



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Helen Koeppe tells Senate:

Why H&S opposes Meech Lake Accord

Editor's Note: In January the Quebec Federation was invited by the Canadian Senate to give a brief to a Senate committee concerning our opposition to the Meech Lake Accord. QFHS president Helen Koeppe and Rights' Committee co-chairmen Calvin Potter and Rod Wiener travelled to Ottawa on Feb. 29 to present QFHS's point of view. The following are the press releases given to the English and French media stating our concerns.

Associations (QFHS), concluded that the prerequisite condition for an Accord of uniform minority official language educational rights across the country is absent.

To ratify the Meech Lake Accord in that circumstance, she stated, is not to bring Quebec into the Constitution — where it has always been — but rather to take the English minority in Quebec out of the Constitution.

The presence of English minority rights has hindered the application of Quebec's language law.

The QFHS Brief traces school rights from the year 1841 in Quebec. It points to the gaping hole in section 23 of the Charter of Rights and Freedoms which fails to protect the parental right to choose the language of instruction for the

children of naturalized Canadians whose mother tongue is neither English or French.

It further analyzes how it came about that the limited rights of section 23 were further narrowed for residents of Quebec by excluding from the protection of section 23 naturalized Canadians whose mother tongue is English.

It quotes an acknowledgement from Prime Minister Mulroney that school rights in Quebec are more limited than elsewhere.

It calls for the abrogation of section 59, which exempts Quebec from the application of section 23(1)(a), and the establishment, thereby, of uniform minority official language educational rights across the country.

It quotes a letter from Premier Peterson of Ontario which implies the provincial premiers believes

such uniformity of official minority language rights already exists.

In that circumstance, Mrs.

Koeppe concluded, the Meech Lake Accord was signed under a false assumption.

ADDRESSING HER remarks to the Committee of the Whole of the Senate of Canada on the Constitutional Accord of 1987, Mrs. Helen Koeppe, President, Quebec Federation of Home & School

RECOMMENDATIONS

THE FOLLOWING recommendations were in QFHS briefs sent to the Special Joint Committee (federal) on the 1987 Constitutional Accord (July 1987); the Committee of the Whole of the Senate of Canada on the Constitutional Accord of 1987 (July 1987) and to the Ontario Select Committee on Constitutional Reform on the 1987 Constitutional Accord (February 1988):

FIRST RECOMMENDATION

That Section 59 of the Constitution Act, 1982, be abrogated and the symmetry of constitutional minority official language rights be thereby restored to what was envisaged in the original Provincial Accord of November 5, 1981.

SECOND RECOMMENDATION

That Article 16 of the Constitutional Amendments, 1987,

16. Nothing in section 2 of the Constitution Act, 1867 affects section 25 or 27 of the Canadian Charter of Rights and Freedoms, section 35 of the Constitution Act, 1982 or class 24 of section 91 of the Constitution Act, 1867.

be amended by adding section 23 of the Canadian Charter of Rights and Freedoms to those sections safeguarded from erosion due to the constitutional interpretation of section 2 of the Constitution Act, 1867.

MME HELEN KOEPPE, présidente de la Fédération québécoise des associations foyers-écoles (FQAFE) qui a récemment communiqué à une assemblée plénière du Sénat du Canada ses réflexions sur l'Entente constitutionnelle de 1987 (sous forme d'un mémoire), a constaté l'absence de la condition préalable de toute entente, soit l'uniformité des droits éducationnels des minorités linguistiques au Canada.

Ratifier l'entente du lac Meech sans que cette condition soit remplie, a-t-elle ajouté, n'est pas le moyen de faire entrer le Québec dans la Constitution — dont il a d'ailleurs toujours fait partie — mais plutôt le moyen d'en faire sortir la minorité anglophone au Québec.

L'existence des droits éducationnels de cette minorité aurait gêné l'application de la loi linguistique du Québec.

Le mémoire déposé par la FQAFE fait l'historique des droits éducationnels au Québec depuis l'année 1841.

Il fait ressortir la lacune criante de l'article 23 de la Charte des droits et libertés de la personne, laquelle lacune empêche les parents de protéger leur droit de

choisir la langue d'enseignement des enfants de Canadiens naturalisés dont la langue maternelle n'est ni l'anglais ni le français.

Il contient aussi une analyse de ce qui a mené à une restriction encore plus forte des droits déjà limités prévus à l'article 23 dans le cas de résidents du Québec en enlevant aux Canadiens naturalisés de langue maternelle anglaise la protection qui leur était accordée par ledit article 23.

Par ailleurs, le mémoire cite le fait que le Premier ministre Mulroney reconnaît que les droits éducationnels sont plus limités au Québec que partout ailleurs au Canada.

Ce mémoire demande l'abrogation de l'article 59 qui exempte le Québec de l'application de l'article 23(1)(a) et, par conséquent, l'établissement dans tout le Canada des mêmes droits des minorités à l'éducation dans les deux langues officielles.

Et enfin le mémoire fait mention d'une lettre de M. Peterson, Premier ministre de l'Ontario qui laisse supposer que tous les Premiers ministres provinciaux ont pensé jusqu'ici qu'il existe déjà une telle uniformité des droits des minorités à l'éducation dans l'une ou l'autre (selon le cas) des deux langues officielles.

Puisqu'il en est ainsi, Mme Koeppe en a déduit que l'Entente du lac Meech a été signée à partir d'une présomption erronée.

Make a date to be at the Quebec Federation of Home & School Associations Annual General Meeting and Conference

THEME:

PROMOTING PARENT POTENTIAL

Expert workshop leaders will discuss such diverse topics as:

- Helping Parents to be More Assertive
- We're All in This Together, a look at an M.R.E. class
- Self-Esteem: A Gift We Can Give Our Children
- Are We Killing Our Planet? and what can we do about it
- Should We Close Our Eyes? to child abuse and its consequences
- Falling Through the Cracks, a look at literacy/illiteracy and are we failing our children
- Possibly — a play on the drug scene and high school students

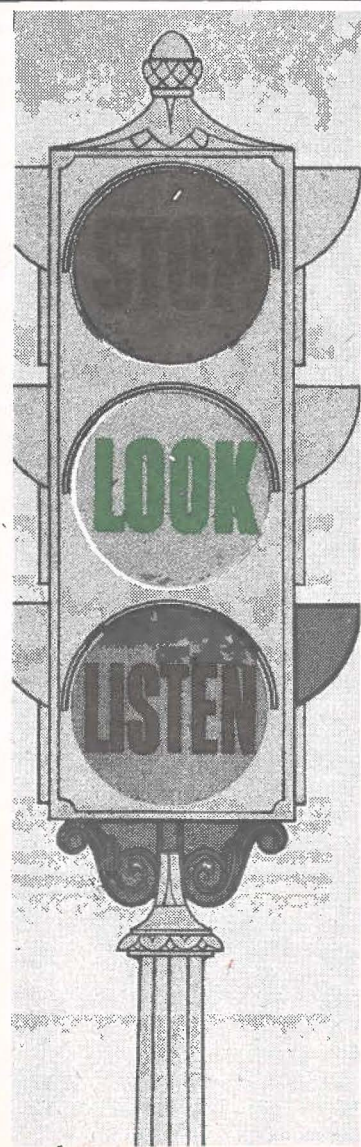
WHEN: Saturday, May 7, 1988

WHERE: The Protestant School Board of Greater Montreal

For a preview book and more information, send a 7½x10 envelope (with 47 cents postage) to our office:

QFHS

**2535 Cavendish Blvd., Suite 212
Montreal H4B 2Y5 481-5619**



OTHER PEOPLES OPINIONS

BOTH SIDES NOW

Dear Ms. Hawker-Lussier:

I wish to express my appreciation for the excellent column you have been publishing on peace education in the *Quebec Home and School News*. The very concept of having a column like yours upholds the importance of peace in the lives of our families and our schools, and the information and suggestions you provide are valuable to both parents and teachers.

Our Faculty recently devoted an issue of *The McGill Journal of Education* to the issues of Education, Peace and Security, and I am pleased to enclose a copy for you.

David C. Smith
Dean

To the editor:

As a parent of a seven-year-old in Meadowbrook School in Lachine, I am becoming increasingly alarmed at the amount of space devoted to the peace/disarmament movement in "Quebec Home and School News".

Susan Hawker Lussier's article in February's issue is nothing less than propaganda.

I feel that the peace/disarmament movement is a POLITICAL issue and has no business being in a publication such as yours concerned with improving the quality of our children's education.

If the peace/disarmament movement is going to be dealt with in the schools, both sides should be presented so the children will get a true picture of the issue.

Perhaps more energy should be devoted to educating our children about sex, drugs, alcohol and AIDS, subjects which are more apt to affect them at this stage in their lives, rather than the arm's race.

Sincerely,
Carolyn MacDougall

McGill suffers funding crisis

Dear Parent,

I AM WRITING to enlist your support in bringing to the attention of public officials the seriousness of the current deficit of McGill University.

You have undoubtedly been following in the press the statements made by Principal David Johnston and other university officials concerning the serious underfunding of all Québec universities.

I would draw to your attention, in particular, the case of McGill which is by the government's own studies, \$20 million a year underfunded against the average of Québec universities. McGill suffers from over half of the relative underfunding of all Québec universities. Given McGill's contribution to the Québec community, this is unjust.

In recent years it has become increasingly necessary to cut budgets because of this disparity. This has resulted in unacceptably high student-to-staff ratios, professorial salaries below those in other Québec universities, and deteriorating libraries, labs, buildings and support systems.

Obviously, the quality of education at McGill will be seriously threatened if this underfunding continues. Our students (28 per cent francophone) deserve better.

There are two solutions to this problem:

- For citizens of Québec to write to their members of the National Assembly urging that the unjust treatment of McGill cease and its funding be brought up to the average of all Québec universities;
- Or similarly recommend to their members that universities be allowed to increase fees to the same level that prevails in

other provinces and permit the universities to keep the increased revenue.

McGill's deficit position, currently running at \$10-15 million per year, cannot be allowed to continue. It is surely not in the best interest of Québec.

I feel action must be taken now to correct this situation. I encourage you to write to your MNA so that he/she may be made aware of your concern. I want to thank you for your interest in the university.

Yours sincerely,
A.J. deGrandpré
Chancellor, McGill

School Council Island of Montreal news

AT THEIR first meeting following the School Board Elections of last November 15, the new members elected the chairman and vice-chairman, and the five other members of the Executive Committee.

JACQUES MONGEAU, chairman of the Commission scolaire Baldwin-Cartier, has been re-elected to his sixth three-year term as chairman of the Conseil scolaire de l'île de Montréal. JOEL HARTT, chairman of the Lakeshore School Board, was elected vice-chairman.

The Conseil scolaire consists of 17 members. Fourteen are chosen by the Montreal Island School Boards while three other members are appointed by the Gouvernement du Québec. The 17 members have a three-year mandate.

Editorial . . .

Bills 106 and 107: Quality or control?

THE NATION ABOUNDS with talk of free-trade, the stock market's rise and fall, but the future of our country, culture and community is bound up in one major resource — our children; one major investment — their education.

Times are changing, the needs of society are changing, pedagogical methods are changing, but the fundamental objective of education, to prepare each child for his particular role in society, does not change.

There may be a shift of emphasis from the accumulation of facts to the development of the whole person, but the goal remains the same. We, who are the guardians of tomorrow's leaders and workers, must ensure that the quality of education is continually improving and responding to the changing needs of society.

The Minister of Education has deposited two bills in the National Assembly. Bill 106 is an act governing school board elections; Bill 107 is a rewriting of the rest of the Education Act. What impact will these bills have on quality education?

Before addressing the bills themselves, it is important to understand the government's intent. Firstly, it is to "democratize" the school system, with a focus on community involvement in each individual school under the authority of its principal. Secondly, it is to disband, as far as is legally possible, the confessional system of education.

Bill 107, which is a total revision of the present Education Act, contains both these proposals, although an attempt has been made to keep them clearly separate. The first proposal, the democratization of the system, is attempted through readjusting the lines of authority: the duties of the teacher and principal are detailed; the orientation committee is mandatory; the power of the Minister to oversee the system is clearly spelled out. The underlying philosophy is that actions are guaranteed only if they are provided for in law.

This raises some serious concerns. Will the flexibility which we consider necessary for the provision of quality education be endangered? Does legislated participation ensure co-operation? Will making the orientation committee man-

datory ensure that it will succeed in those schools where the school committee concept has failed?

The second proposal in Bill 107 is that of organizing the educational system along language lines. The government has conceded that there are constitutional protections for the Protestant School Board of Greater Montreal, the Protestant School Board of Greater Quebec, the Montreal Catholic School Commission and the Quebec Catholic School Commission, along with existing dissentient school boards.

The extent of these protections will be the foundation of questions that the government intends to submit to the Quebec Court of Appeals before instituting language boards.

The government, however, does not recognize the existence of constitutional protections for the rest of our present school boards, the so-called school boards for Protestants and school boards for Catholics. We claim, since they have dissentient roots, that all our Protestant school boards enjoy constitutional protection. We must insist that this matter is also addressed in the questions put to the Court.

The community is asked to study these bills and to respond with suggestions and comments. What should our action be? Should we concentrate on the implications of language vs confessional boards. Should we address the details.

There is no doubt that Bills 106 and 107 will be passed with the intent that the laws will come into force on July 1st, 1989, excepting those clauses listed in Article 579 of Bill 107 whose implementation will depend on the judgment of the Courts.

Many members of our community feel no part of the law should be implemented until the final court judgment. Nevertheless, the message from the government is quite clear: regardless of the date on which the law, or any part of it, comes into force, the consultation period is now.

How does one begin to study these bills? By what yardstick should they be measured? Beginning may be difficult, but there is only one yardstick — the improvement in the quality of education. How do the proposals in these bills affect the education that my child receives?

Ann Cumyn

DID YOU KNOW...

By Marguerite Dunlop

AT THEIR JANUARY meeting the Curriculum Council distributed a handout which outlines "The Matrix of Subjects for Secondary Schools".

Did you know that of a possible 180 credits your student need acquire only 130?; that students in 1987-88 in Secondaries II, III, IV

and V are under a "Transitory Regime" and do not labour under the same requirements as the students just entering High School?; that, in the future, while some subjects such as History of Quebec and Canada, will be compulsory to take they will not be compulsory to

pass?

Are we, as parents, truly aware of what is expected of our children? And more, do those expectations, or lack of them, encourage our children to believe that it really doesn't matter whether they pass certain subjects or not?

ERRATUM

Our apologies to Mr. David Nadler, principal at Windermere Elementary School. In the last issue we erroneously made him the principal at Beacon Hill.

Also in the February issue, we credited Susan Curtin, Greendale, with an article on "11 Tips to Make Better Writers." Not her, says Susan, but came from *The Gazette!* Sorry, Susan. — Ed.



Quebec Home & School NEWS

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Teacher week appreciated



QFHSA kicked off Teacher Appreciation Week, February 7 to 14, by making a presentation of buttons and posters and bringing greetings to the Lakeshore Teachers Association. From left: Marion Diagle, QFHSA publicity chairwoman; Jan Langeller, president, Macdonald High School Home and School and vice-president of the Lakeshore Teachers' Association (LTA); Maureen Morris, president of LTA and Barbara Milne-Smith, treasurer of the Canadian Home and School.

Dear Helen,

On behalf of the Lakeshore Teachers' Association (LTA) I would like to thank the Quebec Federation of Home & School Associations for taking an active part in the National Teacher Appreciation Week sponsored by the Canadian Home & School & Parent Teacher Federations.

Teachers are often the brunt of bad press and so it was a wonderful feeling for us to know that across Canada parents were celebrating Teacher Appreciation Week with their teachers and schools.

For most of us in the LTA the

Dear Mrs. Koeppe:

I thought you might appreciate a note from our School Board to let you know how much we appreciated the initiative of Home and School in encouraging participation in national "Teachers' Week".

Our Board was excited about the prospect. We had some good discussions with our union president and it was felt that teachers would enjoy an extra half hour at lunch-time, one day during Teacher Appreciation Week, when they could put their feet up and relax together or actually have time to "do lunch".

We took advertisements in the daily and local newspapers thanking "the people who make a difference — our teachers".

We posted large signs on the main street outside our School Board Office, with this message (of course in both languages). Each school had large banners and posters proclaiming our love of our teachers.

In addition, the parents in the schools, the school committees and/or home and school, undertook a variety of appreciation week projects.

In several schools the parents had a treat each day for the week. One day cookies were delivered, another day there was a flower for

"We Love our Teachers" buttons and posters were only a part of the good feeling that prevailed.

The parents in many of our schools went the extra mile and did such things as give their teachers special luncheons or muffins or apples or flowers, etc.

Parents and teachers working together are a tremendous resource in the education of our children and so we thank all our parents for honouring us during Teacher Appreciation Week.

Maureen Morris
President

each teacher, and so on.

The week climaxed with the parents providing, and in one instance, serving lunch on the day when we had the additional lunch time.

All in all the whole community participated and enjoyed the opportunity to say thanks to a group of people who really do make the difference.

We are delighted with Home and School's initiative and we guarantee that we will do even better next year.

Yours sincerely,

H.A. Macdonald
Director General, Protestant
Regional School Board of Western
Quebec

We wish to thank the QFHSA for giving us this wonderful opportunity to salute our teachers.

Alison Morin
St. Veronica School

We at Dunrae thank The Canadian Home & School and Parent-Teacher Federation for such a great idea and hope to continue it in the future.

Judy Owen
Dunrae Gardens



President's Message

No way to treat our kids

This is a catchy title of a brochure that Home & School has distributed to parents for some years now, a brochure aimed at improving the physical health and well-being of children by entreating parents to teach their children to choose snacks wisely, to exercise regularly and to eat a well-balanced daily diet...

Perhaps we of Home & School should be getting material ready for another brochure, a brochure designed to remind parents about their importance as role models for their children, particularly in the area of civics, government and citizenship.

It could contain information about the structure of our three layers of government and how they inter-relate; the importance of respecting the rights of others (especially minorities), and the importance of good and fair laws and regulations, and how to maintain

them.

Your president and the co-chairman of the Rights Committee, Cal Potter and Rod Wiener, presented a brief recently in Ottawa to a Senate Committee about QFHSA's concerns on the educational implications of the Meech Lake Accord.

We were gently rapped on the knuckles, as was the organization following us, by the chairman of the committee hearing the presentations, about the apparent lack of concern on the part of individual Canadians about this new constitution.

Many organizations have voiced their approval or disapproval of various parts of the Accord, but what is missing is a general, vocal reaction from parents to what has been thrust on us by the First Ministers.

This is no way to treat our kids. Are we going to leave them with a legacy of a constitution which has been approved, adopted and ratified without sufficient debate, consultation and discussion?

EASE LAW 101

OPEN LETTER TO ROBERT BOURASSA, PREMIER OF QUEBEC

As social and educational leaders of the anglophone community on the Gaspé Coast, the Committee for Anglophone Social Action (CASA), the Regional School Board of Gaspesia (RSBG) and the Gaspesia Teachers' Association (GTA) jointly issue the following statement.

Considering that the provincial government of M. Robert Bourassa promised to ease restrictions on the charter of the French Language; Considering that it is a well known and accepted viewpoint within all elements of Quebec society that the French Language should and

does receive prominence in areas like the language of work and public signs;

Considering that the Gaspé Peninsula wishes to maintain a vibrant tourist industry that attracts many thousands of visitors from across Canada and the United States;

Considering that there is a significant linguistic minority within the province of Quebec whose mother tongue is not French and who no longer have the right to use or to see their mother tongue on public signs; considering that "social peace" is best achieved when everyone considers himself/herself treated with equality and fairness by the laws of society; considering that we have

anglophone institutions such as schools where, as educators, we are entrusted with the promotion and advancement of the English language.

Considering that our children have the right, within a free society, to see and to use their mother tongue, such that they too can take pride in the mastering of the language within the province of their birth;

We demand that the provincial government of M. Robert Bourassa ease the restrictions of Law 101 on the use of the English language such that:

1. All public signs may be bilingual so long as the French language is prominently displayed;
2. Access to English language education must be granted to all English-speaking Quebecers, including English-speaking newcomers, whether they have come from another part of Canada or from abroad.

Ferne Howatson
Chairperson, RSBG
Howard Miller
President, GTA
Sharon McCully
President, CASA

TAKE A LOOK

UNIVERSITY AND COLLEGE PLACEMENT ASSOCIATION PUBLICATIONS CATALOGUE:

This catalogue is useful to all involved in the education system, especially secondary and post-secondary students and recent graduates. What you'll find listed in the catalogue is an abundance of books and brochures addressing everything from choosing the right university, to making it without a college degree, to how to succeed in high school. You can get a copy by writing to: The University and College Placement Association, 1209 King St. W., Ste 205, Toronto, ON., M6K 1G2. Tel: (416) 535-8126.

Saluting volunteers

"National Volunteer Week," April 17 to 23, provides an opportunity to recognize the work of millions of people across Canada who give their time, talents and energy as volunteers. This national recognition week celebrates the enormous contribution that volunteers make to the quality and fabric of life in Canada.

Volunteers and voluntary action are an integral and necessary function of our society. It is these people, who by their personal commitments of time and service, create a compassionate and civilized society, and who make communities across our country better places in which to live.

Volunteerism directly reflects the demographic principles upon which our nation was founded, in that everyone — regardless of race, age, sex or creed, can volunteer, and in so doing, achieve a sense of self-worth, growth and fulfilment.

Volunteers fill many roles — delivery of needed human and social services, advocacy for valued causes, initiation and direction of a vast network of voluntary organizations. They work in neighbourhood associations, cultural groups, recreation programs, schools, churches, hospitals, self-help groups, community committees, or simply as good neighbours.

National Volunteer Week, 1988 offers a time to celebrate and recognize the immense voluntary commitment made by so many Canadians in their communities across the country. Celebrate National Volunteer Week, April 17-23, 1988!



Consider goals to preserve life

By Susan Hawker Lussier

AS I WRITE this, Canada is experiencing the Olympic spirit. We share the flame — the flame that travels around the world bringing individuals from all countries together.

During the opening ceremonies, we listened to a touching native rendition of *O Canada*, but we know, embarrassingly, that our government has given permission, through NATO, for low-level flying of military jets over native territory in Labrador.

At ear-splitting noise levels, native hunting practices are disrupted, threatening to destroy their traditions, part of the diverse cultural heritage of which we as Canadians are so proud.

The Olympic Games are an important initiative towards international cooperation, but we could go further. Must all the games be competitive, pitting one country against another? Wouldn't it be challenging to try cooperative sports?

But thanks to the Olympics, we can appreciate our common humanity, our strengths and our weaknesses, and our vulnerability.

We recognize that, yes, the Soviets are individuals just like you and

"Science has made unrestricted national sovereignty incompatible with human survival. The only possibilities are now world government or death."

Bertrand Russell



Susan Hawker-Lussier

me, not the "enemy" our defence department would have us believe, in its glossy public relations effort to promote its White Paper.

As history has shown us, enemies come and go, and with the existence of weapons of mass destruction, the enemy concept is outdated if we are to survive.

We can have no national security when the health and very existence of life on this planet is at stake, whether from nuclear holocaust or

other environmental disaster.

We must look beyond national security to global security. Just as we have municipal, provincial (or county and state), and national governments, we must now take the necessary step to structure an effective world government.

With appropriate reform, the United Nations could fill that role.

For the common good of humanity, our patriotism must be enlarged one step to the international level. As we become official citizens of the planet, we must consider life-preserving and enhancing goals, while war and other violent crimes are outlawed.

We must work at two levels: educationally (see ongoing list of resources) and democratically. We need to remind our politicians where we stand.

Consider signing the Canadian Peace Pledge, a promise to vote in the next federal election for candidates who pledge to work for an end to the nuclear arms race.

Peace Activities Calendar

- April 23:** Peace Walk West Island of Montreal from Beaconsfield Recreational Center by West Islanders for Nuclear Disarmament. (514) 630-4454 1:00 p.m., same day as the Vancouver Peace Walk.
- April 26:** Anniversary of the Chernobyl Nuclear Accident.
- April 29:** Walk Around the World for Peace Walkathon in Ottawa 10:30 a.m. Contact Gloria, Ottawa Disarmament Coalition (613) 231-7786.
- May 6-8:** Youth for Global Awareness Conference. University of British Columbia, for students aged 15-19. Peace Education Centre, 2235 Burrard St., Vancouver V6J 3H9.
- May 8:** Mother's Day: Appeal for Peace by Julia Ward Howe, 1870
For more information, contact West Islanders for Nuclear Disarmament, 401 St. John's Blvd., Pte. Claire, H9R 3J3.
- May 21-23:** Second International Teachers for Peace Congress Bonn (F.R.) Germany. Pedagogical perspectives for teachers, education officials, peace researchers and NGOs. Organizers now say it will be the largest and broadest international assembly of peace educators ever. Canadian Peace Educator's Network, c/o Pembina Institute, P.O. Box 839, Drayton Valley, Alberta T0E 0M0.
- May 31- June 25:** Third United Nations Special Session on Disarmament, New York City.
- June 2-6:** Healing Our Planet Eighth World Congress of International Physicians for the Prevention of Nuclear War: Palais des Congrès, Montreal. Info: P.O. Box 367, Snowdon Station, Montreal H3X 3T6 (514) 485-0855.
- June 11-12:** Special Events, relating to the Third United Nations Special Session on Disarmament, occurring simultaneously around the world. Mobilization for Survival, 853 Broadway, 418, N.Y., N.Y. 10003.
- July 4-9:** International Institute for Peace Education Plenary sessions, workshops, peace fair, resource display; at University of Alberta, Edmonton. Contact Seanna Quresette, IIPE '88, Peace Education Project, Rm 231A, Dept. of Secondary Education, University of Alberta, Edmonton, AB, T6G 2G5.

Tools to help teach peace

AS PART OF the recent provincial teachers' convention, and in conjunction with the NFB, Peace Education Network (Quebec),

PEDS, and the Quebec Association for Adult Learning, a Peace Institute was held Nov. 13 for teachers and community workers interested in educating for peace and social responsibility.

Registration of 30 was full and all participants had much to offer. Sharing experiences was particularly valuable, and it was inspiring to see the number of individuals who, sensitive to the needs of their students, have taken the initiative to incorporate a peace curriculum.

The conference was well organized with discussion groups, the opportunity to preview and evaluate various audio-visual and prepared resources. Both literature and videocassettes prepared by the NFB were given to all participants.

Included in the videocassettes are: Balablock; Neighbors; Children of War; No More Hiroshima; A Writer in the Nuclear Age: A Conversation with Margaret Laurence; If You Love This Planet, and The Big Snit.

One advantage of the videocassette is that it can be stopped at any point to discuss the probable consequences or continuation of the story.

The students can then begin to consider the options, and even rewrite the script, making the connections with the real world.

One of the important aspects of peace education is the development of critical thinking, the ability to separate fact from fiction.

It is also important that our students see that we don't avoid controversial issues — that we learn how to deal with them constructively.

RESOURCES

Peace Education:

- 1) **WE CAN DO IT: A peace book for kids of all ages** \$2.00 from Namchi United Enterprises, P.O. Box 33852, Station D, Vancouver, B.C., V6J 4L6.

Global View:

- 2) **Map of the World** \$9.99 with vinyl reusable stickers of parts of continents, from Jocus Toys, 5061 Fullum, Mtl. H2H 2K3.
- 3) **Video: Doctor in the Sky** — 7 min. animated video (VHS) from the United Nations. All ages, but 7 and up would comprehend more. An ailing planet earth is transported up to the hospital in the sky, where it is operated on, ridding itself of the contamination of pollution and military hardware. Planet Earth is then handed a prescription: the Declaration of Human Rights. Available from the United Church Bookroom, 3480 Decarie, Mtl. H4A 3J5 (514) 484-3163.

World Government:

- 4) **The Great News** 25¢, from Ken Keyes College Bookroom, 790 Commercial Ave., Coos Bay, Oregon 97420.
- 5) Further information from: World Federalists of Canada, 46 Elgin St., Suite 32, Ottawa, Ontario, K1P 5K6.

Third World:

- 6) **Education Materials for Catholic Youth**, concerning global underdevelopment, peace and justice, including Role Play "Bananas — and Me"; Facilitator's Guide; and suggestions for Third World Solidarity Day. Canadian Catholic Organization for Development and Peace, 3028 Danforth Avenue, Toronto, Ont., M4C 1N2.

Democracy:

- 7) **Canadian Peace Pledge Campaign** c/o Canadian Peace Alliance, 555 Bloor St. W., Suite 5, Toronto, Ont. M5S 1Y6

We can do it!



"It's very important for all of us today to realize that the Soviet Union is not the enemy. Nuclear war is the enemy. We're going to have to learn with the Russians or we and the Russians are going to die at about the same time."
Rear Admiral Gene R. LaRocque
U.S. Navy (Ret.)

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Imagine being able to raise money for your group with nothing to sell. All anyone has to do is what they're doing every week anyway ... and that's shop for their family. FUNDRAISE CANADA is supported by a number of Canada's leading consumer product manufacturers. For every proof of purchase that's submitted from one of these products by your non-profit group, your club will receive a cash refund for its fundraising account. Naturally, a lot of purchases by many members and members' friends can add up to a great deal of money fast.

(*Some products may change or may not participate in some areas)

To find out how your organization can qualify, send the completed coupon today (or call toll free 1-800-387-5072).

Mail to:



Suite 1, 3761 Victoria Park Ave.
Scarborough, Ont. M1W 3S2

Please send information on how my group can participate in the Fundraise Canada program to:

NAME _____

ADDRESS _____

CITY/TOWN _____ PROV. _____ POSTAL CODE _____

NAME OF GROUP _____

QHSA 3-88



FOCUS on MEMBERSHIP



Award of Merit

1987/88 MEMBERSHIP AWARDS

On Island Elementary Schools

École Primaire Beaconsfield	58%	Membership Chairman - Marilyn Tooley
Beacon Hill	58%	Membership Chairman - Pat Stagg
Courtland Park (Dorval)	54%	Membership Chairman - Judy Stanway
Elizabeth Ballantyne	51%	Membership Chairman - Carol Porteous

On Island Secondary Schools

Macdonald High School	24%	Membership Chairman - Beverly Moore
Lindsay Place High School	23%	Membership Chairman - Roslyn Karpman

Off Island Schools

Hopetown-Shigawake-Port Daniel	34%	Membership Chairman - Bertha Hayes
Baie Comeau	31%	Membership Chairman - Barbara Rioux

Special Mention

Christmas Park	Membership Chairman - Pam Schneider
Dunrae Gardens	Membership Chairman - Amy Howick
New Carlisle	Membership Chairman - Starr Sinclair
Valois Park	Membership Chairman - Peggy Thomas
Windermere	Membership Chairman - Barbara Johansen

MEMBERSHIP FIGURES ARE BASED ON STUDENT ENROLLMENT.

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

1987/1988 GROUP AFFILIATE MEMBERS

School/Parents' Committees

- Allanrocft School
- Asbestos-Danville-Shipton School
- Aylmer Elementary School
- Beaconsfield High School
- Buckingham Elementary School
- Campbell's Bay and District School
- Carlyle School
- Cecil Newman School
- Cedar Street School
- C.E. Pouliot Polyvalent School
- Dr. S.E. McDowell School
- Dorset School
- Ecole Primaire Pointe Claire
- Edgewater School
- Gault Institute
- Hampstead School
- Hull School
- Jubilee School
- Lasalle High School
- Laurentia School
- LeMoyné d'Iberville High School
- Lindsay Place High School
- Macdonald High School
- McCraig School
- Morin Heights School
- Mountainview School
- Netagamiou School
- North Hatley School
- Northview School
- Ormstown School

- Parkview School
- Riverdale High School
- Riverview School
- Rosemere High School
- Royal Charles School
- St. Augustine River School
- St. François Xavier Secondary School
- St. Patrick School
- St. Paul Junior High School
- St. Veronica School
- Ste. Agathe Academy
- Souvenir School
- Spring Garden School
- Thorndale School
- Three Rivers High School
- Valois Park School
- West Hill High School
- West Park School
- Wilder Penfield School
- William Latter School

School Boards

- Baie Comeau Dissident School Board
- Eastern Townships School Board
- Greater Hull School Board
- Lakeshore School Board
- Ormstown School Board
- Protestant Regional School Board, District of Bedford
- Protestant Regional School Board of Northwestern Quebec

- Protestant School Board of Greater Montreal
- Protestant School Board of Western Quebec
- Richelieu Valley School Board
- South Central Protestant School Board
- South Shore Protestant Reg'l School Board
- St. Lawrence Protestant School Board
- St. Maurice Protestant School Board
- School Board of Bonaventure

Teachers

- Alymer Elementary School
- Edinburgh Elementary School
- Gaspésia Teachers' Association
- Lakeshore Teachers Association

Others

- Amo Ososwan School
- Association for the Advancement of Jewish Education
- École Primaire Pierrefonds
- First Nations Education Council
- Jewish Peoples & Peretz Schools H&S
- Kahnawake Education Center
- Loyola High School
- Quebec Association for Children and Adults with Learning Disabilities

Home & School MEMBERSHIP LEDGER

	1986/87	1986/87 MAR. 1/88
ALLANCROFT	172	154
ANDREW S. JOHNSON MEMORIAL	43	33
AYER'S CLIFF	17	22
AYLMER	57	49
BAIE COMEAU	40	33
BEACON HILL	164	167
BEACONSFIELD HIGH	—	55
CARLYLE	23	—
CEDAR PARK	127	98
CHELSEA	17	23
CHRISTMAS PARK	169	171
COURTLAND PARK	127	140
DORSET	72	82
DUNRAE GARDENS	148	176
ÉCOLE PRIMAIRE BEACONSFIELD	225	258
ÉCOLE PRIMAIRE PIERREFONDS	23	—
ÉCOLE PRIMAIRE POINTE CLAIRE	149	222
EDGEWATER	206	172
EDINBURGH	206	179
ELIZABETH BALLANTYNE	173	181
GREENDALE	140	125
HAMPSTEAD	67	74
HOPETOWN-SHIGAWAKE PORT DANIEL	41	38
HOWICK	5	10
HUDSON/MT. PLEASANT (includes high school)	243	174
JOHN RENNIE HIGH	166	168
KEITH	86	42
LACHINE HIGH	78	79
LINDSAY PLACE HIGH	143	305
MACDONALD HIGH	146	151
MARY GARDNER	4	4
MEADOWBROOK	116	105
NEW CARLISLE HIGH	64	50
NEW RICHMOND HIGH	14	27
NORTHVIEW	116	115
PRINCESS ELIZABETH	43	42
ROYAL WEST ACADEMY	128	68
SEIGNIORY	135	128
SOUTH HULL	70	32
SUNNYDALE	144	151
THORNDALE	146	104
VALOIS PARK	125	126
WAGAR HIGH	64	—
WESTPARK	172	136
WILLINGDON	83	80
WINDERMERE	227	193

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

COMMITTEE AND LIAISON REPORTS

SOCIAL AFFAIRS/SUPPORT SERVICES COMMITTEE

By PAT LEWIS

SCHOOL NURSES: The Lac St. Louis CLSC, for example, is already short-staffed by two nurses. Because of a cutback in money this region, which includes all the municipalities from Pointe Claire west to Senneville, will likely be short of nurses.

This means that students will suffer.

Local H & S organizations are urged to contact the **Conseil region Sante et Sociaux Region Montreal Metro** (either M. Andre Simon or M. Normand Lauzon) at 286-5529 and protest the lack of action on this serious question. Perhaps such phone calls will have some effect on this agency.

Smoking: Sponsored by a number of national and local organizations, National Non-Smoking Week took place in January, but TV spots and other publicity continue in the drive to stop smoking among young people even before it starts.

Edinburgh School recently became a Smoke-Free Space, for example. Bill C-51, which would restrict advertising of cigarettes, is still stalled in Parliament. It has weaknesses, but is certainly better than nothing. Imperial Tobacco Co. says its tobacco sales have declined by 11 per cent since 1981, and the company expects this trend to continue.

Despite this, Imperial Tobacco is on its way to record profits — some \$219 million in its first nine months ending March 31, probably due to increased prices for the products. Letters from locals to MPs calling for passage of C-51 would be a help.

Family Violence: Each year approximately one in eight adult women are battered in Canada. Why should this concern H & S? The social and financial costs of family violence are very high, and



Pat Lewis

effect children directly.

When a woman is harmed, her children often suffer physical, emotional and sexual abuse, as well.

Consider the costs of protective services, such as police, child welfare, legal and social services.

The Department of Justice of Québec has set up a phone service to help, called S.O.S. Conjugal Violence.

It is available on a 24-hour basis. The number is 1-800-363-9010. The Canadian Council on Social Development, 55 Parkdale, Ottawa, K1Y 4G1, is another organization that may be contacted about these questions.

The government is also considering a child day-care program which would be available especially to poor families, of which there are hundreds of thousands in Canada.

Peace: Around Christmas time a number of our schools made use of pamphlets and materials on War Toys. In some schools a pamphlet went home to all parents about this.

Responses from parents about

the campaign to educate children about war toys was quite favourable. In view of the fact that toy manufacturers have shows of new toys during the year long before the holiday season, perhaps our locals might consider year-round attention to this issue.

Cooperative games, games in which everyone wins and the strategy is to have players help each other reach the final goal, are another area in which local H & S organizations can play a role.

Not only are these games becoming more numerous on the commercial market, but our school staffs, particularly teachers involved in Moral and Religious Education, could be urged to have students invent their own games.

KIDS FOR PEACE at Beacon Hill School is one example of students working to produce cooperative games.

CHSPTF opposes 'Captain Power' toys

PARENTS SHOULD not feel pressured to purchase Captain Power toys. The Canadian Home and School & Parent-Teacher Federation opposes the "Captain Power and the Soldiers of the Future" concept because children get the message that in order to interact effectively and to feel powerful they must have these very expensive toys.

At the Mid-Term Meeting held in Ottawa, December 2 to 6, delegates discussed this new development in television viewing. President Sonja Anderson says: "While such technology may be used to enhance TV viewing, we deplore its use in a context of violence."

"We recommend as parents, to parents, that toy manufacturers utilize interactivity and today's technology without the concept of violence."

"The CRTC should pay more particular attention to these concepts as they relate to children's programming."

"Parents of children should not be pressured to purchase these toys and children should not be exploited in this manner."

Join Us For A Day At

"Old McDonald's Farm" 1866's



R.R. #2 RAWDON, QUÉBEC, J0K 1S0 (514) 834-3458

A day at "Old McDonald's Farm" is an educational and memorable tour for "children of all ages" from 1 to 99 years.

The itinerary of a typical "Day At The Farm" is listed below. One basic concept is to allow the city oriented child to physically come in contact with the farm animals and equipment, so as to see first hand where and how various agricultural products are developed, or for you "older children" just to renew old memories.

Our fully bilingual staff and group guides are trained and extremely motivated to ensure that each and every person visiting the farm leaves with a fond memory but more importantly, a better understanding of the down to earth day to day functioning of the agricultural world.

The response this year has exceeded our expectations and many dates are already closed. Please call at your earliest convenience to reserve your preferred date.

Yours truly, *Susan Irving* Susan Irving, Manager.

ITINERARY

ARRIVAL

- Introduction to farm personnel and farm rules.
- Use of washroom facilities and Dairy Bar/Coffee House.

FARM ANIMALS

150 FARM ANIMALS, BIRDS AND EQUIPMENT

- Organised tour in sequence, with full explanation of each animal's function and relationship to daily life on and off the farm. (During this time you will be able to touch and pet the animals).

CHICKENS	SHEEP	HORSES	HENS	GOATS	RABBITS
PIGS	GEESE	TURKEYS	COWS	DUCKS	CATS

- Feed mother horse and her foal.

FARM MACHINERY

- Viewing of farm machinery and discussion of its uses.

TRACTOR	HARROW	SLEIGHS	FLOW	HAY BAILER	MOWING MACHINE
GRUBBER	HAY RAKE	WAGONS	SEEDER	BALE ELEVATOR	THRESHING MILL

WAGON RIDE

- To sugar cabin, pic-nic area and nature center. (1 Km. away at foot of Maple Sugar Bush Mountain).

LUNCH

- Free play or just relax and enjoy nature. (i.e. tire swings, horse shoes, lawn darts, ball, etc.)

NATURE STUDY

- See new method of maple syrup production, sap collection through plastic pipe system, boiling equipment and explanation of difference between old and new methods or hike up Maple Sugar Bush Mountain to admire Mother Nature.
- OLD McDONALD'S Famous "Secret" Treasure Hunt.
- Collection of toads, grasshoppers, insects, leaves, plants, etc. (Bring your own containers)
- Scenic nature walk with optional walk around "Marsh Lake" to feed ducks or fish for the "Big One".

DEPARTURE

- Back to barnyard and washroom facilities.
- Visit Souvenir Shop in Dairy Bar/Coffee House.
- Traditional send off from "OLD McDONALD'S FARM" personnel.

Located adjacent to Moores' Canadiana Village, just 3 miles northeast of RAWDON, Quebec on Lake Morgan Road, 35 miles from Montreal.

A DAY AT OLD McDONALD'S FARM * RAWDON

The ever popular fulfilled and educational DAY AT OLD McDONALD'S FARM (adjacent to Moores' Canadiana Village, Rawdon, Qué.) will be open from the 1st of May to accommodate elementary schools, pre-schools, day care centers and all large or small groups. (By reservation only) Pamphlets and information have been sent out to all schools and daycare centers, if you didn't receive one or would like more information, call SUSAN IRVING at 1-(514)-834-3458. Make sure the children don't miss this exciting experience.

GIFTED PROGRAM ON SOUTH SHORE

LEMOYNE D'IBERVILLE

High School has engaged in the development of a multi-faceted program of enrichment and opportunities for gifted students.

This bilingual high school of 525 students operates within the jurisdiction of the South Shore Protestant Regional School Board.

The overall plan is one of schoolwide enrichment that is integrated into the regular curriculum and recognizes that all students need opportunities to develop and exercise their talents, creativity and intellectual capabilities to their fullest extent.

All teachers share ownership in the development and implementation of enrichment activities in the school.

There is no segregation and labeling of students.

Our integrated model applies a wide variety of features to meet the diversified talents and abilities of our students. Adequate recognition is given to those students who demonstrate high motivation, initiative and drive.

The results are encouraging,

especially where students 'you would least expect' really excel and accomplish more than they believed they ever could. Their self-image is raised by their own initiatives, and they prove to themselves that they can do something well.

Based upon sound theory and practice, the Schoolwide Enrichment Plan applies the principles of a differentiated curriculum. This accepts common elements of any core curriculum but provides modifications in content, process, product and learning environment and reduces mere rote learning.

To illustrate the successful end result of this approach Secondary III students have demonstrated the principles of a differentiated curriculum by developing creative ingenuity within the Introductory Physical Science (IPS) Program.

Within the IPS program creative opportunities have allowed students to explore and come to grips with the nuclear world. The object of this unit in IPS was to promote literacy across the curriculum to demonstrate intellectual abilities, creative talent, technical and computer skills of our students. In accomplishing this, Lemoyne d'Iberville High is unique that its science program encourages students to write short stories.

SATURDAY, MAY 7, 1988

PROMOTING PARENT POTENTIAL

Parents — the bane of every child's existence — and yet the dominant and most enduring influence in each child's life. Parents — they are difficult to live with, and impossible to live without! Parenting is without a doubt the oldest and most highly under-rated profession. An effective parent must be at once a referee, counsellor, nurse, psychologist, housekeeper, tailor, cook, judge, jury, prosecutor, jailer, entertainer, chauffeur, dietician, hygienist — in short a "Jack and Jill of every trade". Few parents feel fully confident assuming these varied and difficult roles and most are constantly striving to improve their performance. The Quebec Federation of Home & School Associations recognizes this and has a long history of coming to their aid with constructive, informative programs. The theme of this year's conference highlights and celebrates this important and continuing role of QFHSA. The workshops to be presented are thought provoking, informative and entertaining. They will provide numerous insights that should be useful in fulfilling your important, difficult and at times frustrating parental responsibilities. Join with QFHSA and let us together PROMOTE PARENT POTENTIAL.

CONFERENCE OUTLINE

MORNING

SATURDAY, MAY 7, 1988

8:00- 9:00 am	REGISTRATION — in the foyer. Have a look at the displays.
9:00- 9:15 am	WELCOME — opening remarks from the President of QFHSA.
9:15-10:45 am	ANNUAL BUSINESS MEETING
10:45-11:15 am	NUTRITION BREAK — time to view the displays and visit.
11:15-12:30 pm	ANNUAL BUSINESS MEETING, cont.
12:30- 1:30 pm	BUFFET LUNCH.

AFTERNOON

1:30- 3:00 pm	<p>"Kristal Dreams" — presented by Youtheatre. A live theatre production, "Kristal Dreams", tackles an issue that many young people are having to deal with for themselves — the dangers of drug abuse and the need to make responsible choices. Aurora, a Montreal drug counselling group, will be on hand to answer any questions you may have. This is a mix of entertainment and education that should not be missed.</p>
3:00- 3:30 pm	NUTRITION BREAK — Visit the displays and find out what's new.
3:30- 5:00 pm	<p>CONCURRENT WORKSHOPS</p> <p>1 - SELF-ESTEEM: INNER VOICE, LISTEN TO ME! This workshop will offer the participants information on ways of raising self-esteem whether in childhood, adolescence or adulthood. An examination of self-esteem will be explored from the sum of two components: a feeling of personal competence and a feeling of personal worth. The management of self-esteem requires attention in focussing a greater self-awareness on feelings, desires, thoughts and abilities as well as a study on self-acceptance and self-expression. Speaker: Margaret Mitchell, Learning Consultant, Lakeshore School Board</p> <p>2 - THE PARENT AS A TUTOR: STRATEGIES FOR UNDERSTANDING YOUR CHILD'S INDIVIDUAL LEARNING STYLE A parent's knowledge and understanding of their children's learning styles can make all the difference in helping them become effective learners. In this workshop Irene Woods will discuss strategies to help identify and work with your child's preferred modality of learning (visual, auditory, kinesthetic). For the student this knowledge can be the first step towards more productive and enjoyable learning. Speaker: Irene Woods, Director, Westmount Learning Centre and Principal, Kells Academy.</p> <p>3 - PROCRASTINATION AND TIME MANAGEMENT "I run my life according to very clear time priorities: things I should have had done last week; things I should have finished yesterday; and things it would be nice to get around to before I die!" Could you use a 36 hour day? Are you ready to admit you're a perennial procrastinator? A disastrous delegator? A limp-wristed list-maker? Perhaps you could use some new strategies for regaining control of your time. In this introduction to Time Management, we will explore a few of the most common contributing factors to time mismanagement and share some possible solutions. Participants will be encouraged to set a personal goal, or two, before rejoining their respective rat races. Speaker: Barbara Goode, Guidance Counsellor, Lakeshore School Board, and representative of Pathfinder Counselling Services Inc.</p>
5:00- 5:30 pm	FREE TIME. — last chance to visit the displays.
5:30- 6:00 pm	SOCIAL TIME
6:00- 9:00	

GORDON ROBERTSON IS A MAN...

Committed to family and community

By CHARLENE DE CONDE

GORDON ROBERTSON is a community man and he takes his commitment very seriously.

He believes in family, the church and education. He doesn't say "who can we get to do that job?" He rolls up his sleeves and says, "Let's get to work."

He has brought this work ethic to all aspects of his life, but he doesn't think he's alone. He views himself as just one of many who works hard to make life better for everyone.

Gordon and his family moved to Montreal in 1951, to Valois, a community, which "demands participation in the school and church. These were the hub of community," Gordon said recently during an interview at the Lakeshore School Board offices in Beaconsfield.

He learned these values early, while growing up in a Scottish home in Toronto. "My mother was a legal secretary and my father was a pastry chef," Gordon recalled. "My parents were always interested in our educations. My father said that 'education without a conscience is a hideous thing. It only produces a slicker knave'."

"My father died recently at the age of 95 and right up to the end he was sharp. You could always count on having a terrific conversation with him."

When Gordon came to Valois he sensed a community where the education system had evolved because the people were interested and had worked hard. "We were benefitting from the fruits of the people ahead of us and we felt we should perpetuate this and pass it on to the people coming after us."

So Gordon joined the Friday Night Club, which was the beginnings of the West Island YMCA, became an active member of Valois

United, coached hockey, and started his long association with the Lakeshore School Board and Home and School, an association which continues today.

"I enjoy the people in Home and School," Gordon said. "I like the kind of people it attracts. They're good. It's no accident that we have quality education — we have quality people."

"I'm still involved because they make me feel welcome. I never had the feeling people wish I was somewhere else."

Gordon is presently on the H&S committee which is studying Bill 107, the bill which would reorganize the school boards in Quebec along linguistic lines.

"Our concern is the turmoil that will be occasioned with linguistic boards," Gordon said. "It is a child's right to an education without harassment."

"The educational system is a vehicle for our values and our culture. Someone will control education; we better be happy with the hands controlling it."

"We are not going to sacrifice our educational system on the altar of political expediency."

There have been many changes in H&S since Gordon became a member over 35 years ago. He feels the Federation and the parents involved with it are arming themselves better. "When they put out a brief, it's worth reading," he says.

One problem facing H&S, though, says Gordon, is the degree of involvement. There aren't as many people involved as we would like, he says, and feels one of the reasons is one-parent families.

When a mother comes home at night after working all day, feeds her family, helps with homework and gets the children off to bed, there isn't any time left for other things like H&S.

On the other hand, those who can find the time and energy are some of the best. "This generation of parents have the capability of understanding better the working of the school board," Gordon says.

"As far as the Federation goes, where would you find a more dedicated lot? We're running H&S on a shoestring, yet these are the kind of people who come back year after year and fight on undaunted."

Gordon is always quick to credit others for the work they have done and feels that without his wife, Niede, he couldn't have made the kinds of commitments he has to his community.

"I have a wonderful partner for a wife," he says. "She is one to whom the phrase 'I won't be late, dear' has lost all its meaning."

"But whether it was hockey or the school board or Home and School, when I go home my wife is always waiting for me, no matter what time."



On March 3 Gordon Robertson was presented the National Home and School Plaque when friends gathered to honor him at Valois Park School.

Something for (almost) everyone

NURSING

By SHIRLEY SAWYER

ARE YOU a high school student trying to find a career which offers a limitless variety of employment opportunities: so many variations that there has to be one that just fits the "Real You"?

Are you a mother ready to follow her children from the nest and return (or join for the first time) the ranks of the employed? Are you a man or a woman looking for a career change that will bring challenge and the opportunity to work closely with people?

Consider learning to be a nurse. You don't have to be female. You don't have to be straight out of high school. You will learn how to do a great deal more than put on band-aids, make a wrinkle-free bed, and provide a fantastic backrub.

The nurse of the 1980s and of the future is a professional with one of a variety of academic backgrounds who practices a wide range of health and care activities in an astonishing number of different settings.

What are academic backgrounds? Nurses are licensed to practice holding as little as a diploma in Nursing to as much as a Ph.D. in Nursing.

In Québec today, students with a Secondary V Leaving Certificate which includes Mathematics 412, Chemistry 442 and Physics 412, or better, may apply to study in a 3-year career program at CEGEP. Anyone with the prerequisite courses older than 5 years must redo them, and then may apply to the college program.

John Abbott College accepts applicants from high school, from adult education courses, from college programs completed or incomplete, with degrees of any kind as long as the basic requirements have been met.

Someone with prerequisites for the preuniversity Health Science program could elect to spend two college years to obtain that diploma which they could follow with a Bachelor of Science in Nursing. McGill and each of the francophone universities offer this degree.

Nurses are employed in home health agencies, hospitals, working with acute or critical inpatients, short-term agencies, chronic care agencies, community centers, schools, corporate centers, education centers and many others.

In any of these areas, some nurses are occupied with management and administrative tasks, others with educational goals and still others with research.

The professional nurse who is delivering care directly to the patient at his hospital bedside, is foremost concerned with helping him return home as healthy and independent as possible, in as short a time as is realistic.

She uses her technical competence, clinical decision-making and communication skills to exercise professional judgment and performance in a variety of clinical situations.

Nursing itself offers many opportunities to many different people. Nurses can almost work wherever they want because the current shortages are yet to be resolved. Positions are available in small hospitals and in large acute centers and with patients of all ages from the newborn to the elderly.

DEAR GORDON:

Dear Gordon,

On behalf of the Board of Directors of the Canadian Home and School and Parent-Teacher Federation, I have great pleasure in sending you warmest congratulations on the occasion of the presentation of the National Home and School Plaque.

In presenting you with the Plaque, the Lakeshore Regional Council of Home and School Associations recognizes the contribution you have made to the education and welfare of the children and youth in your community.

Its members thank you for your longstanding support for the aims of the HOME & SCHOOL movement, and for your valued participation in HOME & SCHOOL at local and provincial levels, as both parent and grandparent.

As part of the National Plaque presentation, a substantial donation has been made to the CANADIAN HOME & SCHOOL Trust Funds in your name.

Many organizations and individuals have associated themselves with this donation, as a mark of their respect and gratitude for your outstanding service to young people and their schools, as parent, HOME & SCHOOL member, and school commissioner.

Thank you for everything you have done and continue to do to make schools good places for our children and to promote the ideals of HOME & SCHOOL in your community.

With my personal best wishes to you and your family on this special occasion,

Yours in Home and School,
Sonja Anderson
President

JOHN ABBOTT COLLEGE
NURSING
TECHNIQUES INFIRMIÈRES
COLLÈGE JOHN-ABBOTT

MYTH: *To study nursing, you have to be young, just out of high school, and have few other commitments.*

FACT: *Some of Canada's most successful graduates from schools of nursing are mature men and women who began their careers while in their 30's, 40's and into their 50's.*

MYTH: *Nursing is just band-aids and bedpans.*

FACT: *Nursing in the '80's means being able to assess and judge patient health. It means learning how to use hi-tech equipment in monitoring and providing patient care. It means knowing how to problem-solve.*

FOR MORE INFORMATION, CONTACT THE DEPARTMENT OF NURSING AT JOHN ABBOTT COLLEGE, (514) 457-6610.

POUR PLUS DE RENSEIGNEMENTS, VEUILLEZ COMPOSER LE NUMÉRO DU COLLÈGE JOHN-ABBOTT, (514) 457-6610 ET DEMANDER LES TECHNIQUES INFIRMIÈRES.

Keep grad safe

It's a party to celebrate the end of twelve years of hard work in the hallowed halls of education.

It's a party to say goodbye to

friends who won't be part of the group again because they're moving on to college, a job or university.

Just because it's the end of twelve years of schooling, it

doesn't have to be dangerous. Let's make sure it's not the end of life for anyone.

It's this grim note that has everyone uptight at grad time every year. **Students, It's All Up To You!**

Students: here's your challenge! You can carry on a tradition that you'll be remembered for.

You can organize the best party your school has ever seen. Make it the greatest grad party ever!

Make it so good that next year's grads will want one just like yours. You will set an example for future students and show your community what being responsible is all about.

Fact — Grad parties kill students! In this area, students like yourselves have lost their lives or have been seriously injured. They were sure it wouldn't happen to them, but it did.

Fact — Students with community help can have a super safe grad!

Let's have a party so that when it's over all those who attended have built some happy memories not tainted by tragedy.

EXPLORATIONS '88



Locations are: Junior Explorations — Iona Avenue School, 5000 Iona Avenue, and Senior Explorations — Faculty of Education Bldg., 3700 McTavish Street.

Explorations '88, the McGill-PSBGM Gifted Summer School, is accepting registrations for the programme which runs July 4-29 and serves children entering Kindergarten to Grade 11 in English and Grades 1 to 8 in French, with a special Art Option for Grades 7-9.

This is a demonstration programme especially designed for children who require a more challenging, engaging school environment.

For further information, please call 398-4252.

LSB to open Dorion school

THE LAKESHORE SCHOOL Board (LSB) will open its fourth French-language elementary school in the fall of 1988, in order to serve the rapidly-increasing population in the Ile Perrot and Vaudreuil-Soulanges regions.

The school will be located in Dorion, in the building once known as Dorion Gardens Elementary School. Closed since 1981 and 'mothballed' since 1983, the building will be completely renovated as a result of a \$1.6 million restoration project.

The finished project will result in a school with 14 classrooms, a library and a student population in the 330 range.

While a name for the new school has not yet been officially chosen, one proposal being considered is that of "Ecole primaire Harwood", in honour of Robert Unwin Harwood (1798-1863), the seigneur of Vaudreuil for many years.

Day care

The Office des services de garde à l'enfance has published a new guide entitled "La Mise sur Pied d'une Garderie" to help groups or individuals who wish to set up a day care centre.

The guide summarizes the resources available and gives a step by step description of the procedure to be followed in setting up a neighbourhood or company day care centre.

Once a potential operator has enrolled in the Office's annual development plan, he can work out the program of activities for his centre and provide for the human, financial and material resources required to start it up.

The guide is available at the Les Publications du Québec bookstore in Complexe Desjardins for \$5.95.

Reprinted from SPEC

CHSPTF National Wrap-up

from the newsletter of The Canadian Home & School and Parent-Teacher Federation.

Fellow HOME & SCHOOLERS!

AS RESPONSIBLE parents, we promote the health and well-being of our family every day. 'Health promotion' is the process of enabling people to increase control over, and to improve, their health.

To reach a state of physical, mental and social well-being, an individual or group must be able to identify and realize aspirations, to satisfy needs, and to change or cope with the environment.

Health for all by the Year 2000 is part of a new public health movement around the world. Health is not just freedom from disease.

It is a resource for everyday life and a positive concept enhancing social and personal resources as well as physical capacities.

So health promotion is not just the responsibility of the health services, but goes beyond healthy lifestyles to the well-being of all.

The World Health Organization's goal of 'health for all by the Year 2000' was followed by the Ottawa Charter for Health Promotion in November 1986.

Canada's commitment, "Achieving Health for All", is a framework for health promotion for Canadians. Its strategies are: to foster public participation; to strengthen community health services; and to coordinate health public policy.

One of our national action plans is to develop Healthy Cities, to meet the new health problems of the 21st century. Some cities in Canada will be pilot cities and will be twinned with European cities so they can be learning, supporting and sharing with one another.

The Healthy Cities project will be action-based and have a variety of entry points. Essential will be cooperation with local institutions, major among these being our schools.

This is where, as HOME & SCHOOLERS, we need to keep ourselves informed and up-to-date. New initiatives suggested are school twinning and youth exchange between the cities.

HOME & SCHOOLERS are leading players in community participation. Don't miss this opportunity to be on the forefront of this new thrust for Canada and for our world.

SONJA ANDERSON

Winnipeg, February 1988

FAMILIES & TAX REFORM

EFFECTIVE January 1, 1988, federal sales taxes increased on household products, pet litter, and sporting goods, with long-distance phone calls now taxed at 10 percent. The present 10 federal income tax brackets will be replaced with a 3-bracket system having a maximum rate of 29 percent.

The child tax exemption is replaced by a tax credit of \$65 per year and the spousal deduction by a credit of \$850, both only partially indexed to the cost of living.

This will have the effect of moving upward the tax-payment threshold from \$16,770 to \$18,479 for a married couple with two children.

These credits are not refundable, meaning that those too poor to pay tax will receive no benefit.

The exemption for children aged 18 and over who are still at school and university has been abolished, and tuition and education credits are to be transferable to supporting parents or spouses.

Because of increased sales tax, the refundable sales tax credit is increased from \$50 to \$70 per adult and from \$25 to \$35 per child for families with incomes below \$16,000 p.a., with diminishing benefits at higher income levels.

The refundable partially-indexed child tax credit is to have its maximum increased from \$480 to \$525 p.a. in 1988.

The refundable child-care tax credit is increased to \$200, with the child-care tax deduction for receipted expenses now to be set at \$4,000 for each child six years and younger, with no limit on children.

According to the Canadian Council on Social Development, the National Action Committee on the Status of Women and the Vanier Institute of the Family, the reforms will have a negative effect on the less well-off and on parents.

The Vanier Institute says that by 1991 the child benefit system will have been reduced by approximately \$1.5 billion, and the burden of taxation shifted towards those with dependent children.

It is concerned that child-related tax provisions are seen as a form of income supplement, rather than recognition of decreased ability to pay.



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Computer-ease

"We have a duty to prepare citizens for a world where human labour is undergoing major transformations. We must also ensure that students integrate technological culture into their basic education so that they may not only adapt to it but master it and, in some cases, direct and dominate it." (Microcomputers: Implementation Plan, Quebec Ministry of Education)

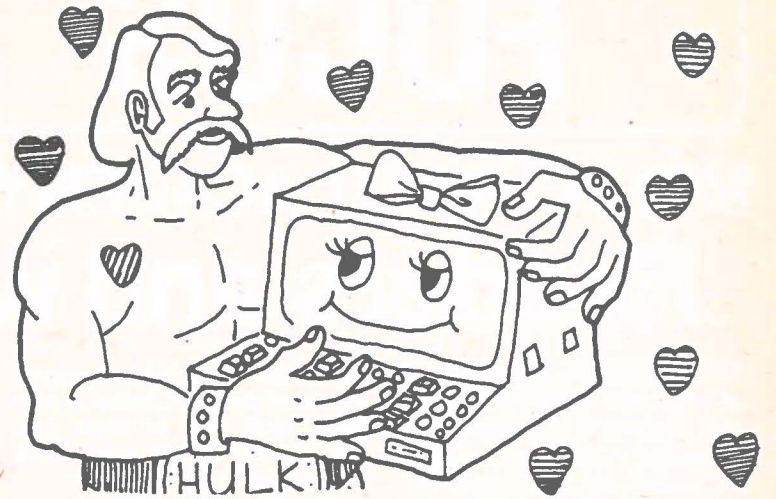
One of the major challenges facing educators in the 90's will be integrating computers in the cur-

riculum. In planning the total curriculum, principals and teachers should consider how best to "incorporate knowledge, skills, and attitudes related to the computer in every subject area." In view of the rapid and widespread use of computers and their effects on society all students should have the opportunity to become 'computer literate' both by using technology in a variety of courses and by taking credit courses in computer studies. The nature of work and leisure in society is being radically transformed by the new technology. "The pervasiveness of these changes places an obligation on educators to be aware of them, to

relate the use and potential uses of technology to their subject fields, to assist students in making informed decisions about career preparation in the changing workplace and to use available technologies whenever possible within the schools."

Schools should have a clear policy toward computer use. Any parent should be able to ask the following questions to the school principal?

Are computers integrated with the other subject areas?
Is the person *teaching* computers a qualified teacher? What is his background in teaching?
What are the goals and objec-



tives of the school computer program?

Are the computer activities challenging and open ended?

Do the students see the computer as another tool to help them in their work?

Is most of the student's time on the computer spent doing drill work (which could easily be done with stencils)?

The answers to these questions will help parents to decide if computers are being used wisely in the school.

"There will be two fundamentally different ways to use computers in the process of teaching and

learning. The more significant way will be the creative use of computer by individuals: writing, composing, designing, analyzing, and other extensions of original thought." (Policy/Program Memorandum #47, Ontario Ministry of Education)

In the next issue, we will look at a model program and I will include suggestions on how to make sure that a creative and challenging computer program is implemented in your child's school.

Please send any questions or comments to: Sam Bruzese, St. Veronica School, 244 Presentation Street, Dorval, Quebec H9S 3L6.

Northview works to relate computers to classwork

EACH YEAR like every year pupils face the customary challenges; new teachers and new knowledge. Meanwhile teachers face similar demands, new students and new ways to teach.

Boards and society as well as teachers themselves chart challenges to be conquered. Creative teachers rewrite new styles of teaching for themselves with assistance from leaders in the educational field and school board consultants.

Each fall the Northview teachers spend a couple of days devising and planning how to improve their work. Several years ago the science and art programs were improved.

This year, because Northview is a multicultural school, Ray Clark, the school's new principal, intends to improve understanding and relations among students which have always been very good.

The academic challenge is to make better use of existing computers and relate them more to classwork. Since Mr. Clark is a specialist in computers and mathematics, his promotion of computers as part of classroom work

should make an even greater impact.

Several years ago a computer was placed permanently in the kindergarten room. This was a great beginning for pupils who were aided by volunteer parents.

Numerous logic and language skills can be practiced with diversified software. Much depends on a child's ability to think logically in the first place, but remembering which button to push, learning the keyboard, and understanding the process makes learning more fun.

At the same time the obvious individual practice makes computers great for slower and faster pupils alike; each can proceed at his/her own pace.

By grade one, pupils can already write stories and see their own work in a different way. Language skills can be improved and greater familiarity with the computer with teacher assistance can bring even more amazing improvement in pupil work.

More teacher and parent workshops are in gear to improve adult knowledge of computers. One reason many computers were idle was simply because teachers themselves were not trained in their use. This becomes a total learning process for everyone.

A special computer room has been set up which can be used during school and after school as well. Now that there are enough computers for each class, they can be used by more pupils more often.

Since computers help practice skills in a more fun manner and because some learners gain more from computers than conventional teaching methods the benefits are exciting.

Previously some slow learners who could not cope with reading and writing have become positive learners with use of computers (Homemakers, Sept. 1986). As reported in this same article about 70 per cent of future jobs will require some use of computers.

Therefore by improving Northview's use of computers the pupils will be better prepared not only for life, but also for making a living.

MORE FOCUS

Sunnyside

January and February were interesting months at Sunnyside as we have enjoyed the activities involved with "I Love To Read" month.

We had a lot of visitors during February. Our Director General, Mr. Auger, visited us and gave us a sneak preview of the new legislation being proposed regarding the Education Act. Al Edwards, computer consultant, Carol Mooney, Elaine Baylis-Creary, Josée Rourke, Special Education Consultants, and several others also were in Sunnyside to help provide various student services.

A study hall is being proposed by the teachers as a way of helping students who have problems getting homework done. Details of this program have gone home to parents.

Tom Bean, Principal

HOPETOWN and SHIGAWAKE-PORT DANIEL

NATIONAL TEACHER Appreciation Week meant lunch was "a real treat" at the school. H&S prepared the luncheon and decorated the staff room. The centre piece was a beautiful black forest cake.

Letters of appreciation from the students were read during luncheon and children were given 'We Love Our Teacher' buttons by H&S.

Corsages of silk flowers were presented to all teachers by H&S president, Beverly Hayes.

NEW CARLISLE

DRUG AWARENESS was the focus of the January H&S meeting with a guest speaker from the RCMP. On the program at the February meeting was a 4, 5 and 6

NEW RICHMOND

POSTERS DISTRIBUTED throughout the school, and mobiles hung to thank teachers individually, were just two of the ways parents and students showed their "Appreciation to Teachers".

Parents kept the staff room stocked with muffins and treats throughout the week of Feb. 8-12.

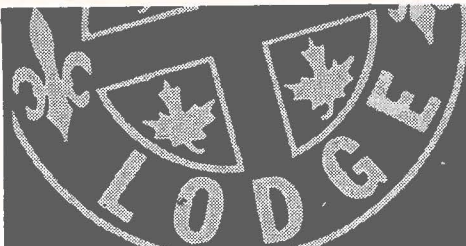
On Thursday, parents relieved teachers over the noon-hour allowing them to go out together for lunch. Each teacher was presented with a corsage by H&S member, Frances McKinnon.

quiz and a Book Fair Display.

During Teacher Appreciation Week, teachers were served muffins and fudge prepared by members of the parents committee. On the Friday, commissioners attending a board meeting joined the teachers for lunch at the school, while parents took over lunch hour supervision.

WHAT MAKES A SCHOOL DISTRICT GOOD

RESEARCH BY Dr. Peter Coleman of Simon Fraser University of what helps school districts produce high achievers seems to indicate that the difference is not the funds spent or low pupil-teacher ratios. The difference in student achievement, according to Dr. Coleman.



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FOCUS on the LOCALS

MOUNT ROYAL ACADEMY Readers and winners

THE SCHOOL ended their seven week Read-A-Thon in the Partners in Excellence Program with an Awards Assembly on December 18.

Every participant received a certificate reinforcing that each student's contribution was significant in achieving the \$2,127.63 profit.

There were indeed many happy faces expressing pride and satisfaction with their achievement. The children attending the assembly applauded whole-heartedly as their peers were called up to accept their well-deserved awards.

Besides silver and gold medals,

SEIGNIORY

OPEN HOUSE was held on Feb. 18 and the theme was the Literacy Olympics, which kept children very busy doing projects.

WE LOVE OUR TEACHERS WEEK started off on Monday, Feb. 7 with each teacher being presented a corsage they could wear to school all week. On Wednesday, H&S and School Committee had a luncheon for the Teachers. There were also various things planned by individual classes and the teachers seemed to enjoy all the activities honouring them.

Seigniory has raised over \$2500 for Home and School so far this year. We have just ordered a 26-inch color television monitor and stand as well as some record players which were badly needed in the school. Our next fundraiser is selling **SEIGNIORY SCHOOL SWEATSHIRTS** and pants.

Five new computers have arrived in the school. The teachers had a Computer Workshop in February to better acquaint themselves with the equipment.

Our **WINTER CARNIVAL** was held on March 1 at CENTRE DE PLEIN AIR, where the children were able to enjoy activities such as skating, sliding, and cross-country skiing.

Cheryl Robinson

prizes were awarded to students who read the most books in each grade level, and to those who attained the highest sponsorship and the largest donation.

Ninety students earned over \$2000, allowing them to surpass the original goal.

In addition to a new set of World Book Encyclopedia and new books for the library, \$400 was pledged toward research in multiple sclerosis.

Mrs. Rowalewski's grade 5 class earned a complementary set of World Book Encyclopedia of Science, offered by the Partners in Excellence Program, for being the

CEDAR PARK

Greeting the teachers on Monday of Teacher Appreciation Week was a banner decorated with valentines, and they each found a spring plant decorating their desks as well.

Volunteers provided recess goodies in the staff lounge each day. Our children told their teachers how they feel about them in the pages of the Cedar Reader.

Teacher Appreciation week coincided with carnival week at the school. This year the carnival had a Winter Olympics theme.

Each class represented a country and at an assembly early in the week opening ceremonies were held, led by our real Olympic torch bearer, Marni Brydon. Olympic games were held at recess.

Grades 1 to 6 enjoyed a sports outing at Katimavik in Ile Perrot, where students could choose from skating, sliding and cross-country skiing.

H&S helped provide more winter fun in February. A hog dog lunch and skating party was held, as well as a family pizza and skating party. H&S also ran a lunch hour skating programme every Friday in January and February.

The week of Feb. 15 to 19 was "I love to Read" week at Cedar Park. The library and Babar Books held a book fair, with profits going toward the purchase of new books for the library.

Carole Manger

class with the greatest number of books read per student.

Congratulations are also due to the Grade 1/2 class of Mrs. McDonald, which read and raised \$829.15 — the most money of all the classes.

"The Read-A-Thon may in fact be over" said Miss Sima Grzywacz (teacher/coordinator of the Read-A-Thon), "but reading still continues with the same enthusiasm because children at the Academy just love to read!"

Earlier this year, students raised \$269 for the Forget-Me-Not campaign — an organization providing handicapped and disabled children with the best facilities available. The children at the school showed that all their pennies, nickels and dimes together can add up to a generous amount.

The children in the elementary grades each supported the Butterfly Campaign by donating a portion of either their lunch money or their savings. Secondary II students of Mr. O'Shea's homeroom and grade 6 Immersion students of Mme Theroux's homeroom canvassed door to door.

Sima Grzywacz

COURTLAND PARK

EVER WONDER WHAT the teachers are doing on professional days? On Feb. 4 our teachers attended a workshop on Stress Management, given by Norma Wasserman, Guidance Consultant.

This helps teachers identify with and learn techniques to cope with stress in our children and in themselves. On Feb. 5 they were off to workshops at Westmount High school covering science, art, computer, using newspapers in the classroom, etc.

Over 100 children from Grades 3 to 6 collected \$1313.19 for the Crippled Children Fund and all received a certificate from the organization. BRAVO!

Mr. Murray Dryden sent the school a touching note of appreciation for the students' efforts in raising \$550 to purchase 20 kits for the Sleeping Children.

We began Teacher Appreciation week with an Assembly on Monday afternoon, giving our staff the students' tokens of appreciation and wound up with a "Luncheon" on Friday.

The response to the plan was overwhelming, with all parents and children involved. It always makes a project more fun and more satisfying when you know everyone is behind you.

To close out this particular week Dorval Winter Carnival got under way. One of our grade 5 students, Adria Collins had her prize-winning drawing displayed everywhere on the carnival buttons while our school won first prize for our float in the parade.

Carol Milley



Read-a-thon participants included, from left front: Tou Tou Bul, Eric Orr, Stephanie Goulet, Elizabeth Roy, Raquel Coupland, Talya Grumberg. Back row from left: Michael Palermo, Marc Heney, Cecile Godinho, Katia Pisanu, Elisa Casella, Sammy Lazarus.

ST. PATRICK

WHEN WE HEARD of the National Teacher Appreciation Week we felt that this would be a wonderful opportunity to show our teachers that we really appreciate their work.

After discussions with the School Committee, we decided to give them a "hearty" lunch at the school.

Personal heart shaped invitations were sent to the teachers, the librarian, Mrs. Nicol who gives extra French, the secretary, the caretaker, the outdoor supervisor, Mr. Peter Whitcomb the Principal, our two Commissioners Gloria Trepanier and Mike Smith, and Mrs. Boots and Mrs. Kelso who help out after school with gymnastics.

School Committee members Jean White, Helen Martin, Melanie Pomerleau, Beth Ann Yando, Diane Nadeau and Heather Aulis

made lasagna, chicken and meat pies, rolls, salads, cake, cookies and coffee. Grace was said by Rev. George Yando after he thanked the teachers and the helpers.

Everyone enjoyed the meal and the ambiance. We are a small but an active and caring community.

The high school gave a wine and cheese party for the teachers and helpers, to show their appreciation.

Everyone appreciates the efforts of Mrs. Bennett, who although getting on in years, remains a very active member of the H&S.

A Card Party & Baked Goods Sale was held Feb. 10 and it was a great success with 22 tables playing. A beautiful hand-made quilt was made and donated by Mrs. Bennett.

The quilt was won by Alice Muir in Iverness. The proceeds from the night will go towards the Grade 11 trip to Ottawa, and end-of-the-year prizes.

Heather Aulis

CHRISTMAS PARK

H&S HELD A Coffee Party for the staff on Feb. 9. A computer banner was hung in the front foyer with a "We Love our Staff" poster displayed on the H&S bulletin board.

Members of the H&S and School Committee were present on Open House Day, Feb. 17, to greet prospective students and their parents.

The H&S Archival Record Book was on display depicting various H&S and School Committee activities. There was also a photo display.

H&S has formed a joint sub-committee with School Committee to study the proposed modifications to the Education Act.

Librarians received the list of books required for the "Battle of the Books" held in March. Two girls and two boys from each grade were chosen to represent us in this board-wide contest.

Kathleen Greenfield-Zanti

WINDERMERE

THE SCHOOL celebration "I Love To Read Week" Feb. 8-12 with several activities including a book fair with Babar Books at the school library.

The following week brought Winter Carnival with such fun activities as cross-country skiing, hockey, skating and sledding.

H&S had a successful spice sale, and this year decided to try another fund-raising method — selling coupon books which entitle the buyer to goods and services at a big reduction.

Hot Dog Days have proven to be very popular with parents and students, but just for a change we are about to hold Pizza Day.

For the past several years, our H&S has donated from \$1500 to \$3000 annually to our school library.

H&S has also bought computers and software, a piano, V.C.R., listening centre equipment, cross-country skis and other items which help to improve the quality of education for our children.

Flashes From the Locals

Family skating nights at Christmas Park are a bit warmer, thanks to the H&S volunteers who have been providing hot chocolate...

The Annual Book Fair at Allancroft resulted in a profit of \$472.73 and book donations from Heather and Jody Patterson, Taylor Atkinson, Nadine Arnold, Kevin Singer and Zoe Stonehouse...

Linda Webster, a John Rennie High School student, was the recipient of the 1987 Zonta Club Leadership Award...

VALOIS PARK School: for teacher Appreciation Week we put on a pot luck lunch for the staff. Home & School members provided the food, served, and did the clean up.

From Feb. 15 to 26, at McDowell, Olympic events were planned to coincide with the Winter Olympics in Calgary. Every child was placed on a team comprised of children from kindergarten to level six. The emphasis was on participation, co-operation, and good sportsmanship in all events.

GASPE ELEMENTARY "appreciated" their teachers by treating them to a luncheon and presenting them with flowers...

BONAVENTURE teachers each received a small gift from Principal Cyrus Journeau, as well as fudge and a plant for the staff room from the school committee.

VALOIS PARK

Home & School and School Committee fêted the teachers in the following manner:

ON MONDAY MORNING, the teachers arrived to find in the main lobby of the school a welcoming banner saying "WE LOVE OUR TEACHERS" as well as the QFHSA poster announcing the event.

They also found on each of their classroom doors a large red apple saying "We love Mrs., Ms. or Mr." which the children then signed during the rest of the week.

After recess each of the classes was visited by a parent-volunteer who presented each teacher with a small bouquet of flowers, an apple and an invitation to a luncheon to be held on Thursday.

The volunteers explained to the children what was happening and left a box or envelope in each classroom to receive positive messages for the teacher from both parents and students. Each day, each teacher received an apple.

On Thursday, volunteers from Home & School and School Committee sent in casseroles, salads

MORE FOCUS

and desserts for the luncheon to which all the teachers, including the Odyssey teachers, and the school staff were invited.

The organizing committee was made up of Joan Baker, Peggy Thomas, Donna Kane and Margo Heron. All the volunteers said they had fun preparing for this event and hope it will take place again next year.

The following week, the teachers sent a very LARGE thank you note to both Home & School and School Committee, expressing their appreciation for all the good things that happened during the week and saying that it was the first time during all their years of teaching that their efforts had been acknowledged in such a lovely manner.

Margo Heron

EDGEWATER

H&S dishes up 'hearty' lunch

The school's celebration of "WE LOVE OUR TEACHERS WEEK" began at the Monday morning assembly.

The student union members led the assembly by presenting poems about each of the teachers at Edgewater.

This was followed on Tuesday by a "HEARTY" luncheon hosted by the H&S. The teachers were entertained at the luncheon by the Senior Choir and the Recorder Group. Our gesture of appreciation was warmly received by the staff.

Our winter programs consisting of Arts & Craft, Needlework, Tout en Français and Babysitting are now under way. Chess Club is a new enrichment program we introduced this session and it is extremely popular.

Lynne Benjamin



Edgewater teachers help themselves to a hearty lunch during teacher appreciation week

MACDONALD

CHRISTMAS IS JUST a memory and I hate to be remembering so far back, but some note worthy events happened during December.

At our December meeting we combined business with pleasure and joined the School Committee for a most interesting presentation by Mr. John Jared, Director of Secondary Division, Lakeshore School Board, on the Science Programme.

The Macdonald Concert Band entertained Christmas shoppers with some toe-tapping seasonal music at Fairview Centre, Pte. Claire, on Dec. 10.

January 26 the students had the opportunity to hear the talented Alvin Law, speak on self-esteem. He treated them to a memorable rendition on the drums using his feet — he is without arms. Feeling good about oneself conquers many disabilities.

The graduating class spent a memorable weekend of skiing at Mont Ste. Anne at the end of January.

The H&S organized an information evening on CEGEPs. Unfor-

tunately it was poorly attended. Representatives from Vanier, Dawson and John Abbott were asked to speak about the different courses, options, and on aspects of life at CEGEP. It was open to any interested parent and student.

Everyone went away having learned something about how our students can get the best from CEGEP. It was too bad more parents and students did not take the opportunity to meet the representatives and speak to them in this informal setting.

We showed appreciation to our teachers at Mac with flowers. A floral arrangement was placed in the teacher's lounge at the beginning of the week. Wednesday morning teachers were greeted by parents who presented each teacher with a carnation. A shiny red apple was also placed in each teacher's box.

Continuing this theme was MacPride Week, Feb. 29 to March 3. Activities were planned to display pride in the school, pride in the staff and pride in ourselves.

March 3 was the Open House.

Susan Tweddell

ALLANCROFT

'Wheeling' right along

WE HAVE BEEN busy at Allancroft buying articles for the school, putting our fundraising money to good use.

We have added two tape recorders, a television and VCR with stand, 10 extension cords, two globes, Kindergarten supplies as

well as giving a donation of \$1500 to the library.

A wheel sale was held on Saturday, March 26 between 9:00 and 10:30 a.m. A commission of 25 percent went to the school. Each item was labelled by the seller, with masking tape indicating name, telephone number, a brief description of the item and the price.

Teacher appreciation week went well. Teachers were surprised when they came in one morning to find an apple in their boxes. On Friday the teachers enjoyed a cake that one of our H&S mums made.

Our Winter Carnival week was on and off because of the weather. We did ice sculpturing with Mrs. Aspin-Barrett's class and Mr. Iermieri's class being rewarded with one Friday at the Beaconsfield pool.

All classes in the school went skating and sledding. Allancroft won the town of Beaconsfield's Plaque for Ice Sculptures.

A small group of children from Grades 1 and 2 attended classes in Origami during November and December.

They met twice a week with Mrs. Jung Yagi and Mrs. Howlett to practice the art of paper folding, and learn something about Japanese tradition.

Anyone passing through the lobby could see samples of their work — displayed with their names written by Mrs. Yagi in Japanese characters.

Beaconsfield High senior Band made a visit to the school in early February. Their concert was enjoyed by everyone.

Terry James

WILLINGDON

FOR "WE LOVE OUR TEACHER WEEK", H&S parents placed decorated boxes in each classroom for children to use as a post office to 'mail' notes written to their home room teacher or to other teachers in the school.

Volunteer parents also treated the teachers to goodies on Friday.

Willingdon's 4th Annual Drama and Music Festival was held in the school gym on Tuesday, March 8 at 6:30 p.m. Drama students presented three short plays, and musical entertainment was provided by Françoise Lamarche and her senior students.

The three plays were presented again, for all the students, on Wednesday morning.



Mr. Gilksman cuts himself a piece of cake as other Allancroft teachers wait their turns.

FUTURE WATCH

EDINBURGH School will hold their annual Spring Fair on June 2.

ALLANCROFT School is planning a dance on April 30 in the school gym. All parents and friends welcome.

A Book Fair is to be held in the WILLINGDON School gym on May 19. All profits go to the school library.

If you are planning an event, a fair, etc. at your school, let us know. Just remember our publishing date and tell us well in advance.



HOWICK

AS MONDAY morning started each teacher was presented with a single red rose — trimmed with greenery and baby's breathe.

The children wrote letters to their teacher which were put in a heart covered box outside the teacher's staff room.

On Wednesday candid pictures were taken of the teachers. The rest of the week these pictures were

posted under a banner which read "We love our teachers".

Thursday the teachers were invited to a luncheon put on by the Parent Committee. Several teachers received small individual gifts from the students.

The teachers were presented with a very large heart in which every child signed his/her own name.

Brenda Brown

DUNRAE GARDENS

You make our children's minds bloom

WE REALLY do Love and Appreciate Our Teachers and both the children and parents wanted to show appreciation to our wonderful team of Great Teachers.

A week before, the H&S sent a note to parents asking them to help us celebrate the National Teachers Appreciation Week by writing notes of appreciation to their child's teacher and the extra staff in the school.

We started the week off by giving a Heart Balloon, with the teacher's name, to each teacher along with an invitation to a luncheon given by the H&S.

A banner was given to each teacher for their classroom doors so during the week the children could write notes and poems and draw pictures for their teachers. In no time the banners were full.

At the luncheon we gave the teachers decorated folders with notes of appreciation from the parents in them. The teachers were very touched by the notes.

The children ended off the week by giving each teacher a flowering plant with a heart saying "You make Our Children's Minds Bloom".

Everyone enjoyed the week, especially the teachers.



Mrs. Hasler gives Mr. Dion his banner and a heart balloon

THORNDALE SCHOOL BOARD

WE STARTED the week off by handing out red and white balloons and apples to all of the teachers.

The teachers also received carnations compliments of our commissioners, Mrs. G. Hone and Mr. W. Dutton.

Wednesday afternoon a tea party was held for the teachers from 2:00-3:00 p.m. Volunteer mothers were on hand to supervise the classes while the teachers enjoyed a half-hour break.

Friday the teachers were all served lunch despite a major snowstorm. A special Tiger's Roar goes out to Mr. Leo La France for helping us to co-ordinate the week's activities.

Faigie Mariano



JOHN RENNIE

THE MUSIC DEPARTMENT is planning a trip to Vienna, Austria during the month of April.

The students have been busy selling oranges and grapefruit to help reduce the cost of their trip. Everyone is wishing them good luck, and eating lots of fruit.

On Monday nights, 7 to 9 p.m., the concert band practices, and any John Rennie grad is welcome to come and join the practice.

In November, Shawn Davidson, a student at the school, and Susan Ross, a YMCA youth worker, attended a conference in Miami, Florida, on "Youth Crime

Prevention," in order to pursue the possibility of establishing a youth crime prevention program on the West Island.

On Nov. 11 Mr. Potter's and Mr. Ritchie's Grade 8 classes took a trip downtown to see the famous production of Cats held at the St. Denis Theatre. The long bus and metro ride really paid off. It was a spectacular show. The second half of the show was even better than the first with lots of special effects. "It was amazing how every single cat had their own personality and character. Every second was exciting", commented Rachel Parsons.

ELIZABETH BALLANTYNE

AFTER THE PREFECTS went to the classes explaining the "We Love Our Teachers Week", each child took home a note reminding them about the event.

On Feb. 7 they were each given a button which was worn all week and the children brought in notes, pictures, poems and stories to their classes leaving them for the teachers in their special "We Love Our Teachers" envelopes. We hope the children's efforts made the teachers feel loved during their special week.

Susan Rawlings



EDINBURGH

OUR TEACHER appreciation week was a great success thanks to the participation of both parents and students.

We decorated the classrooms, staffroom and office with red and white helium-filled balloons.

Home-baked treats were placed in the staffroom for recess and lunchtime. Volunteer mothers relieved the teachers for 20 minutes after recess on Wednesday and Friday.

In each classroom we placed special "Thank-You" envelopes and asked both parents and students to write positive-only messages to show our teachers that we care.

To top off the week we had our

annual family skating party at Montreal West Arena where we passed out chocolate hearts to all who attended. Despite the poor weather conditions we had a very good turnout.

Thanks to all who showed up for this fun evening sponsored by our Home and School and also thanks to all who were involved in showing our teachers that we really do care.

In March we had a new fundraiser, selling Nova Scotia blueberries, a very natural, delicious and nutritious product.

After our Spring break all our attention will focus on our annual Spring Fair on June 2.

Joanne Litvack and Betty Hermo

MORE FOCUS

DORSET
A FLURRY OF activity accompanied "We Love Our Teachers Week" as the H&S worked hard to make teachers feel loved and appreciated.

The week began with H&S president Diane Campbell presenting each teacher with a red balloon and a button. On Tuesday Corry Olsthoorn gave each teacher a bright red apple, on Wednesday an announcement went home in our school newsletter telling parents to "hug a teacher," and on Thursday the teachers found a special bag of Hershey kisses on their desks.

Friday arrived, and so did Diane with a beautiful cake she had created, plus Principal Keith Holmes presented each teacher with a carnation.

As a gift to the teachers and school for the week H&S also presented the staff with a much-needed moveable computer stand.

January and February was a busy time as Dorset celebrated the Calgary Olympics with an Olympics of our own. Each child brought home a sheet filled with "coupons" which they filled out and returned for each one-half hour they spent doing outside activities in their free time. In this way each class was able to "go for the gold!"

The weeks of study about the Olympics as well as nutrition and reading culminated with Olympic Week which included an ice sculpture contest, a parade with floats and an assembly, where awards were given for the various activities.

WESTPARK

WHAT A FABULOUS way to beat the "February Blues". The school committee, sponsored by the H&S, celebrated Teacher Appreciation Week with a flourish of activities.

The week began with apples for the teachers, along with a small cupid momento and a card designed by a member of the Committee announcing Teacher Appreciation Week.

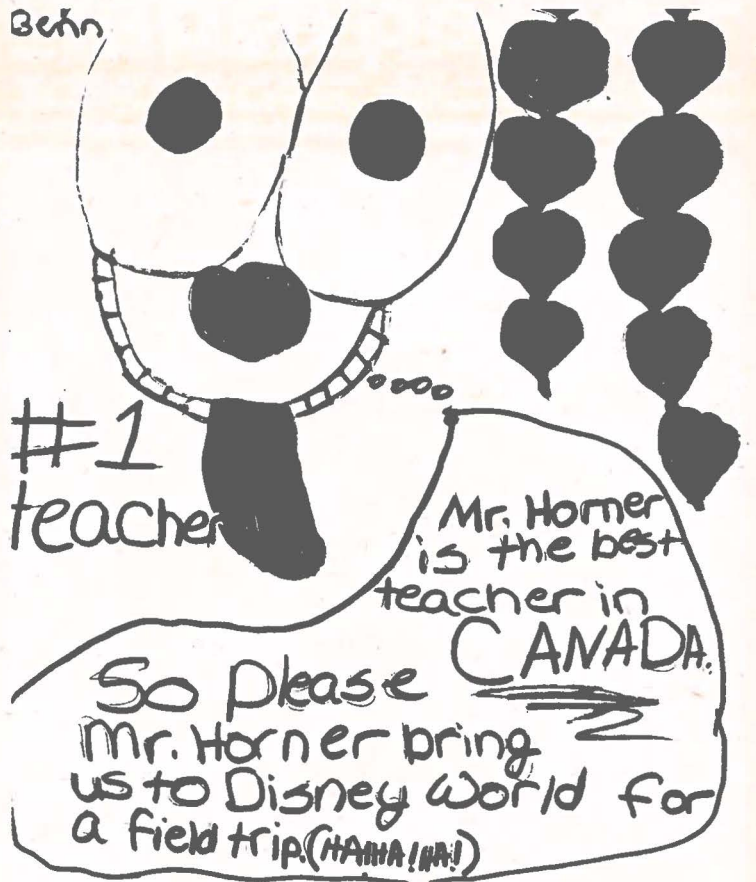
Tuesday was "Muffin Morning" when our teachers were treated to homemade muffins and coffee at break time.

Wednesday brought a surprise "News Flash" and pictorial in the West Island News and Chronicle. Each teacher was presented with a heart-shaped balloon on Thursday, and the week culminated with a special luncheon on Friday.

Each of our teachers was presented with a personalized scroll in recognition of a job well done.

The parents of Westpark truly do appreciate their teachers and this week was a wonderful way to say "We love our teachers".

Janet Johnson



Amy Benn, grade 3 at Beacon Hill, drew this for her teacher

BEACON HILL

THANK GOODNESS that February has 29 days this year. How else would we fit everything in!

On Feb. 5 Arthur Birenbaum presented a One-Man Show at lunch hour, entertaining 165 students with songs, drama and comedy.

Beacon Hill students had their own 'Olympic Games' in February. Many fun-filled events were planned for teams of all grades.

The Winter Olympics have inspired some very creative writing and drawings which were proudly displayed for our OPEN HOUSE

on February 9.

Also displayed were many loving tributes and poems from students to our splendid staff, celebrating 'We Love Our Teachers' Week. Volunteer mums took over the teachers' playground duties and baked them delicious goodies.

In March came a Spell-a-thon, involving the whole school. The money raised will buy video camera equipment.

Grade 7 students also had a trip to Jonnence in the Eastern Townships in March, funded partly by a very successful bottle drive.

Rosemary Costaguta

Books On Review

By Kenneth Radu

DAVID SUZUKI of CBC's *The Nature of Things* has produced a useful science book for young children with the assistance of Barbara Hehner. *Looking at the Body* is an attractively designed, sturdy but flexible paperback text explaining the workings of the human body.

It contains simple, relatively thorough descriptions of the heart, the digestive system, etc., accompanied by accurate, uncluttered drawings.

Knowing very well that good science is more than a compilation of facts and physical laws, Suzuki takes a "hands-on" approach to education in *Looking at the Body*.

The book includes a series of interesting experiments called "Something to Do", related to aspects of the human body and dependent upon easy-to-obtain materials. For the "Something to Do" section on enzymes, for example, all that's required is a soda cracker or half-slice of bread. Where adult supervision is most definitely advised, a hand in a circle drawn on the page acts as a warning sign.

Amusingly written with fascinating bits of information printed throughout, *Looking at the Body* is an ideal choice for parents and teachers who want to encourage their children and students to take an interest in human biology.

RAINY DAY MAGIC

Winner of the 1987 Governor General's Award for Children's Book Illustration, *Rainy Day Magic* by Marie-Louise Gay of Montreal is indeed magical and delightful. This picture book depicts the adventures of two children who are forced indoors by rain.

There they play havoc in scenes any parent or teacher will recognize as true to life. The real excitement of the story begins once the children enter an imaginative and imaginary world of tigers and whales.

In bouncing rhyme, the bold narrative moves quickly. The true magic in this book, however, lies in the highly energetic, detailed illustrations that capture the near-freneticism and clutter of children's unhampered play.

Built on a roller-coaster momentum, this picture book is rich in visual surprises and leaps of imagination. *Rainy Day Magic* is a book calling children to come look, come play, not one that says look, admire, but don't touch.

FLIGHT OF MAGIC

Short-listed for the 1987 Governor General's Award for Children's Book Illustration, *Flights of Magic* by John Steffler and illustrated by Shawn Steffler is an intriguing story of the powers of literature and the creative uses of imagination in childhood.

One day Ruth, our heroine who has recently moved into a new house, receives a "gold book with red and blue birds on its covers." Gripped by the narrative of a princess Vidensa who "saved people in trouble" and who also "knew the secret language of birds," Ruth becomes so absorbed in the story that she neglects "real life".

She enters a series of wonderful, imaginative adventures involving a host of colourful characters like the baker who is almost overwhelmed by rye dough or the wonderfully bizarre Heroic Hilda. John Steffler's prose is vigorous, his story highly inventive.

The illustrations by Shawn Steffler are painted in strong colours and bold lines, reminiscent of such Canadian native painters as Norval Morriseau. Her work strongly captures the flavour of the text. A remarkable book, *Flights of Magic* would be a welcome addition to any child's story time hour.

NATURE'S BIG TOP

If you can get past the garish yellow and turquoise cover of Lola Sneyd's third book of poems for children, *Nature's Big Top*, you'll find some charming work inside. My favourite poem here is "Like My Book Says: To a Crayfish," but there are other poems about a child's desperate discomfort in a heat wave, about a young skater, and so on.

Although the diction is rather tired at times, with too many overused adjectives and phrases like "scarlet", "captivate...charm", "gossamer lace," the rhythms are mostly true. The author also understands a child's perceptions of the natural world. Illustrations by Doug Sneyd are humorous pencil sketches and line drawings.

LOBSTER IN MY POCKET

Lobster in my Pocket by Deidre Kessler is a fantasy picture book about Lee, a young girl who lives in a Maritime fishing village. One day she hears a lobster speaking from one of the wooden crates on the wharf.

In trite verse the lobster persuades Lee to set it free. Our heroine prefers to keep it, hence the book's title.

Eventually Lee agrees to let the crustacean go and drops it in the ocean. Later a storm blows up; Lee falls off the wharf and almost drowns. She is magically saved by the lobster, despite its silly poem to the contrary.

This is a story about acute loneliness and an attempt to re-work classic tales of grateful animals who come to the rescue of human beings in distress. It also provides young readers with a faithful, if partial, picture of life in a fishing village. Drawings by Brenda Jones are gentle and satisfying.

Kessler's style, however, is too literal-minded to entrance. The lobster, moreover, is not convincing as a character. This is a pity because fantasy literature is a wonderful vehicle for children to explore anxieties and dilemmas in ways realistic fiction does not allow. Still, Kessler's storyline is strong and children will be able to identify with Lee who is believable.

Children ride Backwards in school bus testing

Surrey students are turning their backs on the traditional way of riding in school buses and officials in both S.D. #36 (Surrey) and Transport Canada are hoping the result will be greater passenger safety.

Surrey is one of three Canadian school districts testing buses equipped with rear-ward-facing seats and lap belts expected to improve the already excellent safety record of school bus transportation.

The eight-month study should determine whether students are both physically and psychologically receptive to the new-style bus.

Jerry Kutzschan, transportation supervisor in Surrey and president of the Association of Transportation Supervisors of B.C. (ASTBC), said that after more than a month of use on four of the district's 18 regular school routes, the approximately 125 students involved are adapting nicely to the new bus.

Kutzschan said that according to bus drivers, who must file regular reports throughout the test, the majority of student passengers are using their lap belts and have offered few if any complaints about the seat configuration.

Students riding the test bus are also protected by its heavily-padded seats, 25 centimeters (10 inches) higher than regular seats.

The seats are designed to prevent whiplash by spreading the shock of a crash over a child's entire back, shoulders, legs and head. All the modifications were done in Ottawa by Transport Canada, with maintenance of the bus the responsibility of the Surrey school board.

Kutzschan gave high marks to the improved passenger protection on the test bus, but added that his preference would have been to equip it with shoulder harnesses rather than lap belts as a means of passenger restraint.

"There was a recent test done that said lap belts tended to rip people in half or to severely injure passengers who would have otherwise not sustained injuries."

However, Kutzschan added that he understands the rear-facing seats will compensate for the possible safety hazard posed by the lap belts.

William Gardner of Transport Canada said that lap belts are an effective and safe method of keeping passengers "in the vehicle and out of harm's way."

Gardner also noted: "If we used the shoulder restraint belts we would have to stiffen the seats and there might be a lot more injuries if you hit a stiff seat in a crash."

But even if the test is a rousing success, districts choosing to employ the modified buses aren't likely to see a drop in their vehicle insurance rates. According to Transport Canada, accident studies have demonstrated that school buses are the "safest means of transporting students to and from school."

The latest Canadian analysis concluded that a student is eight times more liable to be injured while traveling to or from school in a vehicle other than a school bus.

"You won't see insurance rates

drop because school bus safety already has such a high standard," says Kutzschan. "Most districts already have the best insurance rates around and turning seats around won't change that."

He adds, though, that the ASTBC and the B.C. School Trustees Association have long been advocates of a driver training program for school bus drivers which, if required by law, might eventually lead to lower vehicle insurance rates.

At present, school bus drivers need only a Class 4 driver's license to drive a bus of 24 passengers or less, or a Class 2 license to drive a bus with more than 24 passengers.

Drivers must pass a written exam and brief road test to be licensed, but no other formal training is required.

This potentially dangerous situation was noted at the April 1987 Annual General Meeting of the

BCSTA and in response a resolution was passed calling for "a mandatory and structured program of driver training (which) could avoid that serious mishap which is likely to happen one day?"

At the urging of the BCSTA and the ASTBC the provincial government is expected to adopt a mandatory program next year, says Kutzschan.

The program would give school bus drivers training in four areas: behaviour management; defensive driving; transportation of the handicapped; and the roles and responsibilities of drivers.

"We want to really, really push for behavior management," says Kutzschan. "We feel they (drivers) aren't just driving a bus; they're doing much more than that."

From:
B.C. School Trustees Association's
publication

"Education Leader"

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SAFETY SCENE SAFETY SCENE

How to poison-proof at home

IN THE LAST ISSUE of the NEWS we published the fact that over 25,000 children are treated each year for poisoning in Ontario alone. Although these statistics are lower for Québec, they still show that over 15,000 cases of poisoning occur yearly. The latest statistics available (1985) show that eight people died in Québec as a result of poisoning.

THIS ISSUE: How to Poison-Proof Your Home; What to do in case of accident; and a list of potentially dangerous poisons.

• Don't put medicines with other household products and make sure you keep them in their original containers. Never keep them in cups, bowls or soft-drink containers. Lock them up.

- Avoid suggesting to children that medicine tastes like candy. Keep vitamin and iron tablets, which look like candy, locked up.
- Be certain all bottles, cans and containers are properly labelled.
- Use a prescription drug only for the child for whom it is intended. Keep prescription drugs locked up.
- Avoid taking medicine in a child's presence. Children tend to imitate adults.
- Clean out the medicine cabinet regularly, just as you do your spring and fall cleaning. Old pills and medicines should be flushed down the toilet.
- Protect your child's skin and eyes when using insect repellents, weed killers, lye, solvents, paint thinners and cleaning agents.
- Move all dangerous household plants to a safe place, perhaps hanging from the ceiling. Warn

your children at an early age never to eat plants or berries.

- Don't leave your purse lying around. Put it out of harm's way. Encourage your guests to do the same thing.
- Don't leave cosmetics lying on your dresser or bathroom shelf.
- Poison-proof your home periodically. Put all potentially dangerous items in a safe place. After you've finished poison-proofing a particular room, use a location sticker to remind every member of the household this particular area contains hazardous substances.
- Keep the telephone number of your Poison Information Centre close at hand.
- Keep syrup of ipecac, which induces vomiting, on hand. It is available at most pharmacies. Use it only according to the instructions of the Poison Information Centre or a doctor.

Child car restraints a must

According to a study recently published in the American periodical *Pediatrics*, restraining devices reduce children injuries during collisions by 25 per cent

The study was carried out in Michigan, following this state's adoption of a law making car seats mandatory for children under the age of four.

The study, carried out by the University of Michigan Research Institute, reviewed the case of 522 children under the age four involved in collisions.

Despite the eloquent conclusions of such studies, few Canadians are using child restraints.

In fact, according to a study made public some time ago by Transport Canada, only 16 children out of 100 travel in a properly

installed restraining device.

According to federal government statistics, 36.5 per cent of Canadian children are restrained when travelling by car, and only 44 per cent of those are restrained in a properly fastened device.

In other words, it is not enough to put a child in a car seat; the seat must meet safety requirements and be properly installed.

Basically, child restraints fall under two categories: infant carriers and car seats.

Infant carriers, used for children weighing less than 20 lbs., must be installed facing the rear of the car.

Car seats, on the other hand, should face the front of the car. All seats are equipped with an anchor-strap which should be fastened behind the bucket seat.

Make sure the strap is fastened to the metal cross-bars under the panel; i.e., that it is attached to the car's frame.

The lower part of a child restraint is generally fastened with a seat belt.

Make sure the seat you want to buy is approved by Transport Canada. All products meeting federal government standards carry a distinctive label.

There is a wide range of approved models; choose the one

IN QUEBEC

In 1984 the Quebec Safety League launched an infant carriers rental program to promote the distribution of this basic safety device in Quebec.

The League sells infant carriers at a reduced price to various community organizations which, in turn, rent them to the public.

Some 120 organizations — Centres locaux de services communautaires (CLSC), Départements de santé communautaires (DSC), etc. — are presently participating in the League's promotional campaign, forming a network that covers the entire province.

It is therefore possible to rent an infant carrier for about 10 months, until the child is big enough to use a car seat.

in which your child looks most comfortable.

For more information, consult the brochure "Keep them Safe", distributed free of charge by Transport Canada and available at the Quebec Safety League's office.



If an accidental poisoning occurs or is suspected, think clearly and take the following steps:

- Identify the suspected poison and the amount taken.
- Immediately contact your POISON INFORMATION CENTRE (hospital emergency department) or your family physician. City of Québec and surrounding area: 656-8090. Rest of the province: 1-800-463-5060. These numbers are in operation 24 hours a day, seven days a week.
- If necessary, quickly take the child to the nearest hospital emergency department. This does not necessarily mean you need an ambulance. If there is a family car or immediate source of door-to-door transportation available, this will often be faster.
- Bring the package or container of suspected poison with you.

CLIP & SAVE

Some of the substances and plants listed below are given their commonly used names rather than their scientific names.

CLEANING, BLEACHING AGENTS

Metal cleaners and polishers
Detergents
Ethylene glycol
Dry cleaning fluids
Amyl acetate
Benzine
Carbon tetrachloride
Ammonia
Cleaning fluids
Alcohol
Oxalic acid
Kerosene
Methyl alcohol
Naphtha
Petroleum distillates
Window washing fluid
Drain cleaners
Typewriter cleaner
Aerosols
Oven cleaner
Bathroom bowl cleaner
Gun cleaners
Lighter fluid
Bleach
SOLVENTS
Paint remover
Wax remover
Grease spot remover
Lacquer remover
Paint thinner
Carbon tetrachloride
Kerosene
Methyl alcohol
Methanol
Turpentine
Lighter fluid
Petroleum products
POLISHES AND WAXES
Furniture wax/polish
Car wax
Kerosene
Silver polish
Pine oil
Mineral oil
Naphtha
Paint
MISCELLANEOUS HOUSEHOLD PRODUCTS AND CHEMICALS
Epoxy glue
Model cement
Garden sprays
Insecticides
Pesticides
Strychnine
Herbicides

Rat Killers (Rodenticides)

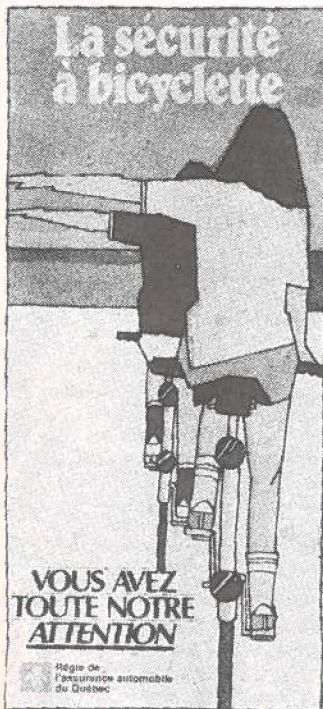
Fire extinguishing fluids
Rug adhesive
Antifreeze
Carburetor cleaners
Gasoline
Anti-rust products
Deodorizing tablets
Leather polishes and dyes
Shoe cleaners and polishes
Jewellery cleaners and cements
Laundry blueing
Wax crayons
COSMETIC PREPARATIONS
Nail polish remover
Nail polish
Corn and wart remover
After shave
Shaving lotions/creams
Hair lotions
Resins
Cuticle removers
Cologne
Permanent-wave solution
Bubble bath
Hair dyes/tints
Hair remover
Neutralizers
Lacquers
Skin preparations
Plasticizers
Hair sprays
DRUGS AND MEDICINES
Home chemical testing agents
Narcotics
Antiseptics
Vitamins
A.S.A.
Iron medicines
Rubbing alcohol
Corn and wart remover
Iodine
Tranquilizers
Laxatives
Children's fever drops
Cough medicines (acetaminophen)
Cold medications
Pain killers/relievers
(Most of the items in this category are only poisonous when taken orally by accident or in excess).
PLANTS IN WOODS AND FIELDS
Wild and cultivated cherries
Jack-in-the-pulpit
Moonseed
Mayapple
Jimson weed (thorn apple)
Buttercup

Nightshade Poison hemlock HOUSE PLANTS

Hyacinth
Narcissus
Daffodil
Oleander
Arnica
Philodendron
Dieffenbachia
Calla lily
Dumbcane
Elephant's ear
Rosary pea
Castor bean
Mistletoe
Poinsettia
ORNAMENTAL PLANTS AND TREES
Daphne
Wisteria
Golden chain
Laurels
Rhododendron
Black locust
Elderberry
Azaleas
Jasmine
Lantana camera (red sage)
Yew
Oaks
FLOWER AND VEGETABLE GARDEN PLANTS
Larkspur
Monkshood
Autumn crocus
Star of Bethlehem
Lily of the valley
Daffodil
Nutmeg
Sweet pea
Iris
Foxglove
Bleeding heart
Rhubarb leaves
Indian tobacco
Jonquil
Oleander

Note: This is not a complete list of potentially toxic products. If in doubt contact the Poison Information Centre.

Editor's Note: My thanks to the Ministry of Health (Ontario) and the Quebec Poison Control Centre.



A limited supply of the pamphlet above, which is distributed by the Régie de l'assurance du Québec to promote bike safety, are available at the Quebec Federation office.