

Last Fall I attended two conferences as a representative of Home & School. The first thing I learned, never having attended any conference ever before, is that each speaker introduces him/herself, providing significant background information. So, I am Norma Ewen, Vice President of Home & School at Aylmer Elementary. I am a stay-at-home mother of three children, all currently at Aylmer and I have never been a joiner, let alone a representative of anything until Home & School this year.

The first conference was sponsored by the Quebec Ministry of Education. Having been more than a little intimidated at the thought of a ministry-level conference, I was immensely pleased to discover I not only understood what they were talking about, I was also concerned about many of the same things.

Our school population is a reflection of our community. How can we help our school keep pace with our rapidly changing society and serve our children in a relevant and effective way? I didn't, unfortunately, come away with all the answers, just a few ideas. We need a clear concept of what and how we want our children to learn. We need educators and administrators who are willing and able to direct our children toward our goals. We need parents, parents, parents!! Our school cannot operate in a vacuum, at least not effectively. If my only contact with the people my children spend their days with is a 15-minute interview twice a year - and I'm sure I'm not the only parent guilty of this (in the past, to be sure!). I can't even hope to evaluate the state of my children's education accurately.

I must admit I wasn't always convinced I had anything to contribute, or that anything I might contribute would be welcome. Listening to the speakers at this conference, it became evident that I was not alone in this thinking. It was also clear that by not getting involved beyond parent/teacher interviews, parents actually limit the effectiveness of a school. If I don't volunteer when the school needs help (with whatever) who will? If I don't speak up when I have an idea, be it a fundraiser or a potentially profound change to the system, who will? The answer I came away with is either someone else, who doesn't necessarily consider my children's best interests a priority, or, more commonly, no one at all.

The second conference was sponsored by the Quebec Federation of Home & School Associations. By nature (more parents, less officials) this meeting was less formal, but equally interesting. The speakers were convinced that if every child in school had just one person who took a daily personal interest in him/her, self-confidence, good behaviour and improved academic progress would naturally follow. There aren't enough hours in the day for teachers to maintain a one-on-one relationship with each of their students and too often parents find it difficult as well. What happens to the children who have no one to talk to, no one to pat them on the back? They lose interest and their behaviour suffers along with their grades. Who can they turn to? Well, according to the speakers, you or me - or good old Mr(s) So & So - if we make ourselves available to the school. Helping a child, improving a school, can start by simply being there to listen.

Norma Ewen

Letters to the Editor

The following letter was written by the Aylmer Home & School Association. We are pleased to include excerpts from it for all to enjoy. It was a wonderful thing to do.

Dear Parents and Teachers

It is with great joy that we are able to report that the Aylmer Elementary Home & School Association Bookfair was a great success and that we will have more than \$1,000 to donate to the New Richmond School library fund. By our efforts as a community we have been able to give children in New Richmond in the Gaspé much needed reading material. Most of all we have had the opportunity to work together and share this experience.

We would like to thank all those parents and community members

who volunteered their time and efforts to make this event a success! We would also like to thank our teachers, administrators, and the Western Quebec School Board for supporting Home & School!

Anne Graham, President
Aylmer Home & School Association
Nancy Peppy
Chairman of the Bookfair

Editor's note: The New Richmond combined elementary and high school was featured in our April issue of this newspaper. During a school day the building caught fire and burned to the ground in just over an hour. Luckily no one was injured in any way but all their possessions, books and school materials were lost. This was Aylmer Elementary's way of saying how sorry they were.

Education Changes Needed

The Economic Council of Canada is calling for a more coherent education system linking employers, schools, and governments to boost standards and to produce graduates better-equipped for a more competitive work world.

The Council warns in a policy statement that if present trends continue Canadian schools will send another one million young people who are functionally illiterate into the workforce during the 1990s. A major problem, says the Council statement, is that the primary and secondary school system shortchanges the 70 per cent of students who will not go on to college and university.

As a result, almost one quarter of high school graduates tend to avoid reading or simple numerical operations in the everyday world and are poorly equipped for the workforce. In addition, many others drop out before graduation - the drop-out rate is much higher in Canada than in major competitors such as Japan and Germany.

The Council also found that the quality of education tends to be higher in the Western provinces than in Central or Eastern Canada. As well, results are mediocre in science and mathematics and there are serious shortcomings in voca-

tional training in schools and in apprenticeship training in firms.

The Council statement, based on two years of research, concludes that an essential first step to a better system is an integrated approach where employers and schools work closely together in preparing young Canadians for the workplace and a lifetime of learning.

Findings and proposals:

- Canada ranks in the middle among 18 industrialized countries in education, labour market, and economic performance.
- The Atlantic provinces are overstretched financially in trying to maintain their school systems.
- The education system should ensure all 16-year-olds are literate and numerate by the year 2000; increase the proportion of secondary-school graduates by 3 per cent annually; expand enrolment in science and math programs; and improve the performance of the weaker provinces.
- Partnerships should be encouraged between employers and schools and formal links should be established between vocational training in secondary schools

and apprenticeship training in firms.

• Good teaching should be encouraged - the best teachers need greater professional recognition and teacher supply must be more effectively matched with teacher demand.

• There should be greater freedom of choice in the school system leading to increased accountability by teachers and principals.

• Administrative costs and duplication of services should be reduced through such steps as sharing transportation and merging school boards.

This was the Economic Council of Canada's final Policy Statement. The Council was in the process of winding down its research activities, including publication of some final studies. The Council planned to formally close its doors by the end of June 1992.

A Lot to Learn: Education and Training in Canada, Ottawa, Supply and Services Canada (EC22-182/1992E; \$6.95 in Canada and US \$8.35 in other countries).

Council publications are available through commercial booksellers in major Canadian cities or from the Canadian Communication Group - Publishing (819) 956-4802.

Official logo 1994 International Year of the Family

Design Reflects the Family at Heart of Society:



and love in a home where, the artist says, one finds warmth, caring, security, togetherness and tolerance. The open design is meant to indicate continuity with a hint of uncertainty. The brushstroke, with its open line roof, completes an abstract symbol representing the complexity of the family, viewed as the building block and smallest democracy at the heart of society.

Guidelines on the use of the official emblem, which is copyrighted by the United Nations, will soon be available.

An official emblem has been chosen by the United Nations for the International Year of the Family, which is to be observed in 1994. The design, created by Catherine Littassy-Rollier, a well-known Swiss artist residing in Vienna, will be used in promoting public awareness of the goals and purposes of the Year.

The simple design consists of a heart sheltered by a roof, linked by another heart, to symbolize life

Parent Patterns

If you think that single and minority parents are less inclined to be involved in their children's education, maybe you'd better think again. According to a recent report on The National Education Longitudinal Study of 1988, single mothers and two-parent families (of equal socio-economic status) differed little in the level of involvement in their children's schooling. The study also found that, when socioeconomic status was taken into account, black parents reported greater involvement than white parents. Asian American parents reported being the least involved. The study also found that low- and middle-income parents, particularly those of black children, were most likely to limit television viewing at home.

For a copy of the report, contact the National Center for Education Statistics, 555 New Jersey Ave. NW, Room 300, Washington, DC 20208. Reprinted from: *Instructor*, Feb. 93



Talented artist, Zhiyin Li, student at Westmount High School, has her design selected to adorn a MUCTC bus. The special bus travels on different bus routes so all can enjoy.



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

Quebec Home & School NEWS

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Love Can Make You Real

Any child familiar with Margery William's classic story, *The Velveteen Rabbit*, knows that love has the power to make things real and alive. Adults are harder to convince.

When a person feels loved, he begins to like himself. Feeling worthwhile makes it possible to face problems, to cope with the stresses of living. Love has incredible power. When it's missing, the consequences, like opening Pandora's Box, are unpredictable and frightening.

For family service agencies, these consequences are daily fare. Often not feeling worthwhile is wrapped in a cloak of loneliness, shyness, and despair. Many others lack confidence, sensing an emptiness which is hopelessly refilled with alcohol, drugs, or manufactured excitement.

The man who beats his wife tragically believes his worth is measured by his control of her; the battered woman guiltily assumes she deserves the abuse. And the withdrawn child, listlessly failing in school or the belligerent, delinquent teenager may also be short on love. The consequences of not feeling loved are intimately linked to the epidemic problems in our society: crime, drug abuse, divorce, and ultimately, suicide.

Without doubt, we begin to learn about our worth as human beings long before age five. Loving children can be postponed until it is too late.

Finding ways to help children feel worthwhile and loved may seem as whimsical as catching moon beams. But loving can be translated into some very down-to-earth possibilities. Certainly it

means plenty of hugging and cuddling. Surely it involves listening for feelings and thoughts. One father I know shows love by being a bedtime expert: he gets his kids tucked in and reads a story every night. Loving kids means showing an interest, helping them keep clean, fed, and safe.

Small children who feel worthwhile don't get everything they want. Their parents have expectations — like definite bedtimes, putting toys away, or accepting rules without tantrums. By living up to expectations, children learn to feel successful and confident.

Success in loving takes time and commitment. The effort, for parents, involves rearranging priorities, substituting a night out, a business engagement, or club activity for time with the children. Like every other important job, loving kids involves, energy, creativity, and regular attention.

Family Service Agencies know that success in loving doesn't always "come naturally." They offer counselling and parenting courses to thousands of families across the country, seeing despair turn surely to hope. Phoning your local Family Service Agency will lead to information and help.

Early work with children prepares a foundation for life. A better inheritance than the sense of being loved would be difficult to imagine. It leads to a sense of joy in being alive.

In *The Velveteen Rabbit*, love makes a worn and tattered toy real. And he learns that "once you are real you can't become unreal again. It lasts for always."

Reprinted from *Family Service Canada, Ottawa.*



Co-President's Message

Let's hear it for volunteers

The week of April 18 to April 24 was designated in Canada as National Volunteer Week. Volunteerism was publicized in the media, each organization took some action to commemorate the week, and most took time out to recognize and honour their long-term volunteers.

Personally, I was involved in organizing a banquet co-sponsored by Guides and Scouts, both English and French sides. It was an outstanding success, and marked the first time an event was held with all of these youth groups participating.

At Quebec Federation of Home and Schools Associations, we held our Annual General Meeting on Friday and Saturday of that week. We, too, celebrated volunteerism, with the presentation of our Paterson Award to Richard Meades, Principal of Westmount High School, and our own Marion Daigle was honoured with the prestigious Buzzell Award. Our new awards, the Unsung Hero and the Golden Torch, were given out for the very first time. Volunteer editors of school newspapers were also recognized, as well as outstanding membership chairpeople in

locals with a high parental involvement.

It seems, then, that volunteerism is alive and well, although perhaps some of us feel more like Unsung Heroes more often than we would like.

Volunteerism is giving of oneself — one's time, one's talent, and often one's treasures. Perhaps, though, the greatest treasure we have to share is ourselves. Not everyone can be a soloist, but we can all sing in a choir.

Accordingly, not all volunteerism is big time. Many of you out there do a series of little acts which may not be much by themselves, but add up to a great deal when combined with those of your neighbour.

Let the spirit of volunteerism ring out loud and clear during this coming year. We can all "lend a hand" to make our schools better and our children's school lives richer and more rewarding.

Better schools — better children; that's what Home and School is all about.

Volunteers can make it happen!

Allan Locke

Definitions of Family:

"For purposes of this program, the term "family" refers to a grouping of individuals who are related by affection, kinship, dependency or trust."

From: *Social Sciences and Humanities Research Council and Health and Welfare Canada's joint initiative on Family Violence and Violence against Women.*

"Today's stay-at-home mother is tomorrow's working mother. Today's career woman is soon pregnant and thinking about how she can quit her job to stay home for a while. One day, the Ozzie and Harriet couple is eating a family meal at the dining room table; the next day, they are working out a joint custody arrangement in a law office."

Barbara Dafoe Whitehead. *Family Affairs. Spring/Summer, 1990. Volume 3, no. 1-2.*

"But family is a work-in-progress, a never-ending renovation job that begins with tidy, visionary blueprints and ends in plaster dust and daily chaos."

Marnie Jackson. "Bringing Up Baby", *Saturday Night. December, 1989.*

"There is a lot of talk about "family" these days, a lot of hand-wringing over its demise. But even those most distressed about threats to the family have few ideas about how to strengthen it. Some cling to the form, wishing that somehow we could promote marriage or encourage parents to better enforce rules in the home.

But families aren't marriages or homes or rules. Families are people who develop intimacy because they live together, because they share experiences that come over the years to make up their uniqueness — the mundane, even silly, traditions that emerge in a group of people who know each other in every mood and circumstance. It is this intimacy that provides the ground for our lives."

Frances Moore Lappe, *Utne Reader, December 1984/January 1985. "What to do after you turn off the TV?"*

Some facts on Canada's diverse families

- Five and a half million couples are married.
- Half a million couples are co-habiting.
- Two million families have no children at home.
- Of those, approximately one in three are those whose children have grown up and left home.
- Of the almost 4.5 million families with children, four out of five are two parent families.
- Nearly 1.5 million of these two-parent families have children under 6.
- Almost a quarter of a million lone-parent families have children under six at home.

Source: Canada Employment and Immigration Advisory Council.

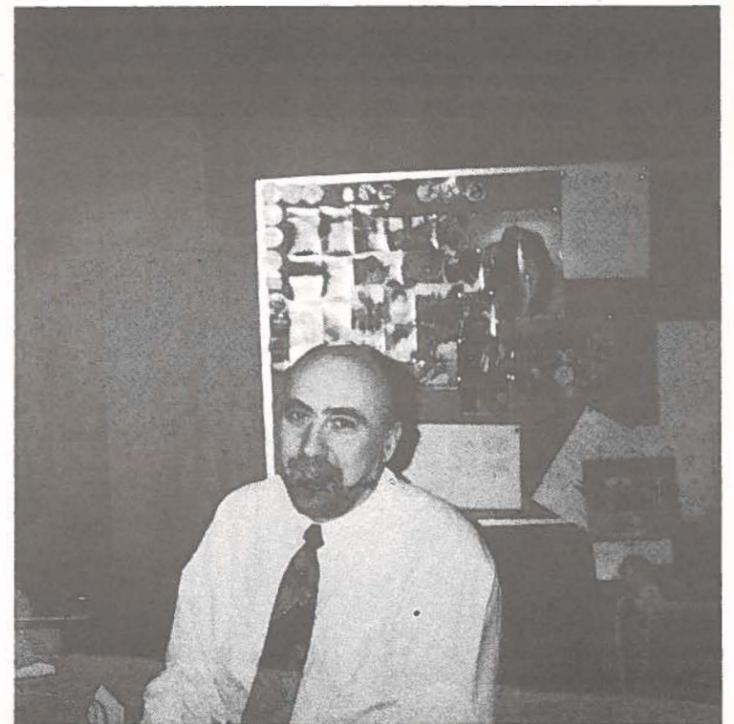
Reprinted from *Transition, March 1992.*

RICHARD MEADES WINS TWICE

Reader's Digest *Leadership in Education Awards* have chosen Meades, Principal of Westmount High School in Montreal, as one of seven elementary and secondary school educators honoured from across Canada. The Reader's Digest program recognizes those who are making extraordinary contributions to their respective schools.

Meades was honoured for his initiative in establishing the innovative *Challenge Program*. This is a student centered approach to education that focuses on individual learning styles. The program also includes study and student-assistance projects, supported in part by the local community. In all, 286 nominations were received by Reader's Digest, 80 from Quebec.

The Award (given since 1989) carries a cash incentive of \$5,000 for the winner, plus the same amount to the school. In April 1993 Meades was also honoured with the Gordon Paterson Award given by Quebec Federation of Home & School Associations to an outstanding educator who encourages parental involvement in education. (See write-up on page 1.)



Richard Meades in his office at Westmount High School.



FOCUS on MEMBERSHIP



1992/93 MEMBERSHIP AWARDS

(based on number of families)

ON ISLAND BOARDS – Elementary Schools	%	Membership Chairman
Beacon Hill	97.6%	Bev Plourde
Elizabeth Ballantyne	81.5%	Catherine Maxham
Christmas Park	81.0%	Pamela Doherty
Ecole Primaire Beaconsfield	74.5%	Alexandra Ostapovitch
<i>Honourable Mention</i>		
Courtland Park	65.8%	Karen Carter
Valois Park	60.9%	Civita Di Filippo-Zhang
ON ISLAND BOARDS – Secondary Schools		
Hudson High	27.4%	Heidy Berthoud
<i>Honourable Mention</i>		
Macdonald High	23.7%	Arlene Whiting
Royal West Academy	22.5%	Kathryn Arrell
OFF ISLAND BOARDS		
Baie Comeau Elementary/High	63.7%	Barbara Rioux
<i>Honourable Mention</i>		
Hopetown – Shigawake – Pt. Daniel Elementary	37.5%	Barbara Hottot
Andrew S. Johnson Memorial Elementary/High	25.8%	Gerald Bennett
New Carlisle Elementary/High	25.3%	Janice Sylvestre
SPECIAL TEACHER DRAW		
Nancy Clavel, Northview		Joanne Conway Crystel Fernholz

1992/93 NEWSLETTER AWARDS



Julia Curry, Evergreen



Ann Bishundayal, E. Ballantyne



Vivien Dagher, Lindsay Place



Nancy Walsh, Cedar Park



Liz Little, Beacon Hill,
for Maggie Tietjen



Membership Award Winners

From left to right: Howard Solomon, V.P., QFHSA, who helped make the presentations to the winners; Bertha Hayes, Hopetown/Shigawake/Port Daniel; Liz Little, Beacon Hill; Catherine Maxham, Elizabeth Ballantyne; Wendy Buchanan, Co-President, QFHSA, who assisted Howard; Pam Doherty, Christmas Park; Diane Liben, Ecole Primaire Beaconsfield; Jocelyn Pickler, Courtland Park; Civita Di Filippo-Zhang, Valois Park; Julia Curry of Evergreen accepted for Hudson High; Joan Manning, New Carlisle.

Schools missing from the photo were: Hudson High (Heidy Berthoud, Macdonald High (Arlene Whiting), Royal West Academy (Kathryn Arrell), Baie Comeau (Barbara Rioux), Andrew S. Johnson Memorial (Gerald Bennett).

Special Teacher Draw

Nancy Clavel, a teacher from Northview School, was the winner of our special draw for teachers who are Home & School members. Wendy Buchanan, Co-President of QFHSA, presented the book to Nancy.



THANK YOU TO READER'S DIGEST

We are indebted to Reader's Digest who have very kindly, for years, given us some of the books which we, in turn, give to the Membership Chairmen and Newsletter Editors as prizes. The books they donate make wonderful additions to a school's library and the recipients are always thrilled with their "prize"

25 TIPS to help your child get a jump on fall

Educators complain that children lose ground when they're away from school all summer. Parents can counteract this by helping children develop skills through the summer — and all year round. In this article two educators suggest 25 actions that parents can take to help their children establish a positive self-image and a positive attitude toward learning. Try some of these ideas at home. You may find they improve the quality of your family life as well as support your child's development.

1. TELEVISION. When your child is born turn off the television and don't turn it on again until 15 years later. That's a good idea but it won't work. So, what can you do? You can closely monitor the programs your child watches, especially during the early years. Television does have an effect upon children and you must decide what you want that effect to be. If you have cable, block out channels that feature aggressive and offensive cartoons or shows. Focus on the public broadcasting stations or the educational channels. Remember, television is not interactive and should never be used as an electronic babysitter.

2. VIDEO GAMES. Avoid buying your child the Nintendo he or she has been nagging you about. Instead, take the \$200 and place it in either a college fund or a U.S. government savings bond. At 7 percent interest over a 15-year period it will have grown to more than \$550. Think about what the Nintendo game will be worth in 15 years. Even more important, TV video games can become psychologically addictive for some children. Your kids will love you just as much if they don't have this one so-called necessity of life.

3. FAMILY NIGHT. Set aside one night per week as family night and don't let anything interfere with it. Spend quality time with your children. When they are young read to them. If you respect and model reading, your children will follow your example. Play interactive games such as checkers, chess or Trivial Pursuit. Include your children in activities such as cooking, setting the table or constructing a puzzle. Above all, make them feel they are valued members of the family unit. Involve the entire family in planning family night and make it a time everyone looks forward to.

4. WRITING. Write, write, write. With the young child, don't get caught up with correcting punctuation, spelling or sentence structure. The idea is to foster an appreciation of and pride in the writing process. Brothers, sisters, grandparents and pen pals are a few of the individuals who would be tickled to receive a letter. During family night, or once a week, sit down and invent a story to write about. As your children get older their writing will improve. Generally speaking, the more students practice writing the more skilled they become.

5. COMPUTERS. As soon as your children are old enough, teach them, or have someone else teach them, how to type. After learning typing skills it is a short step to gaining computer keyboarding skills. Whenever your budget will allow, purchase a computer. It doesn't have to be a state-of-the-art machine but should be similar to the computers used in school. As long as the computer is able to run a word processing program, your child will benefit academically. Learning these skills will make writing easier and more fun, foster creativity and allow experimentation with words.

6. READING. For a relatively small amount of money you can have quality reading material delivered to your home. One example is the *National Geographic* magazine which costs \$21 per year. The magazine is not only good reading but also has excellent photographs that stir the imagination. You can improve the quality of your family environment for a very modest cost. Let the kids choose a subscription to an appropriate magazine such as *Chickadee*, *Owl*, *World*, *Under the Same Sun*. Often publishers will provide a considerable discount for students.

7. COMMUNICATING. Teach your son or

daughter how to read the daily newspaper. Explain the various sections of the newspaper and what they are intended to accomplish. Use the news of the day as a tool to stimulate conversation between you and your children. Talk about your favorite feature in the comic section or major world and local events. A well-written comic feature such as "Peanuts" can easily be used to spark a discussion about feelings and behaviors. Above all, demonstrate respect for your children by listening to them. Elicit and accept your child's feelings and opinions. More often than not they will be a reflection of your own.

8. VOCABULARY. Help children establish and expand their vocabulary. Most families have access to a dictionary either in a school, in a library or in their home. With magnets place a "word of the day" on the refrigerator and challenge your child to define and use the word in a sentence. Incorporate the word into your vocabulary and reward your children when they use it properly.

9. MUSIC. Your children will be inundated with music that you may consider either offensive or in poor taste. Make sure you listen to your children's music, especially the lyrics, and discuss the message it is intended to deliver. Music is a powerful educational tool. Its power has long been recognized by the advertising and movie industries. At home, listen to music that delivers a positive message. Don't be afraid to expose young children to classical, semiclassical and quality contemporary music. It is difficult for children to compare and contrast different types of music without exposure.

10. STUDY HABITS. During the week have "quiet" time and emphasize reading and homework. Establish positive study habits and behavior patterns when the children are young. These habits will follow them throughout life.

11. ENCOURAGEMENT. Be positive and gentle with your child. Every person, regardless of ability, has something special to offer society. Your child can do something better than most children. Your job is to help your children discover their personal gifts. Encourage your children to be the best they can be.

12. LIMITING ENABLING. Be aware of "enabling" behavior patterns that make excuses for a child's conduct. When your children were very young, your role was to protect them from unpleasant or dangerous situations because they could not protect themselves. However, by the time they are ready for school they begin to make decisions and to solve many of their own problems. If parents continue the protection process unabated, they may be enabling their children to form patterns of behavior that will hinder them as they move into adulthood.

Avoid making excuses for your children that allow them to exhibit negative behavior. Young children are very perceptive and quickly pick up the academic or behavioral expectations established by their parents. Children grow when they experience the good and bad consequences of their decisions. Encourage responsibility and self-confidence by making children responsible for their actions. Enabling behavior by parents only encourages the child to become more dependent and to continue or expand unwanted behavior.

13. DECISION MAKING. When it will not damage them physically or psychologically, empower children to make age-appropriate decisions. Be supportive but allow them to

investigate the world and make mistakes. They will soon understand that with every decision comes responsibility and consequences. Let decision making be a learning experience. Help children understand that a mistake is nothing more than an opportunity to learn.

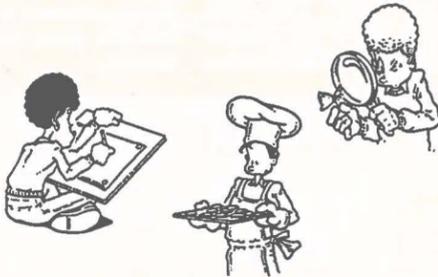
14. BEHAVIOR. When you need to correct your child, focus on the behavior or action and not on the child. Tell children that they are good but what they did was unacceptable. Your actions, words and support will help build a healthy individual who possesses self-discipline, self-confidence and self-esteem.

15. SETTING LIMITS. Say no to your child and mean it. Be a parent first and a friend second. Being a parent means setting age-appropriate limits. Establish limits and enforce them in a fair and consistent manner. When you are a responsible parent you will automatically become a trusted friend. Every organization and society has limits, and your child must develop internal mechanisms that respect those limits.

16. MODELING. Set the example. Treat your child and others as you want your child to treat you. Children model the behavior they see around them, especially their parents' behavior. Children reflect our own behavior and values.

17. SCHOOLS. Be involved with your child's school. Schools need your help. Volunteer. It will give you a better understanding of the education system. Schools have changed since you last attended. Your volunteering not only will help the school, it will also demonstrate that you care about your children's education. If education is important to you, it certainly will be important to your child.

18. TEACHERS. Talk directly with the teacher when there is a problem in the classroom. Many parents call the principal to solve the problem. The excuse is, "I don't want the teacher to take it out on my daughter or son." Although this is possible,



it is highly improbable. Remember, the information you get from the principal is at least one time removed from the event and is subject to his or her interpretation. Call the principal only after you have talked to the teacher.

19. TOYS. Buy toys that are non-gender-specific — ones that have many uses. This type of toy stimulates creativity and stirs the imagination. Legos, Tinker Toys, building blocks and Lincoln Logs are but a few of the toys in this category. With such toys, children can use their imaginations to create whatever they want. If you cannot walk through the house because of the vast number of toys, you have overindulged your child. Half the fun of receiving a toy is the anticipation. Allow children to experience wanting and teach them to work toward the goal of acquiring a toy. Character is not developed through the immediate gratification of every desire.

20. INTELLECTUAL GROWTH. Provide a stimulating environment. Most families

live within a short drive of a library, museum, zoo or theater. If not, a walk in the woods in which you point out the different plants and animals can be a stimulating experience. Create interest by taking your children to visit open houses sponsored by local industries, businesses and colleges. Get them thinking early about the many possible careers available. Help your children establish goals that facilitate growth, expand the intellect and challenge them to reach beyond their present level of expectation.

21. INTEREST CENTERS. Develop an interest center in your home. It could be a corner that includes plants, aquariums, an herbarium, colored paper, clay, finger paints or other items that your child would find interesting and stimulating. Every week surprise your child by changing some of the items in the interest center. Encourage children to explore the world around them.

22. EQUALITY. Make sure you don't classify activities, sports, academics or household duties as "boy's stuff" and "girl's stuff". Children will learn sexual stereotyping at a very early age. Don't limit their options by setting mental barriers. Stress to your children that they can do whatever they set their minds to do. Above all, do not use ethnic, racial or religious slurs. This is tantamount to providing your child with permission to continue the practice.

23. ACTIVITIES. Encourage your child to participate in school activities. Children who are involved in clubs, sports or other extracurricular activities are generally happier and more successful in school. Make it a point to visit your school and obtain a list of available activities. Whatever your child's interests, encourage him or her to participate in academic competitions, athletics, music programs, science or computer clubs, scouting or other school organizations. Every child has something he or she can do well and every child should be an active participant in the school. Make sure your child has the opportunity to work as part of a team and to experience success.

24. GROOMING. Set the example at home and stress grooming and personal hygiene. Children who practice good grooming and personal hygiene will feel better about themselves and have a more positive attitude toward school. To look neat and presentable doesn't mean you must buy clothing at the most expensive store in town. Good, stylish clothing can be purchased at reasonable prices. The wide variety of styles, colors and patterns of clothing will allow your child to express his or her individuality. Help your child select attire that is appropriate, safe and in good taste for the educational setting.

25. NAGGING. Don't nag. Nagging is an invitation to rebellion. It often fosters negative feelings and seldom accomplishes what is intended to correct. Talk to your child as you would want someone to talk to you. Take a little time and explain why it is important for the child to do as you requested. Remember, the best use of your parental power is not to use it. As a parent you are the most influential person in your child's life. This can be either a positive or negative experience depending on the course you choose. Above all else, enjoy your children for who they are and not for who you want them to be.

James T. Scarnati, PhD, is principal of Chau-tauqua Junior-Senior High School in Chau-tauqua, New York. Catherine Scarnati is an elementary education major at St. Bonaventure University in St. Bonaventure, New York. Reprinted from: PTA Today, May 1993.

Comprehensive Sexuality Education

by John De Nora

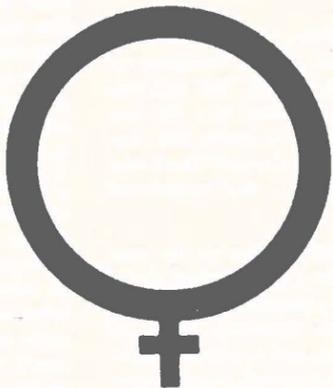
I have just read the *Guidelines For Comprehensive Sexuality Education, Kindergarten - 12th Grade*. This fifty page booklet was written by an American National Guidelines Task Force composed of health educators and sexuality professionals. Debra Haffner, Executive Director of the Sex Information Council of the United States (SIECUS), was the project director.

It was first published in 1991 and had a second printing in March 1992. If I had to rate this guide on a scale of 1 to 10 I would give it an 11. It is invaluable to anyone developing comprehensive sexuality education curriculum. This includes anyone who might be on Home & School Associations, School Committees, parents, teachers, administrators and School Board members.

The Task Force was very conscious of and sensitive to the fact that the United States is a pluralistic society, so their recommendations apply to Canada as well.

These guidelines are based on specific values related to human sexuality. The Task Force has developed these guidelines to be consistent with values that reflect the beliefs of most communities in a pluralistic society. Each community will need to review these values to be sure that the program is consistent with community norms and diversity.

What does SIECUS mean when it writes about comprehensive sexuality education? Its 1990 position statement tells us:



Comprehensive sexuality education addresses the biological, sociocultural, psychological, and spiritual dimensions of sexuality from (1) the cognitive domain (facts, data and information); (2) the affective domain (feelings, values, and attitudes); and (3) the behavioral domain (the skills to communicate effectively and to make responsible decisions).

This definition of sexuality education is one that is worth striving for in our schools.

Let us now go to the SIECUS guidelines. They contain six key concepts:

1. Human Development
2. Relationships
3. Personal Skills
4. Sexual Behavior
5. Sexual Health
6. Society and Culture

Each key concept has several topics. For example, Human Development, has five:

1. Reproductive Anatomy and Physiology
2. Reproduction
3. Puberty
4. Body Image

5. Sexual Identity and Orientation.

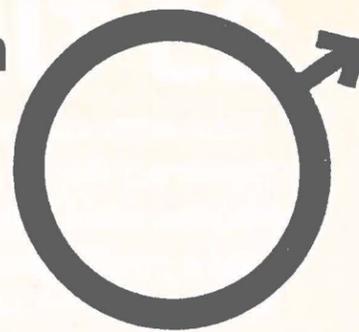
When we go to number one, Reproductive Anatomy and Physiology, we come to the subconcept, "The human body has the capability to reproduce as well as to give and receive sexual pleasure." Under this concept there are Developmental Messages and they cover four age levels:

1. Level 1: ages five through eight
2. Level 2: ages nine through twelve
3. Level 3: ages twelve through fifteen
4. Level 4: ages fifteen through eighteen

As you can see (I hope) from the brief descriptions given, this guide creates a structure which allows for discussions and the development of curriculum.

Thomas A. Shannon, Executive Director of the American National School Boards Association, puts it well when he writes:

These guidelines are not a national curriculum. Rather they are a conceptual framework that can assist local school decision



makers in planning new curriculum and assessing existing programs. Perhaps the most important use of the guidelines, however, will be as a catalyst for community discussion and determination of how sexuality education could be addressed in local schools.

This initial work has been done by the National Task Force. Now it is up to local communities, with the leadership of their school boards to take the next steps.

The intent of this article is to impart an initial positive flavor of the guidelines. Should anyone be grappling with curricular development, this is the booklet for you. Cost \$5.75 U.S. Write SIECUS, Publication Dept., 130 West 42nd Street, Ste 2500, New York, NY 10036.

Social Affairs/Support Services Committee

by Pat Lewis

CANADIAN LIVING FOUNDATION FOR FAMILIES: The monthly magazine CANADIAN LIVING established an organization across Canada to care for the needs of children in particular. There has been a very good response from all kinds of local organizations, especially those who are addressing the problems of poor and hungry children. A number of companies have also contributed. More on this in the future. If your community or school wishes to help, see address in Resources.

UPDATE ON SMOKING: "If I came to you with a new product I wanted to introduce and you knew it would cause 40,000 deaths in Canada each year, you wouldn't allow it," Health Minister Bouchard said recently. He added, "And if we stop 10,000 kids from starting to smoke before the age of 20, they'll never smoke in their lives." The high taxes on cigarettes which help to discourage young people from smoking are actually saving Canada money that would be required in the future to take care of the medical needs of smokers. Therefore, the Revenue Minister says that tobacco taxes won't be cut. A recent study by Robert

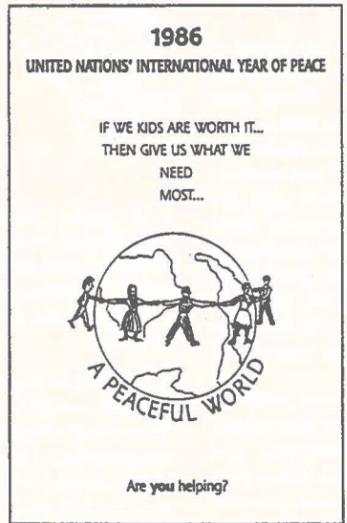
The City of Pierrefonds has recently banned smoking in all municipal buildings. A recent study has linked smoking to an increased risk of leukemia, especially in adults. A federal bill has been introduced to raise the minimum age for buying tobacco products to 18 from 16. Anti-smoking groups want more done, however. A West Island man recently targeted the McDonald restaurants, asking that they become smoke-free, especially since these "cateries" cater to so many children. These anti-tobacco successes in Canada have encouraged officials in the U.S. to act, as well. Ontario proposals would outlaw "kiddie packs", raise smoking age to 19, ban cigarette sales in drug stores and outlaw smoking in most public places. In Montreal one-third of all restaurants still do not have non-smoking seats. The First National conference on Tobacco or Health has been set for October 20-22, 1993, in Ottawa.

AIDS: Tennis great Arthur Ashe died recently of AIDS-related illness, age 49. He spoke to many young people before he died and warned them about the disease and the need to practice safe sex. More than 1/3 of the world's population could be infected with HIV by early in the next century. The concept of "risk" groups has led to a false sense of security among heterosexuals. The AIDS epidemic is definitely *not* going away. In fact, mutations in the AIDS virus may soon allow it to make a devastating new sweep through the heterosexual population. One breakthrough in research has been made recently at Harvard University. A new vaccine against the simian form of AIDS has been used successfully. However, it will be years before a vaccine can be developed for humans.

YOUNG OFFENDERS: Statistics Canada reported last October that the number of youths charged with violent crimes doubled between 1986 and 1991. The government changed the Young Offenders Act in 1992 to allay public concern that teenage criminals were treated too leniently. Justice Minister Pierre Blais says that it may be time to

start naming young offenders who commit violent crimes. "Now it is time to look at not only the rights of individuals, but society itself," he continued. New measures make it easier to transfer youths to adults courts. There is still a debate going on about his question.

MURDEROUS GAME: A board game for children invented in the U.S. called Serial Killer is about to be banned in Canada. The game comes packaged in a body bag and challenges players to "murder" people. After an Ontario woman and her granddaughter brought a 14,222-name petition protesting the game to Parliament Hill, the Justice Department announced that it is investigating how to prevent the game from being sold in Canada. The Commons was told by the deputy house leader that the government is taking action to ban the game before it hits the market.



YOUTH NEWS NETWORK: This controversial video network is aiming to establish itself in Canadian high schools, supplying them with free video and communications equipment in exchange for their five-year pledge to broadcast a daily news program containing commercials. Thus far, the reception of the YNN has been mostly negative in our area. As of February 25th there is an alternative for

teenagers with the YTV News, hosted by Janis Mackey and Marrett Green, which will be aired for 30 minutes twice a week. The YNN representatives received a cool reaction from the PSBGM and other West Island teachers and residents. One Westmount resident even said that the YNN is a license to print money - for YNN and its advertisers. The CBC is also offering a commercial-free news service for young people.

CHILDREN AND TV: A new study shows that TV viewing is a strong predictor of high cholesterol in kids, especially for those who watch TV for two or more hours a day. The Canadian Coalition of Quality, Daily Physical Education was created to respond to the low fitness levels in Canadian children. A poll showed that 71 percent of Canadians want physical education offered on a daily basis, instead of the 1.5 hours now offered in most schools.

Communications Minister Beatty said recently that any more murder and cruelty on TV will turn Canadians violent, and he warned broadcasters to get out of the brutality business. He asked for voluntary curbs on violence or the CRTC will mandate TV that's less harmful to children. Keith Spicer, chairman of the CRTC, said that all sources of programming on Canadian TV should be rated.

That includes cable, satellite, shows purchased from U.S. networks and even rental videos. Twenty years of research leave no doubt that children who are exposed to violent images are more likely to grow into violent adults. At a recent conference in Toronto experts on TV violence spoke of the following guidelines to help parents: 1. Limit the number of hours children can watch; 2. When they are watching, encourage only programs that are relevant for their age; 3. Ban irresponsible programs or videos with too much gratuitous violence; 4. When possible, watch TV with children; 5. Discuss shows with children, stressing positive images and pointing out the negative; 6. Avoid allowing children to become captivated by habit-forming soap operas or serialized shows; 7. Demystify its appeal by pointing out the fantasy. Teach children to look at TV critically; 8. If your child brings home videos with adult content against your wishes, call your video store and have them register the titles you forbid; 9. Lobby government to enforce fines for people who rent videos with adult content to children; 10. Lobby government to apply a sin tax to violence; 11. Boycott products advertised during violent programs; 12. Complain to networks when they broadcast a show that is offensive and turn it off. More on this subject to come.

POSSIBLE REFERENCES FOR PARENTS AND TEACHERS

To contact the CANADIAN LIVING FOUNDATION FOR FAMILIES, write: Martha O'Connor, Executive Dir., Canadian Living Foundation for Families, 50 Holy St., Toronto, ON M4S 3B3.

PARENTS magazine for February, 1993, has some recommendations for the best in Kids' Entertainment, with a listing of books, videos and music.

1. Refer to PARENTS magazine, May, 1993, pp. 147-48; Article: HOW TO CURE SIBLING FIGHTS, Do's and Don'ts for Breaking Up Fights appear on p. 148.
2. TODAY'S PARENT, Feb./March, 1993: p. 9; Books: THE BIG STORM, by Rhea Tregobov, Kids Can Press, 192, \$11.95 (hardcover); PARENTING BY HEART, How to Connect with Your Kids in the Face of Too Much Advice, Too Many Pressures, and Never Enough Time, by Ron Taffel, Addison-Wesley, 1991, \$24.95 (hardcover).
3. If you have questions about your environment or ecology, you may phone: 1-800-268-2000 for free answers to your questions.



Allen of the University of B.C. claims that the impact of "the cessation of tobacco production in Canada would be a minor affair." According to Allen the tobacco industry will shift production to the U.S., whatever health or tax policies are pursued by Canada.

Caucusing at the AGM



A caucusing group in action!

Parenting Across Differences

The 1993 Awards Banquet was enhanced by the keynote speakers — Olivia Rovinescu and Clifton Ruggles — discussing "Parenting Across Differences". The Ruggles are working at their interracial marriage and face the additional challenges of raising mixed race children in a racist world.

Olivia Rovinescu is the Director of the Lacolle Centre for Innovative Learning of Concordia University and Clifton Ruggles is both a PSBGM teacher and a journalist. They have co-authored two books, "Words on Work" and "Expressions of Montreal Youth."

Mr. Ruggles began by relating some of his personal experiences with racial prejudice and his feelings of pain and vulnerability caused both by the incidents, and by the failure of his parents to warn him of the possibility of these incidents. His parents also would not discuss racism with him and merely told him to "forget about it." He remembers being angry both at those who denigrated him because of his skin colour and at his parents for failing to prepare him. He believes that families should talk about shared values and perceptions in order to strengthen their children's self

esteem so that they can withstand the inevitable assaults of ignorant and prejudiced individuals.

Ms. Rovinescu then spoke about sensitivity and communication. She stressed the importance of teaching kids about their identity and fighting racism before it comes up. In the case of her daughter, racism began in kindergarten but it was less hurtful because the child was not surprised by the experience.

This particular child is now very sensitive to racism, and prepared to fight against it. She objects to her playmates being labelled (even a "fat" label is unacceptable) and takes pride in all of her various cultural heritages. Even at her still young age, she has sophisticated critical thinking skills and evaluates the racially questionable content of her experience in a manner beyond her years.

Mr. Ruggles explained that some of their friends do not approve of this parenting method because it can be seen as imposing a point of view onto the children. The Ruggles believe, however, that racism cannot be avoided and it is better to prepare children to cope with it than it is to leave them vulnerable to race, provide alter-

native positive images of racial minorities in our society. The Ruggles are also trying to organize a support group of mixed race families to expand their understanding of the nature of racism.

The Ruggles suggest that appreciation and understanding of minorities can be improved by regular exposure to multicultural literature, exhibitions, cultural events, and especially people. Parents should help their children (and themselves) to feel comfortable enough in their own identities to accept the differences of others. Children learn racist attitudes from their families and friends and from the various media to which they are exposed. The only effective method to combat these ideas is to demonstrate and explain how to deal with racism. We must teach our children that the value of real democracy is diluted if it is not available to all.

Clifton Ruggles closed their presentation with a quote from Malcom X — "The education of our children is a passport to the future, for tomorrow belongs to the people who prepare for it today."

Howard Solomon



Olivia Rovinescu and Clifton Ruggles discuss parenting strategies.

The new caucusing session was a terrific idea! Gathered together in small groups, we could raise concerns, discuss differences, and suggest improvements without embarrassment. We could hear, in detail, the reasons behind the decision to put forward a resolution. And these concerns came straight from the hearts of the presenters. It brought us in touch with how universal our concerns as parents are and ways in which we wish to help. We tried to reword some of the statements in the resolutions so that they would better express those concerns. A spirit of cooperation and a sense of teamwork was quickly established. We got to know each other better. Although we were pressed for time, we were able to complete the task. The only difficulty was getting the corrections written down within the allotted time. Perhaps a short recess at the end of the session would have given us a chance to get the papers to the right person with a little less haste. It would also have given us a chance to stretch after such an intense session.

You could feel the change in the atmosphere when the large assembly reconvened. We were more personally involved with the reso-

lutions. Though some of the changes in the resolutions were a little difficult to grasp as they went by on the "blackboard", the general thrust had not changed and we were essentially working on details. The notable exception to this rule was the resolution which was rescinded. I feel very strongly that such a major objection should have arisen when the resolutions were circulated to the locals — concerns should have been put onto paper at that time. This is the reason, after all, why resolutions are circulated ahead of time. Evidently something drastic happened in this caucusing session where this resolution was discussed that we all needed to hear about in detail. A clearer summary of the concerns and reasons should have been presented. We were definitely caught by surprise. People putting the resolution forward should have been given a chance to speak as well.

The only other problem was the length of time involved. Though I can appreciate that it is difficult to get through the whole agenda in one morning, a short recess would have given us a few much needed moments to refresh ourselves.

Anna Marrett

MEADES, continued from p. 1

will enjoy listening to the school band under the direction of Penny Lewis. Third, those who love drama will enjoy the continuing battle of the pancake batter starring Mr. Meades and his arch enemy, Iona McAulay, head of the English department. Years ago, these two used to battle it out right there in the kitchen. Mrs. McAulay would be making blueberry buckwheat and banana sourdough creations, while Mr. Meades preferred a secret beer recipe. All the intrigue was well documented by the Westmount Examiner.

This year Mr. Meades was ill and rumour had it that he might not be able to attend. Having been banished from the kitchen itself for the past two years, this was Mrs. McAulay's big chance. Though the breakfast itself only started at 10:30, I arrived at the school at 8:00 just to catch all of the action. Mrs. McAulay and the prefects were really busy in the kitchen. Then I saw Mr. Meades. He could barely whisper, but wasn't he telling everyone, including the press, that he suspected Mrs. McAulay of germ warfare? And just guess whose pancake batter was being ladled out onto the griddle? Right. A huge container of Mr. Meades' beer batter was prominently displayed on the counter. This spirit of mischief and the relaxed atmosphere that goes

with it is one in which people flourish.

I could go on and on, but have been advised not to. I will just say briefly that, as parents we have been welcomed into the school as much as our children. We can get involved with the staff, we are invited to attend their professional day workshops, and share our concerns with them. We can get involved with the students through shared projects, tutoring, or attending school events. We can get involved with the administration through helping to work on school policies, projects, and office work.

When news of this award reached the school the staff included a party for Mr. Meades in their staff meeting. There were two beautiful cakes from which to choose: one of them was a chocolate and chocolate creation and the other a calorie laden cheesecake. If you closed your eyes you would not be able to guess just who was in attendance because one staff member kept shouting "Only one piece each!" They also wanted to be here tonight to express how they felt about this award and chose to do so by sending along this message. It's a lovely message and my first reaction to it when I read it was, quite frankly, that I hope I am able to read it without crying.

Anna Marrett for
Westmount High Home and School

Tribute to Richard Meades

We still remember, not that we are likely to forget, Westmount High School's standing and predicated future when you took over. It has been rough sailing for a while, but there never had been any doubt about eventually making port. We did and, in the process, the school has grown from 270 students to 600+, from a most miserable reputation to one of which we are justly proud, and it was all due to your untiring efforts, devotion, and dedication.

You have made us proud of Westmount, as you have made our students, and their parents, and for this we, the teaching and support staff, the students of this school and their parents are deeply grateful to you. We salute you for your vision and leadership, and we wish you many more happy and successful years in the service of education, in the interests of children and their future, at Westmount and anywhere else life and fate may take you.

Richard Meades, a very sincere and heartfelt thank you!
Ben Kaufman for the Teaching and Support Staff

Highlights of our 1993 Annual Gen



UNsung HEROS! (from left to right) Brenda Dewar and Anne Swettenham, QFHSA V.P.s who helped make the presentations; Wendy Fitzgerald (Dorset); Louise Larivée (Ec. Prim. Harwood); Joan Foster (Elizabeth Ballantyne); Jessie Smith (Westmount High); Betty Lou Manker (Windermere); and Barbara Milne-Smith, QFHSA Co-President, who congratulated the winners.



GOLDEN TORCH (from left to right) Vivien Dagher (Lindsay Place High); Anne Swettenham (Ec. Prim. Harwood); Linda Stern (Westmount High); Laurine Shore (Valois Park); Ann Bishundayal (Elizabeth Ballantyne); and Rickhey Langlois, QFHSA Recording Secretary and Jon Percy, QFHSA Co-President, who made the presentations.

NEW VOLUNTEER AWARDS

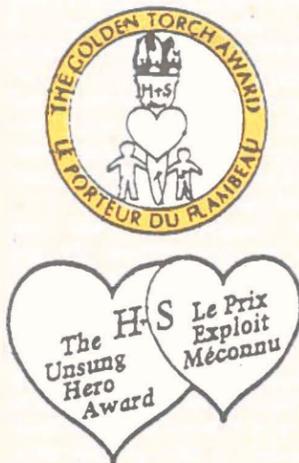
Quebec Federation of Home and School Associations has introduced two new annual awards in order to recognize the outstanding contributions of members of individual school communities. The winners were honoured at our Annual General Meeting on April 24th with the presentation of Certificates of Merit. The individual schools will also present their winners with an award pin. The "Unsung Hero Award" recognizes school volunteers, and the "Golden Torch Award" acknowledges past or present Home and School Association executive and/or committee members. Following are the 1992-1993 winners of these awards:

UNsung HERO AWARD WINNERS

Asbestos-Danville-Shipton	Marlene Brown
Aylmer	Teresa Stanley
Cedar Park	Donna Hedmann
Dorset	Wendy Fitzgerald
	Kitty Idsinga
Ecole Primaire Harwood	Louise Larivée
Elizabeth Ballantyne	Joan Foster
Lennoxville	Pam Bertram
Lindsay Place High	Ann Corbett
	Marlene Demers
Pierre de Coubertin	Charlene Mucciardi
Sunnydale Park	Barbara Kling
Tara-Hall	Lucia Rosato
Valois Park	Claire Dewar
Westmount High	Jessie Smith
Wilder Penfield	June Cigos
Windermere	Betty Lou Manker

GOLDEN TORCH AWARD WINNERS

Aylmer	Nancy Peppy
Ecole Primaire Harwood	Anne Swettenham
Elizabeth Ballantyne	Ann Bishundayal
Lindsay Place High	Vivien Dagher
	Martin Wale
Sunnydale Park	Marilyn MacKinnon
Valois Park	Laurine Shore
Westmount High	Linda Stern



Ann Olney Belden, Co-ordinator, Co-operative Education Programs, Eastern Townships School Board.

Focus on the Future: Keeping Teens Stimulated About Learning

Dennins Wall, an industrialist from Sherbrooke, spoke on opportunities for teens in the industrial world. A sixteen year-old cannot leave school and go into a unionized job and earn a middle-class income like our forefathers did. The big challenge today is to find out what we've got to do for the teenagers. What kind of people does an industrialist need in his firm?

- think critically and act logically to evaluate situations
- solve problems and make decisions
- have the ability to identify and suggest creative ideas to get the job done.

- Employability skills:
- honesty, integrity and personal ethics
 - positive attitude toward learning, growth and personal health
 - initiative, energy and persistence to get the job done
 - ability to set goals and priorities

Ann Belden, a teacher from Sherbrooke then spoke and explained what her Eastern Township school is doing for teens. Several years ago it was noticed that students were anxious to be in the work force. The following programs were designed to meet this need.

- Co-operative Education
- Job Shadowing
- On-the-job Training
- Work and Employability Skills
- Business-Industry School an Educational Partnership
- Tech-Voc Education

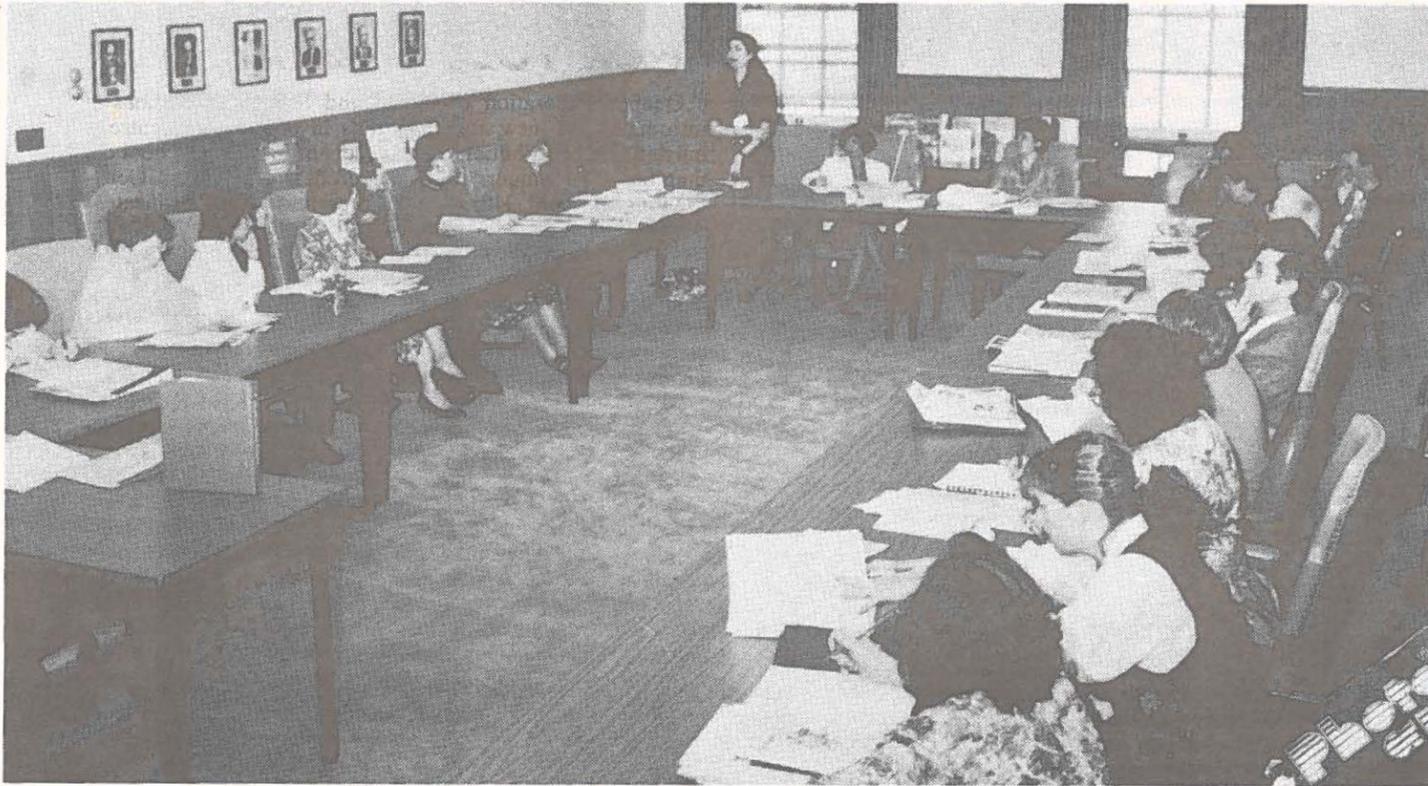
Ann Belden also teaches a four-credit course called "Success in the Workplace."

The workshop seemed to evolve around students who don't finish school. Ann Belden is a very devoted and interested teacher who works with these students.

*Pam Doherty
Christmas Park School*



General Meeting, plus the Workshops



cial languages, such as "Explorations et Découvertes", and "LinkScience — a Hands-on Approach to the Environment" which disseminate similar ideas. The scientists work through the Lacolle Centre for Educational Innovation at Concordia University.

The Gazette as teaching tool

Education, students, and The Gazette all seem to belong together. Lorena Morante is the Educational Services representative for The Gazette, and she teaches English as a second language to adults. Her goal is to target teachers and schools to show them how The Gazette can be a cost effective teaching tool. The focus has been broadened to encompass the community and their families.

There are lots of things that parents can do with the newspaper to encourage and promote reading and writing. Also, throughout the summer, the newspaper offers reading challenges with prizes to excite students. I feel that this program is very user-friendly because most children observe their parents reading the newspaper daily, and want to imitate this behaviour.

Dianne Tynes-Siholé
Seignory School

Hooked on Learning: All Year Round

Summer vacation! Aah!!
Remember that old rhyme?
No more pencils!
No more books!
No more teacher's dirty looks!

(To all my good teacher friends; please excuse me! Of course I could not possibly mean you!)

That about summed it up for my generation when it came to school breaks and vacations. But when we went back in September, what a shock! We had been out of the learning mode for so long, it was very difficult to collect ourselves and concentrate. No wonder we got "dirty looks" from the teachers.

We can keep our children sharp, bright, and ready for learning continuously. This workshop informed us of the enormous potential we have to accentuate our children's education during school breaks. Philippe Gendron is the provincial coordinator of READ Canada, a national program of Frontier College. The college is a non-profit organization that has been teaching adults to read and write since 1899, by going to where the people are.

READ Canada's goal is to ensure that all Canadian children have books and stories in their lives, everyday they are outside of school. This aim is achieved by creating reading groups wherever children gather. Parks, community gatherings, Scouts Canada, anytime there is an activity, READ Canada can come with their Reading Tent.

Reading circles

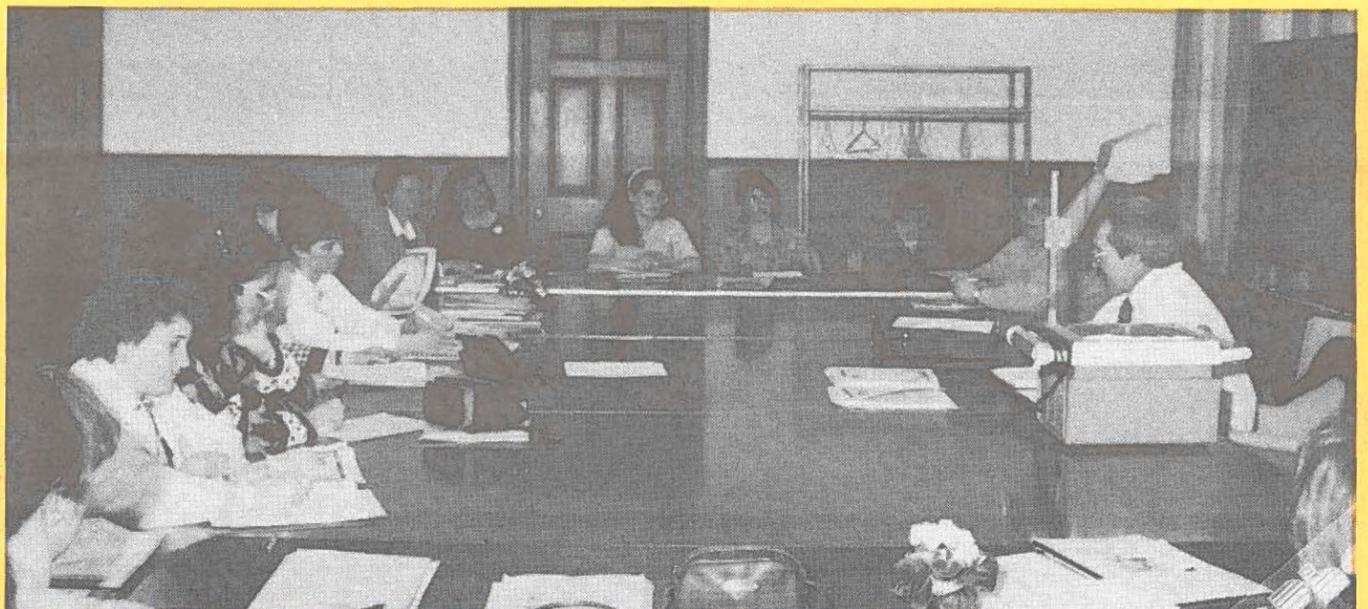
We are encouraged to establish reading circles in our neighbourhoods with our children, once a week for an hour, in either English or French. As long as we have regular groups, READ Canada will supply the books. The books are just waiting for children to belong to!

Nomad Scientists, as represented by Heather McDowell, is a non-profit organization that promotes awareness in science. The group consists of scientist-educators

whose main objective is to give science workshops to children and educators across the country. I

have personally found the workshops to be very stimulating with my children. As a consequence,

science has become part of our week-end plans. Also, there are published materials, in both offi-



Leo Lafrance explains how the educational project of École Primaire Harwood works.

COMMUNICATION: One school's education project

The aim of this workshop was to demonstrate to the participants the process that was used at Ecole Primaire Harwood for developing and implementing a successful educational project. The workshop was led by Leo Lafrance, Principal of E.P.H. of the Lakeshore School Board. His ideas can easily be adapted to your school.

Leo arrived at Harwood with no pre-set ideas of how he was going to tackle the job of being Principal of an elementary school, this being his first administrative assignment. He was told that the school should have a written educational project. Not knowing what that was, he proceeded to write and call a large number of schools, asking them to send him copies of their educational project. What he received back surprised him. Most schools did not have an educational project and, those that did, mostly sent a copy of their curriculum!

Leo set a plan in motion. He wanted his staff, his parent body, and his students to take ownership of the educational project that was to be written for Ecole Primaire Harwood, because he firmly believes that if you own something (have a part in making it happen), you will respect it, believe in it, and therefore use it.

He met with four teachers on his staff to get an outline on paper — a plan of action. Then, during a teacher retreat, everyone brainstormed. The main theme for the project was decided. It would be communication.

Teachers were asked to write down activities that would support the education project.

Next, Leo met with the parents. He asked for volunteers and organized a committee consisting of equal numbers of parents and teachers. Each parent was twinned with a teacher. Another brainstorming session ensued. There were papers filled with ideas everywhere. The project was then divided into sections — the introduction, the mission of the school and its goals, and the conclusion. Each team went off to write their part of the project. They had three weeks to do it.

At the end of the three weeks, everyone grouped together to discuss what was put on paper. Suggestions were put forward, ideas were fine-tuned, corrections were made, and the project was then presented for final approval to the teachers and the three parent committees — Home & School, School Committee, and Orientation Committee. Each family in the school received their own copy of the educational project and each new family coming into the school also receives one.

Based on the project, the school sets a theme every year. One year it was world peace and another year it was fairy tales. All grade levels participate. All new teachers receive an orientation guide. The school has an elected Student Council and there are always parent and teacher educational workshops being planned.

The main theme of the project — THROUGH COMMUNICATION — is to involve all parts of the community (parents, staff, students) in everything the school does. As a parent, I can vouch for the success of the project which has indeed made Ecole Primaire Harwood a very special school.

Rickhey Langlois

FOCUS on the LOCALS



Benny Ruggeri and André Knights from Mme. O'Brien's class show off the huge paper pizza they divided to illustrate fractions for Math Madness Week at Beacon Hill School.

ELIZABETH BALLANTYNE

A most entertaining fundraiser was held at Elizabeth Ballantyne; a "RIC" Wear Fashion Show. The principal, some of the teachers, and a caretaker modelled to the delight of parents and students. During the show, one parent made good on a promise of ten dollars to see a particular teacher model a pair of shorts which got everyone laughing. Another teacher got into the act, holding out her hand as she modelled past the parent. The teachers brought beach hats and sunglasses, even a baseball bat adding to the fun. A group of parents baked for the evening and Domino's delivered some free pizza. Shari's hair salon offered complimentary styling and make-up to the models. Cheryl Nye, the daughter of one of our teachers, put the music together for the evening. The sense of humour of our teachers and the fun of the evening will be remembered; certainly a fun fundraiser.

On quite a different note, a most interesting presentation was given

to parents at our school by Officer Richard di Foglio from Station 15, on the problem of drugs. Later in the week he made a similar presentation to some of our students. Officer di Foglio explained the effects of various drugs as well as the department's Prevention Program. The focus of this program is to inform students so that they can make informed decisions that are not solely based on what users and pushers tell them. One point I had not considered is how we are all victims of drugs as so much crime is drug-related. I left feeling more equipped to talk about this problem with my children. The police department offers a follow-up program called "Ready or Not", which deals with many aspects of parenting. The parents from our school, who took it, highly recommend it.

Joan Genest

Ed. note: This police officer is very willing to come to schools and speak to the kids or parents about drugs.

BEACON HILL

Math Madness Week at Beacon Hill was a tremendous success, with many parents in attendance. All students and teachers were involved. With help from H&S volunteers the Kindergarten swimming program was launched for Friday mornings.

A workshop on Cooperative Learning given by Jim Howden was arranged for May 3rd by Home & School.

Parents were also volunteers for the annual JUMP ROPE FOR HEART which took place on May 6th for the benefit of the Quebec Heart Foundation.

A food drive to aid less fortunate families in the Montreal area was held in conjunction with the

Math Fair and with the Cooperative Learning's workshop. There was also another book drive for books and magazines needed by Quebec schools of the Lower North Shore. Contributions are still needed.

Our Spring Concert was scheduled for May 26th, with most of the students participating. The Family BBQ of Home & School is planned for early June. The QFHSA AGM awarded Bev Ploude a prize for first place in the membership drive, and Maggie Tietjen received recognition for her excellent work on SCHOOL SCOOPS. The end of the school year is always a busy and rewarding time.

Pat Lewis



E.B. Staff "backstage" before the fashion show!

Photo by: Susan Vamos (teacher)



Two kindergarten girls measure water in bottles for Math Madness Week at Beacon Hill School.

COURTLAND PARK

A safety policeman from the Canadian Pacific Railway visited the school. He showed a video to the Grades K-6. Kids are always fascinated with trains, so his presentation was an informative one.

Grade 6 students went on a tour of the *Gazette*. Perhaps a budding columnist, or cartoonist like Aislin, will send their work to the school newspaper, *The Scoop*.

The staff sent a lovely note of thanks to the H&S for the delicious luncheon served during Teacher Appreciation Week. The treat was greatly appreciated.

On Friday, April 2nd the students staged an exhibition designed to promote the elimination of racial discrimination. The exhibition's, "Friendship is Colour-Blind", grew out of a comment made by a student during a class discussion: "Racism would never

have started if all people were blind."

The school's exhibition was designed to mark the International Day for the Elimination of Racial Discrimination (March 21st) and National Intercultural Week (March 26th to April 2nd). The MRE classes of Miss van der Weyden and Mrs. Eggleton decided that the means to ending racial discrimination is through education. Knowledge of other cultures and awareness of racial issues is the key. In keeping with this idea, the students of Grades 3 to 6 created projects including posters, sculptures, T-shirts, original poems and stories. These items were displayed in the gym for viewing by all students.

A videotape of the event was made and entered in the 5th annual "Together We're Better" contest sponsored by Multiculturalism and Citizenship Canada.

MEADOWBROOK

A big thank you to Debbie Quinell, for once again organizing the book fair, and to all the parents who worked during the day and evenings on the fair. The profit of \$1142.70 has been committed to the school's new video library.

Thanks are also due to Jennifer Jankovics for organizing this year's great H&S dance, and to Georgina Saba-Hanash and her volunteers for 2 nights of insightful information on media violence.

The media violence seminars, on the theme "Television and its Impact on Society", were held March 15th and 29th and were a hit. Over 100 people attended both evenings. The speakers each delivered interesting and dynamic presentations, and provided much food for thought. Ann Bird's art class prepared some thoughtful posters on the evening's theme.

For those who were not able to attend, a video cassette of the two evenings will be kept at the library.

Read with a child today.



New Westminster Home & School Council

E. P. POINTE CLAIRE

CONCOURS DE DESSIN

Pour célébrer la semaine de "J'aime lire", le 19 à 23 avril, il y'a eu un concours de dessin en mars.

Les dessins ont été transférés sur un carré de tissu, 30 cm x 30 cm. Ces carrés ont été transformés en contre-points et ont été exposés à travers l'école pendant la semaine de "J'aime lire".

Voici les gagnants:

Charles Yum, Katherine Labbé, Elizabeth Suich, Cheryl Laberge, Aleksandra Sobol, Christina Ferreira, Valérie Crevier, Nagar Fali, Anik Bruzzese, Travis Fraser, Alex Mills, Amber Findleton, Erik rolland, Andrew Lewis, Emily Hurtubise, Teresa Bresciani, Michael Stewart, Dalila Henriquez, Mark Hurtubise, Amy Low, Kelly Wilson, Sandra Gharbi, Steven Nelson, Melica Nour-

moussavi, Jessica Hemmerich, Lawren Woolley, Andrea Casey, Melissa Rolland, Dave Lee, Scott Huehn, Marc Hossari, Laurie Bennett, Colin Metcalf, Wesley Ouellette, Christina Wu, Elaine Ngan.

The above students were winners of the drawing contest held in March by Rosalind Villaroel, the school's library technician, to celebrate "J'aime lire" week.

All drawings were transferred to square pieces of cotton, 30 cm x 30 cm. They were then sewn together to form a quilt which was displayed during "J'aime lire" week, April 19 to 23.

Many thanks to all the contestants who submitted their masterpieces. A special thank you also goes to Rosalind who put this wonderful project together.

Johanne Rolland



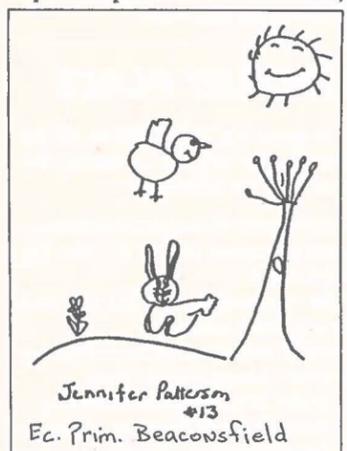
The Intermediate Band at Westmount High School provides the "Mozart" for the eagerly awaited "Mozart, Muffins and Meades" yearly breakfast.

E.P. BEACONSFIELD

Our Christmas Fair was the best ever netting us a total profit of \$8,180.00. This includes the profit made on our very successful raffle. Our thanks goes out to all who came out and supported the fair. I also wish to thank all of the organizers who planned every detail so carefully. It is a pleasure to work with all of you. As a result of this success, we already have two new computers and printers to use in the school and an order for new software is forthcoming.

Other recent fund raisers were Regal catalogue sales and our E.P.B. cookbook which netted us \$1,332.51 and \$1,098.00 respectively. Hot Dog days continue to be a success.

Although fund raising is an important part of our association,



Jennifer Patterson
#13
E.C. Prim. Beaconsfield

it is not the only role we play in our school. One of our sub-committees is the Computer Committee. The members of this committee have made a wonderful effort to modernize the use of computers in our school. The committee is headed by a parent, Maria Tutino, who has skillfully divided the committee's tasks so that various people head up different areas of expertise such as, hardware (Ian Sinclair), software (Maria Cranker), volunteers (Barbara Fernie), and training (Suzanne Maloney Lebensold). We are very fortunate as well to have on the committee a teacher, Johanne Landry, who is knowledgeable and enthusiastic about computers not to mention Marc Jalbert's infectious enthusiasm! This committee set up long term goals which may well be reached sooner than expected.

Each grade level from grade two to six now has its own IBM compatible computer and printer available for classroom use. As well, each grade level now has a set of yearly objectives which they must attain. The level of learning has now gone beyond simply becoming familiar with the computer. This committee must be commended for its efforts and the teachers must be thanked for making computer education one of their priorities. Without their cooperation these advances would not be possible.

CHRISTMAS PARK

On March 19th an assembly was held at the school to recognize the 25 years of dedicated service of Pat Stanton to the Beaconsfield community. Pat deserved this recognition. He is a kind, polite and thoughtful man. All of Pat's quarter century of service has been at Christmas Park. Such loyalty and dedication are not a very common trait in today's world.

Colleagues, school parents and students joined together to celebrate this wonderful occasion.



Kyla LeBoutillier
grade 2
Christmas Park

Mary Lazaris' Day Care made a large "25 years" sign; Vanessa Schneider presented a giant card signed by all 300 students; Ian McGilton added fitting poetry and Ashley MacKenzie some artwork. From the parents, Vicki Prince donated a painting on canvas of the school showing the gardens and the names of all the teachers and classes. Bruno Rose, Uwe Schluter, Gerry Langlois, and Bob Dagenais presented a service pin. Nancy Carr read a tribute from the Director General, John Killingbeck, and Ken Chisholm, former Principal, gave two engraved plaques, one for home and one to be hung on the school wall. Lucy Rinaldi and the Level 1-2 pupils had prepared a congratulatory song.

Pat thanked everyone for their thoughtfulness and gifts. While the students enjoyed recess in glorious spring sunshine, the staff had coffee and cake.

Fred Argue

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MORE FOCUS

DORSET

Our P.E. department has been busy with a cross country ski program which resulted in 26 students participating at Les Forestiers as well as having 2 basketball teams entered in the Riverdale High basketball tournament.

March was the month for Avey public speaking. This year it was again based on storytelling in French and English with participation from grades 1 to 6. All students told their stories in their own class and then representatives from each class entered a competition. Four students were awarded plaques - Kate Forrest, Lucy Smith, Leigh Jaschke and Ilu Bar-tosh. To them and to all our students - congratulations for a job well done!

Several classes were involved in a Read-a-Thon sponsored by World Book. The object is to raise money for encyclopedias for Dorset's Betty Teasdale Library.

Coming in May will be our school play, "Tales of Sherwood Forest", written and produced by Sue McIlwaine - a very dedicated Dorest parent. Rehearsals are in full swing and excitement is high. We are looking forward to a wonderful production!

The "Unsung Hero", a new award initiated by Quebec Federation this year has been offered to 2 Dorest volunteers! The decisions were very difficult to make as there are so many wonderful volunteers at Dorset! Congratulations go to: KITTY IDSINGA - she has been doing the job of library filing for over 20 years at Dorset! She began when her children were attending Dorset and continues to come in weekly.

WENDY FITZGERALD - she helps in the library, classroom, does many odd jobs and provides a tremendous service to parents by organizing the Lost and Found and for that, is known by many as simply "The Box"!

EVERGREEN

ROLLING ALONG

What can you sell at a Wheels Sale? Anything with wheels on it, as the H&S found out when they held their first annual Wheels Sale on April 24th. There were skateboards, bicycles, tricycles, roller skates, baby carriages, wheelbarrows, etc. If it fit through the doors of the school and could be taken home by the purchaser, it was eligible.

Sales were on a consignment basis of 20%, plus a \$1.00 charge for non-members.

Computer workshops were offered every Thursday during March for parent volunteers interested in working in the "Writing Centre". Everyone who attended learned a lot, in addition to having a lot of fun.



Westmount High School



Open house. The Westmount High art room in action.

Westmount High News

Where can you hear all about a new book that's of interest to parents, a great new recipe for an easy fondue, new ways to deal with dyslexia, and how our school population is affected by Chinese astrology - all in an hour and a half? At the Parent-to-Parent Coffee Club, of course! And all these topics were brought up at the very first meeting. The Coffee Club is meant to give parents a chance to discuss a wide range of parenting issues that may not have a chance to surface at our more formal committee meetings. Because it takes place during the day, it is also a way of giving parents who have trouble getting out at night a chance to meet other parents. We are looking forward to the next meeting on April 19th.

Parents Join Pros

A special thank you goes out to Mr. Meades for inviting parents to

join the teachers on a recent professional day. Dr. Lawrence Lieberman addressed the staff from schools in Region Three on March 23rd at Rosemount High School. He discussed ways in which to prevent student failure. He felt that schools should set goals of ongoing long-term professional development and offered a great many strategies for dealing with all kinds of challenges. I was pleased to hear Dr. Lieberman's answer to the following question. "What do you find inside the best schools?" His answer? "THE PARENTS!!!"

Clowning Around in English

So I took another look inside Westmount High. This time I was interested in meeting a parent who volunteered to help children who are new to the English language. It was a real pleasure to speak to Maxine Reeves about her program. She explained how she planned her lessons, corrected

work and the goals she was trying to achieve. But she was even more fun to watch. When I arrived at the classroom, she was sitting at the desk surrounded by ten or so students who were busy watching, taking notes, and giggling. Maxine was putting on a clown's makeup!!! What a terrific way to teach all about the face. I am sure her students will remember this lesson forever! I know I will.

Parents and Teachers Face the Challenge Together

Having completed the school-wide survey of the Challenge Program, it was time for parents and teachers to sit down together for a workshop. Before attending this workshop, I could not even imagine how we would work or what issues we would address. Maxine Dougherty was invited to chair this meeting. Her skill as an animator is truly remarkable. We worked to define problems and brainstormed

NORTHVIEW

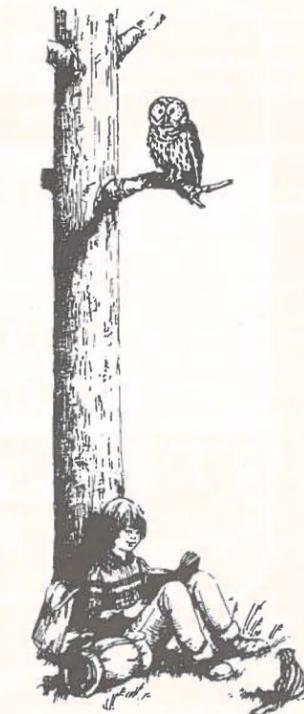
A big THANK YOU for the teachers to all those parents who helped make teachers' appreciation week the success that it was!

Crystel Fernholz will be compiling all the recipes of meals that were prepared for the last two teacher appreciation weeks, to make a cook book for the teachers (as another token of appreciation). If you were one of the cooks please pass your recipe on to Crystel.

The Northview community skating party was another great success! The weather was accomodating and a good time was had by all who attended... Kathy Tontini expressed thanks to all those who helped out.

The Meningitis Inoculation took place and went very smoothly thanks to all the volunteers who helped out. The CLSC members commented on how well our children behaved.

Professional days were taken by several teachers to attend an Educational Leadership workshop given by the highly acclaimed Dr. William Glaser on February 17. The topic of the workshop was "Reality Therapy Concepts - the process of change in schools and organizations". A synopsis of this material was presented by Carole



Osborne at our April H&S meeting.

Plans are underway for a Children's Triathlon (June 21, 22 or 23). The children will swim, run and cycle at a local park. Alan Gordon and Walter Makowski are looking for volunteers to assist with this event.

CEDAR PARK

A Carnival Day was held at Les Forestiers on March 2. It was a great success and over 20 parent volunteers showed up to assist the teaching staff. Weather and snow conditions were terrific and everyone had a wonderful time sliding, skating or cross-country skiing.

On March 17, Home & School organized a special pizza lunch featuring the magician, Ted Outerbridge. The added attraction of entertainment made the event very popular.

We are pleased to have Mr. George Ladd, a science consultant at the LSB, speak to us at our April meeting. He has been invited as a follow-up to the concern about science teaching reflected in the theme of the AGM of the Canadian H&S last May ("Science, Education and Public Policy").

Grades 4, 5, & 6 are busy practising for the musical, Peter Pan, to be performed on May 19 & 20.

Plans for two more fundraisers are currently underway. We will be selling birdfeeders from Nomad Scientists and a dance for parents and friends is planned for May 1.

The main event planned for June is our annual Family BBQ on June 8. Held on the back lawn of the school, this casual get-together is always very popular.

Esther MacLeod

to find solutions. We worked in small groups, each with an assortment of parents, teachers and administrators. In the space of three hours, we defined three important goals for the school and began to work on ways in which to make these goals a reality. Many of our solutions tied in well together and could be combined to set up various projects in the school. The sense of teamwork and accomplishment that went home with us at the end of the evening made up for our fatigue. We are looking forward to putting our plans in action.

The Way to a Person's Culture Is Through his/her Stomach

In order to celebrate multiculturalism at Westmount High, "Mr. Bracegirdle and his merry band, Mr. Streit and Mrs. Kovados" - I'm quoting this right out of the student bulletin!!!! - organized a luncheon. The multicultural staff treated not only each other but also a group of students to dishes from their native lands. The buffet included couscous from Morocco, lamb meatballs with Szechwan peanut sauce from Southeast Asia, rice and peas from The Islands and an assortment of Scottish trifles - not all of which were innocent! There were also Welsh cakes made using a recipe which dated back to the time of the Druids. Several traditional Canadian dishes were present as well. Everything was beautifully labelled - there are at least three very talented calligraphers on staff. My two favourite labels read "As American as Mom's Apple Pie" and "Death by Chocolate Cheese Cake." At the end of the luncheon the multicultural committee, both staff and students, took care of all the clean up. Hurrah!

LINDSAY PLACE

A great big THANKS to all the people who helped us during the year with the following:

- our parent information evenings
- our infamous Friday the 13th big band dance
- the concessions for the Fall and Spring band concerts
- coffee and desserts served during Teacher Appreciation Week
- Grade 10 Information Evening
- Grad Fashion Preview (Thanks to Boutique Chez Carole)
- Thanks also to:
- all members of the Executive for their help and efforts throughout the year
- all who baked for the above events
- the administration, especially Bob Morrison, for their help and cooperation
- the Library for lending us their space on so many occasions
- all who telephoned (this may be the way to go to get information home)

This year we contributed \$500 towards new books for the Library and helped purchase games for the Resource Room. Our "Phantom" Raffle raised \$800 towards a new lighting system for the Auditorium.

Our Second Annual Plant Sale is under way. Last year, our Plant Sale raised \$800, and we hope to do even better this year!

We look forward to filling the openings on the 1993-94 Executive and to welcoming new members to Home and School.

Margo Heron and Martin Wale

MOUNT PLEASANT

What's the latest!

The Spaghetti Dinner and Silent Auction was a terrific evening of food and fun which raised \$1,400.00 to be used for the purchase of basketball islands in the grade 5/6 playground. This means the Playground Committee has succeeded in raising enough money to complete this installation shortly! Congratulations to Suzanne Maloney, Debbie Thompson, Janice Lyon, Larry Elger, Don Wood and Peter Milot for work well done. Special thanks go to all the wonderful volunteers who devoted time for the dinner and auction. Also many thanks to the generous donations for the auction.

Literacy month was pronounced a READsounding success. Our Mount Pleasant kids broke the mercury on the READ 'o' Meter and with money still coming in for the READ 'a' Thon it looks like literacy at Mount P. will get at least a \$1,200.00 boost from the proceeds.

The CD-ROM has finally arrived at Mount Pleasant along with many exciting CD's packed with information for keen young minds. Thanks to Gary Zgeb for his help and advice and purchasing power. Joyce McDonald and Paul O'Donnell are in the process of training staff and library volunteers. This equipment is incredible, you have to see what it can do to believe it! Don't hesitate to drop by the library for a look see and demonstration.

Another astounding successful Book Fair was held on April 21st. Thanks to the hard work of Carol Demers and a team of literay volunteers sales were in excess of \$3500.00. As a result, the French immersion teachers were able to select \$50.00 each of French books for their classroom. In addition, many bonus English books will be given to the school for use in the library and classrooms. Home & School raised \$830.00!

Rock-A-Fit!

Parents and students of Grades 4, 5 and 6 are enjoying an alternative to the Friday night Blahs.

FLASHES

Money raised at the Thorndale H&S Book Fair will be used to purchase new books for the library and the home reading program.

The New Carlisle H&S meeting on March 17th was a very busy one. Carol McCrae spoke on communication techniques within the family, the Grade 8 students put on a play and there were secondhand books for sale!

The QFHSA adds their congratulations to those of the Christmas Park School community in honouring Pat Stanton's 25 years of dedicated and devoted service to the school. What a remarkable record in these days!

The Hopetown-Shigawake Port Daniel H&S held its regular meeting on March 16.

BOOKS NEEDED!

The New Richmond H.S. is looking for books of all sorts — reference, story, science, craft, dictionaries — to set up libraries in the classrooms from Pre-k to Grade 8 level. Books may be dropped off at the SPEC office in New Carlisle, or call Sheila Campbell at 418-392-4668.



From 7:00 to 8:30 p.m., every Friday, they have a chance to spend 45 minutes doing aerobics followed by 45 minutes of free gym time, i.e. basketball. The aerobics portion is led by one of the Hudson YMCA instructors.

A modest drop-in fee of \$2 per person is charged at the door. Funds raised through this activity will be used towards the purchase of equipment for the playground.

The Hudson Running Club organized its annual town race, The Hudson Challenge. On April 25th, 800 runners sprinted, jogged, ran and walked through the streets of Hudson.

There was quite a collection of runners. Last year, student Katherine O'Donnell ran the race only 2 months after leaving the hospital. Running the race was a personal goal. As she crossed the finish line as the last runner, the crowd cheered her victory. It was a red letter day!

All the profits from this race will be donated to the school to help install basketball islands in the school park.

Literacy Month was a great success at the school. Almost every day someone from the community was in to read to the children. There were 50 Dads, and countless Moms, Grandmas and Granddads too.

Many classes have done special projects: R. Mayo's class found characters from favourite books and decorated the library; R. Ventura's class made banners from their class readings; and S. Corbo's class beautifully illustrated their book reports.

The Book Worm grew to over 3,000 books in less than 3 weeks!

WESTPARK

On March 16th, the grade two children enjoyed a day of snow sports and sugaring-off at Terre Des Jeunes in Ste. Julienne. The children came back with stomachs full and ready for bed.

St. Patrick's Day was celebrated with all the children and staff sporting the GREEN. The School Committee treated the staff to Irish Coffee, green cookies and zucchini muffins.

On March 23rd, the children and staff were treated to a super presentation by Ian and Sally Wilson, authors and adventurers, who shared their story through slides and live narration of a year in the Northwest Territories. The children were taken across the Arctic Barrens, life with an Inuit family and a dogsled journey along the coast of Hudson Bay. The slide presentation was followed by the construction of a full-scale model igloo.

We look forward to having the Wilsons back after their next adventure.

Tula Corber

SUNNYDALE

At a special assembly on November 6, 1992, Sunnydale's Community was honored by the Heart & Stroke Foundation of Québec for their participation in the *Jump Rope for Heart* fund raiser. Sunnydale students raised close to \$15,000, the highest amount of money ever raised by a school to support this worthy cause. The mission of the Foundation is to further the study, prevention and reduction of disability and death from heart disease and stroke, through research, education and the promotion of healthy lifestyles.

The *Jump Rope for Heart* Foundation invites all schools in the province to participate in its fund raising activity. Of the 2,800 schools, 10% participate.

The fundraising activity is very closely linked to an extensive educational program. Materials provided free of charge to participating schools are used by teachers not only to teach biological facts but also to teach the importance of cardiovascular health.

A prime purpose of the campaign is to raise the awareness level of the importance of physical activity and good nutritional habits.

The Foundation arranged for nutritional snacks for all partici-



Sunnydale students "Jump Rope for Heart."

pating students. This aspect of the program was extremely well organized considering the complexity of the task. Menus and teaching ideas were provided with the aim of promoting good nutrition.

The total educational program provided activities and learning experiences over a period of several weeks prior to the "Skipping Event" day.

The Foundation provided some skipping ropes along with incen-

tive items which included: buttons, T-shirts, towels, sport bags, water bottles, etc.

Staff and students thoroughly enjoyed the program and look forward to continuing with it this year.

Administrative expenses of running the Foundation's campaign include 10% return to the participating schools along with 10% cost for materials and incentives.

Lorna Varden

AYLMER

We just had a super Kid's Night Out. This year we went from seven o'clock until eight thirty. The kids from the community got the chance to try their skill at basketball, an obstacle course, a penny toss, face make-up, a sand bag toss, koosh ball and a ball toss.

More than sixteen parents came out to help with the games including Nancy Peppy who managed this event for us. (Nancy does not even have a child in our school this year.) We are very lucky at Aylmer Elementary to have such dedication from our community.

"Simon Says", our school newsletter, has come up with some lovely happy thoughts; once we get a greater number it will be in the mail. Events we are looking forward to are Simon Bingo, and our book fair (reported on elsewhere in the NEWS).

One of our teachers, Madame Vanneste, has created a number of worm farms for composting. They are really neat! Comment heard from the staff was, "They don't shed, they're quiet and they don't have to be walked." A number of our parents have asked Mrs. Vanneste for a couple of worms to carry on this tradition at home.



"It's a Winner" Kids' Night Out, Aylmer Elementary.

Spring is on its way and we are really excited about the opportunity to use our basketball/volleyball court that we had installed this year for its true purpose. Not that it laid idle all winter. We used it as a skating rink. All children got the opportunity to use the rink thanks to Wayne and Bob, our maintenance staff, who kept it watered and clean and volunteer parents, who ploughed it after storms. Our grade one children were able to go out a number of times with their

shared reading buddies. The senior students helped the children learn how to tie their skates and basically stand up on ice. It was nice that our children got another opportunity to learn things within the tradition of the Aylmer Elementary family.

We are very happy to have the opportunity to cooperate with the school and share Home and School's values with the Aylmer Elementary community.

Anne Graham



Face painting at Aylmer on "Kids' Night Out."

From Elvis to Rap: Talking to Teens

Dr. Gerald Wiviott (of the Dept. of Psychiatry, Allen Memorial Institute)

This very moving session brought us in touch with what it feels like to be a teenager again. Remember how we used to listen to hour after hour of music when we were adolescents? Remember how the singers seemed to understand our very soul? The nature of our despair? The depth of our blues? The ecstasy of true love? The passion and fire going on inside our bodies?

Dr. Wiviott's presentation brought us back to this time of our youth. Starting with a Gregorian chant and Carmina Burana, we were led from 12th century adolescent longing to the present time. Listening to the music of teenagers gives us clues about their needs and concerns. Dr. Wiviott spent some time having us listen to music which put us back in touch with ourselves as teens. What were we looking for when we listened to The Beatles and The Doors? Our feelings about the politics of that time and events like the assassination of JFK, The Vietnam War and Kent State were reflected in lyrics like "the future is uncertain and the end is always near?" The spirituality of the Beatles songs appealed to our search for truth.

Though we saw sex as the resolution to our problems in the 60's, the 80's have had a focus on death. This generation is confronting the very essence of being or nonbeing. The boundaries of the thinkable have been stretched in the past few years. With videotapes we can not only watch the Gulf War at home, but watch it when we find it convenient. We can translate life into a Nintendo game where we have maximum control of a situation and need little, if any, interaction with others.

Teens having their own TV's, computers, phones, and Walkmans lessens the need to interact with others. Teens now are alienated not only from their parents but also from other teens. Parental credibility as leaders is eroded by divorce and parents out in the work force. Parents are seen as self-centred and materialistic. Teens need affirmation and heroes. In the past, there were always elders, but, with our rapidly changing world, we no longer have the same connection with the past that previous generations had. Heroes from our parents' time lived in a different world, as remote as legends. We struggle as

parents to be guides for our children when our own knowledge is out of date as well. The schism between generations has widened as this link with the past is dissolved. Even we, as parents, need our own sense of self-worth reaffirmed. Dr. Wiviott now exposed us to music that made us feel exploited, abused, and used.

In the final moments of despair, Dr. Wiviott had us listen to Crosby, Stills, Nash and Young as they sang Teach Your Children. Within us, our own lost adolescence, was touched, providing an unexpected link with our own past and empathy with the present time of our own children. It made us think about values, and lit a spark of hope.

I would like to raise an objection to the handout — I found it disgusting! However, these are the lyrics to the songs to which our children are listening!!! The discussion which followed also brought to our attention all the joyful music of the current age. Groups like The Bare Naked Ladies and songs like I'm Too Sexy helped us to laugh again after a tour of the Dark Side.

Anna Marrett

Bilingual Education

Dr. Mary Maguire, Dept. of Ed. & Second Languages.

Yes! We can all learn a second language. And we can do so at any age. This is the good news that Dr. Mary Maguire gave us when we attended her session on bilingual education.

One of the basic questions we must ask ourselves is: What do we think school is for and what do we expect our children to learn there? It would be unreasonable to expect a school to be the sole custodians of a language. We must help by providing outside experiences and using outside resources. The discussion period which followed Dr. Maguire's presentation allowed many parents to explain how they provide a bilingual experience for their children. Some had bilingual social gatherings at their houses, some learned one language at home, another on the street, and a third at school. There were parents who spoke French one day and English the next. There were even parents who divided the rooms in their houses into different language areas.

While approach to language is certainly one aspect of a school, it should not be the only factor in making a decision. Ask yourself the following questions. What pos-

itive experiences do children have in the schools to which you plan to send them? What do they have to do in order to be successful in these schools? Is the atmosphere warm and friendly or strict and disciplined? Snoop around. Ask people with children in the school how they feel. When you send a child to a school, get involved yourself. Being a parent volunteer will give you a better understanding of your child's school.

Of the examples of children's works that Dr. Maguire had with her, my very favourite is a work by a young Japanese girl entitled Language and Hair. Her observation was that at Japanese school on Saturdays, everyone spoke Japanese and everyone had black hair. In contrast to this, the English school where she spent the rest of her week consisted of students who spoke many different languages and had all different kinds of hair colour. Now that's multiculturalism!

Anna Marrett

From Elivs to Rap and Bilingual Education were two of the workshops given at the "Parenting in the 90's" conference, sponsored by McGill University on May 1.



Marion Daigle poses with teacher and students of Documentation and Library Systems at John Abbott College. Left to right: Nouha Tarabay, Barbara Glassman (teacher), Marion Daigle, John Kessler.

John Abbott College

Quebec Home and School Association Literacy Director, Marion Daigle, receives \$300 for the QFHSA Literacy Program from the Documentation and Library Systems department of John Abbott College.

This the third year the DLS department has donated money to this Literacy Program. The students in the Public Relations course raised the money through a Valentine Bake Sale. During an information session, Marion Daigle spoke at length about illiteracy in today's society. She said the funds help the communities in St. Paul's on Quebec's North Shore, New Carlisle and Shigawake-Port Daniel, in the Gaspé, to encourage reading by providing books for local literacy programs.

Local involvement is the key to providing services geared to each community. The services can include "Born to Read" and Reading Circle programs, book exchange carts, and magazine subscriptions. The local programs are created to increase children's literacy skills.

Mrs. Daigle stressed that a higher order of literacy skills is required to function in today's environment. The skills necessary in the information age are critical thinking, mathematics, computer technology, science and the arts in addition to the communication skills of reading and writing. The goal of the literacy project is to promote awareness of literacy requirements, to mobilize school and community resources, to deliver programs, and promote literacy in partnership with the community.

All students were given an information kit issued by the Canadian Home and School Parent-Teacher Federation titled "Literacy in the Information Age" containing ideas on how the community and home can contribute to learning, information on today's literacy skills, and job prospects for the 1990s. To conclude the visit, a raffle was held and the winner received, naturally, a book.

Myra Kerr, Lynn Morris
John Abbott College

Adolescents and Stress

On April 14th, about sixty parents crowded into one of the classrooms at Westmount High in order to listen to Dr. Jasmin Aquan-Assee discuss Adolescents and Stress. The following is a very brief summary of her lecture.

One of the concerns we have as parents of adolescents is we sometimes feel we are losing control of our children. Although peer influence reaches its peak during this time, and peer acceptance is vital for adolescents, it is reassuring to know that we still have a very strong influence. This child, who may embarrass us by his/her style of dress, language, and choice of music; who has grown and changed so much physically; who argues over our every request and challenges our every decision, is still surprisingly the same child when it comes to morals and values.

The things we have taught them are still present. In fact, our behaviour is closely studied, questioned and modeled. How do we treat others, use drugs and alcohol, deal with conflict? How we treat our teen will have an enormous effect on him/her. It is important for our families to be flexible enough to

accommodate the testing and questioning of adolescence. Trying to keep things too rigid or not setting any limits are *both* recipes for disaster. Our children are going to grow up and they need both the room to grow *and* the guidelines we provide to show them the way.

Teens are incredibly self-conscious. They feel the whole world sees them as they see themselves. Relationships with peers are very important. Making or losing friends, dating, and sexuality are all-consuming. Teens have a sense of invincibility. Taking risks is acceptable because they feel that nothing can happen to them.

It is important for teens to get together in groups. It is a natural part of their development and not a sign of trouble. Later on, this need to group together will subside and they will become more independent. It is a good idea for parents to group together as well for help and support. (Now if only we had 40% of our time to spend in this manner!) Conformity is also a key characteristic. If you want to know what your child is like, study his/her friends. Teens group

together with others who are like themselves.

It is not uncommon for school performance to drop for a time as teens struggle to find a balance in their lives. Some of the warning signs of stress a teen might show that may signal a bigger problem are:

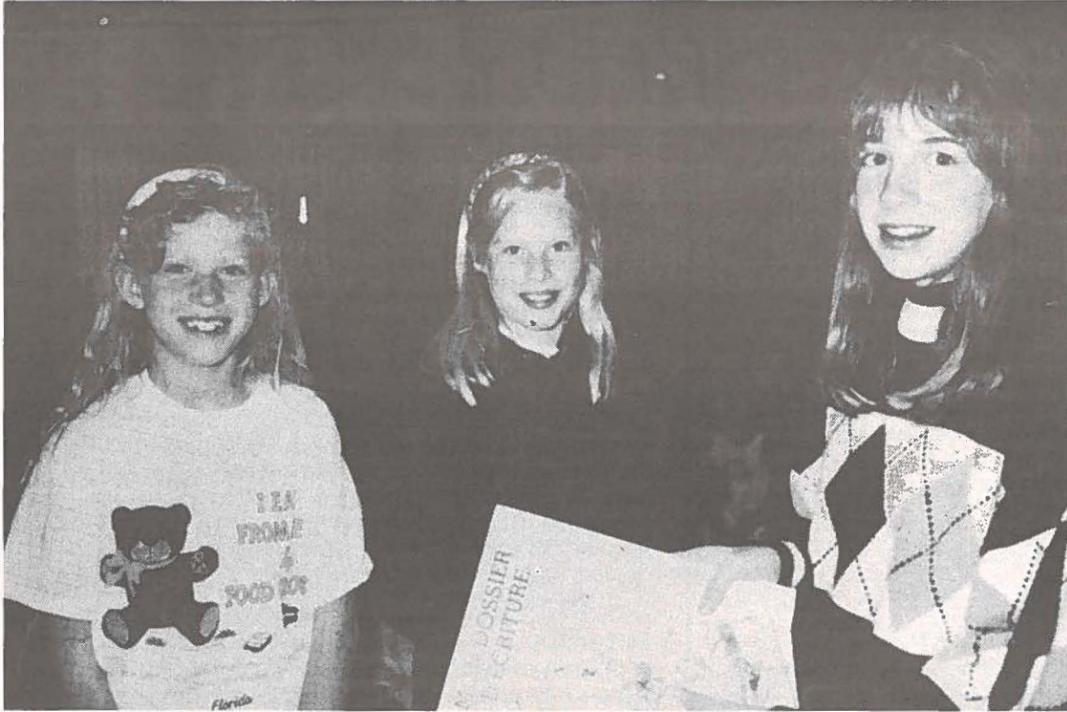
- Change in eating and sleeping habits
- Withdrawal from activities
- Persistent boredom
- Decline in quality of school-work or dropping out
- Violent rebellious behaviour
- Running away
- Alcohol or drug abuse
- Unusual neglect of personal appearance
- Difficulty concentrating
- Radical change of personality
- Complaints about physical symptoms.

If you are worried about your child, contact your local CLSC or one of the services available at the school. Asking for help is not a sign of being a poor parent; it's a sign that you care and want to help.

Anna Marrett
Vice-President Westmount High
Home and School



Peer mediation training program for Westmount High students and staff took place in Vermont.



Lindsay Todd (left) and Frances McGregor with Virginie Larivière at celebration of International Peal for Peace Day at Beacon Hill School. Lindsay and Frances presented Virginie with special cards and songs from KIDS FOR PEACE.

Update on Virginie

Peace News for Beacon Hill

The KIDS FOR PEACE have been very busy, as usual. We were really excited when we learned that Virginie Larivière — the girl we nominated (along with a lot of other people) for a YTV Achievement Award — had won the special President's Award. Virginie appeared on national TV on Channel 28, along with 15 other winners, on a special broadcast from the National Arts Centre in Ottawa. She was given the award by Mr. Kevin Shea, President of YTV. Our congratulations to Virginie! She has not given up her

campaign, and recently appeared at an international conference in Montreal on the question of violence on TV.

We have signed petitions for the Innu people up in Labrador to have the government stop low-level flight training because the airplanes are killing the animals the Innu needs because of the terrible noise. Also, we wrote a letter and helped out in the campaign on the West Island to stop the building of a huge and polluting incinerators in East Montreal. KIDS FOR PEACE made special

cards for Easter, Passover and Spring.

Mr. Roy Kemp, the Mayor of Beaconsfield, came to visit us, and he brought each of us a beautiful pin about Beaconsfield. He told us about his problems with his leg, and said he had signed Virginie's petition while he was in the hospital! This was after we told him about her winning the award.

Now we are working on cooperative games and planning our PEACE PICNIC.

Frances McGregor, President
Hayley Reynolds, VP.

You're allowed to be Happy!

by Barry Davis, Octopus Publishing, British Columbia, 1990. Second printing 1992. To order, write Barry Davis, P.O. Box 430, Quathiaski Cove, BC, V0P1N0. Paperback, 82 pp, \$9.95 plus \$3.00 handling & shipping.

You're allowed to be happy! So proclaims Barry Davis, author of a modest but excellent book by the



At first glance, the book looks childish. The language is very simple; the pages are brimming with Patrick McIntyre's quirky cartoons. But take a closer look at it, and the observant browser will see that it contains important messages. Even the vocabulary list at the beginning of each chapter, most of it unnecessary, can occasionally give interesting new meanings to the same old words — and the chapters themselves. (with titles like *Anger*, *Creativity*, and *The Pushy Personality*) have been carefully laid out counselling-style, presenting both good and bad sides of a certain emotion or behaviour pattern, while invariably concluding on a positive note.

The actual 'text' of the book consists of very extensive lists. Everything is covered, from lists of what we are allowed to have as enlightened human beings to lists of how to eliminate fear. These are followed by lists of activities to be done, including role-playing, debating, writing and group discussion — and the whole thing has been tastefully peppered with eye-opening 'gems' from the lips of, among others, Thoreau and Gandhi.

same title. Crammed into some 82 pages is a complete program — especially geared towards the family or classroom — for the analysis and management of our emotions. Taken seriously, it is a book that can open our minds to undreamt-of possibilities, urging us to rediscover who we really are and tirelessly promoting self-awareness, self-reliance and (most importantly of all) self-esteem.

This approach is actually more fitting than one might think. Davis manages to simplify things with great eloquence, yet the book demands much thought and soul-searching on the part of the reader; it is continually inspiring but not the sort of material to curl up with on a rainy afternoon. Perhaps this is what distinguishes it from the large segment of self-improvement books: you have to use your brain.

Davis strongly believes that in at least one respect most of us are tragically ignorant: we have never been taught (or are only just learning) to assess the habits of thought and behaviour we have acquired over the years. As he notes in his introduction, we have lost touch with our own 'natural instincts', and, in short, have denied ourselves all but a finger's worth of control over our own destinies. This fundamental imbalance — an over-reliance on outside direction — is the reason, he explains, why so many young people have trouble in school. *You're Allowed To Be Happy* is his incredibly simple answer to a problem which, in his opinion, is not incredibly complicated.

The question is, will this book, when introduced into the classroom, be treated with the sobriety it deserves? As a tenth grader, I would have to say probably not. It is meant as a preliminary learning tool, teaching kids how to be their own teachers, directors and best friends — and to most of them, it is thoroughly unfamiliar territory; surrounded by their classmates, they may not feel comfortable delving so deeply into 'personal stuff'. But whether or not students are allowed to bring the book home and work on it alone (probably the best plan upon its initial introduction to a wary class), it is certainly worth a try. Someone's bound to start turning the pages for more. I couldn't help but do so.

Erin Gunther

SCIENCE FACTS!?

Actual Excerpts from Student Science Exam Papers in the U.S.A.

1. Charles Darwin was a naturalist who wrote the organ of the species.
2. Benjamin Franklin produced electricity by rubbing cats backwards.
3. The theory of evolution was greatly objected to because it made man think.
4. The three kinds of blood vessels are arteries, vanes and caterpillars.
5. The dodo is a bird that is almost decent by now.
6. To remove air from a flask, fill it with water, tip the water out, and put the cork in quick before the air can get back in.
7. The process of turning steam back into water again is called conversation.
8. A magnet is something you find crawling all over a dead cat.
9. The Earth makes one resolution every 24 hours.
10. The cuckoo bird does not lay his own eggs.
11. To collect fumes of sulfur, hold a deacon over a flame in a test tube.
12. Parallel lines ever meet, unless you bend one or both of them.
13. Algebraical symbols are used when you do not know what you are talking about.
14. Geometry teaches us to bisex angles.
15. A circle is a line which meets its other end without ending.
16. The pistol of a flower is its only protection against insects.
17. The moon is a planet just like the Earth, only it is even deader.
18. We believe that the reptiles came from the amphibians by spontaneous generation and study of rocks.
19. English sparrows and starlings eat the farmers grain and soil his corpse.
20. By self-pollination, the farmer may get a flock of long-haired sheep.
21. If conditions are not favorable, bacteria go into a period of adolescence.
22. Dew is formed on leaves when the sun shines down on them and makes them perspire.
23. Vegetative propagation is the process by which one individual manufactures another individual by accident.
24. A triangle which has an angle of 135 degrees is called an obscene triangle.
25. Blood flows down one leg and up the other.

Ed. Note: Our thanks to NOMAD Scientists for passing these along to us.

TERRY FOX RUN

The Terry Fox Foundation invites parents, teachers and students to support cancer research by holding a school event in Terry's name during the school year.

If you are looking for new ideas to give your school a shake, you may want to involve your students in a Terry Fox activity!

HOW TO PARTICIPATE:

1. By holding an athletic event where the whole student population participates:
2. By holding a poster competition showing Terry on his Marathon of Hope across Canada (primary level) (we have the video to support the activity):
3. By taking part in your locally organized Terry Fox Run on Sunday, September 19, 1993.

SO FAR, 30,000 STUDENTS IN QUEBEC FROM JAMES BAY TO THE ÎLES-DE-LA-MADELEINE HAVE BEEN INVOLVED IN THE TERRY FOX RUN. THE NEXT SCHOOL COULD BE YOURS!

FOR MORE INFORMATION, PLEASE CALL THE TERRY FOX FOUNDATION AT 514-499-9747 OR AT 1-800-668-TFOX.

TEACHER APPRECIATION WEEK

The following schools missed being included in the TAW write-ups in the last issue of the NEWS.

ÉCOLE PRIMAIRE BEACONSFIELD's Student Council participated in the celebrations this year. Students also had the opportunity to work on a TAW puzzle. The teachers said thank you: for the \$200 donation to spruce up the teachers' lounge; hockey tickets raffle; personal letter from Russ Williams, MNA; tree decoration with apples; all the culinary treats.

ÉCOLE PRIMAIRE POINTE CLAIRE celebrated with flowers, apples, special desserts, TAW rules and "We Love Our Teachers" buttons. An added note from the parents said, "from September to June, their hard work and dedication is appreciated!"

THORNDALE held a special luncheon for their teachers, plus carnations for all the teachers and support staff which were made with the help of the Student Council, a muffin recess!

WESTPARK teachers were treated to a scrumptious meal prepared by the School Committee. They enjoyed quiches, lasagna, casseroles and a variety of desserts.

Editor's note: Our thanks to all the schools who participated and who sent in write-ups to us. The week following TAW must have been one of strict dieting!

SAFETY SCENE SAFETY SCENE

WHERE ARE THE BOULIANES NOW?

Last fall, the *Safety Scene* ran an article which basically dealt with "children's safety, whose responsibility?" This was written in light of the publicity surrounding Coroner Bouliane's war on school buses, school boards, etc. Me. Bouliane would like to see millions of dollars spent to change the design of the school buses and the school bus system. (It is the opinion of the *Safety Scene* editor, that all these recommendations will not eliminate deaths and injuries. For instance, while it is true that flat-nosed buses give the driver a better view of the children crossing in front of the school bus, the same design makes the bus driver and the children sitting in the front seats vulnerable to death or serious injury should the bus be involved in a front-end collision!) It is also true that a child's life has no price, but maybe you should read on.

Let's look at a few facts. Did you know that each year 10,000 school bus drivers travel 800,000 kilome-

tres per day (144 million kilometres per year!) bussing some 234,000,000 students! That's a lot of kids over a lot of kilometres. Now, did you know that between 1987 and 1991, 7 children died in a school-bus-related accident? (There were also 205 serious injuries in school-bus-related — involving another vehicle, accidents over the same period!) No wonder so many parents, interest-groups, and Coroner Bouliane came out with guns blaring!

But wait a minute! Statistics show that in the same period, in the 5 to 14-year old group (in order to compare with the school bus crowd the 15 and 16 year olds are not included in these statistics) there were 95 DEATHS and 765 SERIOUS INJURIES in bicycle-related accidents!!! That is almost 14 times more deaths in bicycle accidents than in school bus accidents (and let's not forget that in those statistics, the 15 and 16 year olds killed in bicycle accidents are

NOT included in the 95 deaths, nor the injured 15 and 16 year olds in the 765 serious injury statistics).

The Provincial Government, realizing the seriousness of the situation, passed legislation to the Highway Safety Code governing the use of bicycles on our roads. But several years later, the problem continues. Police forces take verbal and written abuse from people who think that police should have better things to do than issue warnings or citations to cyclists. (See also article "Cyclists & The Highway Safety Code").

Motorists blame cyclists, cyclists blame motorists; parents allow children to "do what they want" on a bicycle. Indeed, parents often give the "do what you want" example to their children while bicycling with them.

But NO ONE is crying out about the deaths and injuries suffered while bicycling by the same children who ride those ugly old school buses! WHY?

SCHOOL BUS DRIVERS GO BACK TO SCHOOL

Every school day morning, the 10,000 school bus drivers across the Province head back to school. But come September 15th, the drivers will not only travel to school, but they will be sitting at a school desk. Recent legislation has made it mandatory for *all* persons who are now driving a school bus to take a course that goes beyond "Maître abord" (a comprehensive book in guideline form, which was issued by the Société de l'assurance automobile du Québec (SAAQ) to all school bus driver about two years ago). The deadline is July 1995 for these drivers to take a course which has been specially designed for drivers who handle many children, of all ages, while driving a big yellow vehicle we know as a school bus. The course is accredited by the Ministry of Education. Refresher courses will follow on a regular basis. Any one who would like to become a school bus driver from this point on, will need the certificate issued by the Ministry of Education, before being allowed to apply for a school bus driver's permit.

CYCLISTS & THE HIGHWAY SAFETY CODE

The Code obliges cyclists to:

- Comply with all road signs and traffic signals.
- Ride on the far right-hand side of the roadway, in the same direction as the traffic.
- Signal their intentions.
- Ride in single file when travelling in a group.
- Ride astride the bicycle and keep hold of the handlebars.
- Use cycle lanes when the roadway includes one.
- Equip their bicycle with mandatory features: lights and reflectors; brakes.

The Code prohibits:

- Carrying a passenger, unless the bicycle is equipped with a fixed seat for that purpose.
- Riding between two lanes of motor vehicles, whether stopped or in motion.
- Riding on expressways or their access ramps (children under age 12 may not ride on roads where the speed limit is over 50 km/h).
- Riding on the sidewalk.
- Riding with headphones or earphones (Walkmans).
- Drinking alcohol while riding a bicycle.
- Altering, replacing or removing a bicycle's serial number.



SAAQ FOCUSES ON HELMETS AND VISIBILITY

The Société de l'assurance automobile du Québec is focussing on helmets and visibility for the 1993 cycling season. Protect your head, and BE SEEN!

Elsewhere on the *Safety Scene* page, you read about the devastation that occurs on our roads and highways every summer. Add to those statistics the fact that 60% of the accidents were a result of the victims contravening the Highway Safety Code. (Let's not forget another statistic that is difficult to quantify — cycling is becoming a more and more popular sport, increasing in numbers annually!)

These are the reasons why the SAAQ focuses each year on areas where there are most likely to be victims (fatalities or injuries). This year, the slogan is "On Your Bike, Be Bright", with emphasis on the wearing of a helmet.

Head injuries are the cause of 80% of cycling fatalities, as well as being the major cause of the more serious injuries.

Comité provincial de concertation loses

As you know, your *Safety Scene* editor has been part of the Comité provincial de concertation sur les programmes de sécurité routière en milieu scolaire since its inception almost 10 years ago. Many people have left, replaced by other members of the organization

which they represent. A lot of work has been done over the years, and anyone who knows of the Highway Safety Programme (found in the "Health" part of the Personal and Social Development programme), can attest to this.

One person who has been the

hub of the Comité is Hélène Roy. Hélène is, or was until February of this year, a civil servant with the Société de l'assurance automobile du Québec, more specifically with the department responsible for the developing of policies and programmes. Hélène spent 15 years with the Société, although she worked for other Ministries prior to moving over to the SAAQ.

What happened in February? Hélène felt the time had come to enjoy retirement. It seems that she can be seen quite regularly, doing volunteer work for the Musée de la civilisation in the Québec harbour.

Bonne, et longue retraite, Hélène! We'll miss you.

Don Smith, *Safety Scene* Editor
Quebec Home & School NEWS

Birds for Tomorrow...Funds for Today! THE ENVIRO-BIRD FEEDER

Introducing a unique, ideal and environmentally friendly way to raise funds for your school and community projects.

Take advantage of a truly unique fundraising opportunity with the Enviro-Bird Feeder, fast becoming one of the hottest fundraising vehicles around and guaranteed to work wonders.

Write at the address provided, or call or FAX at (514) 684-6055, for more information.

Nomad Environmental Scientists
P.O. Box 511, Station N.D.G.
Montreal, QC
H4A 3P8



This year's
Terry Fox Run
is slated for
Sunday, Sept. 19.
see article page 15

STUDENT ACCIDENT INSURANCE

Reliable Life Insurance Company's plan is endorsed by the Home & School for 1993/94 school year.

If you would like to obtain the policy forms for distribution in your school (or in your school board) write to Jean-Louis Brais, Reliable Life, C.P. 67, St-Hyacinthe, Quebec, J2T 9Z9. Telephone: (514) 773-2008. Or you can call Reliable Life in Hamilton at 1-800-463-KIDS.

This type of accident insurance is a good way for parents to cover their children, 24 hours a day, in case they have an accident. The dental benefits are particularly good. New this year, parents and teachers can be covered under the same plan if they wish.