



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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Hon. Jane Barry of New Brunswick says:

## SEE WHOLE EDUCATION AT HOME AND SCHOOL

The following address was made on Sept. 24, 1990 by the Hon. Jane Barry, Minister of State for Childhood Services of New Brunswick, at the 1990 Canadian Association of School Administrators' Convention, held in Saint John, N.B.

The education of the whole child should be an inevitable process.

From infancy, children test, inquire, make judgments and absorb information — all in an effort to satisfy a compelling curiosity about the world they have been born into.

It is on the quality of that process, that those who direct the school system can have a profound and positive effect, and bring the education of the whole child closer

to reality.

It is an exciting challenge not only for school administrators, but the the rest of society as well.

### THE HOLISTIC APPROACH

Educating the child can and should be seen holistically, and there are three major areas of life that must be integrated if children are to benefit fully from the wonderful experience of learning: The preschool years, the environment at home and at school, and our education system itself.

### THE PRESCHOOL YEARS

We ignore the importance of the

preschool years at our peril, because they provide the matrix for how and what we learn for the rest of our lives.

It is well recognized that, for good or ill, the first eight years of life are critical to human development.

What happens to a child during those early years can determine everything from attitude to career path to criminality.

Even as unlikely an observer of childhood education as J. Edgar Hoover, the late head of the Federal Bureau of Investigation in the U.S.A. once commented that "the cure of crime is not in the electric chair but in the high chair"

As school administrators, you are probably all too familiar with the child who enters the education

system with developmental delays so severe that his or her chances for success in school are either very precarious or totally non-existent.

These delays can be physical, social, emotional or financial. They may appear singly or in various combinations.

And it has long been acknowledged that early detection and intervention are essential to preempting the consequences of these delays.

However, it has only been recently, with the measured success of Headstart programs for socially and economically disadvantaged children, in the United States, that any serious commitment has been made to establishing programs for these children.

Interestingly, we are beginning to see the private sector become more aware of the need to become involved in such initiatives and not only because of a sense of social responsibility. They have realized purely from an economic viewpoint, society simply cannot afford to waste any resources, least of all human potential.

They, too, have come to the conclusion a good start early in life is the best investment in a productive future.

So it is vital that school administrators, in fact, all those in the field of public education, help lay the groundwork during a child's preschool years, for later success within the school system.

You may be asking yourselves: "How can educators help? These children aren't even in school yet!" Your question is already being answered in a number of creative ways.

A recent study of the Canadian School Trustees Association entitled, "School-based Childcare: Where Do We Stand?", surveyed school boards across Canada regarding their involvement in the provision of childcare.

Seventy-five boards representing 42% of the respondents said they were participating in school-based childcare. In Ontario, Manitoba, and Quebec, clear policies have been developed outlining the roles of provincial government departments in providing school-based childcare.

In New-Brunswick, there have been initiatives in at least seven school districts to permit the operation of programs for school-aged childcare. At present, there are seventeen located in New-Brunswick schools.

There are also community-based programs for disadvantaged preschoolers, directly connected to specific schools, either by location

or mutual interest.

For example, in Moncton, Early Family Intervention has established contacts with schools in districts 13 and 15 for follow-up of children having attended their programs. The North End Child Development Centre in Saint John operates its program in two city schools.

A daycare facility at Fredericton High School for Children of teen-aged mothers is a recent initiative of the District 26 school board.

Plans are now underway to expand this service to include an infant day care program.

Mothers using the service are enrolled in courses dealing with parenting and life skills to help them function better as parents.

In northern areas of the province, school facilities are also being used for half day programs like kindergartens.

From my vantage point as Minister of State for Childhood Services, I am working to eliminate the distinction between child care and child education.

Children are learning all the time, wherever they are and whatever they are doing — especially at play.

There is much truth in child educator Norma Law's observation that "Care and Education cannot be separated, any more than opportunity, encouragement and readiness can be separated from learning to walk.

No home divides its time into custodial and instructional blocks. No school wedges itself into the three R's without regard for the equally important R's of Respect, Responsibility, Relationships and Relevance.

No early childhood service is without educational consequences."

It is my hope that we can work together to ensure that a child's preschool years provide for positive learning experiences in a caring and supportive environment.

### HOME AND SCHOOL

When a child reaches school age, his or her social environment becomes divided between home and school. While these divisions can appear as two different and distinct worlds, they are, in reality, two sides of the same coin.

The success or failure of a child's education can be critically influenced by how home and school interact.

It is impossible to consider the

continued on page 15

Quebec Federation of Home & School Associations



## 47th Annual Convention

THEME:

## LEARNING FOR LIFE

*Paving the Way!*



The Plenary Session will focus on **Learning for Life** and the initiatives we must take to achieve this goal for our children. Panelists will be Heather Jane Robertson, Executive Director, Canadian Teachers' Federation, and Maybelle Durkin, Executive Director, Canadian Home & School and Parent-Teacher Federation and the National Project Director for Literacy in the Information Age.

The Plenary will be followed by three concurrent workshops: **Reading and Learning Together** — how to use newspapers to promote literacy skills while having fun together as a family; **Learning for Life** — practical ideas and actions for parents, educators and community leaders to help our children achieve their potential; **Turning Kids "Green"**! — will explore innovative programs and activities that can be used to 'turn kids on' to nature.

on: **MAY 4, 1991** at:

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

For a preview book and more information, send a 4 1/8 x 8 3/8 envelope (with 40¢ postage) to our office:

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



## Elementary AIDS info

Do you have **young** children who need to know about **AIDS**? Call the number below and you (or your school library) can order an excellent book.

**COME SIT BY ME** by Margaret Merrifield, available for \$6.95 (plus shipping) from Double Hook Bookstore, 1235-A Greene Ave., Westmount, Que. Phone: 932-5093.



## MATH MATTERS FOR KIDS

**Math matters because the every-day world is full of math and getting more so. Jobs for our children will be more mathematical than ours are. Elementary school is when children develop math confidence and skills.**

Parents need to help them make the right decision because math is the key to their futures.

Here are a few ways to bring math home to our children:

- Expand your Home & School Book Fair to include stories, games, puzzles and tools that help children be more successful at math.

- Set up a Lending Library of books of math activities that are too expensive for the ordinary parent, additional Home Helpers, samples of donated carpet squares or tiles for use in measuring area of rooms at home, games that use math, and plastic bags filled with felt shapes with identifying names pasted on the back.

- Budget Home & School funds for hands-on math materials for the classroom.

- Help children see math in broader scope through poster contests, stories.

## OTHER PEOPLES OPINIONS

## Racism fuelled violence

*Ed. note: This letter appeared in the 02 Oct. 90 issue of SPEC, the regional newspaper for the Gaspé area. Wanda, and her husband Mark, are Home & School members at New Carlisle High School. To Parents Everywhere:*

First I would like to say that I wholly support the article written by Chief Douglas Martin, Gesgapegiag MicMac Nation which appears on page 7 of Spec, the September 25, 1990 issue.

His last paragraph of the article is most pertinent to what I wish to discuss with you now; namely — **VIOLENCE.**

We, my foster son and I, were verbally abused a few days ago, on **OUR PROPERTY**, by a man who had lost control of his temper.

With a roar, he called my son a f. . . . Indian and threatened to beat him up if he ever caught him near his son again or if he went to play at the neighbours. (The man

was a visitor next door).

Children, especially boys, do sometimes get hurt while playing; but because ours in Indian, he received the blame in verbal and, almost, physical abuse. My presence is probably the only thing that saved him from being physically attacked.

Our son is Indian, kind and sensitive and we are very proud of him and his heritage. Parents, children do have rights! No one today can verbally and/or physically abuse them anymore.

These acts of violence and racism can no longer be ignored or hidden. We must protect our children and treat them with respect. Call the police.

These young people are our future and our society today no longer condones such acts of violence and racism.

*Wanda H. Franklin  
New Carlisle*



## Quebec Home & School NEWS

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**EDITORIAL BOARD:** Editor: **Charlene de Condé**; Focus on the Locals: **Diane Radu**; Articles and policy: **Jon Percy**, **Gordon Robertson**; Safety Scene: **Donald Smith**; Peace Column: **Mary Gurekas**.

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# GRADUATION — The main event

*By Joanne Bartholomew-Dwyer*

**GRADUATION! SECONDARY V students start school in the Fall anxiously looking forward to the great day. Completing high school? Convocation? College? Which, you may ask?**

Regrettably, the answer is none of the above. The main event, the really big event is grad ball.

For the past 14 years, I have been both directly and indirectly involved in grad activities. In 1982, a group of graduates seeking to reduce costs by renting a van, instead of several limousines, asked me to be the driver on grad night.

I continued to "hire" myself out until 1986.

Those five grad experiences followed identical scenarios. The afternoon was spent attending two to three cocktail parties before driving downtown for the pre-dinner grad activities.

Dinner invariably would be served between 7:30 pm and 8:00 pm and by 8:45 the grads would be back in the van. Already out of their formal clothing, having made sure that the hotel room was well-stocked for later on, the grads were ready for that infamous night of pub-crawling.

I use this term both literally and figuratively.

Several problems are inherent in this tradition. Firstly, it splits up the graduating class into many small groups.

Secondly, there are a great number of students who are not accustomed to frequenting bars.

Thirdly, bar crawling is an expensive endeavor. Bar owners see the graduates coming. It is not uncommon to be presented with a bill well over three hundred dollars for a two-hour sojourn at a bar; this is to be divided among eight people. Service is not included.

I have come to feel that our graduates are not having the night of nights of which they dreamed. They lose contact with each other, spend time going from bar to bar looking for friends and generally seek this great "experience" all night and morning long.

By the Fall of 1986, I was appointed department head for student activities. It was now up to me to plan the event.

I faithfully followed in my predecessors' footsteps. Hotels are booked a year ahead, leaving the choice of menu and ticket sales left to plan — a relatively simple process.

In the next two years, I undertook to organize a series of assemblies which were meant to encourage students to stay together at the hotel and moderate any drinking. Inevitably, students still left early and followed the time-honored traditions downtown.

After the May 1989 grad ball, it was felt that no amount of coaxing could break down such long-established traditions.

Therefore, the school announced its plans to cease undertaking the planning and organization of the ball and to seek viable alternatives to this type of evening.

As expected, the grade 10 students reacted in panic. What went wrong? Why should their graduating class be punished? What business of the school's was it if students were going out drinking after the dinner?

**A — Nothing went wrong.** Regardless of rumors perpetuated in other schools by frightened future grads, the students of Beaconsfield High School were always exceptionally well-behaved.

**B — We did not intend to punish.** It had come time to review this particular activity and its format. We knew that the grad committee and students would come up with a unique grad ball, incorporating some old traditions and creating new ones.

We wanted to have a grad night which could be enjoyed by each and every one of our graduates.

**C — Yes, it was our business.** The administration and I felt the school was condoning under-age drinking. Grad ball was definitely the prelude to the main event.

Late in June 1989, I held an assembly following the grade 10 history exam. Present were most all of our future graduates. The awful news had been out for close to a month and it was now time to present the facts and clear the air before summer holidays.

Thankfully, a very cooperative and creative grad committee had recently been elected. In this assembly students had a chance to voice their outrage and, later, to brainstorm various alternatives and ideas.

Unfortunately, the Montreal area is not the perfect venue for substance-free activities. Here in Quebec,

enforcement of drinking age is very lax.

As a member of the National Association of Student Activity Advisors, an American association based in Virginia, I have been very fortunate in attending several workshops on this and related topics.

U.S. schools are actively promoting substance-free activities. Schools are sponsored and supported by several state agencies and private corporations.

In October 1989, we held a second assembly where our plans solidified.

Taking all ideas into consideration, therefore, pleasing very few, it was decided we would hold a reception for grads and their parents in a decorated gymnasium from 6:30 pm to 8:30 pm after which we would proceed to a local hotel for a formal dinner and dance.

Students would then return to the school to change and complete the evening with an early morning cruise of the Montreal Harbour and surrounding area.

The plan was presented to School Council and to School Committee where it was received enthusiastically. In early December we held a general parents' meeting to discuss the topic.

Our graduating class consisted of approximately 210 students. Twenty to 30 parents attended the meeting. These parents were extremely supportive offering some useful suggestions which helped us smooth out some of the rough edges.

Students were required to buy the whole package which was a value of \$110. By fundraising, we were able to reduce the cost to \$98.

At first glance, this might seem steep, but no additional money needed to be spent. All punch and soft drinks were included as well as transportation, by coach, for the entire evening. Grads and their dates bought 218 tickets.

This type of graduation proved much more complex to plan. Our current grade 10 undertook three days of decorating the gymnasium.

The administration took care of organizing the reception at the school. Montreal Harbor Cruises provided an open soft-drink bar, D.J. and catering for one price.

A problem arose with the hotel. Initially, the banquet manager was very insistent that no alcohol was to be consumed during the evening. This fit in excellently with our plans.

After settling on a ticket price the price of the meal increased 10 percent from the price we had been quoted. Worse yet, the price of soft drinks was being set high. Canned drinks were to cost \$3.75 each and a gallon of fruit punch would run at \$50 plus 10 percent provincial tax and 15 percent service charge.

After trying to negotiate a better deal and imploring the hotel to support our philosophy by reducing the cost of drinks, we had to pay the asking price, \$937.50 for 15 gallons of punch.

The evening of June 27 finally arrived. At 3:00 in the afternoon, the finishing touches were being done to the decorations.

Staff members lent a hand and several visited the gym during the afternoon. A few tears were noticed when some became nostalgic.

The reception was wonderful, as female grads strolled outside in their gowns and their handsome dates accompanied them. Proud parents stood by with camera in hand. The atmosphere was completely relaxed.

Dinner and dancing at the hotel was all which was expected. We were astounded to witness a long conga line, weaving through the hotel, just prior to our departure.

Our graduation was almost a complete success. Two hundred fifteen people presented themselves at the beginning of the evening and the same number returned with us the following morning at 6:30 am. No one deserted.

Yes, there were some mickeys smuggled in and one person was noticeably under the influence of alcohol.

Substance free? There's always next year and drinking was reduced by at least 95 percent.

That we were able to succeed in our endeavors is primarily due to the maturity and courage of our 1990 grads. They pulled it off!

Any activity which will keep us together, for the last time, and encourage us to enjoy ourselves without drugs or alcohol is a worthwhile experience.

*Joanne Bartholomew-Dwyer is Department Head of Student Life at Beaconsfield High School.*



# Parents want bilingual kids

SIXTY-NINE PERCENT of anglophones and 90 percent of francophones say they want their children to become bilingual by learning the other official language in school.

The poll, conducted by Environics Research Group for Canadian Parents for French, revealed that support for second language learning is highest in Montreal (91 percent) followed by Toronto (81 percent), and in the Atlantic provinces (79 percent) and Ontario (74 percent). Support is lower, although still a majority opinion, in Manitoba (61 percent), Saskatchewan (57 percent), Alberta (56 percent), and British Columbia (55 percent).

Over one-third of Canadians polled would enroll a child in an immersion program to learn French. Of those who would enroll (36 percent), or would consider enrolling (10 percent) a child in immersion, 62 percent indicated they would choose early immersion over middle (18 percent) or late immersion (9 percent).

CPF President, Kathryn Manzer says she is pleased with the results. "It's good to know Canadians really do share a desire to understand

and communicate with one another."

The CPF survey was conducted to determine attitudes towards second-language education in Canada. It was carried out in October 1989 as part of the FOCUS CANADA National Omnibus Survey. In-home interviews were conducted with a fully representative sample of 2,079 Canadian adults.

More children are learning French in school than in 1984, the year of CPF's last poll. Thirty-one percent of English-speaking adults currently have children learning French in elementary school; 14 percent have children learning French in secondary school; 8 percent have children who are learning French at both levels.

In 1984, only 15.2 percent and 9 percent respectively of parents reported that their children were learning French at the elementary or secondary levels. The percentage of English-speaking adults with children learning French at school in 1989-90 (53 percent) is more than double that reported in 1984 (24.2 percent).

*Reprinted from The School Trustee June/July 1990.*

# Big news for Mom & Dad

IN CASE ANYONE doubted that having children is expensive, a new study has found that raising children costs average Canadians a quarter of their income.

In *The Cost of Raising Children in Canada* (Butterworths, 1990, 210 pages softcover, \$39.95) economists Joanne Fedyk and Robin Douthitt have computed the actual amounts that parents are spending on raising children.

They conclude that it's costly from birth on, but that most parents accept it as a worthy investment.

"We were surprised at how constant a share of income Canadian families allocate to their children," Ms. Fedyk told the *Toronto Star*.

"As parents age their income increases, but the kids also become more expensive, more 'goods intensive', so in the end, parents are shelling out the same 25 percent throughout the child's life cycle."

Even an only child accounts for

15 percent of gross income for middle-income earners in Ontario, says the study. For families with three children, the figures rise to 32 percent.

The figures are somewhat lower in other regions: 12 percent and 27 percent respectively in British Columbia and 10 percent and 28 percent respectively in Québec. Lower-income families spend proportionately less on child rearing.

The authors performed detailed calculations for five regions in Canada, various income levels, and various age levels of children.

In order to make ends meet, parents typically save much less than non-parents. Relative to other provinces, Ontario parents cut back most on their savings. Childless Ontario couples, for example, save about 29 percent of gross income yearly. Their counterparts with children save no more than 17 percent.

## WHERE THE MONEY GOES...

TORONTO — The money spent on treating alcohol abuse in Great Britain — \$3.3 billion a year — would buy 16 fast-food hamburgers with french fries for its entire population.

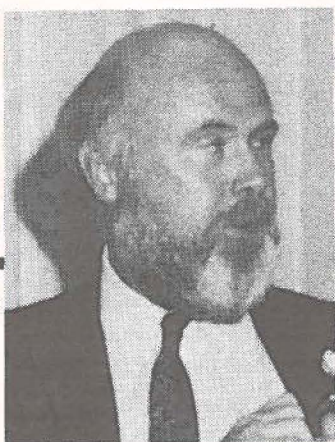
Or it would build 30,000 new homes, or 160 new hospitals every year.

North Americans don't fare much better. The 200,000 people in the United States who die of alcohol-related causes each year are the equivalent of 40,000 fully loaded, London double-decker buses going over Niagara Falls.

The comparisons were supplied by D.C. Drummond, MD, research psychiatrist, University of London, at the 5th congress here of the International Society for Biomedical Research on Alcoholism.

"Looking at the statistics doesn't invite complacency," he noted.

*Reprinted from The Journal (Addiction Research Foundation) Sept. 01/90.*



## Co-President's Message

# NEEDED: Area reps for QFHSA board

IMPLICIT IN THE NAME OF OUR ORGANIZATION, the Quebec Federation of Home and School Associations, is the notion that we are a federation of local associations.

As such, we have banded together to accomplish those things which would be difficult, if not impossible, to do alone and to support each other in developing and achieving our many and varied goals.

In an ideal world the Federation would have a much more direct and ongoing involvement of locals. To be most effective and responsive, the Federation should function in a similar fashion to the Lakeshore Regional Council.

The Presidents of individual locals from across the province should get together regularly to discuss common problems and work towards common goals.

In the case of the QFHSA this would require the Board of Directors consist essentially of the Presidents of local associations. They would meet five or six times a year and establish the agenda and set the priorities for the provincial organization.

An executive and network of active committees would implement the decisions of the Board between meetings. This would undoubtedly ensure that the Federation would be much more acutely responsive to local concerns and aspirations at all times.

On the other side of the coin, it would also engender in local associations a greater concern about broader issues at the provincial and national levels that ultimately impinge on schools or on the well-being of children.

However, we live in a far from ideal world. QFHSA has had to adapt itself to the realities of the situation. A Board of Directors with a representative from every local would certainly be too large to be effective.

A lot of travel would be involved for many people. In addition, presidents are characteristically very busy people, with a multitude of close-to-home issues and concerns to occupy their time.

The last thing they need is another set of meetings and new issues to deal with. What has happened as a result is an inevitable division of labour.

Many of those most active in the Federation and its Board are those whose days of active leadership in locals is somewhat of a fading memory. They have risen through the ranks of the organization and directed more of their efforts to broader concerns.

There are, of course, exceptions—those few incredible individuals who manage to swing enthusiastically to the hectic beats of both locals and QFHSA without missing a step or running out of breath.

The inevitable result has been that locals and federation have, to a large extent, evolved as distinct organizations each with their own viewpoints and priorities. Federation has become more of an entity unto itself, propelled by its own momentum, rather than a simple union of local associations.

The concept of a Federation is, of course, kept alive in the fact that representatives from locals do get together once a year at the Annual General Meeting to provide general guidance to the provincial organization.

But having done that, the two groups then essentially part company and function independently for the rest of the year. This occurs largely because over the years a very important component of the organization has withered away to almost nothing.

This most essential element is the province-wide network of Area Representatives. These Area Representatives are the surrogates of the local associations on the Board of Directors of the provincial organization.

Each Area Rep speaks on behalf of several locals and serves as a direct link between the local and the provincial organization throughout the year.

We must find some way of reviving and revamping such a network if we are to have the responsive, effective provincial organization that we all want.

Does your local Home and School have an Area Rep to represent you on the QFHSA Board of Directors? If not, you should think about ways of ensuring that a strong, direct link is forged between you and the provincial organization.

We must be a federation of associations, in fact, as well as in name.

**JON PERCY**

## SCHOOL COUNCIL ISLAND OF MONTREAL

THE CONSEIL has decided to organize a launching ceremony for the four monographs it has published this year.

These documents are produced to underscore the achievements of public schools and to emphasize the competence of their educators and their constant concern to respond to the needs of young people.

These monographs deal with the following schools:

Centre de formation professionnelle of the Sault-Saint-Louis board, formerly called the Pavillon professionnel;

Saint-Thomas, Des Sources and Pierrefonds high schools of the Baldwin-Cartier board (programmes for gifted children); l'école le Tournesol of the Jérôme-Le Royer board (specialized services for students with an intellectual handicap);

Fernand-Seguin, Pierre-de-Coubertin and Saint-Gertrude elementary schools of the Commission des écoles catholiques de Montréal (special programmes in science, sports and the arts).





# FOCUS on MEMBERSHIP



## 1990/1991 GROUP AFFILIATE MEMBERS as of November 30, 1990

### School/Parents' Committees

Asbestos-Danville-Shipton School  
Aylmer Elementary School  
Beaconsfield High School  
Beechwood School  
Campbell's Bay and District School  
Cedar Street School (Beloeil)  
Clarenceville Elementary School  
Ecole Primaire Beaconsfield  
Gault Institute  
Hemmingford School  
Irving Bregman Memorial School  
John Rennie High School  
Knowlton Academy  
Lindsay Place High School  
Macdonald High School  
Mansonville School  
Margaret Pendlebury School  
Murdochville Intermediate School  
Noranda School  
Northview School  
Onslow School  
Orms town School  
Quebec High School  
Riverdale School  
Royal Charles School (St. Hubert)  
Royal Vale Alternative  
Sacred Heart Middle School  
St. Johns School (St. Jean sur Richelieu)

St. Patrick Elementary School  
St. Willibrod School  
Souvenir School  
Spring Garden School  
Terry Fox School  
Three Rivers High School  
Valois Park School  
Western Laval High School  
Westpark School  
Wilder Penfield School

Eastern Townships School Board  
Greater Hull School Board  
Lakeshore School Board  
Orms town School Board  
Protestant Regional School Board of Western Quebec  
Protestant School Board of Greater Montreal  
Richelieu Valley School Board  
South Central Protestant School Board  
South Shore Protestant Regional School Board  
St. Lawrence Protestant School Board  
St. Maurice Protestant School Board



### Teachers

Aylmer Elementary School  
Gaspésia Teachers' Association

### School Boards

District of Bedford Protestant Regional School Board

### Others

Chateauguay Valley English-Speaking Peoples' Association  
Loyola High School  
Queen of Angels Academy

Are your members on our  
MEMBERSHIP TREE?

# WANTED

## 1 Treasurer 1 Vice-president

FOR: The QFHSA executive,  
which meets once a month  
during the school year.

### BENEFITS INCLUDE:

On-the-job training  
Friendly, helpful co-workers  
The satisfaction of knowing you are  
making a difference to the education of  
your children.  
This could be you. Call TODAY.

CONTACT: Donna Sauriol,  
QFHSA office,  
(514) 481-5619  
We are equal opportunity volunteers

## HOME AND SCHOOL MEMBERSHIP 1990-1991 as of November 30, 1990

School	M'ship Chairman	Family M'ships
Allancroft School	Jean Touchie	173
Andrew S. Johnson School	Gerald Bennett	—
Ayer's Cliff School	Nancy Loadenthal	—
Aylmer Elementary School	Claus Jobs	50
Baie Comeau School	Barbara Rioux	49
Beacon Hill School	Wendy Tonkin	191
Beaconsfield High School	Nancy Acton	147
Carlyle School	Carol Latimer	25
Cedar Park School	Lisa Hooper	97
Christmas Park	Pamela Doherty	112
Courtland Park	Louise Amy	137
Dorset School	Vicki Gardner Dowley	130
Dunrae Gardens School	May Hodhod	145
Ecole Primaire Beaconsfield	Marilyn Tooley	255
Ecole Primaire Harwood	Louise Johnson	157
Ecole Prim. Pointe Claire	Diane Legère	155
Edgewater School	Arlene Whiting	137
Edinburgh School	Ingrid Poupart	172
Elizabeth Ballantyne School	Catherine Maxham	122
Emmanuel Christian School	Rose Thibodeau	47
Greendale School	Sylvia Smith	123
Hampstead School	Lise Axelrod	34
Howick School	Lynn Cullen	22
Hudson Elementary and High	Heidy Berthoud	155
John Rennie High School	Community Office	—
Keith School	Phyllis Molinelli	54
Lachine High School	Sinclair Harris	62
Lindsay Place High School	Mary Jane de Koos	148
Macdonald High School	Pat Dearing	106
Meadowbrook School	Gene Walsh	78
Mount Pleasant School	Elizabeth Cox	153
New Carlisle School	Janice Sylvestre	25
New Richmond School	Barbara Harrison	43
Northview School	Barbara Lalonde	113
Roslyn School	Linda Stern	83
Royal West Academy	Katheryn Arrell	76
Seigniory School	Dolores MacKenzie	103
Shigawake-Pt. Daniel	Barbara Hottot	6
South Hull School	Faye Ingrey	—
Sunnydale School	Nancy Tataryn	137
Thorndale School	Jo-Ann Whalen	151
Valois Park School	Sandy Gordon-Loiello	116
Westmount High School	Cheryl McGrath	—
Westpark School	Janet Goldstein	159
Willingdon School	Francine Jones	—
Windermere School	Antoinette Jermann	137





Baie D'Urfe city councillor Ross Common talked with children at Beacon Hill Halloween for Peace Party sponsored by Kids for Peace

# KIDS FOR PEACE

## MY WISH

If I had a wish, I'd wish that everyone, everywhere  
Would learn to live in peace, and to love and to care,  
For every single person, no matter what colour their skin,  
Or what religion they have, or what country they live in.  
Loving and caring for everyone — that has got to be the key  
To making this world a better place to be.

Tara MacDonald,  
KIDS FOR PEACE Grade 6, Age 10

# SEVEC exchange program

AS THE SOCIETY for Educational Visits and Exchanges in Canada (SEVEC) enters its 55th year of operation, it is pleased to announce its program offering for 1990-91 which includes a multi-cultural pilot program and a new exchange program.

SEVEC is a not-for-profit association and a leader in the field of bilingual exchanges in Canada. The association offers unique learning opportunities to elementary and secondary students so they can improve their proficiency in Canada's two official languages, share cultures and customs and

develop a greater understanding of the country's multicultural and bilingual character.

Currently, SEVEC offers a **Summer Individual Exchange Program** to Canadian students, aged 11 to 18, a **School Year Group Exchange Program** and a **Summer Group Exchange Program** which is available in Québec and Ontario.

In addition, SEVEC is now responsible for the administration of the **Ontario-Québec Six-Month Student Exchange Program** on behalf of the Ontario Ministry of Education.

SEVEC offers two educational visit programs geared to teachers

who want to take their students on an educational experience to Québec City or Ottawa. Through **Contact Culturel**, students learn about the history and geography of Québec City while being immersed in the French Canadian culture. The visit program in Ottawa, the **National Capital Experience**, allows young people to explore Canada's parliamentary system and legislative process.

For more information, or to obtain a copy of the 1990/91 Program Guide, write or phone Karen McCarthy, SEVEC, (613) 998-3760, or toll-free 1-800-387-3832, 57 Auriga Drive, Nepean, Ontario, K2E 8B2.



# CHILDREN SHOULD CO-OPERATE TO END CONFLICT

By **CHERYL A. PICARD**

**CO-OPERATION, listening, decision-making, critical thinking, collaboration — that is what teaching youth conflict management and mediation skills is all about.**

The idea of conflict management and mediation programs is beginning to catch on in Canadian schools. The first high school peer mediation program began in Ottawa in 1987. Today there are programs in several provinces.

Conflict management programs have their roots in the peace movement. Religious and peace activist groups were the first to understand the importance of teaching conflict resolution skills to young children.

The rationale is simple. Conflict is an inevitable part of our lives and, like adults, youth find themselves having to spend a lot of time dealing with conflicts. Most do not understand what conflict is and is not, and don't have the skills to get others responding productively.

For the most part, youth approach conflict with a negative attitude learned from parents, teachers, peers and the media. Often youth equate conflict with aggression, and pay little or no attention to the underlying cause of the problem.

Although conflict is ever-present, it need not be a negative experience. Social change occurs through dispute and controversy, and conflict is essential to a healthy, functioning society.

But if conflict is to be a positive experience, we need to learn how to deal with it. Dealing with conflicts in non-adversarial ways can enhance social relationships and be productive. Once youth see the benefits of constructive conflict resolution, they feel encouraged to reach positive resolutions to conflicts.

In both elementary and high schools, mediation skills are

taught to students who act as mediators for disputes which arise during the school day.

The goal of these programs is to teach productive conflict-management and problem-solving skills, to try to break the connection between conflict and aggression, and to help youth develop a repertoire of "win-win" solutions in place of "win-lose" ones.

The elementary-school programs are often less formal than those taught in the high schools, and tend to focus on playground or classroom disputes. In more formal programs, disputants meet with mediators during school hours. Participation is voluntary.

The mediators explain the process and assure the disputants that everything said is confidential, excluding life-threatening information. Each person tells their side of story, and the mediators help them search for solutions. Disputes are often disagreements over property, rumours, pushing and shoving, relationships, and name-calling.

Curriculum programs used in high schools teach conflict management skills in the classroom as part of the regular curriculum. The program can be included as part of other subjects or as a special course.

In both peer mediation and curriculum programs, students learn to understand conflict, conflict styles, power, anger, and the mediation process as well as gain valuable communication and problem-solving skills.

There are many benefits to constructive conflict resolution. When people know how to handle conflict in more productive ways, their self-esteem increases and they feel more in charge of their lives.

Youth take greater responsibility for themselves, for their behaviour, and for the environment in which they work and learn. Children of all ages learn to express themselves more clearly and listen more openly. They learn to deal

with anger constructively, and to communicate feelings without violence or abusive language.

Through conflict management activities, young people can improve their ability to solve problems, to think creatively and to agree to solutions in which everyone wins.

Conflict management skills are life skills. In schools where mediation programs operate, there has

been a decrease in the number of suspensions, expulsions, chronic school absences, and violent acts.


Through mediation and conflict-management programs, young people learn that conflict is an inevitable part of living that they can resolve without violence and with a greater measure of justice.

We can only wonder at the impact these skills can have on the

reduction of violence and assault in the families of the future. I believe we must ensure that all our children get these skills, not just those who have the time or inclination to be trained as part of a special program.

*Cheryl A. Picard is a conflict management and mediation consultant.*

*VIS-À-VIS (Canadian Council on Social Development) Vol. 8(2): SUMMER 1990.*



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# Human rights course draws 150

Conducted by: Canadian Human Rights Foundation (with Secretary of State) June 26 through 29, 1990, Montreal, Quebec  
By **PAT LEWIS**

**The Canadian Human Rights Foundation Course held at the end of June had over 150 participants from all over Canada, the United States and several foreign countries. There were lawyers, professors, government representatives, teachers and representatives from all kinds of organizations present. The workshops were both interesting and very educational. Sessions were available in both English and French.**

Workshops included: **CURRENT ISSUES IN HUMAN RIGHTS FOR CANADIAN SCHOOLS**, with speakers from the University of Western Ontario, the Canadian Human Rights Foundation and the Quebec Council of Cultural Communities and Immigration.

**THINKING GLOBALLY FOR MORE EFFECTIVE LOCAL ACTION** was chaired by Jean Henaire from the Quebec Ministry of Education. There was also a presentation on **MECHANISMS FOR THE PROTECTION OF HUMAN RIGHTS**.

The first day of the meetings also had Ratna Ghosh of the Faculty of Education at McGill discussing issues of Multiculturalism

and Gender in Teacher Training. Francine Fournier, President of the Canadian Commission for UNESCO presented a discussion on **INTERNATIONAL PERSPECTIVES IN HUMAN RIGHTS EDUCATION**.

The first day ended with the group splitting into smaller workshops for lesson-planning on **GENDER EQUALITY, ANTI-RACIST EDUCATION, NATIVE EDUCATION, PEACE EDUCATION AND GLOBAL EDUCATION**.

The idea of the smaller workshops was a good one as it allowed for more individual participation. However, it seemed that some of the content of the small groups must have overlapped.

The second day also had a number of workshops and presentations. **INTRODUCING HUMAN RIGHTS INTO THE CLASSROOM: A HANDS-ON APPROACH** was led by John Calder, a teacher from a New Brunswick high school.

Jack Kehoe from the Faculty of Education at the University of British Columbia presented **MULTICULTURAL CURRICULUM: DEVELOPING RESPECT FOR PERSONS**.

Ljubo Majihovich of the Dept. of Classical and Modern Languages, University of Windsor, talked about **OFFICIAL AND HERITAGE LANGUAGES**.

**PROMOTING MULTI-**

**CULTURALISM IN A PLURALIST SOCIETY** was presented by Anne Rodrigue of the Dept. of Education of Nova Scotia. There was also an audio-visual presentation from the National Film Board of Canada, followed by small

## ENDORSED

Whereas it is the intention of the Department of National Defense to allow the increase in the number of NATO low level flights over Labrador and Québec;

Whereas it has been demonstrated that these low level flight tests have caused and are causing tremendous suffering to the Innu and other inhabitants who live in the designated low level flight training areas;

Whereas severe damage has been done, and is being done, to Innu customs and lifestyles and is contributing to the destruction of Canadian wildlife habitats; and

Whereas the entire practise of low level flights has resulted in unnecessary suffering to people, animals and nature in Labrador and Québec; therefore,

**BE IT RESOLVED THAT**

All participants of the Human Rights and Multicultural Conference (held at Concordia University, Loyola Campus, Montréal, June 26-29, 1990) voice our unanimous disagreement with this policy, and strongly urge the Canadian Government to reconsider and bring to an end this policy of low flying flights in Canada.

**ENDORSED UNANIMOUSLY**  
90/06/29

workshops again on lesson-planning.

Day Three of the conference included the following presentations: **HUMAN RIGHT to CULTURAL RETENTION: IMPLICATIONS FOR STUDENTS** by Romulo Magsino of the Faculty of Education, University of Manitoba; **ISSUES IN NATIVE EDUCA-**

Desjardins, Pacijou Collective for the Creation of Peace Toys and Games, discussed **PEACEFUL CONFLICT RESOLUTION**. This was followed by lesson-planning workshops again.

The final day of the conference was taken up with presentation of the "lessons" constructed by seven or eight small-group workshops

## SOCIAL AFFAIRS/SUPPORT SERVICES COMMITTEE

### Report to Board Meeting of January 25, 1991:

**PAT LEWIS**

**CHILDREN AND TV:** Judith Van Evra of St. Jerome's College in Waterloo has written a book called **TELEVISION AND CHILD DEVELOPMENT**, which points out that kids who spend an average of four to five hours a day watching TV have seen 50,000 attempted murders by the time they are 16.

At the end of one year the average TV viewer sees about 45,000 commercials, of which 11,000 feature junk food. No wonder MacDonalds is so popular!

Van Evra writes that parents should encourage their children to be selective about what they watch and to be critical of both programs

and commercials. Parents should ensure also that children watch programs that are appropriate for their age group.

**CHILDREN'S RIGHTS:** Following the International Summit in New York on the Rights of Children, Health Minister Perrin Beatty was assigned to set up a central bureau to address children's issues.

The assignment puts Beatty in a position to look at all federal policies related to children. However, we have heard no details about the bureau, its cost or how many people it would employ.

Perhaps parents should write to

Beatty in Ottawa and ask what has been done???



**PAT LEWIS**

**AIDS:** Health Minister Marc-Yvan Côté announced a \$1 million advertising blitz to promote condom use by sexually active Quebecers aged 15 to 29.

At present there are 300,000 cases of sexually transmitted diseases in Quebec; 22 cases of AIDS per 100,000 population.

There are now at least four sources in the U.S. for free materials for students and parents about AIDS.

**COME SIT BY ME** is an educational book about AIDS meant for children from age 4 to 8 and their parents. It was written by a London, Ontario, doctor, Margaret

and with the course evaluation.

I attended all four days of the conference as a "resource" person, read a poem written by a student in KIDS FOR PEACE club at Beacon Hill School in Beaconsfield which so delighted the participants. Everyone wanted a copy.

It was after I gave a brief account of the actions taken by KIDS FOR PEACE in support of the Innu people in Labrador that the participants passed a resolution supporting the fight of the Innu against the low level flight-training of NATO countries over Labrador which is ruining the environment of these people whose ancestors have been in that area for over 10,000 years.

It was the *only* resolution passed at the conference!



**Make your move.**

Get those sneaks on  
and take the tots out  
for a ride they'll  
never forget.

**PARTICIPATION**

Merrifield, and it was published by the Women's Press. See below.

**TEEN VIOLENCE AND DRUG ABUSE:** Susan Ross of AMBCAL youth shelter and the Pointe Claire YMCA has been speaking out about the growing problems of young people on the West Island.

Drug and alcohol abuse is becoming even more widely spread among young people.

The YMCA now has an after-school program for drop-in students offering many activities of a constructive nature, particularly for children of families where both parents are working.

There are still many shortages of resources for troubled teens in the area, and any parents who can help will be very welcome as volunteers.

Parents who set a good example for their children are the most valuable resource of all.

**PARENTS AND SCHOOL: A PARTNERSHIP:** For \$3 parents can attend a workshop by Cheryl Dexas, MEd, Educational Psychology, on *Wednesday, May 1, 1991*, at 8 p.m. at 11 Rodney Ave., Pointe Claire (Presbyterian Church of St. Columba by-the-Lake). *Information/RSVP: 697-2091.*

Rights and responsibilities of the parent in relationship to the school system will be examined — 1) Where to go for help; 2) What services are available; 3) What to do when no one will listen; 4) How parents can effect change.

**FAMILY RELATIONSHIPS WORKSHOP:** "Building a Family Relationship in the '90's" is the title of a workshop held at CLSC Lac St. Louis in Pointe Claire on Jan. 22. The purpose was to illustrate family problems and help members to adjust to various kinds of stress.

## ATTENTION HOME & SCHOOL LOCALS:

AS CHAIR of the provincial Social Affairs/Support Services Committee, Pat Lewis presents a report every two months at QFHSA board meetings. Often the committee cites an address and/or phone number which may be used to obtain free or moderately priced resource materials about issues which are a concern for parents.

Lewis suggests each local could choose a "resource correspondent" who could write or call the various resource addresses to obtain help. This would not be a huge job, but would possibly give your local access to many interesting ideas. In each issue of the NEWS there will be a box with a list of references from Lewis's committee reports, providing the resource correspondent with two sources for these materials. This will appear near the Social Affairs/Support Services Committee Report.

Below is Lewis's first list of available materials.

- **"Talking about Alcohol"**, a free audiocassette and handbook to help parents talk with their preteens about this subject: Write to Joseph E. Seagrams and Sons Inc., P.O. Box 1799X, Ridgely, MD 21681, USA.

- **Free AIDS MATERIALS:**

- 1) **"How to Talk to Your Teens and Children about AIDS."** Send self-addressed, stamped envelope to: National PTA, Dept L90, 700 N. Rush St., Chicago, IL USA 60611-2571.

- 2) **"Talking with Your Child about AIDS":** Write: ETR Associates, Network Publications, Dept. L90, P.O. Box 1830, Santa Cruz, CA, USA 95061-1830.

- 3) **"Understanding AIDS and Guidelines for Effective School Health Education."** Write: National AIDS Information Clearinghouse, Dept. L90, P.O. Box 6003, Rockville, MD, USA 20850.

- 4) Catalog of AIDS educational materials, books and brochures.

Write: Impact AIDS Inc., Dept. L90, 3692 18th St., San Francisco, CA., USA 94110.

- 5) **COME SIT BY ME**, a book for children ages 4 to 8 about AIDS and HIV infection, written by Margaret Merrifield, M.D., and illustrated by Heather Collins. Write: Women's Press, 517 College Street, Suite 233, Toronto, ON, M6G 4A2, or call **DOUBLE HOOK BOOKSTORE** in Westmount. They will ship you a copy for a very modest price.

- **For Youth, Action on Drug Abuse** (available in English and French in one pamphlet) — Write to: Service de programmes aux personnes toxicomanes, Ministère de la Santé et des Services sociaux, Gouvernement du Québec, 1005, chemin Sainte-Foy, 3<sup>e</sup> étage, Québec, QC G1S 4N4.

- **DRUGS, Role Modelling: A parent's toughest performance** — Write Health & Welfare Canada, P.O. Box 8888, Ottawa, Ontario K1G 3J2.

- **EDUCATIONAL VIDEOS:** \$15 each, includes shipping. Order from: COMMUNITY PROGRAMS GROUP, P.O. Box 8, Postal Station G, Toronto, Ontario M4M 3E8. Available in English or French. Please specify which. Ages 5-12.

- **CARTOON ALL-STARs** (features cartoon characters on question of smoke, drug and alcohol use.)

- **STAY ALERT — STAY ALIVE** (ages 5-12) educates on potential dangers on and off street and methods of dealing with threatening situations.

- **CHOOSE:** (ages 9-14) examines illegal substances and how to handle different situations with which they are faced.

- **RIGHT-RIDERS:** (ages 7-14) educates children on rules of the road for cycling. Covers all basic elements of bicycle safety.



# Science: Choose fun books

**ARE OUR young people reading enough science books? Are they getting turned off science?**

Now that you have realized your child needs and wants a science book, how do you go about choosing an appropriate book?

Here are some important points to consider:

1. How do you choose a science book for your family or school?
2. What should I look for?
3. Does the book connect science to other things in the curriculum (for example, sciences and arts)?
4. Does it relate science to everyday life?
5. Are the activities safe to do?
6. Are the activities expensive to do — do I have to empty my bank account to buy the book and use the activities?
7. Do I need to be a science whiz, or a physicist to understand the book?
8. **Important** — is the book fun? Am I going to be bored using the book with the children?

*"Humans lived during the age of the dinosaurs, the sun revolves around the earth, human evolution did not spring from early forms of life. Based on the results of a national survey, published last spring in the GLOBE AND MAIL it would appear that a large number of Canadians believe these fallacies." — Concordia University, Thursday Report, Oct. 1990.*

9. Is the book overloaded with heavy scientific terminology or jargon? Does it have 20,000 species names of spiders, when all you need is the names of a few common spiders? Some books are too technical.

What is wrong with many science books? Here's an example of a fictitious book entitled: "Fun Science To Do At Home". Read the instructions. **WARNING; DANGEROUS — DO NOT DO THESE EXPERIMENTS AT HOME.**

Two misconceptions about science:

1. Many people believe science is messy, uses foul smelling chemicals and has to be dangerous (for example, to do chemistry experiments you use dangerous chemicals).

2. Science is high tech and is done only by people with PhD's wearing white lab coats.

A good science book uses the children's imagination and taps their brain power. It helps develop their creative thinking skills.

A good science book contains such things as junk physics, food chemistry and nature games.

But remember, don't make the science book larger than life. A picture of a tree can never replace the child's contact with a real tree. And don't forget the hands-on. A child learns from doing.

A good science book contains stories, songs, poetry, and arts crafts activities. These things spice up science and make it more fun and more real.

A good science book covering the natural sciences satisfies the

child's need to know more.

Children want to know what kind of toad they found and what to feed their pet caterpillar. Or is the snake they found poisonous?

A book may not answer all these questions. No one book can answer *all* their questions. A good science book will encourage a child to investigate other books, research magazines, or watch a

science special on television.

If you are looking for insects, you don't have to find the biggest ones. Small things can be just as interesting.

You don't have to be a Sherpa guide or go armed with a machete to explore a backyard woodlot.

To enjoy the world of science all you have to do is to open a door and explore.

## SCIENCE QUIZ — Everything you wanted to know about the S word.

# S C I E N C E

Complete our science test and see if you are a science negative or science positive person.

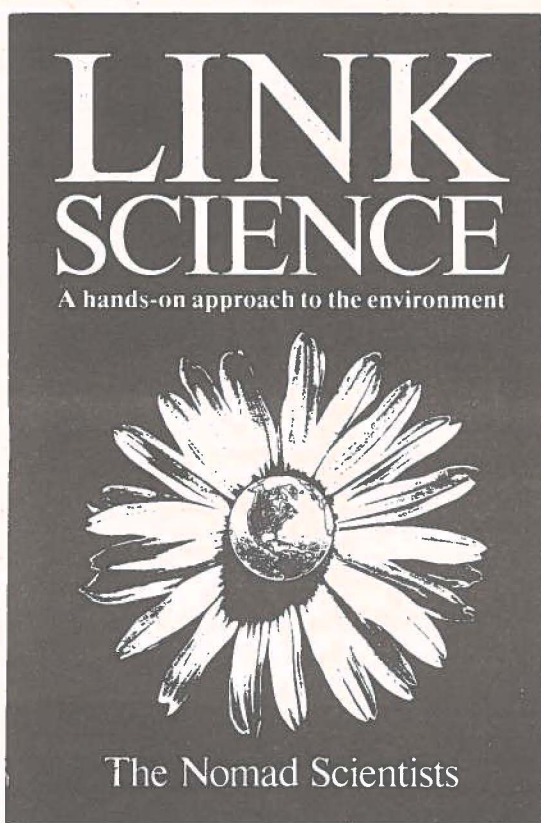
Which person are you?

**THE NEGATIVE PERSON (—) THINKS:**

1. I am not a science whiz so I can't do science.
2. I don't feel comfortable teaching or doing science activities.
3. I have a poor background in science so count me out!
4. Science is a mess. It's like teaching art. The children get messy. It uses too much equipment and you need a special room.
5. There isn't enough time for science. I have to teach reading, math, etc.

**THE POSITIVE PERSON (+):**

1. Stays away from memorizing facts and statistics.
2. Asks many good questions.
3. Relates science to the real world.
4. Realizes no one person can know everything.
5. Takes chances.
6. Is not a walking reference book, but is a person who wants to share knowledge.
7. Lets their students do hands-on experiments and become active participants.
8. Doesn't mind the mess or the setting up.
9. Loves field trips.
10. Links science to other subjects.
11. Uses whatever is available to do science.



*EXPLORATION ET DÉCOUVERTES* (French book) and *Link Science — a hands-on approach to the environment* (English book) are available. Future publications will be out soon.

This includes an English translation of *EXPLORATION ET DÉCOUVERTES*, a new preschool environment book and an educational kit on northern development.

If you are interested in any of the Nomad Scientists' publications, contact them at (514) 848-4955, or write Steve Rosenstein/Harold Spanier at Concordia University, Lacolle Centre, 7141 Sherbrooke St. West, Montreal, Quebec H4B 1R6.

## Environmental info

**A GUIDE TO ENVIRONMENTALLY RELEVANT BOOKS, periodicals, fact-sheets, films, videos, kits, presentations and performances has been published by Public Focus.**

This resource directory is in a three-ring binder with 180 pages of invaluable information for educators and researchers, a must for school libraries.

The *Environmental Resource Directory* provides a vehicle for environmental organizations to disseminate information about their work.

It will assist teachers and parents wishing to introduce environmental topics to students and contains chapters entitled Environment and Ecology, Hazardous Substances, Acid Deposition, Energy, Conservation, Water, Wildlife, Waste Management and Air Pollution.

Each chapter is introduced by an authority on the subject and every entry in the *Environmental Resource Directory* is rated according to its suitability for a particular age group from primary to adult (3-8 years, 9-12 years, 12-14 years, 15-18 years and 19 and up).

The cost of the Directory is \$35.00 for individuals, schools, non-profit organizations and public libraries and \$50.00 for others. This includes a two (2) year subscription with three (3) bi-annual updates.

Make cheques payable to: **Public Focus** and send to Public Focus, 489 College Street, Suite 500, Toronto, Ontario, M6G 1A5 or call (416) 967-5211 - fax (416) 967-4450.

Do you have young children who need to know about **AIDS**? Call the number below and you (or your school library) can order:

**COME SIT BY ME** by Margaret Merrifield, available for \$6.95 (plus shipping) from Double Hook Bookstore, 1235-A Greene Ave., Westmount, Que. Phone: 932-5093.

## QUEBEC LODGE CAMP

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For more information or to visit the site, please contact:

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RR3, Ayer's Cliff,  
Quebec, J0B 1C0  
(819) 842-2286

## A great place to be this Summer!



LAKESHORE REGIONAL COUNCIL

Helping H&S on the West Island

Report to the Annual General Meeting, May 5, 1990,  
Submitted by Betty Shotton and Kathleen Greenfield-Zanti, Co-Presidents

THE LAKESHORE REGIONAL Council (LRC) is an independent parent organization comprising local Home & School Associations within the Lakeshore School Board. The Council has a two-fold function:

- 1. An on-going President's Forum providing access to resource information, updates on educational issues, liaison with member schools and other educational organizations and support;
- 2. A voice in the area of education providing an opportunity for local Home & School Associations to form and present an informed cohesive consensus of opinion on topics of interest and concern in regard to education and the welfare of children and youth.

The Lakeshore School Board, recognizing the value of parent participation, provides LRC with a seat at council meetings. LRC also



Betty Shotton, left and Kathleen Greenfield-Zanti, co-presidents of the Lakeshore Regional Council

has a seat on the board of Québec Federation of Home & School Associations.

Lakeshore Regional Council meets every six weeks, usually in October, November, January,

March, May.

The meetings have been well-attended by Home & School Presidents or their designated representatives who also submit written reports.

In addition to the LRC Executive and representatives from member schools, members of Lakeshore Teachers' Association, Lakeshore School Board Council of Commissioners and Québec Federation of Home & School Associations regularly attend the meetings keeping LRC well-informed regarding the activities of their respective organizations.

A particular focus of each meeting has centered around the Local Exchange which allows local H&S presidents to share information and concerns regarding school activities, upcoming events, problems and solutions.

This networking has proven to be a great value.

Lakeshore Regional Council was pleased to have John Killingbeck, assistant director general of the Lakeshore School Board as guest

speaker at the first meeting to discuss the procedures relating to the appointment of in-school administrators.

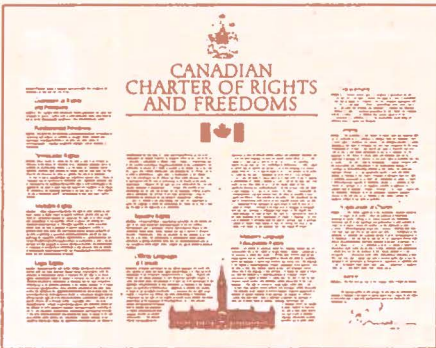
LRC was invited to send a representative to the Calendar Committee; another area of concern was the Minister of Education's letter requiring nominative information.

Additional topics included the LSB noontime busing/supervision policy; library cataloguing; insurance & liability coverage; implementation of Law 106/107 dealing with Orientation Committees, and literacy.

Lakeshore Regional Council was represented at the QFHSA Fall Conference, the Student Leadership Conference and the QFHSA Annual General Meeting.

Resource information from the West Island community is made available to Lakeshore Regional Council members at each meeting to enable them to inform their own membership of the vast array of services and resources currently existing.

THIS CHARTER PROTECTS CANADIANS.



THIS ONE PROTECTS CANADA.

Although your human rights are assured, did you know that your country's rights aren't? Today, only 2.6% of Canada is protected as true wilderness. Each day, a few hundred more acres of Canada's natural heritage are lost to you and your children forever.

Help win the race for Canada's Endangered Spaces by supporting the co-operative efforts of more than 50 conservation organizations across Canada. Add your signature to The Canadian Wilderness Charter now - it will make a difference.

THE CANADIAN WILDERNESS CHARTER

- 1 Whereas humankind is but one of millions of species sharing planet Earth and whereas the future of the Earth is severely threatened by the activities of this single species.
- 2 Whereas our planet has already lost much of its former wilderness character, thereby endangering many species and ecosystems
- 3 Whereas Canadians still have the opportunity to complete a network of protected areas representing the biological diversity of our country.
- 4 Whereas Canada's remaining wild places, be they land or water, merit protection for their inherent value.
- 5 Whereas the protection of wilderness also meets an intrinsic human need for spiritual rekindling and artistic inspiration.
- 6 Whereas Canada's once vast wilderness has deeply shaped the national identity and continues to profoundly influence how we view ourselves as Canadians.
- 7 Whereas Canada's aboriginal peoples hold deep and direct ties to wilderness areas throughout Canada and seek to maintain options for traditional wilderness use.
- 8 Whereas protected areas can serve a variety of purposes including:
  - a) preserving a genetic reservoir of wild plants and animals for future use and appreciation
  - b) producing economic benefits from environmentally sensitive tourism.
  - c) offering opportunities for research and environmental education.
- 9 Whereas the opportunity to complete a national network of protected areas must be grasped and acted upon during the next ten years, or be lost.
- 10 We agree and urge:
  - 1 That governments, industries, environmental groups and individual Canadians commit themselves to a national effort to establish at least one representative protected area in each of the natural regions of Canada by the year 2000.
  - 2 That the total area thereby protected comprise at least 12% of the lands and waters of Canada as recommended in the World Commission on Environment and Development's report, *Our Common Future*.
  - 3 That public and private agencies at international, national, provincial, territorial and local levels rigorously monitor progress toward meeting these goals in Canada and ensure that they are fully achieved, and
  - 4 That federal, provincial and territorial government conservation agencies on behalf of all Canadians develop action plans by 1990 for achieving these goals by the year 2000.

IT'S MY COUNTRY, MY FUTURE, MY RIGHT.

Please add my signature to the Canadian Wilderness Charter. SIGNATURE \_\_\_\_\_  
NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

Please return to:  
Endangered Spaces Campaign  
c/o World Wildlife Fund  
60 St. Clair Avenue East, Suite 201  
Toronto, Ontario M4T 1N5  
Or Fax your response to World Wildlife Fund at: 416-923-6177.



Bridging the school/job gap

RESPONSES FROM STUDENTS, teachers and industry strongly suggest that the Massey-Vanier Co-op program is making inroads to bridge the gap between the classroom and the job market. Approximately 70 M.V. students have taken part in Co-op job training.

These students have observed and actually assumed the same constitutions and obligations as regular employees. The vast majority of students complete their experiences better informed about the requirements and expectations of the working world.

This has an overall positive effect on their schooling; particularly for young people who are not coping with the everyday requirements of the classroom.

Co-op provides these students with the opportunity to find out how things work in the business world without having to break off the educational process to do it.

The message from the employer is that Co-op makes sense.

It is a cost effective way to analyze a potential employee without the obligation of actually hiring. The employer must present a safe worksite and provide a pre-job training description so the student can be trained before beginning.

A company supervisor must also be willing to "guide" the student through each new experience and provide written evaluations of the student's accomplishments. A link is formed between the student, job supervisor, and Co-op staff who work together to identify student progress and assess results.

These results demonstrate Co-op students are enthusiastic and hard working. There is nothing more saleable on the job market than enthusiasm, and a record of hard work in Co-op is one of the few reliable indicators of these

qualities in a young person which a future company official can assess.  
*Keyboard News — April, 1990*

DROPOUTS TARGETED

EMPLOYMENT AND IMMIGRATION MINISTER Barbara McDougall recently announced a \$296.4 million five-year stay-in-school initiative aimed at reducing the estimated 30 percent drop-out rate in Canadian high schools.

Describing the drop-out situation as "intolerable", McDougall forecast it could amount to 100,000 young people a year — potentially one million in this decade — trying to enter a labour market "that increasingly will regard many of them as functionally illiterate, largely untrainable, and mostly unemployable".

The new initiative will aim at facilitating national and community efforts to deal with the drop-out problem, recognizing that education is a provincial responsibility.

The government will rely on co-operation and support from the provincial departments of education, business, labour, parent and community organizations and young people themselves.

"I applaud the great work achieved by educators in serving Canada's young people", said the Minister. "Now we must forge new partnerships to support our schools and to strengthen the link between education and the workplace."

Reprinted from:  
*The School Trustee*



# Small class has few benefits

**AFTER PROBING** stacks of studies on the class-size question, a veteran researcher says reductions in class size have little positive effect when compared to many less-costly interventions.

Although reductions are often proposed as a way to improve student learning, the research does not strongly support the notion that fewer students per class makes for significantly better learning.

Glen Robinson, president and director of research for the Educational Research Service in

Arlington, Va., found the effect of class size on student learning varies by grade level, pupil characteristics, subject areas, teaching methods, and other learning interventions.

"To enhance the possibility of increasing student learning by reducing class size, research indi-

cates that class size reductions should be targeted to specific groups of pupils for specific purposes," says Robinson.

As well, "teachers should receive the training and resources they need to make the most of the learning opportunities in smaller classes."

Robinson teamed with J.H. Wittebois to write *Class Size Research: A Related Cluster Analysis for Decision Making*.

Research highlights:

- Little increase in pupil achievement can be expected from reducing class size if teachers use the same methods and procedures as in the larger classes.

- The most positive effects of small classes on pupil learning occur in Grades K-3 in reading and mathematics, particularly in classes of 22 or fewer pupils. The positive effects of the first year may not, however, be sustained in subsequent years.

- Studies of student attitudes

and behavior found the most favorable effects occur in the primary grades.

- Smaller classes can enhance the academic performance of the economically disadvantaged and ethnic minority students.

- Within the midrange of 23 to 30 pupils, class size has little impact on the academic achievement of most pupils in most subjects above the primary grades.

- The positive effects of class size on student achievement decrease as grade levels increase, but the available studies in specific studies in specific subject areas in the upper grades are limited in number and quality.

**Ed. note:** Data taken from *Class Size Research*, by Glen E. Robinson and J.H. Wittebois and reprinted, in part, from the Quebec Association of Protestant School Boards Newsletter, Oct. '90.

## Gaspé teacher No. 2 in computer contest

**MORRIS PATTERSON, A COMPUTER Science teacher at the C.E. Pouliot Polyvalent in Gaspé, placed second in a competition sponsored by the United States software company Sunburst Communications.**

Patterson won second prize in the suggestions and lessons category for his application of the Sunburst program entitled 'Hot-Dog Stand'.

The program is a simulation of a vendor selling goodies at a football game "and in the process of selling things you have to compute, make certain decisions."

Patterson came up with the idea of recording the information on a work sheet so students could follow what was happening in the

program on paper. The printed information was then applied to a spreadsheet to verify their calculations.

Patterson, 52, has been a teacher for 32 years, and when a staff meeting discussed bringing computers into the school he took over the program because of previous personal interest.

With no formal training through the school system except some courses through McGill University, Patterson built up the discipline of Computer Science at the

Polyvalent. He eventually got his diploma in Computer Science through the McGill courses brought to the Gaspé coast.

The school now has a computer lab but formed their program with only a few textbooks. Patterson teaches about 150 students in all in Grades 7, 9 and 11.

Computers are being used to teach concepts in science, building perspectives, block construction, geometry, geological history, math teasers and missing links, and language arts.

Do you have young children who need to know about AIDS? Call the number below and you (or your school library) can order an excellent book.

**COME SIT BY ME** by Margaret Merrifield, available for \$6.95 (plus shipping) from Double Hook Bookstore, 1235-A Greene Ave., Westmount, Que. Phone: 932-5093.

## Visit Parliament on video tour

**STUDENTS ACROSS CANADA** may recognize the exterior of the Parliament Buildings, but many could not imagine gazing down from the Peace Tower or sitting in the Speaker's Chair.

The Public Information Office (PIO) has released a video entitled "The Morning Tour"/"La Visite matinale" to enable students in grades 5 to 7 to explore the inside of Parliament and learn about its activities.

The video follows a House of Commons page and a parliamentary tour guide as they take an unauthorized, "after-hours" tour of the Centre Block. Each knows interesting details about Parliament and they swap information as they try to elude the security constables.

The video and accompanying materials are a pilot project initially intended for Members to use during classroom visits. The contents of the video package and its distribution will be finalized based on feedback from Members, teachers and ministries of Education.

The support materials explore

subjects raised in the video. The Teacher's Guide includes follow-up activities to use with students and a glossary of parliamentary terms, and a series of Study Cards uses drawings and activities to explain such themes as the work of a Member and the legislative process.

**Please call the PIO for more information about plans for "The Morning Tour"/"La Visite matinale".**

**For more information, contact: Public Information Office, House of Commons, Ottawa, Ontario, K1A 0A6. General information: (613) 992-4793. Telecommunications Device for the Deaf: (613) 995-2266. Facsimile: (613) 992-1273. Guide Service: (613) 996-0896.**

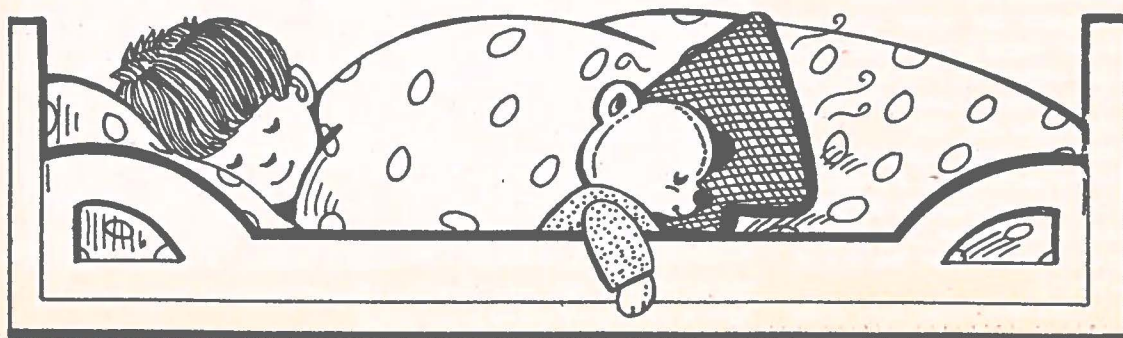
## In short...

The Canadian School Trustees' Association has changed its name to Canadian School Boards Association. Elected president at its July meeting was Bernie Wiens, a trustee with Rosetown S.D. 43, Saskatchewan.

## Open me! Open me!

*T'was the day of Christmas, I was downstairs  
No one slept in, no one ever dares.  
The stockings were opened with merriment and joy  
Santa had filled them with gadgets and toys  
Then breakfast was eaten, eggs, sausages and all  
We rushed it, for there was no time to stall.  
Next were the presents, that lay under the tree.  
All of them thought, "Open me, open me!"  
One by one they were untied and unravelled.  
My gifts were great, boy was I ever dazzled.  
The rest of the day was spent with my folks  
We talked, played games and my dad told some jokes.  
My mother sat by the fire, while reading a new book,  
As Christine tried on new clothes to see how she looked,  
Andrew and I tried out some fun toys  
For Santa knew that we had been good special boys  
Finally time came to have the big feast —  
I had turkey, peas, mashed potatoes, three helpings at least.  
It was a good Christmas, a person pronounced in my ear,  
But we'll just have to wait for this time next year.*

by Fraser Bourne



## PARENTS:

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# FALL CONFERENCE

## The trouble is what we DON'T know: Hill

By TERRY JAMES  
Allancroft School

DR. STUART HILL dedicated *Our Planet, Our Children: A Window on the Future* to his neighbour, Michael, age 19, who died suddenly of a brain aneurism.

One of the many different quotes we heard today was "It's

not what we know that gets us in trouble, it's what we don't know". This quote summed up a lot of what we heard.

Hill talked about Internal and External Environment. He showed us assumptions, three stages of perception and global problems which he says are related to the Socio-Economic area.

One of Hill's major concerns is people turning our beautiful home, the Earth into a garbage

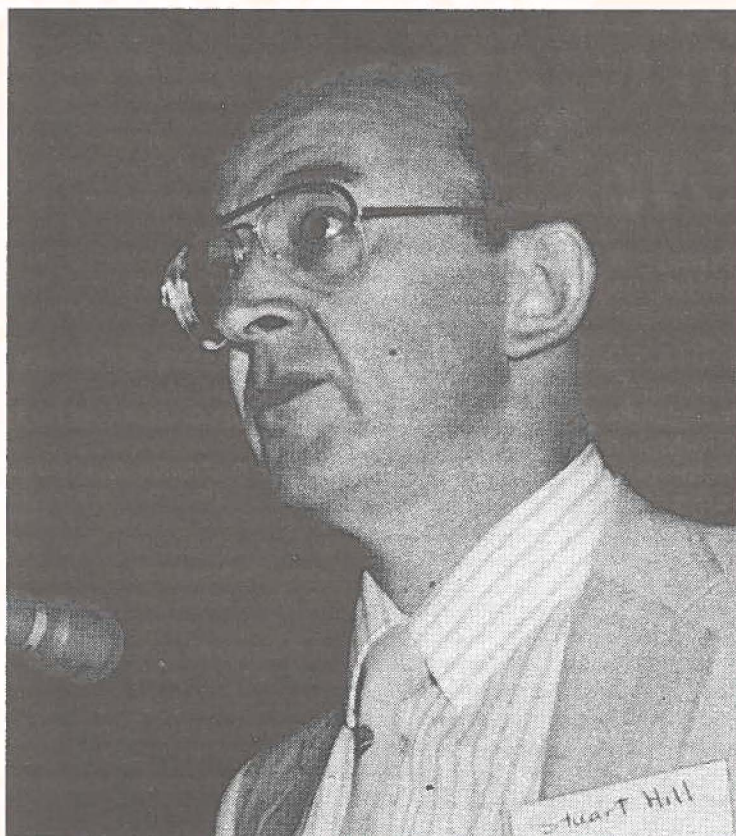
dump. We are losing 100 species a day. To correct this we need to recycle and support the natural processes, he said. Don't use pesticides or fertilizers.

"Instead of looking at the tips of the branches, look at the roots," he added.

Hill also discussed how history is written in childhood. Replace negative messages that boys receive when they are young — don't cry, grow up, win, etc. — with positive message like — go ahead, you're doing fine; I'll be here if you need me; you don't have to do that if you don't want to, etc.

The way we are is handed down from generation to generation.

Dr. Stuart Hill ended today with a list of personal actions to follow when you notice a change and he asked us to think about what we got out of today.



Dr. Stuart Hill, keynote speaker at QFHSA Fall Conference

## Arts programs get "squeezed"



By JUDY HADLEY  
Cedar Park School

The workshop entitled, "Lack of Arts in the Curriculum", was led by Louise Chalmers, above, drama teacher at John Rennie High School.

Ms. Chalmers began by stating her concern that Arts Programmes are in danger of being squeezed out of the curriculum as they are not compulsory and students have a limited number of options.

She shared her feelings about the importance of the Arts to personal development.

During the second phase of the workshop participants were joined by Grade Eleven Drama students. Everyone enjoyed playing several

games which Ms. Chalmers incorporates into her Drama classes and the group discussed the usefulness and meaning of these games.

The games were followed by a group discussion about the Arts and the problems involved in creating a place for Arts activities in our schools.

The highlight of the workshop was a superb play written and performed by the Grade Eleven students which very eloquently stated how they feel about the importance of the Arts in their lives.

The workshop certainly made those attending more aware of this issue and the group passed a motion requesting the Quebec Federation of Home & Schools (QFHSA) to address this question at its annual meeting.

## CORT — How to think

By MARGARET WILSON  
Greendale School

THIS INTERESTING and lively workshop was given by Clifford Buckland, a teacher at Royal Vale Alternative School.

The room was packed with people and we had an enjoyable hour and a half learning "How to Think".

There are 6 lessons in CORT:

1. Breadth
  2. Organisation
  3. Interaction
  4. Creativity
  5. Information and feeling
  6. Action
- Each easy-to-use CORT is 10 lessons, and can be used for all grade levels and with any concept. We



CLIFFORD BUCKLAND

were given rules for Brainstorming.

1. Defer judgment;

2. Accept all ideas;
  3. Piggyback on others' ideas, if you choose;
  4. Allow freewheeling;
  5. Aim for quantity not quality.
- From this you create a base from which to work.

Most of the time was taken up actually doing the program. We were divided roughly into groups, given a question and then brainstormed for a few minutes.

After this the answers were given making sure nothing was repeated. All ideas are accepted and no encouragement either good or bad was given.

There are never any negatives even if the answers are 'wrong'.

Each of the 10 lessons has an Example, Practice and Process, and we ran through each to give us an idea of how it works.

## Succeeding as H&S pres.

By ANNE SWETTENHAM  
École primaire Harwood

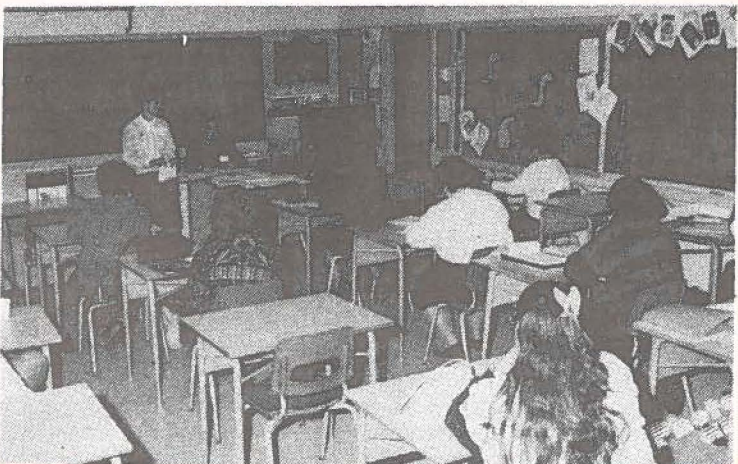
BETTY SHOTTON and KATHLEEN Greenfield-Zanti, co-presidents of the Lakeshore Regional Council and past-presidents of local Home and School Associations were the speakers for Assertiveness Training for New Presidents.

Both Betty and Kathleen offered tips to being a successful president with a successful committee:

- "Leaders are made and not born." Being a successful president comes with time on the job and having to handle the many challenges that arise.
- Maintain good communication with your principal. It's vital.
- Don't be intimidated. Assertiveness is a big plus. Respect your own point of view. You're entitled to it.
- Create a team atmosphere. Make

- sure your committee members and volunteers know how much they are appreciated.
- DELEGATE! That's why you have a committee.
- Let your committee members try their own methods, after giving them any pertinent information.

- Maintain confidentiality at all times. To listen can diffuse many stressful situations.
- Lastly, you have the right to say "No". You have the right to say "I don't know". You have the right to say "I don't understand". You're human.



Betty Shotton, left, and Kathleen Greenfield-Zanti tell presidents how to be assertive and successful

### THANKS TO...

Ben Durand



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# AT FALL CONFERENCE CEGEP a major step from high school

By **FRANCES MCKINNON**  
New Richmond High School

IN TODAY'S HIGHLY TECHNOLOGICAL SOCIETY a post-secondary college education is very important. But, said Roseann Millin, Dawson College guidance counselor, many children do not realize how important this choice is and attend college because their families want them to.

To help students prepare for that major step between high school and CEGEP Millin discussed six aspects of CEGEP that makes it different from their education to this point:

1. **CHOICE.** Students must make a choice of which program to take. A career will affect their whole lives, so they can't choose a class because a friend is attending it or the class is easy. Instead, each student has to ask: What is best for me. He/she is making a transition from child to adult, though they



may see freedom, but not responsibility.

2. **STYLES OF TEACHING AND LEARNING.** CEGEP classes are lectured and less directive. They require self-discipline and self-motivation. No-one tells students to attend. They have to choose for themselves between classes or friends.

3. **LEVEL OF DIFFICULTY.** CEGEP is not for everyone. Students flounder; they miss the structure and support of high school. The amount of reading required and the level of reading skills needed is overwhelming for some. They are also faced with new subjects

and vocabulary.

4. **TIME ORGANIZATION.** Major assignments come with completion deadlines. Students must schedule time accordingly and not leave everything to the last day. They must balance time between work and study.

5. **FINANCES.** Though CEGEPs are publicly funded students must pay administration and activity fees

plus buy books, which can cost \$200. to \$300. a semester. They must learn to set priorities. High school is a good time to learn to budget.

6. **CONFIDENTIALITY.** Students are considered adults at age 18 years and student information cannot be released to a parent. Counselors will meet with a student and her/his parents, but it is

the student who signs the contract. "One must see CEGEP as a global life," Millin said. "It broadens (a student's) intellect and adds greatly to self-development."

"Students must become individually motivated, understanding they are pursuing a goal and are not there because someone else in their family wants them attending a post-secondary institution."

## WANTED: HIGH SCHOOL HOME & SCHOOL PRESIDENTS

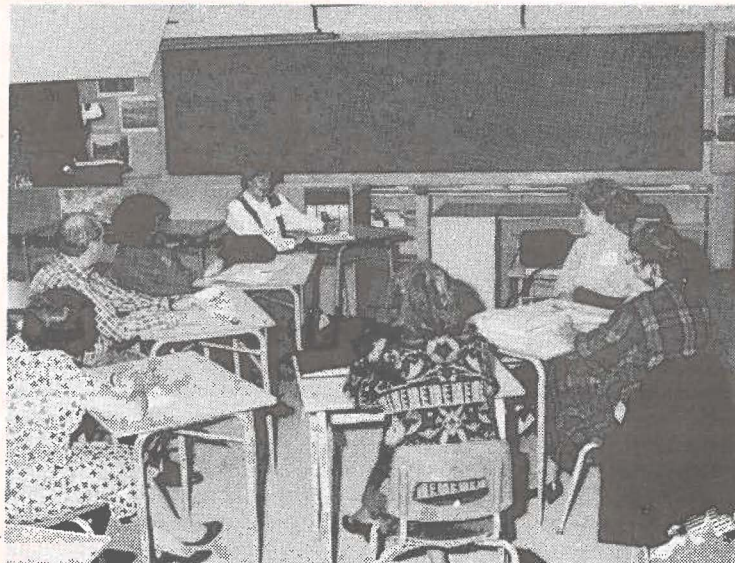
We discussed why do we need Home & School at the high school level and what can be done to increase membership.

We decided we should encourage parents to come to our meetings and find out what is happening in the school.

We discussed encouraging teachers to join the H & S and being more visible at the high school level.

It was felt some parents feel intimidated to join. To change this it was suggested we arrange special speakers to come to the school to discuss parental concerns, a welcoming team for new students, special get-togethers.

Lorraine Steiner  
Royal West Academy



Vi Minto and Frances Kalman talk about what H&S means at the high school level

## Parenting in '90s

By **SANDI NOLAN**  
Edinburgh School

WHEN WAS the last time you put yourself in your child's shoes?

Through humorous incidents and sad revelations Dr. Jeffrey Derevensky of McGill University reminded parents at his workshop "Parenting in the '90's" just what it must be like to see through a child's eyes.

Our modern world brings modern problems and families are greatly effected by the fast pace and changing values.



DR. JEFFREY DEREVENSKY

Such problems as parenting by telephone, divorce, lack of extended family, respect for your child's problems and personal space, and television as a babysitter were set forth.

The most enjoyable part of this workshop was taking common situations and making us have a second look at how parents react and how children view the adult world.

Most people left the room feeling a common bond and also a common goal — to improve communication and have realistic expectations of our children.

## Lindsay Place High School

MRS. WAKSBERG'S Grade 7 students rounded off the 1989-90 school year with the visit of a Grade 7 class from Brittany, France.

For two weeks, the two classes shared the culture of Montreal, Ottawa, and Quebec. Students enjoyed an Expos baseball game, barbecues, swimming, television and videos.

The host families' class had a good opportunity to practice their French while giving the children from France a slice of North American life.

The 1990-91 school year at Lindsay got off to the usual hectic start with various fundraisers — chocolate bars to support the Physical Education Department, citrus fruits to support the Music Department and, of course, the Terry Fox Run which is always well-supported by Lindsay Place students.

A new fundraiser held by Home and School in November was a poster sale, with small and large posters suitable for lockers or bedrooms on sale at lunchtime.

Other school activities this Fall included Cycle II students going to the Stratford Festival to see 'behind the scenes' in addition to performances of 'Julius Caesar' and 'Guys and Dolls'; two staff members and four students attended the National Leadership Conference in Vancouver; Secondary V students visited the Montreal Stock Exchange; and Secondary II went to Ottawa.

## VALOIS PARK

STAFF AND STUDENTS AT THE SCHOOL participated in many projects and activities on Sept. 18, 1990 to celebrate "A Peal for Peace Day"

The theme this year was "Peace With the Earth". The children decorated the school with ecological posters, cleaned up the school yard, took a nature walk and were delighted with a film entitled "The Lorax II".

Children and teachers also constructed instruments from recycled materials or materials from nature so they could participate in the "peal for Peace" during the ceremonies.

During the celebrations, students and staff from Valois Park and Odyssey planted a tree which was graciously donated by Pepinière et Paysage Pointe Claire Nursery and Landscaping and kindly dug by Charlie's Excavations.

Principal David Wadsworth explained to the children the meaning of this year's "Peace With the Earth" theme, relating it not only to global planetary peace, but to each person's individual responsibility to care for our planet.

In keeping with the vision of the United Nations that all the world's people join together and rise above our differences to concentrate on World Peace, the ceremony closed as students, staff and parents joined others throughout the world to reflect on this vision with "A Minute of Silence, a Moment of Sound".

Wilma Grainger

## Beacon Hill

HOME & SCHOOL started the school year with a very successful Ski & Skate sale — with over \$600 in profits.

The local also arranged for a welcome of new families at the school.

A sub-committee on violence prepared a guide for television programs suitable for family viewing. One copy of this excellent pamphlet was distributed to each family.

On Oct. 12, grade 6 students saw a film on drug abuse and discussed these problems with MUC Constable Kake. A video on drugs will be shown at the October meeting of the local, and parents will have a chance to ask questions about problems in this area.

Membership thus far is 154, an increase over this time last year. The school store is operating efficiently, thanks to our volunteers.

The Enrichment program is now in full operation, offering classes in ceramics, chess, choir, computers, creative drama, origami, painting, piano, recorder, tap and jazz ballet, toile painting, and the KIDS FOR PEACE club also is now meeting.

The entire school was involved in a celebration assembly for the International Peal for Peace Day, at which Gregor Campbell, the new principal at the school, greeted the students and urged them to cooperate with each other and to spread a message for peace around the world.

In each class students drew pic-

tures of peace on sandpaper: pictures were then ironed onto large pieces of cloth which were then put together to form one large "quilt" for peace.

The KIDS FOR PEACE club performed some of the Peace-Full Exercises for the assembly, too. A song called "Why Can't We Love Each Other?" was performed by the entire student body under the direction of teacher Judy Steiner.

Thanks to H&S for financing the visit of author Eric Wilson, who came due to the arrangements of teacher Janis Morrows. There was much excitement. Grades 4 through 6 had the privilege of seeing and hearing Wilson, who also visited 10 other schools in the Lakeshore Board.

Wrapping paper sale was very successful, but there was some discussion about not repeating this project because this kind of paper cannot be recycled. Contributions for UNICEF were very generous.

A Remembrance Day assembly was held which included an introduction by the Kids for Peace Club, a recitation of IN FLANDERS FIELDS by Mr. Morrison's class, and a slide show of the same poem by Mrs. Morrow. Two veterans of World War II were introduced, as well.

All primary grades attended the Nutcracker in early December and the Christmas concert was held on Dec. 12th. Food baskets were part of our Christmas activities as usual.

The 25th Anniversary of the school is next year and plans are already being discussed.

Pat Lewis

# FOCUS on the LOCALS



# FOCUS on the LOCALS

MACDONALD H.S.

## Students get awards; parents meet teachers

**MEET THE TEACHER NIGHT ON SEPTEMBER 13 had a new format. The 1989/90 awards for Grades 8-10 were presented, courtesy of the H&S, for academic excellence, to the top 10 students in each grade.**

This was followed by a short assembly to greet everyone and then it was off to meet the teachers. It was a pleasant evening and a nice

positive note with which to start the year.

The school has now become a SMOKE FREE ZONE. The policy has been a long time in the making but now is here and working well.

Plans have been approved for Mac High to undergo a much needed face-lift. Renovations should be able to go ahead soon.

The 13th Annual Craft Fair was held on Oct. 20. A beautiful day contributed to the success of this main fundraising event.

Thirty-two local artisans displayed a variety of crafts to suit every taste. From beautifully carved decoy ducks to Christmas tree decorations.

A doll's house and an array of miniature furniture and furnishings was much admired by the younger children. A delicious Devonshire Tea was served in the afternoon, bringing the day to an elegant closing.

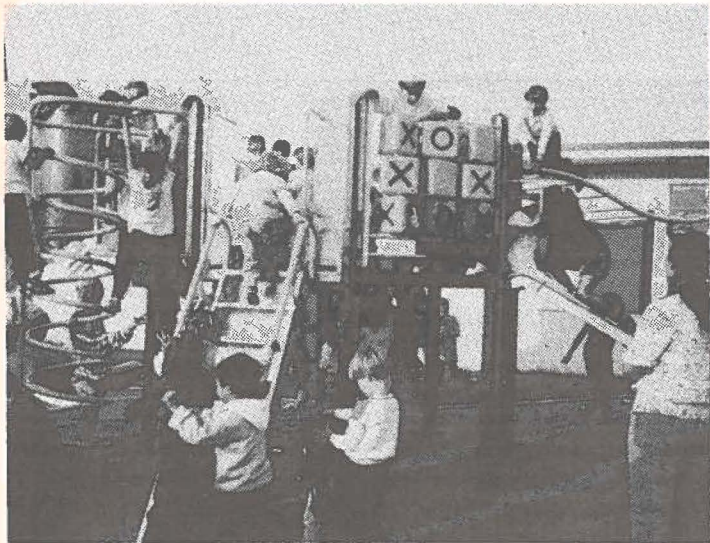
*Susan Tweddell*



The 13th annual Macdonald High School Crafts Fair drew its usual big crowd

E.P. POINTE CLAIRE

## Ups and downs



**THE CHILDREN AT THE SCHOOL are enjoying their newly installed playground equipment. The H&S project was directed by parent Pierre Vallée, who researched and coordinated the project.**

H&S realizes the need for this equipment, as well as computers, library books, music, art, gym supplies, and other learning tools that are essential to the growth of the children. Through fundraising efforts of H&S some of these needs are being fulfilled.

One only needs to visit the school to see that H&S dollars are well spent. Hundreds of students get daily use of the new quality playground equipment. There are more students desiring to use the equipment than space available, therefore turn-taking and limiting the equipment to certain grade levels is necessary.

However, students will continue to enjoy the gifts of H&S long after the parents who raised the funds to purchase them are through the school system. Giving back is part of making better schools into better communities.

*Jill A. Johnson*

## HAMPSTEAD

**EVERY MONTH AT LEAST TWO students are selected from each class and are congratulated for their effort, achievement, helpfulness, etc. At a school assembly they are called up and recognized as Students of the Month.**

In September some of the students noted were: Ben Oliver, Ramir Shirin, Adam Kolodny, Scott Anthony, Danny Corcia, Dahliz Tietolman, Kelly Grosz, and Natalie Galley.

Once again the school took part

in the Terry Fox Run and raised a nice sum of money for this worthwhile cause. A big thanks to everyone who ran.

Rooms 9 and 10 now have special computers with software that was developed to enhance the learning process.

The teachers of these two rooms have been on a training course and will soon be using the computers to their full advantage. This is a pilot project that seems very promising.

Class fieldtrips included apple-picking on Oct. 2, pumpkin picking on Oct. 31 and a visit to the Insectarium at the Botanical Gardens on Oct. 15 (no picking there!).

École Primaire BEACONSFIELD

## Welcome Sandra

**We have a new library technician this year, Sandra Davis. She will be helped by a team of volunteer coordinators who will each take charge of specific areas of library work.**

Ms. Davis is doing story-telling and reading with the younger grades and is teaching the older classes to use the card catalogue.

The advent of school also brought the challenge of lunch and snack preparation. It is not always easy to prepare individual servings of food that must be kept fresh, cold or hot, and intact after a bus ride.

The concept of a "garbageless" lunch has been promoted over the last few years to encourage people to reduce the use of non-reusable plastic wrap and throw away plastic containers.

The convenience of these items cannot be denied, however, their contribution to the massive amounts of garbage we produce is also a very real fact.

## CECIL NEWMAN

**MISS RICHTER'S GRADE 3 CLASS decided to become involved and mailed "messages" to the world's leaders.**

All the students basically conveyed the same message — Let's Love, Care, Share, Help and Work together around the world to save the children.

Copies of the letters were also sent to *The Gazette* and several of the "messages" were published in the Oct. 7 issue in The Fridge Door column. Thanks to *The Gazette* for helping get the "message" across.

## WINDERMERE

**OUR SINCERE THANKS TO ALL STUDENTS and parents who contributed to the success of our Book Fair in**

For this reason we encourage parents to try alternatives when preparing lunch for their children

and to ask their children what they could do to make lunch a garbageless affair.

## Luft steps down as commissioner

**Herb Luft, LSB Commissioner for our school, did not seek re-election in November. It was with great regret that our School Committee bid him farewell.**

Herb has been an outstanding commissioner who has represented our school fairly and impartially on the Council of Commissioners, always trying to make the council aware of the needs of our school and the French sector in general.

Few people are aware of

the time and effort a school commissioner gives. In Herb's case, he gave much more than required.

Over the years, besides all his responsibilities on council, committees, subcommittees, etc., he has come to every one of our School Committee meetings and kept in touch by telephone at other times.

Herb is one of those rare individuals who settles for nothing less than his best and it will be difficult indeed to fill his shoes.

**September. The Library was able to purchase \$460 worth of new and important books from this sale.**

A special thanks to the 40 families who bought books especially for our library. A list of these families and the books they purchased is posted on the bulletin board downstairs in the school.

Also thanks to our Principal,

Mr. Nadler, our library volunteers and Pierre, who all donated extra time to make the Book Fair possible.

The books have already been sent to cataloguing and will be returned as soon as possible. Remember to look for them in the library. Babar Books brought us a wonderful selection.

*Louise Mill & Ann MacGregor Strum*

**Readers, Parents and Teachers:**

The contents of *Kid Proof* magazine include a variety of subject materials which will allow children the opportunity to read, write and be creative while having fun.

**Kid Proof welcomes submissions from readers. Tell us about your favourite books, recipes, videos, music or sports. Send us your stories, poems or jokes. Write in and share your views and ideas with the other readers.**

Write:

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Radville, Sask.  
S0C 2G0



## HOWICK

## Library relocates

**PARENTS AND STUDENTS WELCOMED OUR NEW principal, Mrs. Barbara Ednie, to the school.**

Mrs. Ednie comes to us from Huntingdon Academy where she taught Special Education and served as Head Teacher. She is a teaching principal which enables her to be in the school full-time — something which pleases teachers, parents, and students. Her "open-door" policy is being well used by parents and has resulted in a warm and positive atmosphere throughout the school.

New playground equipment, purchased by the School Committee, was installed by parent volunteers on Labour Day weekend. Needless to say, the children were thrilled!

A dress code was adopted this year at Howick. The school colours are navy, white and red. The

boys and girls look very smart.

The idea has been fairly well received by parents, and in many homes the "What do I wear to school today?" issue has been resolved.

Our school library has been relocated from upstairs to a freshly painted room with new shelving on the main level of the school. (Thanks to the students, parents and staff who lugged all those books!)

The move has resulted in more space and better accessibility. Volunteer Jean Cogswell is donating hours of her time to convert the library to the Dewy Decimal system. Computerization of the library is about to begin shortly.

Bus safety activities took place during the first week of school. Meet the Teacher Night came and



**Howick Elementary has a new home for its library thanks to parents, staff and students**

went with a fairly good turn-out, and the school's Hot Lunch Program began early this year due to popular demand.

The school's major fundraiser for this year has already taken place. The children sold \$6926 worth of Christmas wrapping paper. Not bad for 134 children! The profit made from the sale will go towards school outings.

Howick is a small school but there's never a dull moment!

# MORE FOCUS

## Acrostiche

The Grade 6 class of Mrs. Kousaya, at Thorndale Elementary School in Pierrefonds, is looking into the environment and its problems. Here is a French *acrostiche* poem concerning the environment by Joshua Silverman.

**P**our tout le monde c'est un problème,

**O**n ne sait pas quand on le fait.

**L**a Terre est en danger, il faut la protéger.

**L**es hommes détruisent la Terre avec pollution

**U**sines. Une des milliers des causes de pollution

**T**u peux aider la Terre.

**I**l faut prendre soin de notre monde.

**O**n n'a pas d'excuse; il faut arrêter la pollution.

**N**e dis pas que tu vas aider demain, notre planète ne peut pas attendre jusqu'à demain.

## ALLANCROFT

ON SEPT. 18, PEACE DAY, each grade represented a different country and every child wore a miniature flag of their grade's country. During the assembly one child per class stood and spoke about his/her grade's country.

Afterwards children and staff encircled the school outdoors and sang "O Canada". To complement these activities, the school was decorated with many "peaceful" drawings.

The H&S will hold only one fundraiser this year — a "Wrap-Up". The all occasion deluxe wrapping paper will be sold by students and their families.

The annual bazaar was held on Dec. 7. This was an excellent opportunity for the students to do all their Christmas shopping!

Lynne Huber

## DORSET

THIS FALL WE WELCOMED SEVERAL NEW teachers to our school including Cindy Morris, physical education; Jan Langelier, grade 7; Richard Taruffi, grade 7; and Manon Coursol, grade 5/6.

Our membership drive was very successful this year, thanks to the effort of Vicki Dowley who put together an entire package about H&S and what it does at the school. We have 139 families who have joined, out of a 200.

On the down side, Vicki is moving back to St. Louis, MO. In just 18 short months the Dowley family made a lasting contribution to Dorset and they are going to be missed by staff and H&S alike.

They always offered a helping hand wherever needed, and Vicki was a sort of no-nonsense person who took on a job and got it done — no muss or fuss. Good luck in St. Louis, Vicki.

Our school was one of many visited in October by Canadian author Eric Wilson. The students couldn't get enough of him reading his stories. And he spent a great deal of time signing autographs as well.

H&S also paid to have a large section of the playground paved — just in time for the snow. But we hope to make good use of it once spring comes.

The rest of our energies have been spent preparing for the Christmas Fair on Dec. 1. In the past there have been local artisans selling their wares, but this year the gym has been turned over to activities and games for the children. More about that next time.

## KEITH

ON TUESDAY, SEPT. 18, THE school held its annual Terry Fox Run. With the help of parent volunteers, organized by the H&S, and terrific teachers, we were able to raise \$3,500.

The children were very excited that they were able to participate in this event to raise money for the Canadian Cancer Foundation. This was our most successful run.

Debbie Davis

## EDGEWATER

The H&S IS PLANNING A SERIES of interesting events designed to involve and inform parents in the coming year.

On Oct. 8, Margaret Mitchell, Lakeshore School Board Moral and Religious Education consultant, gave a workshop to parents on Stress Management

This was followed the next night by the monthly H&S meeting where the video entitled "Dialogue on Drugs" was shown. This film presents parents with a realistic approach to dealing with drug and alcohol abuse and the use of tobacco amongst our children.

On Wednesday, Sept. 26, Dr. Joe Schwartz visited the students during the day and then spoke to parents in the evening. Dr. Schwartz, who teaches chemistry at McGill University and Vanier College, talked about how we can integrate science into our children's everyday life.

Mary Anne Tower  
& Barbara Dixon

## ST. JOHN BOSCO



CELEBRATING THE 25TH ANNIVERSARY of the school, as well as the reopening after a long hot summer, the children, the staff and a few curious spectators, paraded to Ignace

Borget Park on Sept. 5. There they released helium-filled balloons with special messages on them. Have you found any? Let us know!

Imma Martella

## CEDAR PARK

THE HIGHLIGHT OF SEPTEMBER was the trip to Camp Kinkora for the entire school.

The grades 4, 5 and 6 were at the camp Monday to Wednesday and the grades 2 and 3 were there Wednesday to Friday.

The school's staff worked very hard to make the experience a meaningful one and they incorporated the theme of "Harmony with the Environment" into many of the activities.

The first Outers' Club trip of the year also took place in September. A group of grades 5 and 6 students enjoyed a canoe trip in LaMauricie National Park.

The Outers' Club has been a worthwhile endeavour for three reasons: it exposes children to a variety of outdoor experiences which may be continued for a lifetime; it encourages communication and a spirit of co-operation between students and staff, and it

facilitates personal development in the areas of independence, responsibility, resourcefulness, flexibility and creativity.

The United Nations' Peace Day was observed by all the students and many parents. Each class was asked to dress in a particular colour and to bring a bell to school.

That morning Principal Diana Patterson talked with the children at an assembly about the meaning of peace. The children sang their peace song and then everyone went out into the school yard and the classes formed the Olympic rings.

After a minute of silence to think about peace, everyone happily rang their bells to "a peal for peace."

As for fundraising, we held a 10-day campaign selling magazine subscriptions. The Christmas Bazaar took place on Nov. 17.

We were very fortunate to again have a handmade quilt donated by Pat Kouri, which was raffled off.

Judy Hadley

## THORNDALE

AS A RESULT OF THEIR SEPTEMBER and October meetings, the H&S has met many new members and has:

-Sponsored a visit from author Eric Wilson and purchased some of his books for the library;

-Allotted \$500 for the purchase of cross-country skis as larger sizes are needed students;

-Sponsored a visit from "The Music People";

-begun our many interesting extra-curricular activities (drama, recorder, ceramics, cartooning, computer, chess, mad scientist);

-Organized our first major fund-raiser for the year. All monies raised by the H&S go directly to benefit the children of the school so we encourage parents to support the efforts of the H&S.

H&S meetings are usually held the first Monday of each month at 1:15 p.m. in the staff room. Everyone is welcome.

Pat Ito

## ELIZABETH BALLANTYNE

ON FRIDAY SEPT. 14, the school participated in the Terry Fox Run. It was a beautiful sunny day, and there was a great turn out of children and teachers doing laps around a 2 kilometre course in Montreal West. All were sponsored by friends, family and neighbours, and over \$5000 was raised for cancer research. Parents helped out too, cheering the school on, and dispensing drinks. A great effort from all brought excellent results again this year.

Susan Rawlings



# Seignory

## Grandparents make the day

**WE WELCOMED 35 STUDENTS FROM THORNDALE this fall as a result of recent rezoning.**

Many new parent volunteers are active in their H&S roles after a highly successful coffee morning and volunteer drive.

On Sept. 7 we saw a very busy school well prepared for Grandparents Day. Everyone enjoyed immensely the chance to work side-by-side, young and "young", and sing along at the concert.

The school's Open House and Meet the Teacher Night was held on Sept. 13. This year it was combined with the H&S Ski and Skate Sale.

This was followed on Sept. 27 with a slide presentation and talk by Lakeshore School Board Language Arts Consultant Lorna Varden, about 'whole language' education.

This was a very informative evening for parents and the group discussions afterwards were very

rewarding.

The primary students have been visiting apple orchards on field trips, and returning with rosy cheeks as well as apples. Our senior students have had "hands on" experience on their field trips to the Museum of Science and Technology in Ottawa.

We all looked forward to the visit by popular children's author, Eric Wilson, on Oct. 15.

### CHRISTMAS PARK

**THE H&S RECENTLY HELD ITS registration night for its extra-curricular programmes. These activities are scheduled during lunch and after school and include art, drama, judo, safety, chess and science.**

The turnout for registration was excellent with about 70 families enrolling their children in the various programs.

Grades 4 to 7 trained for the LSB Cross Country Running Meet held in October while grades 6 to 7 practised for the LSB Handball Tournament, also held in October.

Other lunchtime and after-school activities include badminton, gym games as well as a "Walk, Watch and Wonder Club" for the grades 6 and 7 which involves a lunch hour mini-hike and nature walk.

*Judith Serve*

This year Seignory joined many other schools participating in "Have a Safe Halloween". The students were bussed to the Montreal Forum for trick-or-treating.

H&S members were busy all fall organizing and planning the popular Santa Shop. Students were able to do their Christmas shopping and have it gift wrapped and ready to go under the tree.

*Kay Thorpe*

## MORE FOCUS

### ST. VERONICA

**THIS YEAR HAS OPENED WITH almost the same teachers as last year, however, because our enrolment is up a great deal and there are two classes of almost every grade, we welcomed a few new teachers.**

Fundraising began with our "spices" drive and all the children are eager to make this a profitable year.

The NOMAD scientists visited us for two days in September and everybody, including the teachers, enjoyed their visit. On October 25 our annual Hot Dog Supper was held, and now everyone in the community considers it a "must".

Two members of the School Committee attended the Fall QFHSA Convention.

The first term of the 1990/91 school year is shaping up to be a busy and interesting one.

*Alison Morin*

### GREENDALE

**SEPTEMBER GOT OFF TO A BUSY start with many students proudly wearing our new school clothes with our newly-designed Greendale crest.**

Our lunch programs are underway thanks to our usual group of dedicated workers. Mr. Craigmyle, our physical education teacher and Mme Messier's grade 5 class undertook an ambitious 3-day camping trip to the Adirondacks and had a great time despite the unusually chilly temperatures.

Two other grade 5 classes spent the day at the Canadian Village in Rawdon where they relived life in the 19th century.

Canadian author Eric Wilson visited in October. The students were anxious to meet him and read his books because his settings take place in different parts of Canada.

October 25 we had our first fashion show with fashions provided by Margaret Ann. Tickets were \$5 and there were many door prizes. We hope this will be an annual fundraising event.

Many new parents have joined H&S and the Executive and we are looking forward to an exciting 1990/91 year.

*Nancy Leithman*



*Grandparents filled Seignory to see what the grandkids were up to*

### COURTLAND PARK

**THE FOLLOWING STUDENTS TOOK PART in the Terry Fox Run this year: Michael, John and Whynter Lamarre (ran 3 km.); Matthew and Breanne Sampson (ran 1 km.); Christopher and Ryan Von Skopcynski (biked 10 km.); Kathryn and Russell King (walked); Andrea and Lesley Cooke (biked 10 km.); Cheryl Desson (biked 10 km.) and also raised \$58 by herself. Congratulations Cheryl and company!**

**A big "Well Done" to all these people, but perhaps next year, we can all make a bigger effort to get out there and support such a worthy cause.**

**On Oct. 2, 40 of the school's students from Grades 4, 5 and 6 took part in two soccer games after school against Meadowbrook and Edinburgh Schools and though the weather was rather wet, we all did very well. Most importantly, we had FUN.**

### WESTPARK *Pick a Pack of Pens*

**AS SCHOOL OPENED, SO DID OUR SCHOOL STORE. Now in its tenth year of operation it has proven a convenient place for parents to be able to send the children to pick up their supplies (and later to replace items).**

**The children enjoy the "shopping", parents get out of doing the errand, and the school makes money!**

**Our extra-curricular program is running 15 different courses from paper jewelry and cartooning to karate and mad science — there's something for everyone.**

**We've picked two new items for fundraising. One item is a school calendar that's magnetic and has the PSBGM holidays, religious holidays as well as our own school professional days, noted.**

**The other item is called "School Days" and is a book of folders to note the achievements, pictures,**

### MT PLEASANT

**THE TEACHERS GAVE A VOLUNTEER TEA on June 21. A beautiful "English Tea" was served, complete with finger sandwiches and beautiful little cakes and desserts.**

Special recognition was given to former H&S president, Joanne Smith and Parents' Committee Chairperson Carole Mueller. Both ladies were moving out of the province and were given floral bouquets in honor of their many years of superb volunteer work on behalf of the Hudson School Community.

As each teacher entered their classrooms on the first day of school, Aug. 29, they were greeted by a shiny apple atop a "Country Fair" coffee mug.

Tied to the handle was an invitation to join H&S at recess for coffee and cakes in the teachers lounge. A nice way to start off the year.

The H&S held their annual Ski & Skate Sale on Sept. 29.

*Helen Murphy*

### CARLYLE

**DURING THE MONTH OF OCTOBER our major fundraising event took place — the annual Grapefruit and Oranges Sale. Last year we raised \$5,000 for our music program and this year our goal is \$7,000.**

**Isn't it wonderful that we can raise money for programs and offer delicious and healthy produce like grapefruit and oranges from Florida, all at the same time?!**

*Carol Latimer*

### NORTHVIEW

**LOOKS LIKE NORTHVIEW IS OFF to another busy year, and as usual, our terrific H&S volunteers have pitched right in to help out with all our activities.**

H&S started off with a Welcoming Tea the first morning of school. As parents dropped-off their children, they were invited to the library for coffee and conversation.

Everyone was very pleased with the turnout, not to mention that a number of new members were recruited that morning.

Grades 4, 5 and 6 were off to the IMAX theatre in September, while the kindergarten classes visited the Montreal Aquarium.

A few days after that trip it was not unusual to see 5-year-olds running around the school with black sharks painted across their faces. The grade 6 Adventure Club spent a weekend at Foley Mountain.

The six hour hike on Saturday morning produced one notable quote — "this is more walking than I do in a week!" But nobody was really complaining.

The weather was good, the food great, in-camp activities a lot of fun and the nature study program was a big hit. Future Adventure Club trips will be financed with the proceeds of their recent chip sale.

A H&S Hot Dog/Bingo Lunch for the primary grades was organized chaos at its best, thanks again to our volunteer Mons. Somehow, every student had a hot dog(s), a MacDonald's orange drink and a desert.

Once all that was consumed, the

Bingo games started, and most important, the prizes were won. Students and Moms had a great time.

For a change of pace in October, H&S scheduled a Hallowe'en Magic Show. The whole school was invited to watch Ish Kabibble perform during lunch on the Friday before Hallowe'en.

The Terry Fox Run saw everyone out running, or walking, around the designated course. The total amount raised was \$1,119.

Our Music Department is in need of new music/song books, and H&S is coming to the rescue with a catalogue fundraiser in October.

Families and friends will be able to shop for Christmas gifts and paper in the comfort of their own home, and in so doing help the music program.

H&S has organized a number of popular extracurricular activities again this year. Chess Club, Ceramics, Mad Science and the Grade 6 Babysitting Course are underway thanks to volunteers who are running and/or organized these activities.

And of course planning for the annual Towne Fair has been going on all fall. Towne Fair is a lot of work by a lot of hardworking people. Our big fundraiser for the year, this Christmas bazaar, on Nov. 17, featured something for every member of the family. Crafts, baked goods, raffles for adults and children, artisan tables, Kid's Alley, new & nearly new, books.

*Lynn Vrouvas*



# HOME, SCHOOL NOT DISTINCT WORLDS

*continued from page one*

education of the whole child without looking at that interaction.

In a recent issue of the New Brunswick School Trustees Association Newsletter, Sister Alice Mills, superintendent of School District 54 in Edmundston, New Brunswick, notes that for educators and parents committed to helping children become "happy, well-adjusted, successful citizens... it is often just a matter of developing a 'success mind-set' both at home and at school that will inevitably lead students in the right direction."

Sister Mills also reinforces the frequently-stated observation that parental involvement has a profound effect on student achievement and socialization.

When parents show an interest in school activities and issues; when they are informed about local events; when they are supportive and community-oriented, there is good chance that their children will be the same.

The net benefit to both home and school environments is that they are strengthened and enriched by their interrelationship.

However, research shows no amount of schooling can overcome the disadvantages a child may experience at home. Generally, the child who enters school at the bottom of the class is still at the bottom when he or she exits the system.

The child living in poverty — in overcrowded, deprived and/or abusive conditions — cannot possibly be expected to compete with healthy, secure and motivated peers.

What is the role of the school in this sort of situation? How can the school help these children equalize their opportunity to benefit from public education?

To begin with, one must look at basic needs — food, shelter and clothing. The school may be officially powerless to act in many situations involving children deprived of the basics.

Yet we all know of schools or individuals within the system who have provided help in the form of clothing, food, money or moral support to children in need.

Perhaps we could look more seriously at expanding the role of the school — connecting it more closely to the community, so local groups and individuals might use its various resources to provide what is missing in the lives of so many children living in poverty.

I think of the Toronto Children's Breakfast Club as an excellent example.

The Breakfast Club was created to address the specific problem of school failure due to hunger and malnutrition.

It requires a location like a community centre, school, church or private home, where children

can come in the morning between 7 and 8:30 for breakfast, reading, crafts, help with homework and just socializing.

There is one paid worker who cooks and cleans up between 6 and 9 pm. Children and volunteers do the serving, clearing and helping the younger children.

The Breakfast Club is open to all children, and each one pays 25 cents per day. It can be set up in either a rural or urban environment, and the variations on this theme are limited only by one's imagination.

The Breakfast Club concept appeals not only to children who are hungry but to those of working parents who are at home alone before school.

The program could also include preschoolers and parents, or could be developed into an after school base for latch-key children.

For the child, a Breakfast Club program can mean better school attendance, improved academic performance, less illness, better peer interaction and integration, and an opportunity to take responsibility and acquire new skills.

For the community, it can mean helping to solve an important problem locally, sharing responsibility and work, contact with children, the development of human resources and co-operative attitudes.

Breakfast Clubs may be cost-effective in reducing health costs and drop-out rates, as well as contributing to the creation of part-time jobs.

We should develop a greater flexibility in how the community makes use of public school buildings. Many schools already serve as community centres for a variety of local activities.

A closer intergration of school and community in this fashion seems to me as logical as it is necessary.

But even in the face of our restricted ability as school administrators to positively affect a child's life beyond the school yard, we can do a better job within the school system to make children comfortable in at least one of their major environments.

Along with meeting physical needs such as warmth, shelter, even food, we can make the atmosphere in the school one of caring and acceptance. School is not merely a series of courses. It is a model for life.

The classroom can be either a supportive environment or a discouraging one, depending on the attitudes and behaviour of the staff which shape the attitude and behaviours of the students.

Where trust, responsibility, and positive reinforcement coexist with a genuine concern for the child's growth and proper development, the chances for success in school are very great indeed.

## THE EDUCATION SYSTEM

Until recently, our society's institutions and social systems have been designed with a philosophy of uniformity wherein "one size fits all".

Our education system, while providing many opportunities for students to reach their potential does not always consider each individual's developmental stages, or their diversity and range of talent.

Even the most casual observer will realize that children do not learn at the same rate or in the same way. Yet our schools have been structured around a curriculum which cannot easily accommodate individual differences.

Many enlightened school boards and administrators across the nation have recognized this flaw in the system and have moved in the direction of alternative programs and alternative schools which provide the necessary educational flexibility within the organizational structure.

Yet, despite our advanced research and knowledge-base; despite common sense observation of children learning; despite shifting economic conditions from the collective efforts of mass production to the individually-driven entrepreneurial style, we still have schools that are curriculum-centered rather than student-centered.

The days when teachers could impart to their students just about all the knowledge necessary to function properly in society are gone.

Yet we still view teachers more as instructors than as guides. In an area when individual talents must be cultivated and creative energy released, we still try to fit the students to the school, instead of the other way around.

Success is often measured on a narrow scale. Talents and abilities may pass through the school system virtually unrecognized, unless they relate to academic achievement.

I believe the challenge of the school and of school administrators can be to create an environment where every student's strengths are identified and developed; where his or her weaknesses are recognized and reduced, and where competence and self-esteem are nurtured.

We must also acknowledge that the lock-step progression of students through school on a chronological basis flies in the face of developmental theory and reality. The system needs flexibility in terms of timing and expectations.

Ungraded curricula and mixed-age classrooms are ideas worth exploring. We should be mindful that academic competition with peers can be destructive for both winners and losers.

Schools are for children. They are instruments of development which, in the hands of knowledgeable and caring administrators, can help to heal economic and social wounds and enable students to realize their potential no matter what they do in life.

As I said at the beginning, the need to educate the whole child has never been greater than it is today.

What we must do is to recognize and enhance the process of learning by offering every opportunity

for children to succeed through meaningful participation at home, in school and in the community.

You are in the enviable position of being able to do much to provide a wide variety of approaches, opportunities and environments within which they can achieve their intellectual and creative potentials.

The prospects are exciting. The benefits will accrue to all of us, for we are all students, just as we are all teachers. We all can and must learn from each other.

## Books on Review

By KENNETH RADU

Two recent picture books from Tundra of Montreal remind us of the particular story-telling and architectural inventiveness of Canada's native people. Indian legends and folktales provide interesting, often exciting, ways of teaching our children about the First Nations and their various cultures.

It's especially commendable that the author-illustrators of these books achieve their purpose with considerable skill and without the paternalistic condescension that so often mars books about native societies.

**How Two-Feather was saved from loneliness**, written and illustrated by C. J. Taylor, herself part Mohawk, is a retelling of an Abenaki tale about the origin of corn. Actually, the story combines three tales in one: the origin of fire, the origin of corn, and the beginning of village or communal life, all narrated within the framework of a love story.

The legend clearly emerged as the Abenaki people developed methods of farming enabling them to plant and harvest corn, to abandon the nomadic life to some degree and to live in more or less settled communities dependent upon agriculture as much as hunting.

The story is briefly told. A lonely Two-Feather suffers in the winter when all "he had to eat was the bark he cut off the trees and the roots he dug out from under the snow." One day he is awakened by a woman "lovely as spring, with long soft hair."

This vision of unearthly beauty fills him with longing and eludes his grasp "so he made a drum and, in the moonlight, sang of his love." Following her instructions, Two-Feather learns how to make fire, and to set a meadow ablaze which, in fact, the early Abenaki did to clear land for planting.

It's interesting to note that such knowledge was acquired through the auspices of a female figure. By reluctantly dragging her through the recently scorched earth, again according to her instructions, Two-Feather becomes the first cultivator of corn.

"As the corn grew tall and ripened, people found their way to it." Hence, the establishment of agriculture led to the establishment of villages and to the end of Two-Feather's loneliness.

Although the title is a bit clumsy and the prose lacks texture at times, **How Two-Feather was saved from loneliness** is well-told and dramatically illustrated.

C. J. Taylor's paintings convey desolation and coldness when the story requires it, and a sense of nature's vastness, also as the text indicates. Richly coloured paintings of landscape, the green and golden spirit, and the first community built near the corn field, will attract and hold the attention of child and adult alike.

From necessary fancy we turn to useful fact in Bonnie Shemmie's thoroughly researched, accessibly written, and accurately illustrated picture book of the dwellings of woodland Indians, **Houses of Bark**, also published by Tundra.

We have met Bonnie Shemmie before in her excellent work, **Houses of Snow, Skin and Bones**. Here she concentrates on the shelters of bark constructed by Indians of northeastern Canada.

Her text manages to convey a lot of information about native housing and their manner of living in a clear, uncluttered and interesting manner.

"The tipi they are building may shelter the two families for as little as one night, or for as long as several weeks if the men continue to find moose. Tonight, for extra warmth, they will all grease their bodies with bear fat and tie in the sleeves of their beaver capes before going to sleep..."

Various styles and construction procedures are well-documented, and, very much to the point, superbly illustrated in **Houses of Bark**. The bark tipi, the wigwam (not the same thing at all, I have discovered, as the tipi), and the longhouse are all featured in this book.

To her credit, Bonnie Shemmie places family life firmly within the "houses." For example, "each of the related families in a longhouse had its own space along one wall, about thirteen feet (four meters) long." And "In the wide aisle, people cooked, ate and chatted, squinting against the smoke."

The detailed pictures are similar in style to the work of Ingri and Edgar d'Aulaire whose brilliant illustrated stories of Scandinavian mythology and life are unforgettable. Given all the facts, Shemmie wisely illustrates the techniques of construction, especially in the fine pictures of the building of the longhouse. The interiors of the buildings depicted in **Houses of Bark** are especially appealing as they reveal pots and baskets, weapons and utensils, and families of the first people living in their land when it was indeed theirs.

## McGill inaugurates largest university bookstore in eastern Canada

McGill University has inaugurated its new bookstore, at 3420 McTavish. The three-storey limestone building, with 32,000 feet of shelf space, and close to 40,000 titles in stock, is the largest university bookstore in Eastern Canada and the largest bookstore in Montreal.

Principal David Johnston noted that McGill's objective in conceiving the greatly-expanded space was

to improve its ability to provide texts, reference materials, and academic and professional books to the University and the Montreal community at large.

Johnston also acknowledged the University's debt to the Students Society, which has agreed to forego access to Bookstore surpluses until the construction costs are paid.

During its 40-year history, the McGill Bookstore "has" "known"

many different homes, reflecting in part the steady increase in enrolment. In 1950 it began as a small outlet at 3480 University (now the McConnell Engineering Building), moved in 1960 to what was then the School of Music on McTavish, relocated up to the Student Union Building in the University Centre and then to the Samuel Bronfman Building on Sherbrooke, before moving back to McTavish.





## SAFETY SCENE



## SAFETY SCENE



# Smith retires from MUCPD

Donald Smith, Safety Scene editor of the QFHSA News, retired after 27 years and 7 months as a police officer with the Montreal Urban Community Police Department. Don had been, for most of the last 6 years, on loan to the police academy (Institut de Police du Québec) in Nicolet. He is now teaching in the Police Technology programme at the CEGEP de Trois-Rivières. Don and his family will continue living in the Trois-Rivières area. He also intends to continue writing and editing the Safety Scene page.



DON SMITH

# Videos teach traffic safety

The Société (note that it is no longer the Régie) de l'assurance automobile du Québec has produced a number of videocassette recordings in co-operation with various organizations concerned with traffic safety education in schools.

level.

*Safety on the Way to School* (Support material for activity in the Société's "Your Place is Reserved on Québec Roads and Highways")

— 14:09 minutes; Secondary at junior level.

*School Crossing Guards at Work*

— 17 minutes; School crossing guards, their supervisors, police officers.

*Being in the Brigade is Super!* (Traffic safety school brigade)

— 11 minutes; Brigade chief at elementary school, Brigade members, the school committee.

As mentioned, these videos are available **FREE OF CHARGE!** All you have to do is send a blank videocassette along with your order to the following address:

M. Gaston Trudel,  
Société de l'assurance automobile du Québec,  
Direction des politiques et programmes,  
1134, chemin St-Louis, 5e étage,  
SILLERY (Québec)  
G1S 1E5  
(418) 643-1878

Please note: considering the length of a video requested and the available space on a blank cassette sent, more than one video will be recorded on a cassette, *if specified*.

These videos are also available in French. There is one video available in French which is not available in English.

*L'Agent C. Populaire et la sécurité routière chez les jeunes de 8 à 12 ans.*

— 21 minutes; 8 to 12 year olds.

In the near future, we hope to have these videos, in English and French, available at the QFHSA office, however we do encourage you to take advantage of the Société's free copy service.

## Review

### BUSTER ON THE BUS

This videocassette was produced by the Société de l'assurance automobile du Québec, in cooperation with the Association du transport écolier du Québec (ATEQ), primarily for children in kindergarten and grades one and two. It is also intended to help parents in their task of imparting safe habits to children taking the school bus.

Buster is a child's backpack in the shape of a racoon. He is used to familiarize the children with the school bus so as to calm their anxiety about that type of vehicle. He will also teach children the safety rules they must observe before, during and after their trip. Buster also encourages prudent behaviour and promotes the development of a good relationship between the riders and the driver.

The accompanying booklet offers three activities that may be used with the video. There are also integrated activities for each of the classes. To "top it off" the booklet even has "Buster's Song" in words and music!

### ROLLIE'S BUS

This video is also produced by the Société, but this time in co-operation with the Table de concertation locale de l'école Jacques-Cartier de la Commission scolaire de l'Ancienne-Lorette.

An audience of 8 to 11-year-olds is the main target of the video. However, meetings between school administrator(s), parents and bus drivers would benefit from seeing it.

The aim of the video is to promote safe habits on the part of school bus passengers. Examples are taken from the chapter dealing with the **school bus passenger** in the activity guide "Highway Safety at School".

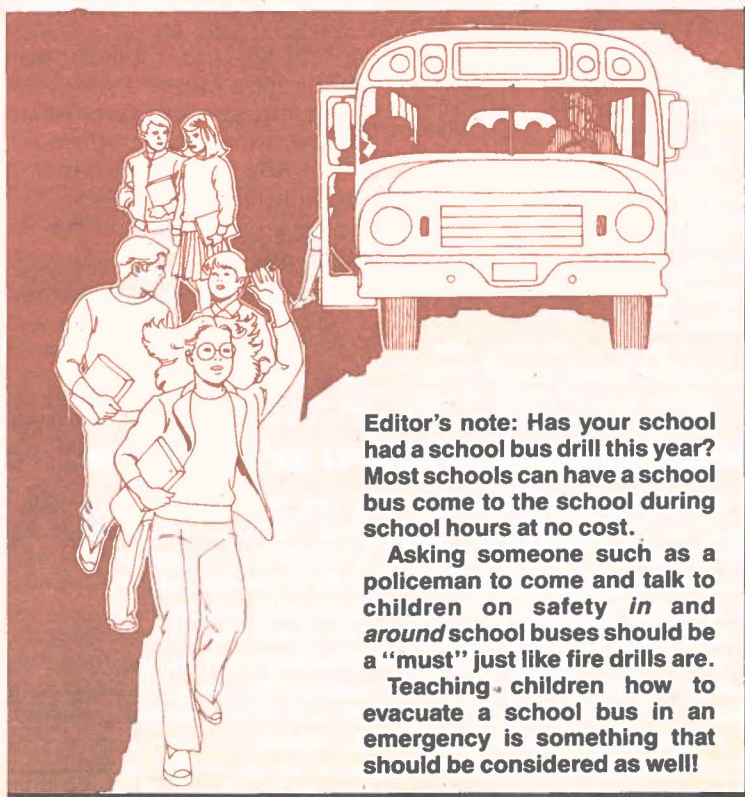
As with the Buster video, there are learning activities in the booklet which accompanies this video. There are also integrated activities.



Presentation guide has activities to be used with video



Bike Safety Rodeo at Valois Park School was a big hit and Dana Thomas won a new Leader bike, courtesy of Earl Stocker of Fraser Cycle and Sports Reg'd. and Leader bikes.



**Editor's note:** Has your school had a school bus drill this year? Most schools can have a school bus come to the school during school hours at no cost.

Asking someone such as a policeman to come and talk to children on safety in and around school buses should be a "must" just like fire drills are.

Teaching children how to evacuate a school bus in an emergency is something that should be considered as well!