

QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

VOLUME 28  
NUMBER 5

MONTREAL  
3285 Cavendish Blvd., Suite 562 H4B 2L9

DECEMBER  
1991

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

Return postage guaranteed  
Return to publisher

## INDEX

'91 Fall Conference	pages 1, 7, 8
Membership News	page 4
Visit to St. Augustine	page 8
Focus on the Locals	pages 9-10
Books on Review	page 11

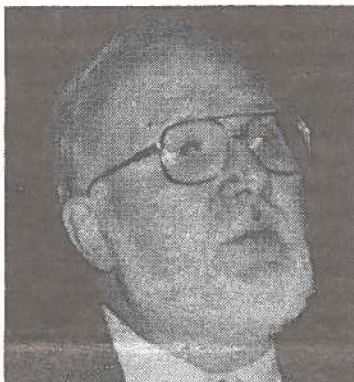
## HOME — SCHOOL — COMMUNITY

# We must work together to make education a success

The QFHSA Fall Conference was held on October 19 at John Rennie High School. The topic of the morning plenary session was Communication and the Community: Creating a Learning Environment. Speakers Norman Henchey, Sue McKenzie and Ian Andes spoke about what H&S can do to bring together the Home, School and Community to ensure our children's future. After the plenary each speaker led a workshop and elaborated on the topics. What follows are the reports on these workshops.

By LYNN CULLEN  
Howick School

**DR. NORMAN HENCHEY** gave an excellent presentation on the topic "Stay in School". He discussed the history of the school system from the time of segregation on the basis of sex, up to our current co-educational schools.



Dr. Norman Henchey

He emphasized the thirty per cent drop-out rate in our secondary school system. Especially at risk are young men, who used to cope with high school by being involved in sports and shop programs.

Due to financial cutbacks and stringent rules imposed by la Régime Pédagogique, there is little flexibility in our current system.

The workshop gave parents an opportunity to discuss a number of concerns, including mainstreaming students. Henchey explained that although we are better able to identify students with problems, there is a lack of services and resources available.

The tendency to label students may have dire consequences in their lives later on. We need to think globally and act locally by tapping into resources within our community.

We have a responsibility to deal with labour market problems. Educators and governments are now studying various levels of education:

*Work study:* Incorporates work

and training into the school system, striving for a balance between the two.

*Prep-Tech:* Combines the last two years of high school and one or two years of college as a unit.

*Applied Academics:* Vocational, language and math teachers work as a unit.

Henchey advocated we take a look at our high school leaving certificates. Ideally, students should receive diplomas which identify their particular skills.

It would be a profile of their competence and interests. We need schools with bilingual modules, vocational courses and a less uniform curriculum.

It is imperative young people have a realistic view of the labour market. A number of our youth are functionally illiterate, therefore they can not meet the demands of today's society.

The solution lies with a co-operative and concerted effort on the part of business, parents, school and government.

By HOWARD SOLOMON  
Westpark School

**SUE MCKENZIE, A TEACHER** of sexuality at the CE-GEP level, led this workshop from the point of view that if you can talk to teens about sex then any other subject has to be easy.



Sue McKenzie

She explained that even in these more liberal times most children do not discuss their sexuality with their parents. The age of first intercourse continues to decrease but children continue to have serious and dangerous misconceptions about what is happening.

Children begin to ask about sexuality almost as soon as they learn to talk. The Ministry of Education requires sex education in schools but the messages are often changed, distorted or lost as they pass through school boards, administrators, or teachers before delivery to our children.

We cannot assume sexuality will be properly taught in our schools but the need for children to be properly informed about hormo-

nal changes, birth control and sexually transmitted diseases is critical.

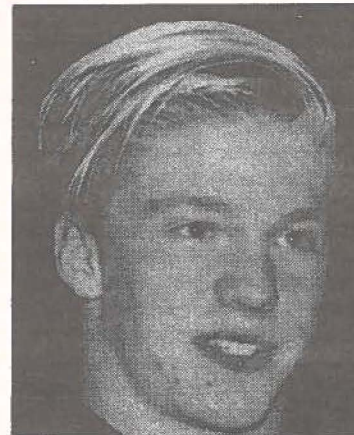
The key points for parents to focus on are working at being "available for communication" and trying to instill strong self-confidence in our children.

We must be "askable" parents and we must always be on the lookout for "teachable" moments. We must respond to questions honestly and try to instill our value systems into our young chil-

## Alternative Learning

By SHIRLEY SMITH-CODERE  
Knowlton Academy

**STUDENTS FROM TWO ALTERNATIVE learning programmes at John Rennie High School talked to a full room of interested adults about their education.**



Ian Andes

The alternative learning programme (ALP) has 26 students participating this year. This programme is designed for students in levels 9, 10, 11 who are independent learners, risk-takers and achievers.

They question authority and believe the traditional class set-up inhibits creativity and responsibility-taking on the part of the students. To achieve their personal learning goals they negotiate suitable projects with their respective teachers.

English, French, History, Science and Economics are the subjects involved. ALP functions within the regular daily schedule of John Rennie and within the framework of the Régime Pédagogique.

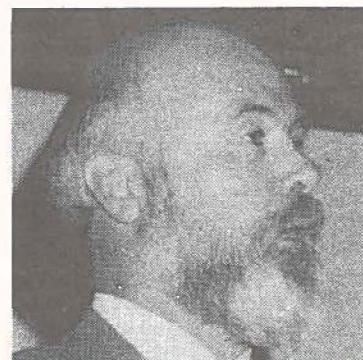
Inner Circle is tailored to the needs of the potential drop-out student in levels 9, 10, 11. To be

accepted into the programme the students must read at or above grade level and have a desire to graduate from high school. They must pass an interview.

There are 60 students (girls and boys) participating and there is a waiting list. If a student does not adhere to the objectives and expectations, then he/she is asked to leave.

Inner Circle is located in four classrooms away from the hustle of the regular classes at John Rennie and with its own timetable.

The sense of community, ownership, self-esteem are fostered. Leadership skills are taught in a special course. The basic graduation requirements are met but no electives such as physics are



Jon Percy moderated the Fall Conference plenary

dren at an early age.

Failure to do this allows them to pick up values from television and movies (sex without consequences) or from friends and strangers (inaccurate and dangerous).

The safest children are those who learn to behave as if "it" will happen to them. We must also consider accepting various forms of non-intercourse sexual expression as normal in order to avoid all foreplay from becoming merely a prelude to the sex act itself — often at a very early age.

We must remember that children do not generally ask permission to participate in sex. They decide for themselves based on the values they have absorbed during their early years.

## More on Fall Conf. — Pgs. 7, 8

offered.

The students negotiate two-week contracts with their teachers concerning their schoolwork. The students said that not only were they enjoying school now but their attitudes at home have improved.

In both programmes, the students spoke of the importance of sharing, discussing, evaluating and working with their peers; a co-operative spirit rather than a competitive spirit.

The students believe effort is as important as the end result and this should be reflected in the marking system.

They view their teachers as facilitators, guides and mentors who are "straight talkers". Their teachers value them as individuals.

These programmes are a wonderful example of the school students, parents all working together.

## History Of Tobacco Ad Ban

**April, 1987:** Health Minister Jake Epp outlines plans to make all forms of tobacco advertising illegal within two years in an attack on what he called the leading cause of preventable death in Canada.

**April, 1988:** Mr. Epp tables Bill C-51 in the House of Commons.

**June, 1988:** Bill C-51 becomes law, banning magazine and billboard advertising as well as severely restricting sponsorship, promotion and packaging.

**Sept. 1988:** RJR-Macdonald Inc. and Imperial Tobacco Ltd. announce constitutional challenge to federal ad ban.

**Sept. 1989:** Trial begins in Quebec Superior Court.

**Oct. 1990:** Quebec Superior Court Judge Jean-Jude Chabot begins deliberations after 13-month trial in a Montreal courtroom.

**July, 1991:** Quebec Superior Court strikes down Bill C-51 on two grounds: (1) violates manufacturers' freedom of speech; (2) advertising is within provincial jurisdiction.



## HEALTH, LAW, POLICY CONFERENCE

# Make family unit our top priority

**Report on 2nd Annual Comparative Health Law and Policy Conference, Co-sponsored by the McGill Centre for Medicine, Ethics and Law, Montreal and the Loyola Institute for Health Law, Chicago**

"Children as Patients, Victims, Witnesses and Parents: Where We Are and Where We Go From Here in the U.S. and Canada" was the theme for this second annual conference, held at McGill University, June 25 to 28, 1991, and co-chaired by Prof. Edward W. Keyserlingk of McGill's Centre for Medicine, Ethics and Law.

The Association of Family Life Educators of Quebec was represented by Elizabeth Manker at the session on "Closing the Gap Between Courts and Social Agencies — The Judge's Perspective."

Judge François Godbout, Court of Quebec, Youth Court, made several important observations:

Of the some 1300 situations that were brought before him, Judge Godbout observed that 90 percent of the cases involved single parents, almost all of these (99 percent) were mothers.

Very few of these families were from a "Mediterranean culture" background with strong family ties — "this group was seldom seen in court," said Godbout.

He also did not encounter any case from the Jewish tradition: he believes Jewish families in general seem to be more concerned about the development and security of their children and keeping the family together.

"The role of the family, then, is apparent in court cases," stated Judge Godbout. Why have men deserted parental responsibilities?

The fatherhood role must be clarified and developed, Godbout said. Most problems appear to be linked to the man's unemployment and deterioration, and economic distress.

We must remember that the primary supervision of the child rests with the parents, and problems arise when these situations are present, he explained.

Godbout observed that children seem to react differently to these problems: the boundless energy of boys seems to be applied to violence. He felt that sports programs might be a form of therapy in these cases.

Most girls seem to withdraw, cut the lines of communication and isolate themselves; they sometimes run away from home; their lack of self-esteem and confidence sometimes leads to prostitution or self-

destructive behaviour and suicidal thoughts.

"Educators charged with the task of restoring these children cannot be paid enough," said Godbout. He believes that the "old-fashioned" way of raising children — providing love and structure — continues to be the best. "The family unit must be the top priority."

Judge Charles B. Schudson, Wisconsin Circuit Court, Juvenile and Criminal Divisions, outlined the procedure followed in the U.S. court system, which developed from the general philosophy that the government must "leave people alone, and continue to uphold the reverence, sanctity, and privacy of the home."

It was only during the 1970's that the United States enacted a law which stated that individuals must report suspected cases of child abuse or neglect. If abuse is reported and it is found that this is not the case, an individual cannot be sued because it is assumed the report had been made in good faith.

"Failure to intervene (in child abuse cases) results in disaster; however, the best interests of the child are not necessarily served by removing the child from the home," stated Judge Schudson.

Educating the parents so that they understand the changes that must be made is a good approach.

Godbout outlined the religious and historical background which has formed the philosophy and legal policies for processing cases involving youth and families in Quebec.

"Religious clergy developed institutions, and in our social intervention we have this inherited institutional response," Godbout believes that we must develop a sense of community responsibility.

Where the role of the family is of primary importance, we must be committed as individuals, and as a community, to care for "our greatest treasures," our children.

## Whales in the Sea

**Whales in the sea go sounding  
Waves on the sea shore are pounding  
Look at them now they are breaching  
They look like they are reaching  
For the sky**

*Sara Gendron — 3AD  
Mount Pleasant School*



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

**Quebec Home & School NEWS**

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

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

Legal Deposit Quebec National Library — ISSN: 0033-5967

## OTHER PEOPLE'S OPINIONS

**"DON AND SHARON JOYFULLY ANNOUNCE..." All who read their daily paper will recognize the introduction to the "BIRTHS" column.**

I have some advice for Don and Sharon, advice which stems from 25 years in education, 20 of those as an administrator with a large metropolitan board.

Do not accept congratulations, at least not yet. All you have accomplished so far is proving that you are capable of reproducing yourselves, a talent so common it is hardly worth noting.

Accept the fact you are responsible for nourishing, nurturing, loving, supporting and directing that child until he/she reaches sufficient maturity that both child and parent recognize the need for separation.

Until that time, nothing, certainly not the demands of work, the temptation to achieve monetary gain, the expectations of the extended family nor the honour of working on community projects, supercedes your responsibility to that infant . . . child . . . adolescent . . . young adult.

There is one thing you have already done right. You have, by the statement in the column, formed a family unit. This unit will be central to the life of that baby. No break-up of the supposedly all-powerful "peer group" would have the devastating impact on his/her life that the break-up of that unit would precipitate.

Nor, had you failed to create this unit, would the newborn have as great a chance of being provided the minimal material goods necessary. Sociologists, educators, politicians, even clergy have become afraid to state a basic truth, one based neither on assumptions nor on sectarian beliefs but on facts.

The greatest single contributor to poverty in our country is the failure to form family units. Single mothers, many still young enough to be enjoying the end of their own youth, form the largest identifiable group of poverty-stricken in the land.

For every poor single mother, there is at least one poor child sharing the despair of hunger and need, learning to grow up dependent on society, lacking in self-esteem and self-reliance, and by role model, learning that sadness, emptiness and idleness rather than joy, fullness and achievement, are the norms of life.

Do not depend on institutions. Schools should be good at teaching, and should provide a safe haven for discovery of the world of both facts and ideas. Schools should stimulate an interest in learning, but if this has not been a priority at home, it never will be at school.

Be proud of each and every accomplishment, for this develops the self-confidence which generates additional achievements. Comments which reflect negatively on the child are remembered long after favorable ones are forgotten. It is your responsibility to make sure that new human grows up with a positive self-image. If you fail, the chances of success at school and in life are small indeed.

Inform your growing child that a very competitive, very demanding world will face those undertaking careers in the first quarter of the next millenium. The industrial era is already over, we are in the information age, or to use Toffler's terminology, the Third Wave.

Society will, as never before, reward those who choose to provide themselves with the necessary tools to contribute to it. As it is now recognizing that this is a choice, conscious or not, it is also becoming more and more reluctant to provide for those whose decision is not to prepare themselves to contribute. Do not assume that a generous society will, 20 years from this happy day of the birth announcement, provide all of the benefits it does today for non-contributing members.

Institutional help, guidance in schools, social workers in agencies, psychiatric help in hospitals and the court systems of rehabilitation are dealing with your failures. As institutions we have failed to say this.

Our sensitivity allows you to blame the child, for we do not want to burden you with guilt. In schools, the level with which I am most familiar, we have often agreed with you that John or Sally is quite a handful, for by the time you are called in, we too have experienced the frustration of working with his/her anger, rudeness, viciousness . . . While we all conspire to release you from feeling guilt, we

forget to recognize the guilt which must therefore be borne by the child.

During my years in the school system, working at both the elementary and secondary levels, as well as spending several years responsible for the educational program of a treatment centre dealing with troubled youth, I have dealt with many severely maladjusted youth.

There are few cases in my considerable bag of recollections in which the family or lack of same was not responsible for the problems of the child. Conversely, I have met very few troubled youth who have sprung from loving, supportive environments. Institutions' failures are the children they could not salvage from the damage inflicted by the home environment.

I am reminded of a quotation by Louis Jhannot, "The only reason I always try to meet and know the parents is because it helps me to forgive their children." As an educator and referring only to troubled youth, I agree. I would only add that so many parents are so preoccupied by the important concerns of life that they are impossible to meet. I have worked with countless disturbed children whose parents I have never met.

How often I have seen students bravely report to the office to request reports unclaimed by parents the previous evening. While they may act unconcerned, even pleased that Mom and Dad did not attend the interview session, one thing gives them away.

It is not, as in the Berl Ives song of long ago, a "little bitty tear" but the sadness of their faces that says it all: "No one cared enough about me to put themselves out for a 30-minute interview."

No excuse is sufficient to ignore the interests of the one whose birth you proudly announce. Be it parent interviews at school, the annual Guides or Scouts dinner for parents, or the performance in the Sunday School play, your word that you would be there must be kept.

The weather is the most common excuse for not showing up but you did not use that in the morning when it was time to go to work. You have gone shopping on several occasions when the weather was worse and the party you went to last New Year's Eve was held during one of the worst blizzards of the year.

You are making a statement about your priorities with each decision you make. That joyfully announced birth must be pretty low on your list if you can't brave some inclement weather to say "I care".

Don and Sharon, that life you have created needs to know that her progress is more important to you than the meeting at your church, that chance to have one or two after work, the community club fund-raising meeting, the bowling league or, the deepest cut of all, that favourite TV program.

Will you really be surprised if he rebels when you consider all the accommodations you make in your life for other people. The message is clear, "You are not a priority." You could become the parents written about by Oscar Wilde, "Children begin by loving their parents. After a time they judge them. Rarely do they forgive them."

You need not be wealthy to provide a rich home. Will your child know that he is loved unconditionally? That she may make errors without being mocked? That he can talk to you and be listened to without being preached at? That you understand that youth have a special licence to make mistakes, the only qualification being that they learn from them. If so, you will have provided bounteously and your child will be the envy of his peers.

Will you treat perfect strangers better than your own child? If I were a visitor in your home and happened to spill my coffee on your kitchen table, would you yell at me and tell me what a clumsy lout I am?

How many adults do you know who are still trying, desperately and with futility to please their parents? They have grown up hearing only criticisms and even now in full adulthood attempt to hear words of praise.

I won't say congratulations now, but I will in 20 years if you have raised a confident, loving and self-reliant member of society. The commitment is enormous, the effort required prodigious, the results truly magnificent. Good luck, Don and Sharon.

**RON MacFARLANE**  
Principal, West Hill High School



# Business, education can be successful partners

## The Stay-In-School Initiative (continued from the last issue)

**With the best motivation in the world — enlightened self-interest — many Canadian businesses have moved with speed, verve and style into partnerships with the school system.**

Their common, if not always explicit goal: to improve the future supply of educated, adaptable, flexible young workers for an increasingly competitive, technology-intensive economy.

### Partnership in Cowansville

Not every successful business-education partnership begins in the plant. In Cowansville, the Catholic and Protestant school boards combined to get the ball rolling, and built a productive, cost-effective technical training program that now has the collaboration of 60 businesses and both the federal and Quebec governments.

The result is SOFIE, short for Société de Formation Industrielle de l'Estrie Inc. (Townships Corporation for Industrial Training Inc.).

This year training is being given to 1,600 young people in skills identified by local businesses — IBM, Union Carbide, and CAMCO among others — as in short supply. And the results are impressive: a job-placement rate of 90 percent.

"Our original intent was not to create a separate organization," explains James R. Bissell, Director General of the Bedford District Protestant School Board. "But it evolved that way as the most cost-effective way of getting the job done."

The Bedford board covers 13,000 square kilometres centred on Cowansville (pop. 12,000), and the Davignon School Board about a third that area. They work closely together (they share a high school) and in 1986 jointly determined their vocational courses no longer met the needs of industry and workers in the region.

At their own cost, the two boards hired a consultant to conduct a skill-needs survey of the area — an exercise that brought them in close contact with local firms, and set the stage for the partnership that followed.

There was a hitch: school boards in Quebec cannot receive direct financial support from outside agencies. The solution was to create an entity that could.

SOFIE was born, with \$3.8 million in federal-provincial financing to establish the company, take over an abandoned high school that once served 4,000 students, purchase equipment, and recruit a full-time and part-time teaching staff that now numbers 38.

SOFIE concentrates its training on skills in local demand — including welding, mechanics, and machine maintenance. Its next move, explains Director General Karole Forand, is to new quarters in nearby Bromont, a smaller community but the location of an active, high-

tech industrial park.

Now in its fourth year and self-financed, SOFIE is also launching a \$1.5 million upgrade of teaching materials to reflect the increasingly sophisticated needs of its clients. SOFIE remains the only institution of its kind in Quebec.

Is the idea transportable? Forand, who gives many seminars across the province on the Cowansville initiative, cautions that a SOFIE-type development requires careful groundwork and fine tuning.

"Remember, it took us a year and a half to determine the real needs. We are unique to our area. In another place, there would have to be careful assessment of its special needs, energies, and talents."

The average age of SOFIE's students is 24, and they're mainly employees seeking to refresh or upgrade their skills, and others wanting to acquire them, including former high school dropouts who've had a couple of years in — or looking at — the labour market.

SOFIE has not proven to be — and was not intended as — an attractive immediate alternative for dropouts.

## 'JOB FUTURES'

**ANYONE WANTING TO ESTABLISH new careers or change existing ones can gain insight into promising occupations for the '90s through the third edition of *Job Futures*, a two-volume guide designed to assist people in making career decisions.**

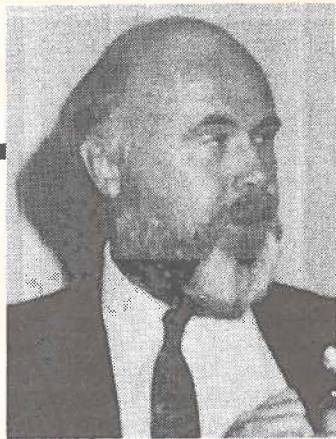
*Job Futures* is designed for use by guidance counsellors and other professionals, as well as by individuals choosing a career.

Volume I, **Occupational Outlooks**, centres on emerging employment trends. It describes the number of prospective job openings in each occupation, the earning potential, as well as the duties involved and the educational background required.

Volume II, **Experience of Recent Graduates**, informs the reader about the prerequisites for various occupations, as well as the courses of study to take and where they are available.

Volume II also describes the personal experiences of recent graduates in the labour market. It chronicles the success and/or difficulty of their job search, describes their employment experiences, and offers their assessment of their chosen career paths.

The 1990-91 edition of *Job Futures* can be purchased for \$19.95 and is available from Nelson Canada, 1120 Birchmount Road, Scarborough, Ontario, M1K 5G4, tel: (416) 752-9100, or fax (416) 752-9646.



## —Co-President's Message

Jon Percy

### DUCKLING TO SWAN?

QFHSA has tucked yet another highly successful Fall Conference under its ample belt. Ever since I first became involved with this organization many, many years ago, I have been constantly amazed by the uncanny ability of small groups of dedicated, busy volunteers to consistently put together very stimulating, very polished and very professional looking conferences year after year. Companies and professional societies often pay consultants many thousands of dollars to work full-time at putting together conferences of comparable calibre. We owe a huge debt of gratitude to this constantly changing cast of devoted and dedicated characters who each year step boldly (recklessly!) into the breach and tackle the challenging and often frustrating task of organizing these conferences.

This most recent conference served to highlight an interesting evolution in the nature of our conferences that has been occurring over the past several years. Of our two main annual events the Spring Conference (AGM) has always been without a doubt the prima donna. Over two busy days, it devoted itself to all sorts of weighty issues such as the annual business meeting, presentations of prestigious awards, and dynamic workshops featuring well known people tackling all manner of controversial and interesting educational, health and social issues. In comparison the one day Fall Conference was a scrawny, rather plain and somewhat dowdy affair alongside its more glamorous and tantalizing spring sister. It was mostly devoted to arcane, internal organizational matters of a "how-to" nature. It served largely as a crash course for

wide-eyed and nervous new executives of locals desperately seeking guidance, and reassurance, in wielding the incredible, awesome new powers that had suddenly been thrust upon them. As a conference, it was not uninteresting, but it had a decidedly angular and functional look to it.

In recent years, however, the spring conference has, for a variety of reasons been losing a bit of its lustre, while the fall conference has been slowly evolving from a somewhat plain duckling into a rather more elegant swan. Part of the reason is that many of the more mundane practical workshops dealing with executive functions have been spun off into a series of mini workshops held throughout the year. In addition, the spring conference has been trimmed to one day and much of this time is constitutionally bound up in the annual business meeting. This severely limits the time available for workshops. There is no such strangling constraint on the Fall Conference; the whole glorious day is available to challenge the organizational and imaginative skills of the program planners. There is opportunity for a much more in-depth approach to substantive issues as was demonstrated at the recent conference. This, coupled with the fact that early in the fall, Home and Schoolers, many of them newly minted executives, are all fired up and enthusiastically launching themselves into the new school year makes for a particularly dynamic atmosphere at the conference. I think that these developments auger well for the growing success of the Fall Conferences. What think you?

## Co-operative Education Funding from Feds

FEDERAL GOVERNMENT has announced \$20.2 Million in new Funding for Co-operative Education, 1991-95, which will benefit nearly 30,000 participants expected to enroll in co-operative education programs at 114 secondary and post-secondary institutions across Canada.

In making the announcement, the government noted that by offering a proven approach for young people's career planning and preparation for the fulltime workforce, co-op education plays a significant role in creating an efficient and competitive Canadian labour market.

The Co-operative Education grants are given to school boards, universities and other post-secondary institutions in co-operation with provinces and territories.

The grants are administered by Employment and Immigration Canada and help offset administrative costs related to starting or expanding co-op education programs.

A typical *post-secondary* pro-

ject involves students during the first eight months in academic study in their chosen field, and includes work orientation programs (e.g. life skills such as job search, job retention and working environment).

Students then proceed on their first four-month work term with an employer, then return to the classroom for additional alternating four-month study periods and work terms with the same or a new employer. The overall length of the student's participation varies according to the field of study.

While *secondary* projects have much shorter work terms (minimum of 200 hours), the work must be productive and the student cannot simply be an observer.

Many types of programs receive funding. At the secondary level, projects cover a wide range of occupations, from tourism, construction and advertising to the public sector and beyond.

Post-secondary projects are in areas such as engineering, chemical science, computer science, min-

eral technology, farm machinery, water resources technology, and business administration.

The government's long-term goal, in working closely with the provinces, is to make Co-operative Education programs available to as many Canadian students as possible, particularly those at the high school level.

A list of the school boards and institutions receiving funding follows:

Commission Scolaire d'Iberville  
The Protestant School Board of Greater Montreal  
Commission Scolaire Catholique de Sherbrooke  
Commission Scolaire de Bersimis  
Commission Scolaire des Laurentides  
Commission Scolaire Régionale de la Péninsule  
Commission Scolaire Rouyn-Noranda  
Commission Scolaire des Mille-Îles  
Collège de Saint-Hyacinthe  
Collège de Limoilou  
Collège de Valleyfield  
Collège de l'Outaouais  
Collège de Jonquière  
École Commerciale du Cap  
École de Technologie supérieure  
Université Laval





# FOCUS on MEMBERSHIP



## 1991/92 GROUP AFFILIATE MEMBERS as of November 30, 1991

### SCHOOL/PARENTS' COMMITTEES:

Aylmer Elementary School  
Beaconsfield High School  
Beechwood School  
Campbell's Bay and District School  
Cedar Street School (Béloeil)  
Centennial Park School  
Chelsea School  
Clarenceville Elementary School  
Gaspé Elementary School  
Gault School  
Hemmingford School  
Herbert Purcell School  
Heroes' Memorial School  
John Rennie High School  
Jubilee School  
Knowlton Academy  
L.S.B. Parent Committee  
Lennoxville Elementary School  
Lindsay Place High School  
Margaret Pendlebury School  
Metis Beach School  
Mountainview School  
Onslow School  
Royal Charles School (St. Hubert)  
Sacred Heart School (Gaspé)  
St. Joseph School (Farrellton)

St. Patrick Elementary School  
St. Veronica School  
St. Willibrod School  
(Chateauguay)  
Souvenir School  
Spring Garden School  
Sunnyside School  
Terry Fox School  
Valois Park School  
Wagar High School  
Westpark School  
Wilder Penfield School



### TEACHERS:

Gaspésia Teachers' Association  
Lakeshore Teachers' Association

### SCHOOL BOARDS:

District of Bedford Protestant Regional School Board

Eastern Townships School Board  
Greater Seven Islands School Board  
Protestant Regional School Board of Chateauguay Valley  
Protestant School Board of Greater Montreal  
Protestant School Board of Northwestern Quebec  
Richelieu Valley School Board  
Saguenay School Board "P"  
St. Lawrence Protestant School Board  
St. Maurice Protestant School Board

### OTHERS:

Association for the Advancement of Jewish Education  
Chateauguay Valley English-Speaking Peoples' Association  
Kahnawake Education Center  
Loyola High School  
Quebec Association of Independent Schools  
Queen of Angels Academy  
Sacred Heart School of Montreal

## WHY JOIN HOME AND SCHOOL?

**OUR COLLECTIVE MEMBERSHIP IS an outward demonstration of our parent power base.**

Our power base tells School Boards, Ministries, community groups, Federations and other organizations that the QFHSA has a substantial number of parents who support the organization in their directions, positions, responses and decisions.

Members have input into QFHSA directives and decisions informally through ongoing dialogue, and formally by voting on by-laws and resolutions, plus giving directives at the Annual General Meeting.

We communicate with one another through the *Quebec Home & School NEWS* and regular mailings from QFHSA. We are kept abreast of new thrusts and directions and are given an opportunity to respond directly.

In the late spring of every year, our membership has an opportunity to attend a Membership/Publicity/Newsletter Workshop. This workshop offers an informal evening to network with other members, to upgrade and develop new membership techniques, and to discuss problems with other informed, knowledgeable and committed Home and School Members.

#### Some Membership Ideas:

- Make your Principal an Honorary Member. This should be done publically, if possible. Often the first introductory meeting of the school year, where each school group has a chance to speak briefly, is a good place.
- Why not snap a picture of your membership table, membership materials, etc. on a membership drive night. You could feature someone signing up.
- To get in memberships early, have an early membership prize (a free membership is a good idea, or a nice children's book...). State that all member-

IF YOU DON'T DO IT, WHO WILL ?

The children in your community need someone to stand up for them

—for their education  
—for their future.

Maybe it's time that someone was you!

ships received by such-and-such a date will be eligible.

- In some rural schools, regular attendance at the Home & School meetings earns the parent a "prize", usually a current pocket book, at the final spring meeting. Parents become very keen on winning!
- Put strategically-placed membership tables at all school events like Open House, Meet the Teacher Night, New Parents Tea, Curriculum Nights, etc. Eye to eye contact is very persuasive.
- Place membership registration forms in a package with other forms which are sent out by the school at the beginning of the year.
- The roaming membership table! Membership registration forms and promotional material are taken into the school yard, where Home and School members can speak directly to family members delivering their children to school. Nurturing the grass roots of the organization is an excellent promotional strategy.

We are more than one Association. We are a network of parents from across the province working together for one goal — "The Best for Each Child".

## Adopt a Reader

KNOWLTON ACADEMY RESOURCE teacher Gerda Prosser is looking for volunteers in the community to help with a shared reading program.

The reader and volunteer sign a contract agreeing upon meeting times and the length of the program. The pair will then choose reading materials together and discuss the subject matter.

By removing the learning from the classroom environment, the student will be able to progress at his own level and have the freedom to choose reading materials which interest him.

Readers selected by the school will be matched with a helper who will help the youngster improve his or her reading skills.

The method used in the shared reading program is very simple and easily modified to suit the age or learning style of the individual.

Generally, the helper will read the first page or paragraph aloud in an interesting manner. The helper and reader then repeat the paragraph together, then the reader reads the paragraph alone with assistance where required.



## Idea of the month

In Ontario, some Home & School Associations, who host social evenings or games nights early in the Fall, sell a "package" deal! Example, hot dog, drink, donut and a family membership all included in the "price". Sounds worth a try...

## HOME AND SCHOOL MEMBERSHIP 1991-1992 as of November 30, 1991

Schools	Membership Chairperson	Family Memberships
Allancroft School	Terry James	179 <sup>6</sup>
Andrew S. Johnson School	Gerald Bennett	—
Ayer's Cliff School	Cathy Hortop	15
Aylmer Elementary School	Debi Brown-Routliffe	49 <sup>1</sup>
Baie Comeau School	Barbara Rioux	56
Beacon Hill School	Bev Plourde	184 <sup>1</sup>
Beaconsfield High School	Nancy Acton	71 <sup>55</sup>
Carlyle School	Carol Latimer	33
Cedar Park School	Diane Moffat	103 <sup>5</sup>
Christmas Park	Pamela Doherty	111 <sup>1</sup>
Courtland Park	Gail Cooke	141 <sup>1</sup>
Dorset School	Chris Tibelius	117
Dunrae Gardens School	May Hodhod	134
Ecole Primaire Beaconsfield	Alexandra Ostapovitch	204 <sup>6</sup>
Ecole Primaire Harwood	Louise Johnson	183 <sup>6</sup>
Ecole Prim. Pointe Claire	Johanne Rolland	202
Edgewater School	Arlene Whiting	118 <sup>2</sup>
Edinburgh School	Ingrid Poupart	155 <sup>1</sup>
Elizabeth Ballantyne School	Catherine Maxham	133 <sup>2</sup>
Emmanuel Christian School	Rose Thibodeau	—
Greendale School	Sylvia Smith	134 <sup>3</sup>
Hampstead School	Lise Axelrod	—
Howick School	Lynn Cullen	31
Hudson Elementary & High	Heidy Berthoud	103 <sup>16</sup>
John Rennie High School	Membership Committee	95
Keith School	Fern Naraine	—
Lachine High School	Pat Yeomans/Monique Ball	40 <sup>24</sup>
Lindsay Place High School	Louise Amy	125 <sup>51</sup>
Macdonald High School	Pat Dearing	95 <sup>44</sup>
Meadowbrook School	Nancy Lawand	122
Mount Pleasant School	Neila Tremmaglia	137
New Carlisle School	Janice Sylvestre	33
New Richmond School	Barbara Harrison	22
Northview School	Joanne Conway	71 <sup>6</sup>
Roslyn School	Linda Stern	156
Royal West Academy	Kathryn Arrell	77 <sup>23</sup>
Seignior School	Julie Bauder	103 <sup>6</sup>
Shigawake-Pt. Daniel	Barbara Hottot	9
South Hull School	Sandra Blais/Linda McKelvey	—
Sunnydale School	Suzanne Rotsztein	104 <sup>5</sup>
Thorndale School	Jo-Ann Whalen/S. Anderson	156 <sup>9</sup>
Valois Park School	Sandy Gordon-Loiello	115 <sup>9</sup>
Westmount High School	Cheryl McGrath	18
Westpark School	Janet Goldstein	200
Willingdon School	Jim & Francine Jones-Doyle	61 <sup>1</sup>
Windermere School	Annette Van Boxmeer	132

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

## APPLICATION — QFHSA

Supporting (Family Membership) \$ 9.00

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

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

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

Postal Code: \_\_\_\_\_

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

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

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

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



# First Nations Council announces 91-92 agenda

Provides current and updated information on educational issues affecting Indian Education. To maintain regular contact with community education representatives.

The maintenance of a documentation centre accessible to member communities.

The organization of General Assemblies and one annual education conference which includes simultaneous translation for its participants.

An ongoing contact with gov-

ernment departments and officials implicated directly and indirectly with Indian Education.

Insures a presence on national committees enabling to protect and bring forth the common concerns of its member communities.

Maintains an ongoing working relationship with the Chiefs Committee on Education and implements various mandates and actions received from the Chiefs Committee.

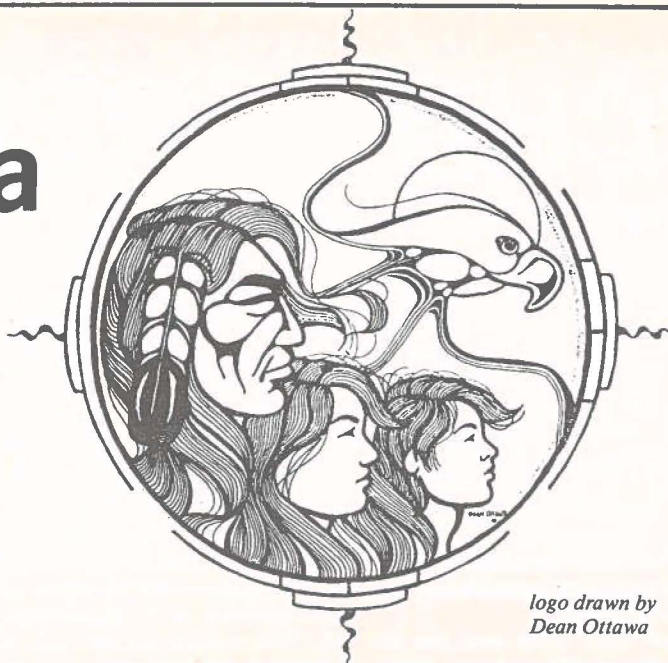
Coordinates meetings between institutions and communities hav-

ing a common objective and interest.

Coordinates activities aimed at preventing and reversing the present restrictive policies for funding Indian Education.

Increases public awareness and support for Indian Education.

The distribution of a biannual newspaper providing information on current issues in Indian Education, as well as providing informative articles on various aspects of Education in general.



logo drawn by  
Dean Ottawa

## OVERVIEW OF DIFFERENT ACTIVITIES

### The newspaper

The newspaper is a biannual publication. The next edition is foreseen for February 1992, and once again the FNEC secretariat is inviting its member communities to participate by submitting articles.

### Special Education

An important activity for the year ahead is the development of a Special Education policy for the FNEC member communities. A committee has been formed in order to work on this issue so that the policy meets the needs of our communities.

### Jurisdiction

The FNEC will pursue the development of a jurisdiction plan leading to eventual control over First Nations Education. This action plan would be implemented over a three year period.

### Post-Secondary

Post-Secondary is an ongoing issue at the Secretariat, however it will be a priority issue for the year 1991-92 since several of our member communities are facing student refusal due to a lack of funds.

### Funding Formula

The next stage regarding the Funding Formula for band elementary and secondary school will be to complete phase 2 of our comparative study of provincial and federal funding. Accurate figures of funding for communities will be necessary to proceed with such a study.

### Others

Besides the issues mentioned here, the FNEC is involved with other ongoing issues. We are implicated in different communities on different levels in order to voice the views and opinions of our member communities.



Doreen Lindsay, head of photography at the Saidye Bronfman Centre hands over one of three darkroom enlargers to Harold Spanier, on behalf of Home and School. The enlargers were sent to St. Augustine, Quebec, as part of the literacy activities being introduced in that community. Thanks to the Saidye Bronfman Centre for helping create a learning environment. More about St. Augustine on page 8.

## OPERATION LIFESAVER

### Free Children's Activity Book for Primary School Students

Included in its program to increase public awareness of the hazards of railroads, is Operation Lifesaver's offer of a free children's activity book to primary school students aged 4 to 9.

This 26-page book, featuring Rover the Railway Rabbit, proposes to teach children about the dan-

gers of playing near railroads or in freight yards through such activities as colouring, puzzles (mazes), work jumbles and connect the dots, etc...

Copies of the free activity book can be obtained by contacting the Quebec Safety League at (514) 595-9110. Available in French or English.

# DOUG ANAKIN SPORTS

## THREE REASONS TO COME TO DOUG ANAKIN SPORTS

### 1. Extend life and improve performance of skis!

- We have the best ski tuning machines
- We have qualified technicians
- We have exceptionally good prices

### 2. Great Junior Packages

#### New

Equipment — Elan, Kneissel Skis  
Nordica Boots  
Salomon,  
Tyrolia Bindings } \$169.95

#### Used

Equipment — Wide Variety

### 3. Trade your equipment for new or used

**DOUG ANAKIN SPORTS**  
**454 Beaconsfield Blvd.**  
**Beaconsfield, PQ H9W 4B9**

**695-0785**



## While childhood changes

# SCHOOL REFORM NEGLECTED

By SAMUEL G. SAVA

**It is commonplace to say that the American family is changing. And in recent years, we've been treated to one parenting development after another that would have amazed Americans just 10 years ago.**

What goes on here?

What goes on here, clearly, is a mounting response to social trends that have gathered special force in the last 25 years.

Since then, we've seen the divorce rate double; at current rates, half of all marriages will end in divorce. We've seen the ratio of children under 18 being raised by single parents double, from 10 percent to 21 — and to more than 50 percent for black children.

We have seen the preschool enrollment of three- and four-year-olds jump, from only 10 percent in 1965 to 40 percent today. And, most remarkably, we have seen the proportion of married women who are employed outside the home — and who also have children under six years of age — double to more than half.

To some, it would be easy to conclude that these figures reflect moral decline. Yet in his book *The Big Change*, published 35 years ago, Frederick Lewis Allen points out that Americans in 1950 were equally dismayed at their divorce rate, which was triple that of 1900.

But, he added, that low divorce rate was more a matter of social taboos than of superior morality.

Rather than a collapse in moral standards, then, what we are seeing is another stage in a social revolution — one as significant as the Industrial Revolution of the 18th century, or the shift from farms to cities that began in the 19th.

Rejecting the taboo against divorce that earlier generations accepted, Americans have reinvented marriage; they have reinvented the concept of "career" to include females; and they are trying now — through such means as employer-provided day care, the "Mommy Track," and maternity and paternity leave — to reinvent parenthood.

The problem, however, is that nobody has yet figured out a way to reinvent childhood. And until we do, all the ambitious school reforms of this decade will amount to little more than tinkering around the edges of student achievement.

### ON THE DECLINE

For, comparing the graphs that chart changes in the American family with those that chart various declines in student performance, it seems to me undeniable that the greatest single cause of our educational maladies is the loss of that "hidden curriculum" which children once received from their parents.

Put another way, it is not what happens to youngsters after they enter school that causes achievement problems; it is what happens to youngsters before they enter school.

I am certainly not the first person to think so. In 1983, Dr. Harold Stevenson of the University of Michigan and his Asian colleagues published their study of 5,000 carefully matched first and

fifth graders in Minneapolis; in Sendai, Japan, and in Taipei, Taiwan.

Their most striking finding was this: that the American children lagged behind their Asian counterparts as early as the fifth month of first grade.

This came as an utter surprise to the researchers, both Asian and American. In analyzing it, Dr. Stevenson reasoned that differences showing up only five months after an American child entered school could not be the result of poor teaching; rather, he concluded, "The trouble lies not only in American schools, but also in American homes."

This finding is reinforced by the fact that children entering kindergarten have "recognition vocabularies" — the number of spoken words they understand — ranging from 4,000 words at the low end to 12,000 words at the high end. This 3-to-1 disparity does not reflect innate intelligence; it simply reflects the amount of spoken language children hear in their homes before entering school.

But because reading is nothing more than the process of interpreting the printed symbols we use to represent spoken words, this difference in recognition vocabulary gives the most articulate children an enormous head start over their classmates.

In theory, this difference need not spell academic doom for the least articulate: it can be overcome by individual attention in the primary grades.

### TWO MINUTES

But, given the 25-to-1 pupil-teacher ratio in the average primary classroom, the instructional time lost for classroom routines and keeping order, and the time devoted to whole group instruction, a child experiencing difficulty is lucky to receive two minutes of individual attention per day.

Finally, while the layman may regard reading as just one of the subjects taught in elementary school, we know that — with the probable exceptions of music and the other arts — reading is absolutely central to achievement in all other subjects.

To quote Jeanne Chall, youngsters spend their earliest school years "learning to read"; after that, they are "reading to learn." Their success in every subject — even mathematics, which also used printed symbols to represent spoken words — hinges on their ability to read.

For the last 15 years, American educators have been on the defensive, asked to explain why our youngsters show up near the bottom in one international competition after another, in one subject after another.

Our schools' performance, coupled with concern about our future workforce, has triggered an avalanche of task-force reports and an outpouring of state mandates intended to correct deficiencies.

Some of these made sense. Yet we will make no substantial, lasting improvement, I am convinced, until we realize that the roots of our students' deficiencies lie in their earliest years — in their family lives, not in our classrooms. *It is not better curricula that American*

*students need most; it is better childhoods.*

How might we accomplish that?

Over the long term, the only satisfactory solution will be for our young adults to complete the revolution they have inherited. *We will never see lasting school reform until we first see parent reform.*

In view of what we now know about the shaping influences of early childhood, our young adults must come to understand that a child should be neither a biological accident nor a marital accessory, but the fruit of a carefully reasoned moral contract with a human yet unborn.

### MUST ACT NOW

They must understand that each child deserves at least three good years at home with a full-time parent.

However, for many children, that happy day will not arrive for a long time. So we must act now to provide immediate answers; no matter how inadequate, to this problem of reinventing childhood. That means the following steps:

- First, the adoption of a national policy of providing free preschooling to all children, beginning at the age of three years, whose parents wish to enroll them.

Costs for the children of middle- and upper-income parents might be partially recovered by taxes on the extra income that two-career families earn; for low-income families, including the great majority of single-parent families, there should be no charge whatever.

If this seems radical to us, it is simply one more measure of how far we lag behind other nations. In testimony before Congress last April, Alfred Kahn of Columbia University reported that most Western European nations already provide free preschooling to all children, regardless of family income.

In France, for example, 97 percent of all children three and up are enrolled; in the U.S., by contrast, preschooling is available to only about 30 percent of three- and four-year-olds from low-income families.

- Second, the provision of before- and after-school day-care and study centers for children from latchkey homes. Schools are a natural place for such centers, and according to an NAESP survey, most principals agree they are needed.

In view of the added staffing, facility, and liability burdens involved, however, principals are understandably reluctant to provide them. Public funds should be made available so that schools can contract with other community agencies — child welfare organizations, for example — to provide these services.

Such second-party contracts, totally outside the regular school budget, have already been pioneered by some principals.

- Third, a reduction of pupil-teacher ratios for at-risk children, in kindergarten through third grade, to 15-to-1. Smaller classes do not, all by themselves, work magic; teachers must be specially trained to use the opportunities for individual attention that small classes provide.

But, as we know, school failure begins early and becomes progressively worse. Our best chance of plucking a struggling youngster from his scholastic rut and putting him back on track is with special attention in first grade... not in the first year of high school.

- Fourth, the mobilization of older children and youth to tutor younger ones — to give them the one-on-one instruction that classroom teachers cannot. Research on such "cross-age" teaching proves that it benefits not only the younger child, but also helps the older.

President Bush has announced an initiative called YES — Youth Engaged in Service — to tap the energy of our teenagers for volunteer work of national value, much as President Kennedy did with young adults in creating the Peace Corps.

I cannot imagine a more important national service for our youth than tutoring younger children.

- Fifth, short courses offered by schools for parents who want to do a better job with their youngsters, but simply don't know how. Such courses need not be elaborate nor sophisticated.

We know, for example, that despite all the developmental nonsense being peddled in this "Superbaby" era, the most effective way for parents to prepare their children for school is to read aloud to them and engage in conversation with them. Period.

Virtually every mother or father with an eighth-grade education can do that.

### TRAIN CAREGIVERS

- Sixth and last, local programs to encourage and train caregivers for our youngest children, from birth to preschool age, whose mothers work outside the home. Here, let me emphasize, I am not talking about child-development specialists with college degrees; though we badly need them to supervise child-care programs, we cannot wait until we have enough such specialists.

Instead, we must begin now with those caregivers, usually women, who take neighborhood children into their homes or apartments for the day. Our entire attitude toward such amateurs has been negative, aimed at discovering them, licensing them, and often putting them out of business.

Some, to be sure, should go out of business... as well as those with degrees who do not provide a service. But a wiser approach would be to recognize that such amateurs would not be in the child care business if there were not such a demand for their services, and to help them do a better job of what they will continue to do anyhow, *whether we approve or not.*

Let us help them meet health and safety standards, not just penalize them for their failure to do so; let us help them use those early years for child development, not just sneer at them for being ignorant baby-sitters.

Let us offer short, tax-supported, evening and weekend courses — with their attendance paid for — to help them become smart baby-sitters.

These proposals may sound hopelessly Utopian — the pipe dreams of an educator. Yet the Committee for Economic Development, composed of chief executives of Fortune 500 companies, has called for the investment of \$5,000 a year in pre-schooling for every at-risk three- and four-year old.

"We are convinced," said the Committee in a 1985 report, "that the earliest stages of educational development are where we will receive the best return on our investment in education."

This means a stronger focus on K-8 education and on well-designed preschool programs for children from disadvantaged backgrounds."

### FAILURE COSTS

Moreover, Congress does have a way of finding the funds for any purpose it deems important: currently, for example, it is designing a bailout of the savings and loan industry, at a cost of at least \$15 billion a year for the next 10 years.

If every childcare and preschool proposal now before Congress were fully funded, the tab would come to \$5 billion a year — one-third the amount we will pay for a financial disaster that should never have been allowed to happen.

Well... troubled children are a disaster waiting to happen. Eighty percent of American prisoners are high school dropouts, and each costs us \$24,000 a year.

If we do not head off school failure today, we will most assuredly pay for it, 10, 15, and 20 years from now, in the hard coin of welfare benefits, unemployment compensation, prison costs, and another generation of poverty that will produce more troubled children.

For most of this decade, we have been trying to carry out reforms prescribed for us by task forces of prominent people. We have also been taken to task by sideline critics, most of whom could not survive three days in a first-grade classroom.

But if, instead of reacting to the agenda other people write for us, we were to unite as a profession in writing our own prescription for educational health, I believe that the 45,000 of us — speaking with a single voice to school boards, state legislatures, and Congress — could command the audience that fundamental, lasting school reform requires.

We have, through our state and national principals' associations, the medium to deliver our message; what we need is to agree on the message.

And the message, I believe, is that while Americans have been busy for the last 25 years reinventing marriage, sexual roles, and the family, they've forgotten to reinvent childhood.

This is our most neglected, most important school reform — and until American parents get around to accepting their responsibility for this mandate, principals and teachers must help do it for them.

Unless we take it upon ourselves to reinvent childhood, their sons and daughters won't find it anywhere else.

**Ed. note: While this article is written with U.S. students in mind, it is equally applicable to Canadian students.**



# FALL CONFERENCE



Home and Schoolers sign in for the Fall Conference, held at John Rennie High School in Pointe Claire and organized by Wendy Buchanan.

## Coady talks turkey about career choices

**LORRAINE COADY, DIRECTOR OF Human Resources at The Gazette led the workshop on careers.**

She opened with a short talk about conditions in the job market, trends in the workplace, unemployment statistics and education requirements in today's society.

In a company like the Gazette, employees include maintenance, administration, accounting, artists, journalists, photographers, to name a few.

Coady is usually the first person an applicant sees when he/she is applying for any job in the organization. She makes sure the applicant fits the criteria for a specific position. But, it is often the other department heads who do the actual hiring.

Education varies according to position. For instance, in advertising, while a person must have a certain level of education, it is also important he/she is articulate, friendly and a good salesperson.

On the other hand, usually the journalists are required to have college degrees, though not necessarily in journalism. If a person is writing about business, a background in a business field is acceptable, as long as the applicant has a flair for writing as well.

Coady also explained that in today's job market, it isn't only the prospective employer who ask questions; the applicant should also find out what the position entails, what co-workers are like, salary, benefits, vacations, bonuses and work environment.

A perspective employee has the right to know what the company is like and whether it is a place he/she would want to work.

Coady then fielded questions from the participants about the job market, specific education requirements, what, in general,



Gazette Human Resources Director Lorraine Coady tells people what to expect in the job market and how to market yourself for a job.

companies look for when interviewing applicants, the do's and don'ts during interviews, even curriculum vitae.

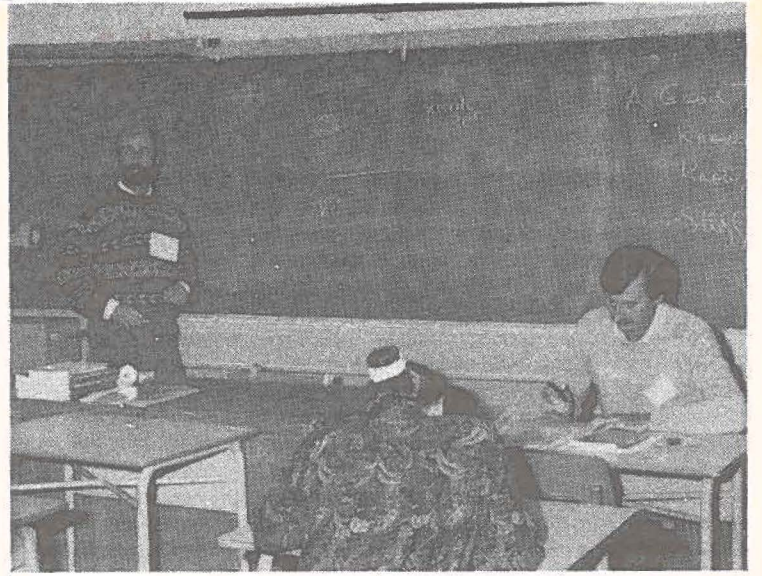
Careers was an interesting workshop because, while we usually

hear things from an academic point of view, we don't often get to learn things from a business angle.

Coady was able to fill us in on what business looks like today and where it will be going in the future.



QFHS appreciates the photos provided for us by Ben Durand of Photo Art



Colin Legault and Pat Baker make workshop participants learn cooperatively.

What do you think about that answer?



## Children learn what they live

If a child lives with criticism, He learns to condemn.  
 If a child lives with hostility, He learns to fight.  
 If a child lives with ridicule, He learns to be shy.  
 If a child lives with shame, He learns to feel guilty.  
 If a child lives with tolerance, He learns to be patient.  
 If a child lives with encouragement, He learns confidence.  
 If a child lives with praise, He learns to appreciate.  
 If a child lives with fairness, He learns justice.  
 If a child lives with security, He learns to have faith.  
 If a child lives with approval, He learns to like himself.  
 If a child lives with acceptance and friendship, He learns to find love in the world.

## Co-operative learning

Patrick Baker, a former teacher and principal with the Lakeshore School Board, and currently responsible for Professional Development at the Board, and Colin Legault, a teacher at Beacon Hill Elementary School in the LSB, conducted a stimulating and extremely interesting workshop into exactly what is meant by *Cooperative Learning* and how it works in a classroom setting.

Pat Baker introduced the topic and said for Cooperative Learning to work teachers must "know their stuff" and also know their students well. In spite of what we parents and educators think, kids come to school to play out their social and personal life.

He and Colin then divided the workshop participants into small groups and each person in the group received two sheets. The first was the poem, "Children Learn What They Live", and the

second sheet had four questions about the poem. Each group was given the same set of questions to answer.

1. What are the emotions expressed in this poem?
2. What do you think/feel about what the poem says?
3. How would you describe the pattern of this poem?
4. What is the poem saying?

Inside the group we took numbers to see which question you would be responsible for answering. Working together cooperatively we attempted to answer all the questions. Then each group reported back to the room at large on their answers.

Each group actually carried out cooperative learning principles by working together to establish the best possible answer.

Because it is a cooperative undertaking, your grades would be based on the overall response of your group.

Our thanks to Colin and Pat for teaching us all another way to learn.



## More Fall Conference HOMEWORK IS FAMILY BURDEN



**PARENTS AND STUDENTS** alike find homework a nightmare. The S.L.C. Strategic Learning Centre is a service designed to meet the needs of students from elementary school to adults.

We all want our children to succeed in school. The Centre teaches our children to become independent learners. With the provincial drop-out rate running at 39%, the S.L.C. is a resource that can make a difference.

Karen Foley and Judy Flannery, Directors of the S.L.C., did a super job in supplying us with information about the Centre.

From grade 1, to grade 6 or 7, a child is dependent upon his parents for help and encouragement to "do" the assigned homework, but then parents must relinquish these responsibilities as the child goes on to high school. The S.L.C. helps our children to become organized in the classroom and in their approach to homework.

Try these two strategies, easily taught to students when they have to memorize and recall information.

**Copy/Cover/Write/Compare** (CCWC) is a versatile and powerful strategy. Students first copy what is to be learned, cover it up, write it again from memory and

then correct it against the original. Students review what they had wrong and then repeat the procedure until they have it correct. For maximum effectiveness, brainstorm with your student a list of the areas where CCWC would work (e.g. spelling, math facts, French verbs, dictée, diagrams, maps, etc.).

**Memory strategies** require the student to make a word or a sentence using the words or ideas to be remembered. For example, the acronym "**HOMES**" helps students remember the Great Lakes (Huron, Ontario, . . . , etc.). Others find that making a sentence also works well, e.g. "These are **Superior** men who live in **Michigan** or **Huron** Street. They know a girl who's **Erie** who lives in **Ontario**".

Another way of implementing this strategy is to use the initial letters to create a sentence, e.g. "My very elderly mother just served us nine pizzas" works to remember the planets in order (Mercury, Venus, Earth, . . . Uranus . . . , etc.). This tool becomes still more effective when students use their own imaginations to invent words and sentences, e.g. "BASM" helped one student remember the western provinces from west to east.

Mary Thompson  
Greendale School

## ON THE ROAD AGAIN Daigle and Spanier land in St. Augustine

**THE VILLAGE OF ST. AUGUSTINE**, nestled at the mouth of the St. Augustine River on the Lower North Shore, was a beehive of activities during a recent QFHSA and Nomad Scientists Exchange Week. "Creating a Learning Environment in the Home, The School and the Community" was the theme.

This was co-sponsored by the Coasters, a Lower North Shore community-based organization, and St. Augustine School.

It was an incredible week, with dynamic community leaders representing parents, teachers, youth leaders, church representatives, the Coasters, the radio station CJAS and the adult literacy co-ordinator. Focusing on the meaning of literacy in Canada's information-based society and highly technological world, Marion Daigle, QFHSA Literacy Director, and 'Space Commander' Harold Spanier, of Nomad Scientists, emphasized the need for every community to examine the social, economic, educational and cultural needs related to having a literate environment for youth now and in the future.

The community, population 700, has a rich pool of human resources already working on activities for youth, but realized that with a focus on literacy skills, their goals for their children's future are now much clearer.

During the week, Marion and Harold introduced reading and science projects in the community — Storytime for preschoolers; Read Canada's Reading Circles; Rock



Grade 1 and 2 children in St. Augustine, ham for the camera with, from left, top row, Dennis Murray, principal, Cathy Chenier, adult literacy director, Marion Daigle, QFHSA and Debbie Burse, substitute teacher and parent.

n'Roll n'Reading for high schools; the great Cosmic Adventure and Rain Forest presentation for K-6 children; and Reading, Writing and Radio for teens. In addition, Harold went 'live' for an hour at the local radio station, CJAS, beaming out to several communities on science and the environment — songs, poems, stories and an imaginative 'space commander' segment.

An Open House on the last evening featured families sharing in the week's activities. Both Marion and Harold met with local people while exploring the village on foot. Harold, in particular, had school children guiding him on 'science' adventures throughout the week.

An Evening for Action, as a follow-up to the Literacy Exchange, co-ordinated the following ideas for community projects to build a learning environment:

**Survivors** — The youth club will continue to teach leadership skills and will probably expand with reading activities and with science and the environment activities; e.g. to work towards an Earth Day project in April, 1992. In addition, another parent is interested in having a youth group for older elementary children — a good focus to lead into Survivors.

**Pre-School Reading and Science** — Cathy Chenier, Adult Literacy Co-ordinator, is interested in organizing activities around storytime and science.

**Photography** — Because there is a darkroom in the school, Dieter Kandler is interested in working on

this activity, expanding it to include some video work. Harold Spanier has already arranged with the Saidye Bronfman Centre to donate some equipment. Dieter is busy recruiting fathers and young male adults to assist him.

**Reading, Writing and Radio** — CJAS will work on this project, keeping the radio Storytime as a feature, and also using the Literacy Resourcebook activity sheets as a resource to inform other communities about suggested projects for them. Students in St. Augustine may also have radio time to feature their work.

**Community Library** — An Unemployment Insurance project to set up a community library is in its infancy. The literacy exchange group is going to research this, as most were unaware it was to happen. Since it is only expected to be a 20-week project, work will be done to keep it going afterwards.

Already, Cedar Park Home and Schooler Lynn MacKraiel has collected approximately 40 boxes from the Pointe Claire Library for this project. Beacon Hill Home and School has donated books, and several boxes have been contributed by the Baie d'Urfé Library.

**The School** — The school will continue to have its annual book sale; to organize after school Science activities; and to expand a Career Day to include an evening for the community.

Both Harold and Marion extend their thanks for the warm hospitality of the people of St. Augustine and for the privilege of being part of their future.

## Social Affairs/Support Service Cmte.

**FAMILY NEWS:** A local newspaper (see resources listed below) called "Family Tree" covers many issues — family health questions such as inoculations' dangers, toxic garbage incineration, fitness, and there are many features such as book reviews, profiles of Youtheatre and a self-defense program for children, listings of fun events for the family, plus a pull-out section of activities for children, including puzzles, etc.

Local H&S associations should look into a subscription. Newspaper is free in some areas. Subscriptions include a free MONTREAL FAMILY DIRECTORY with listings from children's dentists to summer camps, etc.

**SCHOOLS AND AIDS:** Youtheatre has an excellent play dealing with AIDS which they wish to take into Quebec's English high schools soon. Because of the controversial content of the script, Youtheatre will not take the play into schools cold, but will provide advance information about its content.

Health professionals knowledgeable about AIDS will accompany the actors to answer students' questions.

Perhaps some H&S locals may wish to sponsor the play. The Federal Centre for AIDS estimates that up to 30,000 Canadians may

be HIV-positive. Thus far, Quebec is the province with the greatest incidence of AIDS.

**TEENS AND SEX EDUCATION:** The September issue of CANADIAN LIVING magazine has an excellent article by Kate Fillion entitled "Sex in the Schools."

It presents the problems facing schools about teaching this subject, how it is connected with AIDS and STDs, reactions of parents and teachers and recommends resources and possible strategies for parents in handling this difficult subject. (See resource list.)

**KIDS AND BOOKS:** The June issue of Harper's Magazine has an interesting article by Tom Engelhardt indicating that even though parents have been encouraged to read to their children and promote reading by children, "reading may be harmful to your kids."

For example, on the list of the 20 best-selling paperback children's books in 1990, eight of the top sellers were Teenage Mutant Ninja Turtles books, of one kind or another. What does this tell us about the influence of violence in our society?

**ADVICE TO PARENTS:** Recently a new column by Lawrence Kutner called "Parent & Child" has appeared about once a week in

the GAZETTE and may be of help to parents.

**KIDS HELP PHONE:** In July Marcia Kaye wrote an article in CANADIAN LIVING magazine about Kids Help Phone-In Service. Counsellors help about 25,000 kids a month deal with their fears, their worries and their pain.

The service last fall had to reduce its lines from seven to five. The Phone probably saves 12 to 15 lives a year, and could do more if the lines could be increased to 10.

Of Canada's seven million children, at least 875,000 will suffer child abuse, according to the Canadian Children's Foundation. Kids Help Phone can help to reach and save some of these children.

**EDUCATION MINISTRY:** Michel Pagé recently announced that the Education Department has new plans for schools. Proposed were a longer school year (by 5 days), a strategy against school dropouts (which stands at 36 percent in Quebec), a less centralized school system with fewer bureaucrats and less paperwork, measures to help integrate pupils from immigrant families, opening new schools and renovating others, a meal plan for poor Montreal students, and setting up a task force to look into problems of the English school system. But, where are the funds for all of these plans?

### Social Affairs Resource Materials:

- 1) For making a donation to **KIDS HELP PHONE**, call (416) 920-5437 or write to Canadian Children's Foundation, 60 Bloor St. W., Suite 1011, Toronto M4W 1A1.
- 2) To purchase a book of games and puzzles to facilitate discussions with your children about sex, contact Ron Wakelin. Address: 17 Mountjoy Ave., Toronto, M4J 1J4.
- 3) To order **Talk Sex, Sex in the Schools**, send \$5.95 plus \$2.00 shipping to Canadian Living, Box 220, Oakville, ON L6J 5A2.
- 4) To subscribe to **FAMILY TREE** (monthly), send \$20 plus \$1.40 GST to FAMILY TREE, 4072 Northcliffe Ave., Montreal, Que. H4A 3L3, or order by phone: 369-2232. Free copy of Family Directory with sub.
- 5) Books on parenting — Canadian Living, August, 1991. Article on discipline; children suffering from lack of discipline. **KIDTIPS** (\$3) and **FAMILYTIPS** (\$4) by Ellie Fresner: Order from Jerrell Publishing Co., P.O. Box 365, Westmount, Que. H3Z 2T5 (add 10% of price for postage and handling).
- 6) **STARTING OUT RIGHT**, Nurturing Young Children as Peacemakers, book by Kathleen McGinnis and Barbara Oehlberg (\$9.95 U.S.), Crossroad Publishing Company, 370 Lexington Ave., New York, N.Y., U.S.A. 10017.



# FOCUS on the LOCALS

ELIZABETH BALLANTYNE

## Kids run for Terry Fox



On Friday September 13th, the school held its annual Terry Fox Run. The event, again organized by the grade four teacher Sheila Fredason, was a great success. The weather was cool, but sunny — perfect for the occasion.

Children and teachers who were

sponsored by friends, family and neighbours, ran or walked along a 2km route set out in Montreal West. Along the route volunteer parents cheered on the participants and gave out light refreshments.

This year we raised \$4,922.80 for cancer research. Since the school

started its annual Terry Fox Run in 1986, the students have raised \$32,216.39!

Ibrahim Boduroglu, a blind student in Mr. Brown's Grade 6 class, raised \$128 — the highest amount raised this year by any one student.

Ann Bishundayal

### MOUNT PLEASANT

The H&S was busy even before the students arrived for their 1st day of school! A number of volunteers went to the school to put together the information folders that each child came home with on that 1st day back.

The school year started off with a bang for the Book Store. Valerie Mergl, our coordinator, and many patient volunteers, handled hundreds of orders, re-orders, returns, etc. . . during the first week of school. Thank you all for a job well done!

The H&S also had a Welcome Back Tea for the teachers in the teacher's room during the a.m. recess on the 1st day of school. As well as refreshments, they were given black board erasers with their names nicely painted on them. Administration staff received little black boards, again, with their names painted on.

During the Open House on September 12th, we had a good number of families sign up at the membership table. The membership campaign is on-going, so if you haven't signed up yet, there is still time!

Marge Crombie will be coordinating "Hot Dog Days" throughout the year for the grade 3's trip to Camp Jouvence.

### SAWYERVILLE

On Monday, September 16th, the school held an Open House to introduce the teaching staff of 1991/

92, and to present the curriculum to parents.

The School Committee held its first meeting and elected a new committee chaired by Denis Palmer. New teachers, Becky Conron, Helen Morgan, David Shunk, Jeanne-Mance Fortin, were welcomed.

After a brief over-view of the curriculum by the Principal, Tom Bean, the parents were able to visit displays of curriculum materials and ask questions of the teachers.

There was a good turn out of parents and a pleasant cooperative atmosphere was evident. Parental involvement is essential in small rural schools.

### HUDSON HIGH & ELEMENTARY

Last year the H&S received good support from the parents and won the membership award. As a prize we were given a lovely book for the library. The goal this year is 175 members.

Over \$10,500 was raised during the past year. It was used to support school programs, including the purchase of 2 computers and \$4000 worth of athletic uniforms.

H&S also promoted bicycle safety by arranging rebates for each helmet sold and are subsidizing an active on-going CPR programme for students and adults.

To keep the Community up-to-date on school activities, the H&S have a case in Place Poirier, Hudson, where information and student contributions are displayed.

Diane Williamson

### E.P. BEACONSFIELD

On September 17th, the school celebrated Peace Day. Each child made a tag with his name on it and wrote a personal peace message. These were placed in a large red post box and were later distributed amongst the students. Each class also made a class peace message. These messages, tied to helium balloons, were released in the air and then there was a minute of "silence for peace".

The following are some of the peace messages the children wrote:

*La Paix*  
Aujourd'hui on fête la journée de la paix  
Tout le monde est heureux, oui c'est vrai!  
Qu'est-ce qu'on fait pour fêter?  
Quelle musique à jouer pour ne pas oublier  
Les souvenirs de nos pensées?  
On a un bon esprit, on aime la vie  
On a juste à penser, car il ne faut pas oublier  
L'amour qui vient du monde entier  
Voilà la musique  
Nous chantons notre chanson  
Les ballons s'en vont  
Tout ce qu'il nous faut  
C'est d'attendre votre petit mot!!!  
*Les élèves de la 6ième année A*

### ROYAL WEST ACADEMY

**NO SMOKING HERE!**

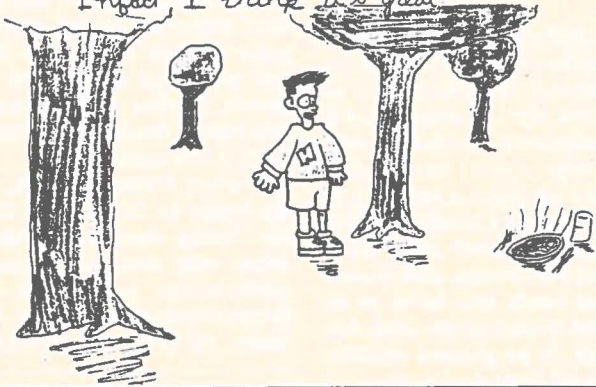
In 1991, with agreement of students, staff and parents,

## Summer Memories

Bobby Oliver  
6B

Summer time

Summertime is fun.  
Summertime is great.  
Summertime means hot dinner on my plate!  
There is no school  
Infact, I think it's great!



it was decided that ALL students would be forbidden to smoke within sight of the school.

As of October 1991 our membership had reached 100 members.

As a result of last year's fundraising, the H&S has contributed funds to the French, computer and gym departments, and to the year-book.

In October H&S hosted the graduation reception; and in November we had our first guest speaker. Dr. Sue McKenzie spoke on the issue of "Parents Surviving Teenage Sexuality".

During parent/teacher interviews, H&S held a Bake Sale, and during the play *My Fair Lady* we sold refreshments.

Now H&S is busy planning more interesting events for the coming months!

Lorraine Steiner

## UNCOVER Matrix



The Montreal literary and cultural magazine that's... "an increasingly important document in what it means to be non-francophone and living in Quebec."  
—Stephen Godfrey, *The Globe and Mail*

"A northern combination of *The New Yorker* and *Atlantic Monthly*"  
—Bill Katz, *Library Journal*

"Matrix looks great, is great"  
—Michael Ondaatje

Film, theatre, art, photography, book reviews, original fiction and poetry — all kinds of writing worth reading.  
For only \$15.00 (+GST = \$16.05) you can have Matrix delivered to your door 3 times a year. Two years (6 big issues) for \$29.00 (+GST = \$31.05).

Subscribe today and receive the current issue free.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Code \_\_\_\_\_ Payment enclosed  Bill me

Clip and mail to: Matrix C.P. 100, Ste-Anne-de-Bellevue, Québec H9X 3L4



## ECOLE PRIMAIRE POINTE CLAIRE



"Family Fun Night", or the Annual Fall Festival, was a huge success again this year. Parents sold baked goods, drinks, pizza and helium balloons, while teachers ran their popular carnival booths where everyone went away with a prize or maybe just the pleasure of squirting their parent or teacher.

Jill A. Johnson

### VALOIS PARK

#### GOING FULL TILT

The Bookstore is running full tilt after the initial first week start-up rush. Volunteer parents man the store, keep inventory, order supplies, and sell supplies during the school year.

The H&S Health and Safety Committee is encouraging teacher awareness of allergies and asthma, and is preparing ID kits for Kindergarten and new students.

The school welcomed the new Library Technician, Ann MacGregor. She is at the school for 2 1/2 days a week, and is working closely with volunteer Library Coordinator, Claire Dewar.

Books are being collected to send to the Gaspé in support of their Literacy Project, "This House Needs Books."

Anita Dunn is working hard as editor of the school newsletter, *Valois Venture*.

A Halloween Costume Party and Dance — for adults only — was held on November 2nd. Family, friends and members of the Valois Park community enjoyed this chance to get together.

The Drama Groups with Mary Gurekas are gearing up for a Junior Production in May of "Nursery Rhymes and Folktales", while another production for April called "A World of Folktales" is also being prepared.

Grade 1 and 2 spent a wonderful day at Mount Royal recently, and Grade 3 got to know each other under the stars at an overnight campout with their teacher, Mrs. Peneault.

### DR. S.E. MCDOWELL

The Ottawa Region Association for Bright Children and the Ottawa Board of Education are offering a variety of 6-week workshops for children from age 4-12. The workshops are held on Saturday mornings at Carleton University in Ottawa. Topics range from "The Magic Wizard and Dragons" for children 4-6 years of age, to "ROBOTICS" for 10-12 year olds.

The Special Education Advisory Committee invited all parents whose children receive special ser-

# MORE FOCUS

### WESTMOUNT HIGH

**ABSOLUTE ORDER PREVAILED** in the corridors of Westmount High School as students, staff, siblings, seniors, parents, friends and political candidates stood in line.

It was Friday November 1st. The event was the "Friends of Westmount High" Buffet Dinner, sponsored by the WHS Home and School to raise funds for the school band.

Richard Meades, school principal, was thrilled at the terrific response by the community and so were the hardworking parents who had prepared the scrumptuous feast.

The cafeteria bulged with the extra tables and chairs brought in to accommodate the crowd, and the stacks of food quickly disappeared.

Some prefects served up countless plates, others manned the doors and sold tickets and still others entertained the younger set with games and movies, all under the expert guidance of Iona McAulay.

Penny Lewis, conductor extraordinaire, led her charges through several numbers and some parents were sent out to replenish the food supplies.

As 10:00 PM approached, a simply marvellous evening of Food, Fellowship and Fun was drawing to a close. The final clean-up was in progress and "Robin Hood", the movie was in its final stages.

Cheryl McGrath

vices to attend its annual general meeting in October. The Committee is made up of representatives of teachers, principals, professionals, community agencies and parents of children receiving special services.

### BEACON HILL

**MANY THANKS TO BETTY Bertuzzi and her committee of devoted volunteers for conducting the annual Ski and Skate Sale.**

Over \$500 was raised at Beacon Hill during this event. The School Store is off to a good start because of work by Norma Cheng and Leena Hamilton, and the clothing committee is operating under Karen Davies' supervision.

The environment committee has been asked by one student for permission to form a club on this issue. If a sponsor can be found, this club would be part of the enrichment program. The new bulletin board for the environment should be up soon.

A large number of Beacon Hill students are involved in the Lunch Program with the help of Shirley Yost and her committee. Meet the Teacher evening was a huge success with refreshments being organized by Cindy Patino, our H & S Social Convenor.

Both Membership and Publicity are going well this year, too. The Safety Committee reports that the city of Beaconsfield has taken down some of the equipment on the playground that was deemed to be unsafe.

With Lyn Birrell and Liz Drysdale in charge, the 25th Anniversary committee is off to a good start.

With their objective of 25 "good deeds" to be carried out during the year, some of the activities to be carried out are: the playground is to be completely refurbished with some help from community sources; a toy drive; a twinning of cities throughout Canada; possible adoption of a foster child for a year; planting of trees; distribution of flower seeds and bulbs to be nourished in classrooms until they are ready to be planted outside; clean-up of litter and garbage in schoolyard and the community; a crest for the school gym; original staff at school to be invited to anniversary party; making of a time capsule; invitations to former graduates to attend anniversary; implementation of suggestions for "deeds" from students.

Wendy Tonkin reports there will be a sale of Christmas wrapping paper again this year, but the new wrapping will be made of recycled paper, uses safe ink with no lead

# CHSPTF National Wrap-up

**New Headquarters** New home for CHSPTF will be 331 Somerset West in downtown Ottawa. The brass plaque outside says William Lyon Mackenzie House. CHSPTF will be sharing space with the Canadian Association of Principals.

**Canadian Teachers' Federation** annual convention was held in Toronto, on July 16-19 and was attended by Helen Koeppel. New CTF President is Allan McDonald of the Northwest Territories. Newly elected vice-presidents are Allan Bacon of Ontario and Maureen Morris of Québec. Past President Kitty O'Callaghan is returning to a grade seven class in B.C.

**Fundraising** Canadian Home and School and Canadian Principals Assn. will be cooperating in a joint venture. The Junior Encyclopedia of Canada which has been acquired by McClelland & Stewart, is now on sale. This is a unique opportunity to obtain Canadian resource material and to generate operating funds for CHSPTF.

CHSPTF will continue to promote DO IT DAILY... FOR LIFE! and will work with the Canadian Association for Health, Physical Education and Recreation.

**Literacy Project** Marion Daigle, Literacy project facilitator for Quebec was invited to be one of the presenters at a fact-finding tour finale which was held in Quebec City during the Governor General's visit to the city in mid-June. Initiatives that have been taken by different groups in Quebec towards enhancing literacy were highlighted.

**Canada Drug Strategy** Maybelle Durkin attended the meeting for National Organizations in Ottawa. Provincial, territorial and national groups were consulted.

**Spicer Commission Report** has been distributed. Of even more interest is YOUNG PEOPLE SPEAK, a bilingual report being distributed by Canadian Teachers' Federation. In the words of Keith Spicer, "... We hope that seeing this country through young people's eyes can bring clarity and hope to adult minds..."

**Talking About Alcohol** An audio tape and accompanying booklet (handbook for parents of preteens) is available from Joseph E. Seagram & Sons, Inc. Education Development Center, Inc. P.O. Box 1799, Ridgely, MD 21681 upon request. Free. Please take advantage of this excellent resource material.

**Concerned Children's Advertisers** Series of PSA's for use by television stations in Canada (Canadian produced) were unveiled in Toronto in early July. A follow-up meeting was held in Ottawa between CCA and CHSPTF (represented by M. Durkin and H. Koeppel) to explore possible outcomes of this public drug awareness campaign.

**School Achievement Indicators Meeting** was convened in Toronto by Council of Ministers of Education, Canada (CMEC) June 5, attended by M. Durkin, Exec. Dir. and N. McGuire, Pres. Ontario Federation on behalf of CHSPTF. Views of those federations which had been consulted by their provincial governments were conveyed by CHSPTF. National Office has requested that provincial federations send their opinions direct to CMEC regarding the testing.

## THEATRE FOR THE WHOLE FAMILY IN 1991/92

Geordie Productions, now in its 11th year, will present three Canadian premieres and two Canadian classics this season. Two are main-stage productions appealing to the whole family; two are geared to school audiences, while the other appeals to both adults and teenagers.

*Billy Bishop Goes To War* played the Centaur in October, while *Alligator Pie and More From Dennis Lee* premiered at the Arts Westmount Festival in September. It will tour in tandem with *Possibilities*, a new musical.

Starting September 16th, Geordie began its fall tour of Theatre for Young Audiences. Performances were available to outlying communities in the Val d'Or/Rouyn-Noranda area, the North Shore, the Lower North Shore, the

Magdalen Islands, the Gaspésie, Quebec City, Eastern Townships and Laurentians.

In the spring they will present Norma Edwards' one-woman show, *A Selection From the Women of Margaret Laurence*, in collaboration with Hillcrest Productions, to high school and community audiences.

Opening night of the Canadian premiere of *Whale*, by David Holman, will also be the occasion of Geordie Productions' annual fundraising benefit. The play is based on the international rescue effort of three grey whales trapped under a spreading ice cap in the Alaskan Arctic in 1988. It will open in Montreal in May.

### CECIL NEWMAN

**The School Committee, on behalf of teachers, parents and students**, would like to extend a warm welcome to their new principal, Ms. Angela Andrews. Ms. Andrews comes to Cecil Newman from Lasalle High School. Both schools are part of the PSBGM (Protestant School Board of Greater Montreal). Cecil Newman staff and parents also send along best wishes for a happy retirement to Mr. Tom Poole, who retired as principal at the end of June 1991.

content and can be recycled.

The Enrichment Program this year is being run by Kiki Ziten and Janet Black, and it includes courses on Babysitting, ceramics, chess, crafts, creative drama, (both during and after school,) guitar, jazzercise, kitchen science, martial arts, nature detectives, novice naturalists, origami, piano (after school), recorder, tole painting, choir and Kids for Peace (a club). Looks like a busy year for all!

Pat Lewis



# Tips for Kidsport

There is much that physical educators, coaches, youth leaders, and parents can do to make sure kids have fun playing sports. Here are a few suggestions:

- **Focus on skill development.** Improved skills will lead to feelings of satisfaction and accomplishment. These feelings, in turn, will bring enjoyment and fun.
- **Provide realistic challenges.** Children and youth will learn and grow through a progressive series of challenges that are appropriate for their skill level and development.
- **Emphasize personal success.** Playing well, or the feeling that one has played well, is an essential part of fun in sport.
- **Keep winning in perspective.** Winning plays a part, but it is very low on the list of factors that contribute to fun. Winning as an outcome is less important than simply *striving* to win. By striving to win, kids learn to concentrate, try hard, and be the best they can be!

Information for professionals from the Canadian Fitness and Lifestyle Research Institute, Reference No. 91-09.

Les éducateurs, instructeurs, chefs de groupes et parents disposent de plusieurs moyens pour s'assurer que les jeunes s'amuse en faisant du sport. Voici quelques idées :

- **Mettre l'accent sur le développement des aptitudes.** L'amélioration des compétences entraîne des sentiments de satisfaction et d'accomplissement, d'où le plaisir et l'amusement.
- **Présenter des défis réalistes.** Relever des défis adaptés aux niveaux de compétence et de développement des enfants et des jeunes leur permet d'acquérir des connaissances et de la maturité.
- **Souligner la réussite personnelle.** Bien jouer, ou le sentiment d'avoir bien joué, est un facteur essentiel du plaisir de faire du sport.
- **Ce n'est pas tout de gagner.** La victoire compte, mais elle figure très bas sur la liste des facteurs qui contribuent au plaisir du sport. La victoire, en tant que résultat, est moins importante que les efforts que l'on déploie pour y arriver. C'est en *essayant* de gagner que les jeunes apprennent à se concentrer et à faire de leur mieux!

Renseignements pour professionnels de la part de l'Institut canadien de la recherche sur la condition physique et le mode de vie, No. de référence 91-09.

# McCrackens make kids eager for education

**MARLENE J. AND ROBERT A. McCracken are perhaps unique as a husband and wife teaching team. They have six children, have both taught for 41 years, and have worked together for the past 20 years.**

**Marlene has been a primary teacher of all grades, a principal, a primary supervisor, and a university professor. During thirty-five of these years she was either a full-time teacher of young children or working three-quarter time with children.**

**Her wealth of practical experience is immediately apparent in her writing and speaking. Marlene is a Canadian with more than half of her teaching in British Columbia schools.**

**Robert has been a junior high classroom teacher, a remedial reading teacher, a diagnostician, and a university professor.**

## McCracken Beliefs

1. Language exists to express meanings.
2. Language skills evolve from trying to make sense of the speech and print of the world into which we are born.
3. Literacy skills improve through practice. The practice must be purposeful. Children always read to learn with the result that they learn to read. Children always write to record what they are learning, or to communicate with others with the result that they learn to write.
4. There is no absolute sequence in which skills are learned or need to be taught.
5. Language learning is a social, non-competitive process.
6. The minimum text that can be used to teach reading is the whole book, chapter, poem, or story. Children read whole stories and poems before they recognize words.
7. There is no disintegration of

language into components for daily teaching.

8. Reading is done through apprehension. The brain directs the eye to make sense of a mass of text.

9. All children go through the same stages in learning to read and write.

10. All children are capable of literacy if they do not become confused or frustrated in learning *how print works*. Almost all children require direct, sensitive teaching to learn *how print works*.

**The McCrackens' teaching is rich in content and concepts, and their methods ensure that children eagerly learn the language skills of reading, writing, and spelling as a necessary adjunct to learning and thinking about subjects that fascinate them.**

Reprinted from "Coasting", Littoral School Board.

# Planet Power!

**TURTLES BEWARE — HERE COMES Captain Planet and the Planetees!** The animated environmental action adventure TV series is now available on video cassette in Canada. Each cassette contains two full episodes and four cassettes are available at participating video retailers and mass merchants.

In a half-hour episode, the *Planetees* find themselves on a new quest. Whatever the problem, from garbage dumping to rain-forest destruction, the *Planetees* are ready to take action.

With the aid of special rings given to them by Mother Earth, they each control one element of nature — earth, wind, water, fire and the most special element of all — the power of heart.

The *Planetees* use their powers to take on environmental disasters created by eco-villains. When the situation becomes critical, they join their powers together to sum-

mon up Earth's greatest champion — *Captain Planet!*

Once the problem is under control, *Captain Planet* returns to the Earth, leaving his message for *Planetees* everywhere — "*The power is yours!*" Each episode ends with a 30 second tag which gives the viewer tips on how they can help save the Earth.

Kids can also become *Planetees* and learn how to help save the Earth by joining Malofilm's official *Planeteeer Club*. For \$10, members receive quarterly "Go Planet" news letters. At no extra cost, they also get a water-powered wrist watch (it works great!), a *Planeteeer* ring plus a colour 8" x 10" signed photo of *Captain Planet*. For more information, contact: Diana Foster, MALOFILM VIDEO, 8 Pailton Cres., Toronto, Ontario, M4S 2H8, Tel: (416) 480-0453, Fax: (416) 480-0501.

## BABY BATH HAZARD

The Safety Branch of Consumer and Corporate Affairs Canada today alerted parents and caregivers that leaving a young child unattended in a bath seat can have tragic consequences.

While bath seats are designed to allow a young child to sit up independently while playing or being bathed, the child may drown if the seat tips over in the tub.

Seats usually consist of a supporting ring held up by three or four legs with suction cups. It is possible for these cups to release, with seat and baby tipping over.

In a recent incident, a one-year-old child drowned when left unsupervised while sitting in a bath seat. Parents and caregivers are reminded that young children should *never* be left alone in a bath tub.

# Books on Review

By KENNETH RADU

I don't imagine many Canadian children pass through elementary school without experiencing the pleasures offered by the famous and wonderfully realized story, *The Hockey Sweater*, written by Roch Carrier and illustrated by Sheldon Rosen. With the colloquial charm of its narrative voice detailing funny incident after funny incident, accompanied by Rosen's humorous and brilliant illustrations, *The Hockey Sweater* has acquired a near-mythic stature in Canadian culture.

Partly because of Carrier's understanding of his people in the village of Sainte-Justine and partly because of the central importance of hockey itself in the Quebecois and Canadian imagination, this particular tale can safely be considered a classic. Carrier and Rosen have joined forces again to produce another story of life in Sainte-Justine: *The Boxing Champion*, published by Tundra Books of Montreal and fluently translated by the talented Sheila Fischman who perfectly captures in English the French flavour of Carrier's world.

Carrier's warm-hearted and gently ironic tone of voice informs the story of little Roch's ambition to become the town's boxing champion. Humiliated every spring by the local boys, our hero sends away for a set of barbells and the "Miracle Muscle Guide." In secret he trains fanatically in an effort to match "the sons of farmers, truck drivers or loggers" in the ring.

Incidents are amusing, the characters believable, and Rosen's paintings as humorously evocative of the village of Sainte-Justine as ever. And yet, despite the charm and nostalgia, I find the story rather stale, the effervescence of *The Hockey Sweater* flattened here, the ending curiously anti-climatic. Certainly, children will enjoy this book and it's well worth the having. Lacking the cultural underpinning of *The Hockey Sweater* and suffering from a kind of déjà-vu quality, however, *The Boxing Champion* cannot be said to be as richly entertaining as Carrier's and Rosen's first and greater success.

Also from Tundra this year comes another picture storybook by Mohawk artist C. J. "Carrie" Taylor. *The Ghost and Lone Warrior* is an Arapaho legend about a great chieftain and buffalo hunter before horses were introduced to North America by Spanish explorers. On a hunting expedition Lone Warrior is injured in an accident. He tells his friends to continue without him. In the middle of winter, he must fend for himself until help returns.

The story depicts the personal and cultural values most highly prized in a leader by the Arapaho: courage, endurance, and the innate, inviolable dignity that comes from identity, knowledge and self-reliance.

Handicapped as he is by the severely sprained ankle, Lone Warrior, forced by hunger, drags himself through snow to the edge of a cliff. "On the plains below him was the most beautiful sight in the world." Buffalo. After he successfully kills one of the animals, he offers a thanksgiving prayer to the "Great Spirit of the Buffalo."

But at night a "living" skeleton appears before him, the ghost of one of Lone Warrior's ancestors who was himself a great chief. The skeleton caused the accident to save Lone Warrior from the fate that befell the hunting party — all killed in an ambush by an enemy tribe. Then the ghost provides the moral to the tale. Lone Warrior was being tested to see if he could keep his courage, for his people need a leader who can look death in the face and not show fear.

Taylor's prose, however, could use a firm editorial hand to remove the infelicities of phrasing and construction. She could also let the story dramatize the moral instead of having one of the characters spell it out at the end like a teacher with a pointer.

But it's important for our children to read or hear the stories of native Americans, and C. J. Taylor's renditions (here and in an earlier work, *How Two-Feather Was Saved From Loneliness*) is as good a place as any to start.



**LOOKING FOR NEW FUNDRAISING IDEAS?**

**Return to Nature Pdts** is an organization dedicated in taking an active approach to environmental problems. Our environmental

**21<sup>st</sup> Century Education**  
*Helping you Build a Greener Tomorrow!*

**Adele Sorella**  
Tel.: (514) 955-0041

**Winda Pang**  
Tel.: / Fax: (514) 339-1174

11111 Cavendish Blvd #108  
Saint Laurent H4R 2M8

fund-raiser is designed to raise funds for schools. It is educational, fun, simple to do, and helps heal Mother Earth.



# ▲ SAFETY SCENE ▲ SAFETY SCENE ▲ Fire won't wait—plan escape

**Editor's note:** When we speak of fire drills, we often think of our good old days in school. Then we would be so happy to have a fire drill because it happened in the middle of English Literature — and we didn't even mind if it was raining.

We were always disappointed if the fire drill took place during our favourite course, but then, that didn't happen too often.

Although it is comforting to know that most schools take fire drills seriously (some schools even do it in cooperation with the local fire department, and a fire truck is dispatched to the school during the fire drill), it is disturbing to think that most of us have no plan for an

emergency evacuation from our own home.

Oh, I know we all know our home like the back of our hand, but have you ever thought of what it would be like to awaken in a smoke-filled room, in the dark, unable to reach for, or turn on the light?

**Panic! Where's the door? Where's the window? Where are the kids? Where is the fire? (Victims have been found crouched in a corner, obviously looking for the door!)**

Why not sit down with the family, today, and explore the possibilities of a safe and effective evacuation? Plan it, draw it on paper, and, above all, practice it!

**HAVE YOU and your family practiced a home fire escape drill in the last three months? Six months? A year?**

Does your home have a home fire escape plan? Too many readers will answer "no" to these questions.

Approximately 80 per cent of all fire fatalities in this country occur in homes. There is clear evidence early detection and warning, coupled with a well-rehearsed home escape plan, can, and do, provide precious extra time to escape a fire.

Seconds count, and the less time spent deciding who will carry the baby or trying to open a painted-shut window, the more time you have to get out safely.

It is not enough to simply install a smoke detector in the home and forget about it. Households can be lulled into a false sense of security once they purchase the required smoke detectors.

It's important for people to understand that smoke detectors are only one aspect, albeit an invaluable one, of a comprehensive home firesafety plan.

In addition to installing, maintaining and testing smoke detectors properly, a well-planned and frequently rehearsed home fire escape plan is absolutely vital to the safety of all household members.

**ALLOWING A CHILD to stay home alone after school is a big decision for parents and one that brings worries and headaches. With proper training, this new experience can prove very positive for your child.**

Don't leave anything to chance. The child must know exactly what

Wherever you are, you should be aware of exits and be sure they are unobstructed. A good rule of thumb is to count how far away you are from an exit; for example: how many doors away in a hotel, how many rows away in a theater, how many seats away in an airplane, etc.

If you are in an unfamiliar location, ask someone to show you where the exits are. When you stay in another's home, be sure to plan how you would get out in the event of a fire.

And when entertaining in your own home, show guests the escape routes from their sleeping area.

All households should develop a home fire escape plan, with each member of the household participating. Youngsters can help by drawing and coloring a floor plan showing exits.

Two ways out of each room should be identified and indicated on the floor plan. Special provisions should be made for infants and very old and physically impaired family members, including locating their sleeping areas near an exit on the ground level if possible, and putting someone in charge of helping them with their escape.

Once the escape plan has been established, a walk-through is a good idea to try out each exit. Make sure windows open easily and that no exits are obstructed by

furnishings, toys or heavy objects.

Also, test a smoke detector so everyone knows what the alarm sounds like, and instruct children to react appropriately to the alarm.

Teach children — beginning at a very young age — the importance of getting out in the event of a fire and how to call for emergency help from a neighbor's telephone. (Also, post emergency numbers by each telephone in case you have to call the fire department for a neighbor.)

Finally, locate a meeting place outside, a safe distance from the home, where everyone will go to wait for fire fighters to arrive.

Everyone should be reminded, but especially children, that once safely out of a burning building you must stay out, and leave the rescuing to the fire department. **You must never go back in for anyone or anything.**

When you have developed an escape plan and everyone knows two ways out of each room, conduct fire drills regularly. Practice firesafety behaviors such as STOP, DROP and ROLL and CRAWL LOW UNDER SMOKE.

Rehearsing how to escape is important; in a real fire smoke is very disorienting.

If you have planned well and practiced your escape, you will be more likely to get out safely and under actual smoke and fire conditions.

## Home alone? Make it positive

you expect during your absence. If the child feels good about this new responsibility, he/she will handle it very well.

Draw up a list of activities that are permitted or forbidden.

Most importantly, be sure the child understands what to do in case of an emergency. Here are some tips:

If your child walks home from school, insist he/she walk with friends and use main roads. Do not traumatize children with horror stories. Instead, tell them where they can go or whom they can speak with if there is a problem, adding that they should NOT speak with strangers.

Help plan a schedule of activities covering the time that you will be absent. Prepare for everything: a snack, the time to call you, the games available, the favourite TV shows. Teach your child how to use electrical appliances safely and explain why others cannot be used without your supervision.

Even if left alone for a short time, a child should know how to take care of himself/herself safely and be prepared for all eventualities.

• Make up a phone number list of persons or services to call in an

emergency and place a copy near all telephones in the house. Teach the child how to answer the telephone SAFELY, never mentioning that you are out of the house, and also how to take messages.

• It is important that the child knows how to lock the doors when leaving or entering the house. Leave an extra key with a reliable neighbour — it could come in handy. A magic eye in the door will also let him/her see who is ringing the doorbell. They must NOT ALLOW ANYONE IN. Again, a list of persons that can visit would be helpful and explain that there are no exceptions.

Have a first-aid kit for minor problems and a flashlight in case of a power failure. Review the emergency procedures in case of serious trouble and where they should go before they contact you. **NEVER LEAVE CHILDREN ALONE IF THEY ARE SCARED.**

## Winter woes in wonderland

**WINTER OUTDOOR activities in Canada are healthy and fun — if you teach your children to take special precautions. These are some winter safety rules to teach them.**

- Dress warmly with mitts, hats and winter boots to avoid frostbite.
- Wear short scarves that cannot get caught — under toboggans, in bus doors, on ski lifts. These could strangle the child.
- Avoid falls by walking carefully on icy sidewalks or roads.
- Cars and trucks take longer to stop on snow and ice. Before crossing the road be sure the vehicle has come to a complete stop.
- Stay well away from snowploughs and snowblowers.
- Toboggan away from roads and driveways to avoid being hit by a car or truck.
- Never put stones or ice in snowballs. Children hit with frozen snowballs have had serious eye injuries.
- Snow forts are fun — but don't build tunnels which may collapse and suffocate a child.
- Wear a helmet when skating or skidooring.
- With spring approaching, beware of soft or thin ice on lakes and ponds when skating, skidooring or ice fishing.

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

## Don't let frost bite



**THE QUEBEC Safety League warns that frostbite can be very serious, sometimes even resulting in limb amputation. There are many ways to protect yourself.**

- Symptoms of frostbite include numbness and loss of feeling. So, regularly touch your nose, ears and cheeks and wiggle your toes to be sure there is feeling.
- Wear clothing in layers, which

can be added or removed with temperature changes. Fine wool is good against the skin, with a wind resistant material as an outer layer.

- Boots must not fit so tightly as to restrict blood flow and should be waterproof to keep feet dry. Carry spare socks. Remove heavy footwear when indoors so that feet will not over-perspire.
- Mitts are warmer than gloves.
- Cover your face with a scarf or

balaclava and wear a hat.

**In the Event of Frostbite**

- Immediately go for or call for medical help.
- Do not allow the victim to sleep.
- Have the victim change into warm, dry clothing.
- Cover the frostbitten areas with clean, dry cloth.
- Do not rub the frostbitten areas.
- Do not warm the areas too quickly.
- Do not use hot water.

## HAPPY HOLIDAYS!

From Safety Scene Editor Don Smith & his family: a very MERRY CHRISTMAS TO ALL & THE VERY BEST FOR 1992!

Remember that the festive season brings out the best in one's spirit, but also is an occasion to imbibe in spirits. If you drink — **DON'T DRIVE, IT'S CRIMINAL!** Take a taxi or, if you are lucky to have a programme in your neighbourhood, *Opération nez Rouge* will get you and your vehicle home safe and sound.