



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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HAPPY 50th TO US!

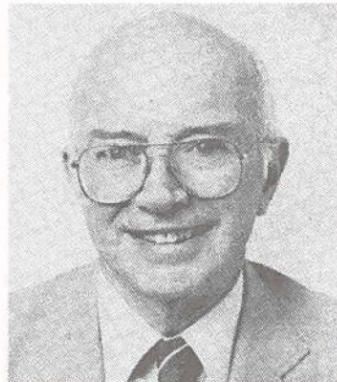
Faces from our past and present.



Leslie N. Buzzell, a long time Hon. President of QFHSA, and the organizer of the local Home & School groups into a provincial council in 1940. In 1950 he inaugurated the *Buzzell Award* to honour outstanding Home & Schoolers at the provincial level.



Doreen Richter, the President of QFHSA from 1969-71. She established the *Paterson Award* in 1973 to be given to an outstanding educator who encouraged parent participation. In 1977 she was made a *Life Member* of the Canadian Home & School and Parent-Teacher Federation.



John N. Parker, the President of QFHSA from 1961-62, and now our Honourary President — a position he has filled faithfully for the past 12 years. John received a Canadian Commemorative Medal in 1992 in recognition of his efforts on behalf of the community of Notre Dame de Grace.



Calvin C. Potter, the President of QFHSA from 1979-81 and Chairman of our Rights Committee since its inception in the mid 1970s. In 1992, the Canadian Home & School and Parent-Teacher Federation honoured Cal by presenting him with the *Samuel Laycock Award*, given to an individual who is an outstanding educator.



Helen Koepp, the President of QFHSA from 1987-89. When no one was willing to assume the presidency in 1989, Helen stepped forward as Interim President for an additional year. Helen also served as President of the Canadian Home & School and Parent-Teacher Federation from 1990-92.

Home & School began in the province of Quebec in 1919, organized by Dr. W.P. Percival at Macdonald College High School. In 1944 the various Home & Schools decided to form a provincial body to coordinate their efforts on behalf of students and parents.

Anyone can be a Home & School member. You just have to

be interested in children's education, well-being, safety and health. A better informed and committed parent equals happier, higher achieving students.

Studies, done in the U.S., all prove that parental involvement increases student motivation and achievement, regardless of I.Q.

MILESTONES OF THE FEDERATION

- Aware of the importance of training new leaders, we began a fall training program in 1945. This has grown over the years into our Fall Conference, with a workshop format. The leadership role has fallen more to workshops held in June in our office for new executive at the local level.

- Began publication of this newspaper in 1948 (then as a magazine).
- From 1947 to 1963 we had a weekly radio program on Station CFCF, with Home & School news and views.
- In 1954, we introduced Student Accident Insurance in the prov-

ince.

- 1961 we presented a 45,000 word brief, containing 176 recommendations, to the Quebec Royal Commission of Inquiry on Education [Parent Commission]. The brief was based on a two year study project of all the local associations, named "Operations Bootstraps".
- The QFHSA Traffic Safety Committee, spearheaded by Ruth Cohen, worked tirelessly to impress on government, educational authorities, and parents, the importance of proper driver education for high school students, and accredited driver ed instructors. This earned her, and Quebec Federation, the Carol Lane National Safety Award and the Province of Quebec Safety League Award, in 1967.
- In 1970, Bill Asherman, a lifetime member of Home & School, produced a history of the local Home & School Associations and its provincial federation in the form of a small booklet. He very kindly updated this in 1980, but finances did not permit a reprinting of our history.
- We were in the fore front fighting for bus safety measures, including the "STOP/ARRET" arm, now on all school buses. Also instituted a popular STOP/ARRET bumper sticker campaign for Home & School parents.
- In 1989 we published a history of Protestant education in the province, researched and written by past president, Dr. Calvin Potter, and Harry Kuntz.
- In 1992 we produced an up-to-date version of our *Leadership Handbook* with a special grant from the office of the Secretary of State, Support to Official Language Community Organizations. This was sent to all local associations and all Group Affiliate Members.

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

50th Annual General Meeting

Theme: THE FAMILY: THE HEART OF SOCIETY

In keeping with the United Nations Year of the Family, QFHSA is pleased to offer THE FAMILY as the theme for our Special 50th Anniversary Conference. Kathryn McMorro, the guest speaker, will address the changing definition of Family and how it impacts on Society. As this is a birthday celebration there will be invited guests to help us remember the past, and look forward to the future of QFHSA.

CONFERENCE OUTLINE

Friday, April 15, 1994

QFHSA Offices, 3285 Cavendish Blvd., Suite 562, Montreal

5:00 — 7:00 pm **Early Bird Special** — a broad range of topics to strengthen leadership in Home & School/School Committee — update on Bill 107, cooperative problem solving — especially helpful to our out-of-town delegates, but open to all. (A light supper will be provided.)

Saturday, April 16, 1994

Beaconsfield Golf Club, 49 Golf Avenue, Pointe Claire

8:00 — 8:30 am **REGISTRATION** — in the lounge.

8:30 — 12:30 pm **ANNUAL BUSINESS MEETING** — in the Club Conference Room. A **CAUCUSING** Session will be held within this format.

12:45 pm **50th ANNIVERSARY CELEBRATION** — cake cutting ceremony and 50th anniversary "toast".

1:00 — 4:00 pm **AWARDS LUNCHEON** and **GUEST SPEAKER**

AWARDS BEING MADE

Paterson Award — recognizes an outstanding educator who believes in involving parents.

Buzzell Award — recognizes the volunteer achievements of a Home & School member at the provincial level.

Golden Torch Award — recognizes the volunteer achievements of Home & School members at the school level.

Unsung Hero Award — recognizes outstanding volunteers within the local school.



GUEST SPEAKER — Kathryn McMorro

Membership — schools who achieve exceptionally high membership (based on families).

Newsletter — for the most informative and imaginative school newsletters to parents.

PARENTING SKILLS WITHIN THE FAMILY

What does a family need today to succeed as a family? How have families changed? How do you raise children who will become healthy adults and successful future parents? The strength of the family in society and basic family dynamics in the 90s will be explored.

Letters to the editor

Ed. note: The following is written to the QFHSA Quebec Literacy Director from a Reading Circle organizer.

Dear Marion,

Thank-you for the magazine catalogues. We'll need to do some more fundraising to order books soon. We already did some, but we decided to use the money to purchase sponge chairs because the children only had a few cushions to sit on at the library.

Our reading circle is still doing quite well. We've continued with this project since last winter. We've even kept it going through the summer months.

I've also had positive feedback from the kindergarten teacher who has noticed a difference in her new students from Pre-K. and find working with the preschoolers very enjoyable!

Thanks again.

Yours truly,
Lorna Roberts
Community Parent Volunteer
St. Paul's River, Lower North Shore



Members of the Protestant Committee of the Superior Council of Education, for the 93/94 school year. Back row, left to right: Denis Lampron, David Daniel, Carol Bromley, Quentin Robinson, Charles Morris, Nicholas Athanasiadis, Harry Kuntz (Secty General), Russell Fisher and Euan Crabb. Standing in front: Danyse Lavallée (secty), Judy Fay (President), Helen Koeppé, Judith Reynolds, Graham Neil and Emmanuel Pierre. Missing from picture: Ruth Eatock and Grant Hawley (Associate Deputy Minister (Protestant), MEQ).

Scholar's mate?

by Roger Langen
(reprinted from: *Canadian Education Assn.*, June '93 newsletter)

Chess is a sea in which a gnat may drink and an elephant bathe. So goes an Indian proverb on this most ancient of games. Observing today's gnat and elephant — the child and the computer at chess — we might better say: chess is a maze in which a child will continuously discover what the mechanical giant may never find. Like its two sisters, music and math, chess appears capable of being magically learned by children until about age 13.

The exciting part educationally is the discovery that children who learn chess at an early age achieve more in the traditional maths and sciences. Chinese, European and American research all find significant correlational values after just one year of systematic chess exposure. Other benefits relate to character skills (patience, self-control, self-esteem), enhanced perceptual and motor skills, and better concentration. One American study found that learning disabled students with adjustment difficulties could improve sustained concentration from a 20 minutes-best with usual classroom activity to 90 minutes with chess.

The most striking benefits are those associated with problem-solving and creativity. A four-year Pennsylvania study compared the effect of various enrichment techniques — Dungeons and Dragons, Problem Solving with Computers, creative writing — on student

scores on standardized tests. On the Watson-Glaser Critical Thinking Appraisal, non-chess enrichment showed an average annual increase effect of 4.56%. Chess groups weighed in at 17.3%.

University symposia, like the "Chess and Mathematics" conference at Forli, Italy, in September 1992, now take the chess and math relation as established. But what explains it? One answer is the variety and quality of problem chess supplies. The problems that arise in the 70-90 positions of the average chess game are, moreover, always new. Contexts are familiar, themes repeat, but game positions never do. This makes chess good grist for the problem-solving mill. To cope, players must compare and select features, estimate values, generalize from particulars, visualize possibilities; they must stay flexible, apply imagination to the task, and — through the course of 35 or more separate decisions — hold on to their nerve!

For children, chess is a game. This particular game invites them to engage willingly in technical and logical thinking. Having learned the rules, which are easy to acquire, they soon fill with the desire needed to solve a problem. Such desire is a resource the traditional math and science classroom frequently cannot tap. What chess confirms, then, is that children already possess the ability to think and reason; they need only appropriate opportunities to practice it.

Last September that opportunity was offered to grade 3 students in 23 schools in the City of York in Metropolitan Toronto. On the advice of math consultant Peter Komlos, and with direction from curriculum superintendent, Jim Williamson, the York Board proposed a two-pronged approach: a one- or two-week chess unit in the math classroom, and after-school clubs to run all year. The chess component comes ready-made from Challenging Mathematics, a translation of the popular francophone math series *Défi mathématiques*, published by MODIA in

Montreal. For the club setting, a primer is being developed. Like the classroom material, it will be designed for use by teachers who may have little or no knowledge of chess.

The York Board thus becomes the first English board in Canada to curricularize chess. In December, New Jersey became the first U.S. state to legislate chess into the curriculum, also starting this year. English North America now joins Quebec and New Brunswick and 29 other countries in the world in deploying chess systematically to develop thinking.

Chess is richly cross-cultural in its effect and has a historically deep symbology. It is also democratic and popular.

Alexandre Lesiege, the Canadian champion, is a product of the Quebec chess explosion. He is 17 and already one of the world's elite

players. Not a gnat, by any means!

For information on the educational chess network in Canada, write the Chess Federation of Canada, 2212 Gladwin Cres. E-1 (b), Ottawa, Ont. K1B 5N1 or write the author (enclosing a stamped, self-addressed envelope) at 550 Ontario St., #9, Toronto, Ont. M4X 1X3.

To obtain the articles cited or a bibliography on the relation between chess and learning, write the United States Chess Federation, 186 Route 9W, New Windsor, N.Y. 12553 U.S.A or phone (914) 562-8350.

Roger Langen is a teacher at George Harvey Collegiate, The City of York Board of Education, Toronto. He was the winner in 1991 of the Ontario Secondary School Teachers' Federation award for excellence in school/community relations.

Correction

Our sincere apologies to Kory's mother, Lillias Lippert. In the last issue we incorrectly listed another person as the mother. We regret the error and the hurt it may have caused Kory's mother.

MISSING



Name Kory Diconca Lippert
Born August 5, 1985
Race-Sex Caucasian-Male
Height 4 ft. / 1.21 m
Weight 70 lbs. / 31.8 kg
Eyes Brown
Hair Brown
Father Walter Diconca
Mother Lillias Lippert
Missing July 25, 1993
From Montreal Canada

Child taken by non-custodial father.
Anyone having information should contact:

Missing Children's Network
(514) 843-4333

Kory Lippert is a student at
Elizabeth Ballantyne Elementary School
in Montreal West.



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

Quebec Home & School NEWS

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Physical Education

The following message was delivered at the Association of Physical Educators of Quebec fall conference, by Wendy Buchanan, Co-President of QFHSA.

Quebec Federation of Home & School Association is a voluntary, non-partisan organization comprised of concerned, well informed parents. The Executive Committee of the Association is in close contact with the five thousand local Home & School members across Quebec and acts according to their wishes. We (the Executive) have been asked to present our collective opinion to Mme. Robillard, Minister of Education, clearly stating that we oppose any reduction in compulsory physical education for all grade levels from kindergarten through CEGEP. It is essential that Physical Education Specialists be an integral part of the pedagogical team.

We believe that physical education benefits are far more encompassing than just fitness and it would certainly be a giant step backwards if our education system should opt out of, or reduce physical education in any of our schools. The mind grows in harmony with the body. As a great number of our students are from urban areas, where community facilities for physical activities are limited, it is often the school that is the only exposure that these children get to good physical development.

The Board of Directors of QFHSA met on November 26th and a motion was presented at that time to forward these concerns to Mme. Robillard.

Peer Mediation

So this is Arundel. And this is the start of a three day workshop on Peer Mediation. Conflict. Mediation. What do these words mean to me? Conflict over resources. Food, shelter, water. Basic stuff. They tell me this type of conflict is often the easiest to resolve.

Conflict over human needs for self-esteem, power and friendship are much harder to resolve. Conflicts over values are the worst. When our values and beliefs are challenged, we feel our whole sense of self threatened and we respond accordingly.

Just remember. Conflict is neither good nor bad, it simply "is". How we perceive it and handle it makes it good or bad. After dinner, we listen to the Freedom Group members as they introduce the ideas behind the Peer Mediation program. Then we introduce each other and share what we hope to learn in the next three days. It's exciting to be here and it's very hard to sleep.

The next morning we learn about our conflict management styles. Each style is given an animal nickname. Not surprisingly those people who were identified as gorillas (the competitive type) had a lot of comments to make about their characteristics as described in the manual. The turtles (the avoiding type) never even lifted their heads out of their shells!

Then we moved on to experience the barriers to communication with the accompanying feelings of helplessness and frustration. We practised active listening and enjoyed the feelings of empathy and of being understood. We analyzed the images which came to mind when we see words like bachelor, career woman, black, white, and native. We analyzed pictures and were made aware of the assumptions we make about people based on their looks and style of dress. For these are prejudgments we have with us all the time and they affect the way in which we treat people. Our primal,

gut reactions. We've got to be aware of our inner self.

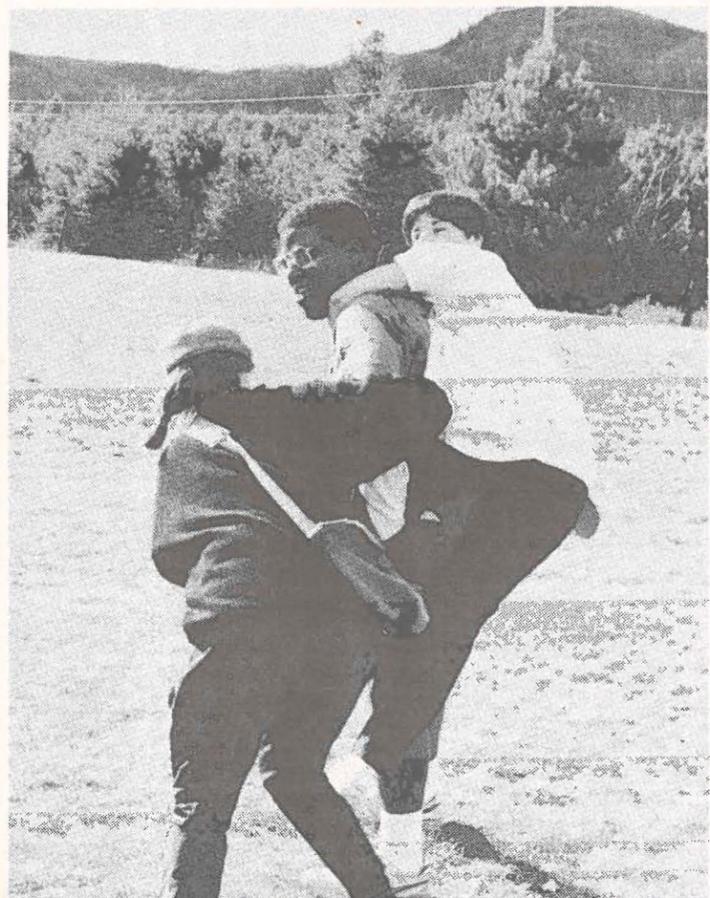
We watch a role play of a mediation session. It's long, dull, and boring. We're divided into groups and dispersed throughout the camp. We try a mediation role play ourselves. It's hard, difficult, complicated, frustrating, hopeless. We are not good at this. Not only are we poor mediators, we're no good at being disputants, either. The scripts are hard to follow and we get all messed up. We are not happy when we rejoin the others. Everyone has mixed feelings about this experience. There's lots of criticism and people defend themselves.

We have to try again. This time things go differently. The disputants are better able to handle their roles. The complexities of the dispute are unfolding rapidly. There's a moment of antagonism when one disputant calls the other a liar. "I know you've been in my room because it says so right on this piece of paper." It's an electrifying moment. The paper being lifted is this disputant's side of the story.

Suddenly, it's obvious. Both disputants have been given conflicting versions of the truth. The first disputant sticks to her side of the story without flinching. The mediators make eye contact. There's a change in the air. It's gone from being a game to being real and we are handling it, mediating it, disputing it, living it. The problem unfolds, solutions are generated, the disputants come to an agreement, and the contract is signed. It's a victory at many levels. The four of us return triumphant.

How will we fare when we leave this place? For we still have a lot to learn. We've really only just scratched the surface. We will need to build on this experience back at the school. Work at it. Use it. Analyze it. Share it. Be more aware of who we are and what we think. For the world is counting on us.

*Anna Marrett
Westmount High*



Dave Mills, Westmount High School Student Life Coordinator; Tarl Galea, Child Care Worker; and Jessica Leduc, student, explore "active" conflict at Arundel!



Co-President's Message

50 YEARS OLD And Proud of It!

QFHSA will be celebrating its Fiftieth Anniversary as a Provincial Federation this year. In these ever changing times this is no mean feat. As members of this Federation we should all take pride in the fact that we are not only still functioning but that with a little work we can still be here for the next fifty years.

QFHSA has seen our credibility grow over the years as a valuable parent body whose opinion is often sought by other organizations and government bodies. We are constantly evolving and changing with the times. There is an old Irish proverb: "The seeking for one thing often finds another". I believe that we all volunteer for numerous reasons and somehow end up enriching our lives from unexpected sources.

I have met interesting and diverse personalities in my years of association with

QFHSA and I look forward to continuing the experience. If every one of us was to encourage one other person to join Home & School we would see our Federation enjoy the benefits of renewed enthusiasm.

The Annual General Meeting this year will have a festive flavour as it will mark our 50th birthday as well as accomplish the necessary business activities. The Beaconsfield Golf Club has been chosen as the perfect setting for such a celebration. As space is limited I would encourage each local association to register early and to bring the allotted number of voting delegates. Please try to attend and help us commemorate a half a century of QFHSA.

Wendy Buchanan

KIDS ON THE BLOCK

Due to popular demand, "The Kids on the Block" will be back on the performing circuit during the winter of 1994. The "Kids" are puppets — kid-sized, loveable, entertaining puppets. Their message is clear: it's okay to be friends with differently abled individuals.

The "Disability Awareness Show" features four skits. It lasts approximately 50 minutes, including audience questions and is suitable for ages 8 to 12, or grades 3 to 6. Optimum audience size is no greater than 100. Disabilities dealt with are: the visually impaired, the intellectually handicapped, cerebral palsy, the learned disabled and the hearing impaired.

A new service this year is the "Drug & Substance Abuse Show". This show involves six scenes where the primary character discusses the positive effects of a rehabilitation centre. Suitable for grades 5 to 8.

"Kids on the Block" is a troupe of dedicated volunteers and is a community service sponsored by the YM-YWHA located in the Snowdon area of Montreal. While the performers are all volunteers, there is a \$150 charge for each show. The money is used to maintain the puppets and provide special rewards for the volunteers.

For further information, call Rosanna Magnone, Coordinator, at (514) 737-6551, ext. 235.

Editor's note: The "Kids" will be appearing at Cedar Park Elementary School in Pointe Claire this winter.

If you care about young people, you are a *Home and School* member in spirit
MAKE IT A REALITY BY JOINING NOW



McGill

Summer Institute in Integrated Education and Community

July 4-15, 1994

McGill University, Montreal, Quebec

An innovative two week immersion focusing on strategies for the integration of people with challenging needs into school and community

- Workshop 1**
Action for Inclusion: The Learning Community
- Workshop 2**
Day to Day in the Classroom: Strategies for Integration
- Workshop 3**
Working for People with Difficult Behaviour: Positive Approaches
- Workshop 4**
Building Communities of Diversity
- Workshop 5**
Transforming School Culture: Strategies that Work!
- Workshop 6**
Strategies for Achieving Change in Organizations

NEW! Workshop 7
What Do I Do Monday Morning? Assessment, Curriculum and Instruction in Inclusive Classrooms
This workshop will emphasize practical strategies for teachers, related services personnel, and parents for designing, developing, and maintaining classroom and school settings that include all students.

The McGill Summer Institute was founded by McGill University and the G. Allan Roehrer Institute with generous support from the Laidlaw Foundation and Imperial Oil Canada Ltd.

For information, contact the McGill Centre for Education Leadership, (514) 398-7044 or fax (514) 398-8260.



FOCUS on MEMBERSHIP



HOME AND SCHOOL MEMBERSHIP 1993-1994 as of March 1, 1994

Schools	Membership Chairperson	Family M'ships
Allancroft School	Lynn Huber	140
Ayer's Cliff School	Cathy Morgan	16
Aylmer Elementary School	Carl Bertrand	44
Baie Comeau High School	Pamela Lalonde	56
Beacon Hill School	Wendy Tonkin	188
Beaconsfield High School	Betty Yamaoka	104
Beechwood School	Josie Rodgers	122
Carlyle School	Ingrid Oner	33
Cedar Park School	Lynn Bachand	96
Christmas Park	Cheryl Patton	147
Courtland Park	Karen Carter	158
Dorset School	Laurie Greenberg	113
Dunrae Gardens School	Flora Lopes	201
Ecole Primaire Beaconsfield	Haifa Darwiche	122
Ecole Primaire Harwood	Terri Tansey	190
Ecole Prim. Pointe Claire	Johanne Rolland	51
Edgewater School	Sandy Thomas	72
Edinburgh School	Jacquie Roye	199
Elizabeth Ballantyne School	Catherine Maxham	147
Evergreen School	Sylvie Dilorio	146
Greendale School	Susan Lieberman	154
Howick School	Susan O'Sullivan	11
Hudson High	Heidy Berthoud	106
John Rennie High School	Kathryn Brydon	114
Keith School	Joyce Ireman	18
Lachine High School	Monique Ball	19
Lindsay Place High School	Louise Amy	153
Macdonald High School	Lynda Barr	76
Meadowbrook School	Anne Banton	53
Merton School	Linda August	148
Mount Pleasant School	Linda Tom	109
New Carlisle School	Janice Sylvestre	33
New Richmond School	Barbara Harrison	23
Northview School	Carol Bayly	79
Roslyn School	Patricia Smith	199
Royal Vale Alternative Sch.	Cindy Schwager	303
Royal West Academy	Kathryn Arrell	123
Seignior School	Pam Godfrey	137
Shigawake-Pt. Daniel	Barbara Hottot	7
Somerled School	Starlet Diggs	11
Sunnydale School	Linda Sculnick	187
Thorndale School	Ellen Pender	114
	Carol McCarty	
Valois Park School	Civita DiFilippo-Zhang	119
Westmount High School	Anna Marrett	34
Westpark School	Robin Deskin	237
Willingdon School	Yvonne Zacharias	92
Windermere School	Jennifer Mironowicz	125

The above membership figures include full family members and associate members (families that joined originally at another school).

APPLICATION — QFHSA

Supporting (Family Membership) . . . \$12.00

Affiliate (Group) Membership \$50.00 eg. School Board, School Committee, Parents Committee, School Council

Name _____

Address _____

Postal Code _____

(Please do not forget to include post office box number or apartment number if applicable)
Your membership card will be forwarded to you, immediately, upon receipt of your application by:

Quebec Federation of Home & School Association
3285 Cavendish Blvd. #562, Montreal, Quebec H4B 2L9 (514) 481-5619
Membership includes the bi-monthly newspaper and affiliation with the Canadian Home & School and Parent-Teacher Federation.

1993/94 GROUP AFFILIATE MEMBERS

as of March 1, 1994

SCHOOL/PARENTS' COMMITTEES:

Andrew S. Johnson Memorial High School
Arundel School
Asbestos-Danville-Shipton School
Aylmer School
Buckingham School
Butler School
Campbell's Bay & District School
Cecil Newman School
Charles A. Kirkland School
Chelsea School
Cookshire School
Dorset School
Dr. S.E. McDowell School
École le Sentier
École Primaire Beaconsfield
Flemming School
Franklin School
Gault Institute
Gerald McShane School
Hadley Jr. High School
Harold Napper School
Harold Sheppard School
Hemmingford School
Heroes' Memorial School
Holland School
Huntingdon Academy
John F. Kennedy School
John Rennie High School
Jubilee School
Knowlton Academy
Lakeshore School Board Parents' Committee
Laurenval Parents' Committee
Lennoxville School
Lindsay Place High School
Macdonald High School
Margaret Pendlebury School
McCaig School
Metis Beach School
Mount Pleasant School

Mountainview School
Netagamious School
North Hatley School
Onslow School
Ormstown School
Philemon Wright High School
Pope Memorial School
Princess Elizabeth School
Quebec High School
Queen Elizabeth School
Riverdale School
Royal Charles School (St. Hubert)
Ste. Agathe Academy
St. Bernard School
St. Foy School
St. Johns School
St. Joseph School (Huntingdon)
St. Patrick School
St. Willibrord School
Sinclair Laird School
South Hull School
Souvenir School
Spring Garden School
Sunnyside School
Three Rivers High School
Valcartier School
Wagar High School
Westpark School
Wilder Penfield School

Lakeshore Teachers' Association
N.I.L.T.U.
Provincial Association of Protestant Teachers



SCHOOL BOARDS:

District of Bedford Protestant Regional School Board
Eastern Quebec Regional School Board
Eastern Townships School Board
Greater Quebec School Board
Protestant School Board of Châteauguay Valley
Protestant School Board of Greater Montreal
St. Maurice Protestant School Board
South Shore School Board
Western Quebec School Board

OTHERS:

Association for the Advancement of Jewish Education
Châteauguay Valley English-Speaking Association (CVESPA)
Kahnawake Education Center
Kells Academy
Lee, Ellen
Loyola High School
Quebec Association of Independent Schools
Queen of Angels Academy
St. George's School of Montreal
The Study



TEACHERS:

AMREQ
Aylmer School Staff
Edinburgh School Staff
Gaspesia Teachers' Association

Cooperative Learning Workshop

I'd read about him. Now I was actually going to meet him — John Allen of Riverdale High School. He had won a Hilroy Fellowship Award for his achievements in the area of cooperative learning and was coming to Westmount High on this, the teachers' first professional day of the year. I was excited to have the opportunity to participate. Thank-you once again Mr. Meades for extending an invitation to the parents.

First Mr. Allen had us prepare name tags with a bit of personal history on them. Then we were sorted by birthdays and then reshuffled into groups of four. No telling who might be in your group. The actual grouping that Mr. Allen does in the school is more complex. Here he divides the students into groups himself and tries for a good mix of ability and gender in each one.

Based on what we had in common we had to name our group and design a logo. When we shared our group names it was interesting to see how different groups used different approaches to the problem. From common interests to anagrams the names themselves said a great deal about each group and created a nice sense of unity. My favourite was the group who called themselves The MOST. They were all Males, interested in the Outdoors, and Sports, and, of course, all teachers.

Science Assignment

Then we were given an assignment in science. Using a paper clip, string, masking tape, a straw and LOTS of balloons, we had to transport a penny from one side of the room to the other along a string which had been strung about seven feet from the ground. The experiment was appropriately called A Breath of Energy as the balloons were to serve as the engines. Mr. Allen told us that, because the students work in groups, more girls felt comfortable meeting the challenge of science. Girls were eager to join the course if they were taught "co-op".

The art teacher, Mara Rudzitis and I were off and running. We tied, twisted, taped, and clipped like there was no tomorrow. Eventually we exhausted every idea we had and had not moved the penny by even a millimetre. Then we were given a breath of energy. Our quieter teammates Donna Franklin and Norma Levitt came to the rescue with new ideas and renewed hope. We finally did get our balloon to move about 1.5 metres down the string, and I'm sure that with another 2 hours and 5689 balloons we could have made the penny travel across the class.

As the morning was drawing to a close, we returned to our seats and shared our results. Not the results of our experiments but rather those of our feelings about cooper-

ative learning. Many of us described group learning as comfortable. Although Mr. Allen had left the classroom at the beginning of the experiment, most of us hadn't noticed his absence. We saw first hand that disruptive students lose their power and their influence once the class is broken into small groups. (Yes. It's amazing what some teachers learn after years in the classroom!) In fact, just such disruptive types turn out to be helpful and on-task. Another effective discipline technique involves making anyone who utters a put-down give the same person 2 "put-ups." In no time at all, we didn't have to put up with any more put-downs!

There were striking differences between the styles and philosophies of John Allen and those of Jim Howden, who had addressed the QFHSA Mid-term President's meeting in February 1993. Yet both of these men are master teachers. It shows us that cooperative education is more than a plan in a book, or a recipe for success. It's an ongoing process which each teacher must research through trial and error for himself in order to develop a method which is best suited to his own needs and personality.

Anna Marrett
Westmount High Home and School

Violence in Society and in the Media

Social Affairs Support Services Committee



by Pat Lewis

Almost every day newspapers carry stories about violence in our society. A Canadian-made film called *Brother of Mine* aired on YTV in December exposes patterns of aggression and what these processes are doing to our children. It concludes that not only do children need to change, but so do adults. We are creating a mindlessly violent culture among all kinds of children — not just the inner-city kids. The film tells us that “a generation of kids who are ignored, disrespected and disempowered” are growing into adults who do the same things to their kids. The cycle must be stopped.

The Education Minister of Ontario, Dave Cooke, said that Ontario School Boards must come up with “zero tolerance” policies to prevent violence in schoolyards and classrooms. In Montreal the head of the MUC police anti-gang squad said that too many school

principals bury their heads in the sand and refuse to acknowledge the existence of teen violence in their own school yards.

Especially in children's programming TV violence should be severely restricted. Key provisions include an outright ban on 'gratuitous violence', confinement of scenes of violence intended for adults to after 9 p.m. and viewer advisories to help in program selection. There are stiff, specific rules for children's programming.

Other guidelines apply to violence in news, sports and public affairs programming. All stations were expected to comply by January 1, 1994. And the code is to apply to cable, pay and specialty services, as well.

In December the Montreal *Gazette* published a series of articles on the biology of violence, indicating breakthroughs in molecular biology to show how aggression is triggered in the brain and how it might be prevented. The most surprising discovery is that genetic defects may produce chemicals that regulate violent behavior in animals. The so-called link between chemistry and violence is disturbing and involves complex moral and legal issues. We cannot say that a genetic defect causes aggressive behaviour, as it is only one element.

Meantime, the Canadian Centre for Justice Statistics recently reported that the number of youth court cases involving violent

crimes increased 9 per cent in Canada last year. However, it still accounts for less than one-fifth of all youth offences.

Guns

In New York City a billboard, called a “national death clock” will tick off the number of guns in the U.S. and the number of deaths they cause. The billboard is the first step in a campaign to control the escalating problem of gun-related violence.

The U.S. gun law (the Brady bill) has a large loophole — the private sales of weapons, since the law applies only to licensed dealers. Also, in New York, a toys-for-guns program was initiated which asked that guns be turned in at a police station in exchange for cash and gift certificates. This program was a huge success.

French-speaking principals asked for monitors at the doors of Montreal high schools, to help curb violence. Access to the schools would be denied to anyone not carrying proper identification. By December 1993, a program to provide identity badges for all employees of Lakeshore School Board elementary schools was nearing completion. This was implemented to make schools safer for the students.

In the U.S. a new anti-crime bill bans 19 types of assault weapons and the sale of handguns to minors. The National Association of Children's Hospitals stated that it costs more than \$14,000 to treat

each child struck down by gunfire. This is a critical issue for kids and one of the leading causes for children losing their lives today. And the MUC police SWAT team recently said there are at least 300,000 registered firearms owned by people within a 30-km radius of the MUC.

Police in the Montreal area are organizing parenthood seminars for parents of pre-adolescents. Program is free to parents of 8-12 year-olds. Sessions began in January and should help kids and parents survive stressful times of attending high school, and keeping relationships intact. Choices that teens face in the 1990's are: drugs, alcohol, smoking and violence. Program was created by federal Health and Welfare Department. For more information: call 280-2611 and/or 280-2211.

As of February, Wal-Mart Stores, Inc. (now coming to Canada), will stop stocking handguns,

but will continue to have rifles and shotguns.

War Toys

West Islanders for Nuclear Disarmament and Kids For Peace at Beacon Hill were at least two groups who had a campaign against war toys. They gave out leaflets and flyers to teach kids that disputes are best settled by peaceful means, and that war toys or violent video games tell children that disagreements are settled by force. In a number of Montreal area schools students are being taught peer mediation as a means of settling conflicts.

Three Laval boys were maimed by pipe bombs in December, weapons which they built themselves after obtaining instructions from a computer bulletin board. This kind of video technology can be very dangerous, particularly for boys, as very few girls appear to be interested in such games or information.

RECOMMENDED RESOURCES

MAINTAINING SAFE SCHOOLS, A Canadian Resource Book for the 90's.

For educators, police, parents and community agencies. Learn practical methods to reduce or eliminate violence; build links with police; understand Canadian youth/gang groups; establish community cooperation; learn how racism/sexism contributes to violence; understand current legislation and its impact on youth. TO ORDER: make cheque payable to Canadian Association for Safe Schools. Each book is \$30 plus \$5 postage & handling. TO: Canadian Association for Safe Schools, 5050 Yonge St., North York, Ontario, M2N 5N8. Tel: (416) 395-4661. Fax: (416) 395-8062.

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Introducing The Always Changing Program

Free: Instructional material on growth and development at puberty for grades 5 and 6, endorsed by CAHPER & OPHEA.

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To order your Changing Program materials call 1-800-263-3594


always



Health Issues Report

by Shirley Straughton

The cost of health care

Newspapers are filled with dire predictions of cuts to our medicare system. We hear of other provinces making drastic cuts to their health care budgets. Prior to his departure, M. Côté suggested that individuals with chronic illnesses pay for their own medications and a public outcry ensued.

The question of who should pay or how cuts should be made have given rise to much speculation. User fees, decreasing medical staff, evaluation of doctor's billings, etc. have all been discussed widely in the media.

As taxpayers and concerned citizens, we must take care that our health care system not deteriorate into a two-tiered system — one for the rich and one for the poor. We must insist on accessible and affordable medical care for all.

Before any cuts are established, there must be a careful evaluation of our present system. Financial restructuring need not always be harmful. In fact, there are certain areas in which it could be beneficial — disease prevention, decreasing hospitalization time for some patients, increasing the availability of home care and so on.

In April 1993, the Department

of Canadian Health and Welfare issued a "discussion paper" entitled "A Vision of Health for Children and Youth in Canada". The main focus of this document, and a more co-ordinated and cost-effective network of services. Presently only 2% of health care expenses are directed to programs dealing with these issues.

One of the goals of this proposal is to "promote healthy behaviors and reduce the incidence of preventable death, disability, injury, and illness". Parents can take an active role in helping to decrease accidental injuries as well as becoming good role models for their children by doing two very simple things.

1 — Buy a bicycle helmet for your child

Head injuries are one of the leading causes of death and disability in the pediatric and adolescent population. Statistics from The Montreal Children's Hospital show that 38.8% of children with moderate to severe head injuries from December 1989 to December 1992 resulted from bicycle accidents in which helmets were not worn.

A minor head injury, also known as a concussion, consists of a trauma to the head resulting in a

temporary alteration in brain function. Many children with a minor head injury are admitted to hospitals for a 24 hour observation period. Even with this short admission, the emotional strain and disruption of the family is evident.

There are also extremely high financial costs as well. Each child



that is admitted to The Montreal Children's Hospital with a minor head injury is billed almost \$1,200.00. From January 1993 to January 1994, the number of minor head injuries admitted to The Montreal Children's Hospital was 333 — a cost of almost \$4,000,000.00. At the same time, there were 26 children with moderate to severe head injuries

admitted. The amount for just one of these children is \$61,000.00 and climbing as rehabilitation and special care will always be needed.

Obviously not all head injuries can be prevented but the use of bicycle helmets will decrease the number of children injured each year. A helmet will absorb the force of impact, distributing it over the surface and padding instead of the head. Wearing a bicycle helmet can reduce your child's risk of serious head injury by 85%.

Cost can be a deterrent but safe and affordable helmets are becoming more widely available. Home and School Associations can help by asking community organizations to sponsor or offer discounts to their students. Parents can be very effective by wearing helmets themselves and insisting that their children follow suit.

2 — Learn CPR

Would you know what to do if your child choked on a piece of food or drowned in a neighbor's pool?

Would you be able to help your friend who was having a heart attack?

Did you know that whenever CPR is performed in real life threatening cases, 91% of the time, the rescuer knows the victim

and 64% of the time it is a family member?

What are the requirements for your day care personnel, lunch time supervisors, babysitters, etc.? Do they know what to do in an emergency and can they do it safely? Are our schools and school boards offering CPR courses to their staff? Could your Home and School Association organize CPR courses for your parents, students and teachers?

Did you know that an investment of 4 to 6 hours could prevent the helpless feeling of not being able to come to the assistance of someone you care about? That is all the time needed to take a CPR course. Certified instructors are available in almost every community throughout Quebec. Contact your local hospital, CLSC, fire department, or the Canadian Heart Foundation for someone near you. Many are willing to teach a small group in your home, school, or community center. Ensure the safety of your family by taking a CPR course as soon as possible!

Grateful recognition is given to Debbie Friedman, co-ordinator of the MCH Head and Spinal Trauma Team, and to Allison MacGregor, manager of the MCH Admitting Department.

Masturbation: A Perspective



John DeNora and grandson, Adam.

I. A Brief Historical Review

The word masturbation comes from the Latin verb, *masturbare*, which means to defile by hand or to disturb by hand. The term entered the English language approximately 200 years ago.

Where did the negative connotations concerning masturbation arise? Let us do a quick but incomplete historical review. In 1760 a Swiss physician named Tissot published *Onanism, or a Treatise Upon the Disorders Produced by Masturbation*. Tissot believed masturbation to be a sin and a crime, and that it was responsible for the onset of many diseases such as epilepsy, gonorrhoea, consumption and even insanity.

In 1812, Benjamin Rush, regarded as the father of American Psychiatry, published *Medical Inquiries and Observations Upon the Diseases of the Mind*. He declared that Onanism caused insanity, impotence, dimness of sight, loss of memory, epilepsy, pulmonary consumption and a host of other diseases.

These books are just two of the many written works which dealt with masturbation.

But how were masturbators recognized? Symptoms pointing to suspected 'self abuse' included: lack of energy, laziness, shifty eyes, a pale complexion, slouching posture and trembling hands. These signs demanded that an investigation be conducted and, once the person confessed to being a 'secret self

abuser' then the therapy or cure could begin.

These confirmed masturbators were given special diets, a hard mattress to sleep on, a thin blanket, and a cool bedroom, and frequent washing with cold water was recommended.

By the 18th century the above recommendations were common although, as you went from doctor to doctor, their approaches varied.

By the 19th century both the treatment and the disease had become more complex. It was believed that 'masturbatory insanity' was incurable and therefore its early detection was important. Parents were told to tie the hands of their children to the sides of the beds or to purchase mittens that had iron thorns for the children to wear during their sleep.

If the insanity brought about by masturbation ran its full course, there was a breakdown in the thought process of the individual and this led to a failure in the individual's intelligence. Nocturnal hallucinations, suicidal tendencies and homicidal behavior were all characteristics of this disease.

If all treatments failed surgery could be recommended. Fibulation, the putting of a metal ring through the foreskin of the penis to prevent erections, and clitoridectomy, or the surgical removal of the clitoris, were two operations performed. These were cruel, harsh, inhuman and needless surgical procedures.

The expression, Onanism, comes from the biblical story of Onan. You will recall that Onan was told by God to impregnate Tamar, his brother's widow. Onan avoided a possible pregnancy by using coitus interruptus because he realized that any baby borne by Tamar would carry his brother's name rather than his. God became angry with Onan's disobedience and struck Onan dead (Genesis 38:8-10).

Marriages between a man and his brother's widow were called Levirate marriages and were mandated under specific circumstances. For example they existed to protect tribal lineage and property. (Deuteronomy 25:5-10).

By the 17th century this spilling of the seed, as Onan had done, and masturbation,

had somehow become synonymous. It was known as the sin of self-pollution, and it became a holy warning against masturbation.

II. Masturbation Today

Today many health professionals see masturbation as a rehearsal for adult sex. It is a safe way for young people to discover how their bodies respond to sexual stimulation.

On page 95 of the excellent book, *The Kinsey Institute, New Report on Sex*, by June M. Reinisch Ph.D and Ruth Beasley M.L.S., are listed ten commonly asked questions on masturbation.

1. Is masturbation bad for your health?
2. Does masturbation cause pimples?
3. Does masturbation cause insanity?
4. Can masturbation permanently enlarge your penis size?
5. Can masturbation permanently shrink or shorten your penis?
6. Does masturbation change the shape or curve of your penis?
7. Does masturbation permanently alter the size, shape or color of any part of the female genitals?
8. Does masturbation cause disease?
9. Does masturbation as a teenager reduce your ability to respond sexually with a partner later in life?
10. Is there anything wrong with *not* masturbating?

The answer to all these questions is no. Remember, not everyone masturbates. If you do not masturbate it is alright. Just be certain this decision is not based on fear, guilt and related anxieties.

III. Infants and Young Children

By age one, or shortly thereafter, most infants have discovered, through self-exploration, that it feels good when they touch their sexual organs. It is critical that we, as parents, view this inevitable discovery on the part of our children in a positive fashion. Certainly this behavior must not be punished or approached in any negative fashion. Punishment forces secretive behavior and this leads to feelings of guilt and shame.

How should we approach the situation? Let us say the infant is touching himself/herself in front of other people. That infant should be picked up in the usual close, loving way and carried to his/her bedroom. No sign of disapproval is to be given.

If it happens to be an older child, acknowledge the behavior in a positive fashion but then ask that he/she go to a more private place, such as their bedroom. We can say, "I'm glad you know that your body feels good when you touch yourself in that way but that kind of touching is private. If you want to continue doing that please go to your room."

This type of response worries some parents because, in effect, we are saying it is alright to go to your room and masturbate. But remember, we know it is a harmless activity. What is important for children to understand early in their lives is that, in our culture, sexual behavior is a private matter. Another lesson they must learn is that what we do in private is not bad, dirty, a sin or shameful.

IV. Adolescent Masturbation

There are many reasons why playing with oneself is common among adolescents. There is the obvious one that it feels good. It also helps release tensions and stimulates the young person's fantasy life. Last, but not least, it is not dangerous to either our physical or mental health.

There are other positive outcomes. It can help adolescents become more skilled adult lovers. Boys, through masturbation can learn to delay their ejaculation. In their adult years this will provide greater sexual and emotional satisfaction for themselves and also their partners. Girls, through masturbation, can learn not only how their bodies respond to sexual stimulation but also how to achieve orgasm. Once again this will be of benefit to both partners in their adult lovemaking.

It has taken many decades to remove much of the negative attitudes regarding masturbation. These negative messages have been with us for centuries. If, as a parent, you wish to explore the subject of masturbation, try your local library or bookstore. Look for books that give healthy, positive viewpoints on human sexuality.

My list of writers includes Mary S. Calderone M.D., Eleanor Hamilton Ph.D and Joanna Cole.

If you still have doubts, will you believe Ann Landers? On October 24, 1993, her column's heading in *The Gazette* read, "Masturbation is a sane and safe alternative to intercourse, Ann says."

John DeNora has a Masters degree in Human Sexuality and is available to do workshops. He has taught for thirty-five years in Quebec.

BOOK REVIEWS

Crow and Weasel

by Barry Lopez, Ill. by Tom Pohrt
Random House, 1993
79pp, soft cover, \$14.95

"Crow and Weasel" is a story of a journey. These two main characters embark on a trip travelling to places no one in their village has gone before. Indeed many of the elders as well as the families of the two adventurers are not in full agreement that this quest should be undertaken by two village members who are so young and inexperienced. But a vision by Mountain Lion seals the challenge.

The journey begins (in what seems to be) somewhere in the United States' midwest and continues as far as "the land of the fruit." Along the way the two characters come to know their own strengths and weaknesses and individual personalities. They learn to depend on each other, develop their strengths and minimize their weaknesses. Therefore, besides being a journey of new physical experiences, it also becomes one of new emotional and social experiences.

Numerous "life lessons" are also learned along the way. Lessons such as the importance of sharing, of respect, of being who you are or being humble and honest. These lessons are eloquently summarized throughout the book. Beautifully put sayings such as "A man who thinks [so] much of himself, surely he is one who will be distracted by the most meaningless things in life." or "The stories people tell have a way of taking

care of them." give meaning and depth to these lessons.

Although the story is placed in a native setting, it is one which could happen anywhere. The ideals, the feelings and the adventures are all universal. Reading this book, one does not feel that one is reading a unique native legend. But there are definite references to native custom and tradition. The obvious one is the clothes of all the characters which are visually depicted as authentically as possible. The physical features and geographic locations of the story are also readily associated with native habitats. There are however some unique references to native tradition. One in particular is placing the bones of a hunted animal in a tree. This is done in order to give thanks and to protect the bones from harm.

The illustrations throughout the book are beautiful. They realistically depict the clothes, the physical and environmental features and the colours of the subjects. Many of the drawings are a symphony of browns, yellows and mossy grasses — the colours of "the north".

This is a book that can be enjoyed by readers of all ages. The language is simple and concise allowing for younger readers to appreciate the plot and more mature readers to appreciate the inner messages and truths.

Metha Bos

150 Things to Make and Do with Your Children

by Juliet Moxley, Ebury Press,
London: 1993, pp 96, \$16.00

If you enjoy making things or doing creative projects with your children — then this is definitely a great book for your home library.

Divided into seven easy chapters (everything from Modelling to Fun With Food to Easter And Christmas Ideas), this book offers simple, easy to follow instructions together with bright and colourful illustrations/photos. The author has already "consumer tested" all the ideas with Nursery and Elementary school children — not to mention her own family of four! So



you can be assured the ideas do work! There are lots of fun activities in this book — your children will have no excuses for being "bored" — there's something for everyone!

Hand and foot printing for the little ones (nice & messy!), jewellery making for the girls, masks for boys, and how about tie-dye t-shirts for the teenagers!

Want to try something different? How about collecting a spider's web and framing it! Learn how to foretell the weather and impress your friends.

This book has it all. I recommend you pick up a copy for your home library. You'll get many new hours of fun and creativity from it.

Ann Bishundayal

Markova suggests that we can identify our own learning pattern by noticing "how we think about something; does visual recall come first, then sound, and finally touch and movement?" If so, then you're a VAK. But I can't make any sense out of her stereotypes, and I don't come to the same neat conclusions that she does. I can't figure out if I'm a VAK, a KAV or a combination of all of them. Maybe psychologists or hypnotists can make some use of this theory, but for us regular parents, it seems at once too abstract and too confining.

But, while I can't really believe in Markova's theory, I can't seem to put her book down, either. It's tremendously readable, full of real-life stories. If I ignore those irritating three-letter acronyms, what remains is an encouraging, hopeful vision of learning. And I can't disagree with her major thesis, that we all learn in different ways, and that when we can be sensitive to these differences, we can unlock the joy of learning in all our children and give them the confidence to embrace their future.

Leslie Hirst
Seignior School

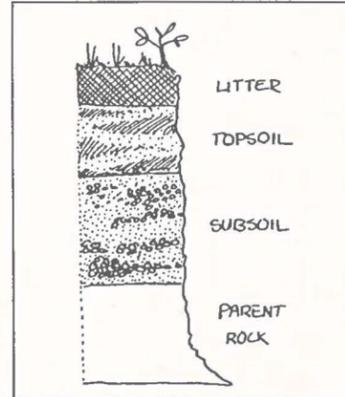
Let's Explore Light & Shadows and Let's Explore Soil & Rocks

(AIT, Agency for Instructional Technology, Bloomington, Indiana, 1993); \$125 U.S. / video

Keen observations and asking the right questions are the hallmark of good science. The videos, LIGHT & SHADOWS and SOIL & ROCKS introduce their respective topics by allowing children to talk about their experiences with and perceptions of them. In LIGHT & SHADOWS a mime hints to the characteristics of shadows by acting out Robert Louis Stevenson's poem MY SHADOW, while in SOIL & ROCKS children play with soil and rocks and make observations about their characteristics. The build up in both videos is to ask the questions: "What causes shadows?" and "What is soil made up of?" These questions are answered by a non-intimidating child animator using visual aids and action pictures. The concept of light and shadows is further explored in a classroom setting by allowing children to "discover" the characteristics of shadows, while those of soil and rocks are accomplished through a visual tour of a farm conducted by the farmer's daughter. Both videos challenge

children in a "You Try It" segment to explore their environment and make new "discoveries".

LIGHT & SHADOWS and SOIL & ROCKS follow a simple interactive format: children make observations, a crucial question is asked, the answer is explained and conceptually developed, children



are encouraged to make "discoveries" and lastly they are challenged to explore their surroundings. Both videos represent an excellent start to kindle children's interest in science and to show them that science can be fun. I highly recommend both videos for the teaching of science at the elementary level.

Deo Bishundayal
Elizabeth Ballantyne School

Ed Note: For further information about this series of ten 15 minute videos, write AIT, Box A, 1111 West 17th Street, Bloomington, IN, 47402-0120, or call 800-457-4509.

How Your Child Is Smart

Dawna Markova, (Berkeley: Conari Press/Vancouver: Rain-coast Books, 1992). \$13.50 Cdn., paperback

Some children seem to sail through their young lives, learning everything easily — schoolwork, sports, art or maybe music. So what's their secret? Dawna Markov says that these children are mainly just lucky. They're lucky that the traditional method of teaching — "I talk, you listen and you learn" — works for them.

But what about the others? What about the child who stares out the window, spaced out, the one who doodles instead of listening, or the child who can't sit still and concentrate for more than five seconds? As parents, we know our kids aren't really dumb. We've seen them learn to walk, talk and interpret the nuances of social behaviour at home and with friends. So why do some children stop learning once they go to school?

Markova says that everyone is smart, but in different ways — it's not *whether*, but *how* your child is smart. Her theory is that everyone has a "personal thinking pattern," and that once we can identify it, we can help our children tap their resources and release their learning potential.

So far, so good. I can believe that some children learn better by being shown, some by reading about it on their own, some by doing it themselves. Some are comfortable with abstract concepts at an early age; others don't feel the truth of things until they can manipulate a physical reality.

Certainly parents and teachers should be aware of these differences — and a lot of them are.

But Markova goes further than this. She has a very precise theory about learning. She says that there are six possible learning patterns, or ways to think. They depend on the relationship between our states of consciousness (conscious, subconscious and unconscious) and the "languages" of the mind (visual, auditory and kinesthetic). She categorizes these thinking patterns as VAK, AVK, KAV and so on. When VAK people take in information, for example, they first process visual images in their con-



scious mind, then sounds (auditory images) in their subconscious mind, and finally touch and feeling (kinesthetic images) in their unconscious mind.

The trouble with these learning patterns is that they are at first confusing and finally too simple. The annoying similarity of the three-letter acronyms — VAK, KVA, AVK — just makes me want to say AWK! And when (if ever) you sort out their meanings, the concept itself turns out to be too simple.

Canada Yearbook 1994 Statistics Canada

A limited edition, 707 pages, available in Fr. or Eng., \$65. Candn./\$62 U.S. (S&H included). Available from bookstores or Statistics Canada (Mtl area call 514-283-5725, or 800-361-2831).

Canada Yearbook 1994 is such an informative book that I think every Canadian should own one! Backed by facts — it is, after all, produced by Statistics Canada — it contains a wealth of information. Are you worried about teenagers and drunk driving? You will be happy to know that there has been a 31% decline in the number of impaired driving charges between 1981 and 1991. Public awareness, increased policing and stiffer penalties are credited with this change. But kids will be kids! Open the book to another page and there's a photo of three teenagers smoking in a back lane. The viewer is struck by their youth, the joyous conspiracy of wrongdoing, and their expressions of cool sophistication and cigarette savvy.

For those who enjoy mathematics, this book contains charts and graphs galore! They deal with everything in Canada, all of them beautifully rendered with gold

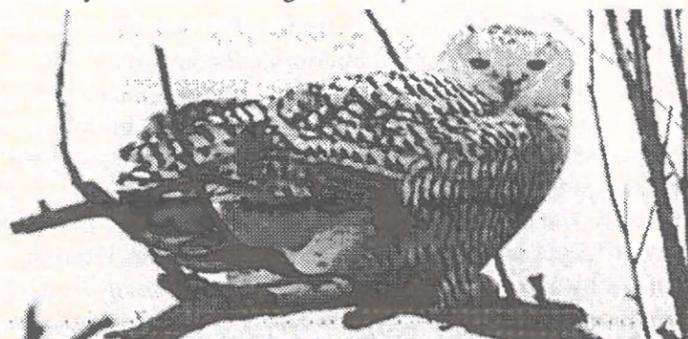
highlights. The pictures in the book tell the history of Canada, touch on the natural beauty of our country and show us scenes of everyday life through photos of young and old alike. People! There are figures of political prominence, including a sketch of Mackenzie King and his dog, Pat, and complete unknowns, such as a dramatic photo of the legs and leg irons of three Canadian criminals.

There's good practical advice. It pays to pay off your mortgage! A survey revealed that Canadian parents feel it is important to read to their children. So let's be "Canadian" and read.

There are some great stories in this book. The story of the arrival in Canada in early 1993 of our new official kilogram (which cost \$45,000.00) is quite a weighty matter. Thank goodness the metre is measured using the speed of light!

I could go on forever, but I feel that it is time to get back to contribute my share of the time that Canadians spend doing housework — 20.7 billion hours. No wonder I'm so tired!!!

Anna Marrett
Westmount High Home and School



FALL CONFERENCE WORKSHOPS

Mutual Respect within the Family



Margaret Mitchell and Ed Cukier explain to parents how to keep in-family scraps to a minimum. One major rule: Fight Fair! Attack the problem NOT the person.

Most people attend workshops to learn new skills. "Mutual Respect within the Family" was a jackpot of ideas that can be used by anyone. This excellent session was presented by Ed Cukier, Psychologist, PSBGM, and Margaret Mitchell, Learning Consultant, Lakeshore School Board.

We began the workshop by separating into smaller groups. We used colour-coded hearts that had been pasted inside the handouts. Moving about the room looking for people with the same colour heart really helped to break the ice.

We went on to do an exercise that showed how self-esteem is (or can be) adversely affected in many ways each day. Examples given were: unkind words from parents, teachers and friends, bad report cards, harsh criticisms, neglect, and many others.

We then proceeded to discuss ways to build self esteem. Our handout listed the following:

Goals for the Successful Family

- Self esteem as a child and as a parent.
- Concern for others in the family.
- Self-direction as a child and as a parent.
- Problem solving, communication, decision-making, accountability and family processes.

Each group worked together to list ideas. Suggestions were recorded and presented to the class. Many suggestions were just common sense ideas.

The session helped us to focus on the importance of respecting one another in our daily encounters.

It goes without saying that

things do not always run smoothly within the family unit. The handout listed:

Rules for Fighting Fair

1. We find out the problem.
2. We attack the problem, *not* the person.
3. We listen to each other.
4. We care about each other's feelings.
5. We are responsible for what we say and do.

Fouls

- blaming
- making excuses
- not listening
- getting even
- name calling
- teasing
- threats
- hitting
- bossing
- put downs

Putting all these rules into use might not be easy to do. As in any relationship, it takes hard work and dedication to make it successful.

Some practical tips for family problem-solving included the following:

1. Find a good time and place to talk.
2. Identify the problem or issue.
3. Brainstorm for solutions.
4. Choose a solution and agree on it.

I'm sure many of us left the session feeling positive and light-hearted. Many thanks to Ed Cukier and Margaret Mitchell for a knowledgeable and enthusiastic presentation.

Catherine Holloway
Edgewater School

Implementation of Linguistic School Boards

September 1993 to
June 30, 1996

July 1, 1996

If the Government of Quebec maintains July 1, 1996 as the date of coming into force of the new school boards then the following must take place:

Article of Bill 107 / Bill 102	Date	Action to be taken
111 (Bill 107)	between Jan. 1 and Mar. 1, 1995	Government must adopt a decree establishing the new school board territories.
510 (Bill 107)	by April 15, 1995	Agreement by existing boards on the establishment and composition of provisional councils for the new school boards. The Minister or his/her delegate calls first meeting of the provisional council.
516 and ss. (Bill 107)	after April 15, 1995	Decisions by provisional councils and existing boards re: division of buildings and staff. Naming of interim Director General by provisional council.
515.1 (Bill 102)	between June 1st and Oct. 30, 1995	Establishment of electoral lists for new boards.
129 and 130 (Bill 107) 515.2 and 515.3 (Bill 102)	from Nov. 1 to Dec. 31, 1995	Serving of written notice of dissent on provisional council by voters.
528 and 529 (Bill 107)	from Jan. 1 to June 30, 1996	School board elections for new school boards
530 (Bill 107)	July 1, 1996	Newly-elected commissioners take office.

Proposed time-lines

Present boards continue to exist.

New linguistic and new dissentient boards begin to operate.

Action to be taken

Government must adopt a decree establishing the new school board territories.

Agreement by existing boards on the establishment and composition of provisional councils for the new school boards.

The Minister or his/her delegate calls first meeting of the provisional council.

Decisions by provisional councils and existing boards re: division of buildings and staff.
Naming of interim Director General by provisional council.

Establishment of electoral lists for new boards.

Serving of written notice of dissent on provisional council by voters.

School board elections for new school boards

Newly-elected commissioners take office.

Bill 107

Working Towards a New Partnership — Scenarios and Concerns

The interest in this new Bill was demonstrated by an overflow crowd in the school gym. The implementation of the Bill will change the organization of Quebec schools from a system based on religion to one based on language. These changes will have a great impact on all schools in Quebec.

Ann Cumyn, Lakeshore School Board Commissioner and Education Committee Chairman of QFHSA, reviewed the time line for the introduction of these

changes (see accompanying box). Sarah Dougherty, of the law firm of McCarthy, Tetrault, reviewed some legal aspects of the Bill.

From the many questions that followed, it was obvious that workshop delegates had many concerns about the changes. The workshop leaders received a warm round of applause for their very knowledgeable presentation. Indicative of the general interest were the many people who stayed behind to ask even more questions — and receive many more answers from Ann and Sarah.

Home & School

Anne Swettenham chaired the workshop on running a Home & School assisted by Debi Brown, Helen Koeppel and Barbara Milne-Smith.

Lively discussion between locals on how to get the principal on your side! Suggestions: schedule a meeting with him/her to see what his goals are for the school; what is his philosophy? Can we work together on this?! Important to have a DIALOGUE. Principal who does include parents in his planning has a happier school that parents view as welcoming them.

The importance of good communication between the home and the school was stressed. Listen carefully to what is being said to you; other parents' views are important to your goals. Good listening is a skill and has to be cultivated! Communicate with your parents via "good news" newsletters and publicity regarding activities, school successes, etc.



Anne Sweetenham, Executive V.P., QFHSA, leads workshop on "How to organize a Home & School".



Sarah Dougherty, lawyer, explains a point to an attentive group of parents. Participating in the discussion on the new linguistic boards were Ann Cumyn, QFHSA Education chairman (centre), and Allan Locke, QFHSA Co-President (right).

QFHSA's 50th: We are pleased to honour..

PAST PRESIDENTS OF QFHSA

- | | |
|--|--|
| 1944-46 Gordon Paterson | 1967-69 Dorothy Frankel |
| 1946 A.M. Patience | 1969-71 Doreen Richter |
| 1946-47 K.C. Fensom | 1971-73 Denise Arrey |
| 1947-48 A.W. Smith | 1973-74 William I. Miller, Q.C. |
| 1948-49 J.A.B. McLeish | 1974 John Goodchild |
| 1949-51 Dr. E.C. Powell | 1975-77 Elizabeth O'Connell
(appointed Jan '75;
elected May '75) |
| 1951-53 L. Mowbray Clark | 1977-79 Rev. Alex Morris |
| 1953-55 Reuben Resin | 1979-81 Dr. Calvin C. Potter |
| 1955-57 Douglas Walkington | 1981-83 Owen Buckingham |
| 1957-59 Runa Woolgar (first
woman president) | 1983-85 Marion Daigle |
| 1959 F.W. Price (resigned to
become director of the
Canadian Conference on
Education) | 1985-87 Sylvia O. Adams |
| 1959-61 Jack W. Chivers | 1987-89 Helen Koeppel |
| 1961-62 John N. Parker | 1989-90 Helen Koeppel (interim
president) |
| 1962-64 Wolfe Rosenbaum | 1990-93 Barbara Milne-Smith &
Jon Percy |
| 1964-65 Sandra Donovan | 1993- Wendy Buchanan &
Allan Locke |
| 1965-67 John H. Purkis | |



PAST PRESIDENTS PRESENT AT 40th: (left to right, standing): Owen Buckingham, John Parker, Mary Buch (1969 Buzzell Award winner), Bill Asherman (special advisor to several presidents), Betty O'Connell, Fred Price, Doreen Richter, Cal Potter. (Seated): Reuben Resin and Doug Walkington.

BUZZELL AWARD WINNERS — given to a Home & Schooler for outstanding service at the provincial level (other than the President).

- | | |
|------------------------------|--|
| 1950 Ernest A. Jarand | 1973 Gordon Robertson |
| 1951 David V. Jackson | 1974 Maybelle Durkin |
| 1952 Arthur R. Colman | 1975 Rev. William Clinton |
| 1953 Mrs., T.B. Hughes | 1976 not awarded |
| 1954 Alex G. Pryde | 1977 Patricia Lewis |
| 1955 Mrs. A.D. Brieve | 1978 Joan Riches |
| 1956 Dr. W.P. Percival | 1979 Joan Mansfield |
| 1957 Mrs. Isobel Shuster | 1980 Fay Richardson |
| 1958 Mrs. R.D.H. Heard | 1981 Dorothy Chant |
| 1959 Dr. Baruch Silverman | 1982 Gordon Perry |
| 1960 William Asherman | 1983 Barbara Milne-Smith |
| 1961 Mrs. Rose Simon | 1984 Gisela Amarica |
| 1962 A.R. Hasley | 1985 Joan & Allan Locke |
| 1963 Paul Gerin-Lajoie | 1986 Sandra Keightly
& Rose Kandalgaonkar |
| 1964 F.W. Price | 1987 not awarded |
| 1965 Mrs. J. Alan Scott | 1988 Caspar Esselaar |
| 1966 not awarded | 1989 Jon Percy |
| 1967 Dr. Howard S. Billings | 1990 Anne MacWhirter |
| 1968 not awarded | 1991 Charlene De Conde |
| 1969 Mrs. George E. Buch | 1992 Carol Ohlin |
| 1970 E. Michael Berger, Q.C. | 1993 Marion Daigle |
| 1971 Mildred Clark | |
| 1972 not awarded | |



Joan Riches, Buzzell Award winner in 1978. A long time devoted Home & Schooler, starting with Seigniory School, Joan became chairman of the QFHSA Resolutions & Policy Committee and, later, a commissioner with the Lakeshore School Board. In late 1978 Joan and her family took off for Venezuela where her children were enrolled as "illegals" in the school system there, taking French and English. In Venezuela the only permitted language of instruction is Spanish!

Patrick Baker, Paterson Award winner in 1988. At the time Principal of Greendale School, the Greendale Home & School nominated Pat for his ability to make parents feel a part of the "team" and stressed he had brought the parents "back to school". Pat has always shared his unique talents with Home & Schoolers and has been an outstanding workshop leader at our conferences. Since 1960, Pat has been part of the Lakeshore School Board team and is currently Asst. Director of Human Resources (responsible for professional development).



GORDON PATERSON AWARD WINNERS — given to an outstanding educator who has given long service to the education of children, and encouraged the participation of parents.

- | | |
|-------------------------------|-------------------------------|
| 1973 Dr. L.P. Patterson | 1984 Constance Middleton-Hope |
| 1974 Professor Frank R. Scott | 1985 Robert E. Lavery |
| 1975 Winton Roberts | 1986 Tom Bean |
| 1976 Ian Trassler | 1987 Donald Barnes |
| 1977 Lorne Hayes | 1988 Patrick Baker |
| 1978 Lloyd MacKeen | 1989 Patricia Lewis |
| 1979 David Hill | 1990 Bertha Hayes |
| 1980 William Ralph | 1991 Kathy Gorrie |
| 1981 Margaret Seveigny | 1992 Ellen Wernecke |
| 1982 Ernest Spiller | 1993 Richard Meades |
| 1983 Lucien Rossaert | |

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FOCUS on the LOCALS

LINDSAY PLACE

A school that cares

Lindsay Place High School and UNICEF, what a team!

It all started very humbly, in 1987. That year, we decided that there was no reason working for UNICEF should be limited to elementary school children. So, we organized a Halloween Cake Raffle and raised \$115 for UNICEF.

Every year, after that, saw our involvement and our contribution grow. It increased to a point where, this year, we have raised close to \$6000. The money comes from 4 different sources: a UNICEF box contest between our 50 homerooms, a Halloween Raffle, the sale of discount books (Solid Gold & Entertainment) and the sale of Unicef greeting cards.

The UNICEF Campaign starts in mid-October, with an assembly where our 1300 students are given a pep talk in which they are reminded about the millions of children who are suffering and dying in the world and about the fortunate situation in which they are, here, on the West Island.

As educators, many of us feel that awakening the social conscience of our students, by making them aware of the dire needs of others, is one of our responsibilities.

And our students respond well to our appeal for charity. They are indeed very generous. In one class, the youngsters put an average of \$10.41 each, in their UNICEF box, in ten days.

Lindsay Place is indeed "a school that cares".

*Y.W. Vaillancourt
Unicef coordinator*



Winners of the Unicef Bank Contest, held between 50 homerooms. They gave a total of \$291.48 or \$10.41 per student. Congratulations!

CEDAR PARK

Happenings!!

Cedar Park School has experienced so many interesting events in the past few months and many more events are to take place. Marie-Louise Gay, a Montreal author and illustrator, visited Cedar Park to share with the children some of her books. The children asked many interesting questions about the ins and outs of writing and book publishing. The students enjoyed every minute of her visit, and hopefully we will now have some children practicing

some of her writing techniques.

Cedar Park enjoyed another successful Christmas Bazaar. This bazaar was a great success due to two talented co-ordinators, Ann Tellier and Laurie Thomassin, and a list of many more volunteers who participated during the day. Cedar Park Home and School expresses a big thank you to all who joined in.

Cedar Park ended 1993 with the sounds of beautiful bells ringing under the watchful eye of Brenda Walsh, Cedar Park's talented Music Teacher. The children looked terrific in their well pressed choir gowns, with voices and handbells ringing in perfect harmony.

The night will be remembered in CPS school history.

Noon time skating

This year Cedar Park students are again being offered noon hour skating. Helmets are encouraged for safety reasons. Everyone's hoping for the appropriate weather for C.P.S. students to glide to. Along with noon hour skating, many other lunchtime activities have been organized thanks to our Home and School lunchtime activities committee. The children have a good selection — chess, creative drama, crafts, cartooning etc. to choose from. Another Home and School

activity planned for the children is a hot-dog lunch, complete with entertainment. This has been a well attended event, and a popular fund raiser for Home and School.

In addition to lunchtime activities, Cedar Park School planned a night time ski-trip in February. Both parents and students enjoyed this evening of fun on the slopes. Also an evening is being planned at our local skating rink, so that our children can show their parents their skating abilities.

Rumours are being heard in the halls that the Grade Six students are in training for their volleyball tournaments. Also rumours are

being heard that parents will be challenged to a game or two. Watch this space to learn of the results.

In closing, the Cedar Park Home and School would like to say good-bye to the Hedmann family, who have moved to British Columbia. Donna was a loyal volunteer at Cedar Park and worked especially hard, particularly on Christmas food baskets and for the needy. Everyone will miss this extremely devoted volunteer, who was so valuable to the Home and School Association.

Cindy Lane

NEW CARLISLE

The Saturday morning Reading Circle for children in grades Kindergarten to six, started again in December. Juice and popcorn are

sold to raise funds and younger children, or children with special needs, are welcome if they are accompanied.



Pictured above is Shane Farrell, a graduate of the Bonaventure Polyvalent receiving the Day Memorial Bursary of \$300.00 from the Chairperson of the Bursary Committee, Judith Gallan. Shane is presently at Gaspé Cegep, studying in the Human Science with Math program. The New Carlisle Home and School Association awards the bursary annually to a deserving graduate of Bonaventure Polyvalent.

THORNDALE

The students and staff of Thorndale have participated in a stress reduction program learning relaxation and breathing techniques. It is an on-going process and when properly practised can reduce the effects of daily stress. Professionals have found these to be useful tools that can be utilized by a child or adult all of their lives. This program was generously subsidized by the Home and School. Also the staff helped by holding a fundraising dance for parents and friends. It was a great evening and many lucky people went home with a door prize.

In October the students were treated to a production by Youth Theatre and then in December the primary students entertained parents with a wonderful Christmas concert.

This year in lieu of Christmas gifts to teachers, donations were made to the Tiny Tim Fund of the Montreal Children's Hospital for a total amount of \$1,615.00. What a wonderful and generous way to recognize the hard work of our staff!

In March Home and School will once again be offering a variety of lunchtime activities for the students, a program that is always popular with the children. Also in March we will have our annual Book Fair for students and parents.

Ellen Pender and Carol McCarty



EDINBURGH



Schools across the Greater Montreal area participated in the annual Greater Montreal Athletic Association cross country run. The course is run over 2.3 kilometers of difficult wooded terrain on Mount Royal. For the second time in recent years, both the Edinburgh boys and girls team finished first (in 1991-1992 the boys and girls teams also brought home both banners). The girls competed against 88 other Grade 5 and 6 students. Kim Doubt and Frances Bristow were also individual ribbon winners, placing second and third respectively. The girl's team winners (above) include Kim Doubt, Frances Bristow, Wendy Butler, Andrea Dolan, Tara Gerris and Clara Bird. Congratulations to all the team members and their coach, Margaret Brass.

ELECTION EXPERIENCE

Mrs. Hochstein's grade six class held a mock election '93. The leaders of the five parties, Marianne Fillion (P.C.), Tara Gerrie (Liberals), Rebecca Soroka (Bloc Québécois), Chelsea Gaul (N.D.P.), and Andrew Greenbaum (Reform), made speeches to the other six classes and held two debates.

Only grade six Edinburgh students who are Canadian citizens were eligible to vote in the election on October 22nd. The students really enjoyed having a chance to express their opinions and find out what an election involves.

And yes — the Liberal, Tara Gerrie, won!

SCHOOL BOARD SUCCESSES

Lakeshore School Board

Gordon Blackman, an English and Social Studies teacher at *John Rennie High School* in Pointe Claire, has been named the 1993 winner of the Encyclopedia Britannica Award which is presented to a classroom teacher who through teaching and/or related activities is considered to have made an outstanding contribution to education in the area of multiculturalism.

Blackman is well-known for implementing Black History courses at John Rennie and for his involvement in promoting Black History Month each February.

The winner of the award was announced at the Canadian College of Teachers (CCT) Annual General Meeting in Edmonton on September 27 last.

PSBGM

A new approach to homerooms is a great success at *Riverdale High School*. The idea of implementing Teacher Advocacy Groups (TAG) was accepted by the staff at Riverdale High School last year.

The program is intended to foster a better understanding between students and staff and provides teenagers with an adult they turn to with their problems. The program involves dividing students from all different grades and backgrounds into small groups, each headed by a teacher. The groups meet at the start of each day for 15 minutes, much in the same way traditional homeroom classes do.

TAG teachers are expected to carry out typical homeroom duties like taking attendance and reading bulletins. They are also responsible for the discipline of each of their students and are encouraged to take each of their teens under their wings. Also students with problems can approach their TAG

EDGEWATER

As part of Edgewater's Christmas celebrations this year, the choir, under the direction of Mrs. Linda Tae, performed a selection of seasonal songs and readings. The following evening, the junior grades presented their concert, a play called *The Christmas Dragon*, performed by kindergarten, grade 1 and grade 2 level students. Both were well-organized and well-attended events.

On January 12th, Edgewater was proud to host Youth Theatre, a popular troupe of actors who travel to different schools, presenting themes with which students can easily identify. The topic of this year's play, *Whispers in the Dark*, was the preservation of our ideals, our heritage and maintaining our beliefs and cultures. It was Edgewater's pleasure to host this group.

We are enthusiastically preparing for our upcoming Winter Carnival in February. We'll tell you all about it in the next edition!

Elizabeth Glasgow

MOUNTAINVIEW

Otterburn Park

Mountainview School will be holding its annual "Flea Market" on Saturday, April 16th. Tables can be rented at 444 Mountainview, Otterburn Park. A lunch room is available. For more information please call Bernice Young at (514) 464-3344.

teachers at any time during the school day.

Eastern Townships School Board

Children at *Lennoxville Elementary School* had one recess taken away this year. Replacing their usual break is a 15-minute aerobics-power walk that students look forward to at 3:10 in the afternoon — and not just because it's the end of classes.

At 3:10 the school gets down. Kids throw down their pencils, put on sneakers and start moving. They run, jog or power-walk around the school's outdoor track. Inside 160 seniors do their 15-minute aerobic workout in the gym. The two groups rotate every other day.

The program has been a success in cutting down fatigue-inspired bickering between students at the end of the day.

The physical workout is part of a federal government program called Quality Daily Physical Education. It is aimed at improving the fitness level and health of Canadian children. Any school that offers students 150 minutes of physical instruction per week can apply to receive a School Recognition Award for the Canadian Association for Health, Physical Education and Recreation.

Since students at Lennoxville Elementary School already receive 90 minutes of regular physical education per week, the four additional 15-minute sessions, Monday to Thursday, make the school eligible for the award.

CHRISTMAS PARK

Christmas was a special time at our school

Once again, Christmas was a busy and very special time of year at our school. The school was alive with the sights and sounds of the holiday season.

A bulletin board contest was held, whereby each class created a display as a group project. This inspired some serious work, as the top prize was an extra 45 gym period. Mme. Adams' winter scene and Mrs. Thomas' "Loving House" received top awards, as did Mme. Assaf's "Helping Hands" tree, which was selected for display at head office.

Children also participated in many fund raising activities for the less fortunate. They collected

Carlyle Home & School Citrus Drive



For the fifth year, Carlyle School has successfully completed another citrus fundraiser. 45 children and parents participated in the week-long effort of unloading and delivering of \$28,036 worth of oranges and grapefruits. This annual campaign is the major fundraising event by Carlyle Home & School which funds our school's excellent music program in which all Carlyle children participate. Many thanks to all the Carlyle School supporters.

WESTPARK

October events

October at Westpark brought forth our first lunch time pizza sale organized by our grade fours with the help of volunteer parents. It was highly successful with over 300 pizzas being gobbled up by the children in grades 3 to 6.

Another success this month was the Annual Fall Book Fair operated by our Home and School Association. The Children and numerous parents were treated to a large selection of French and English books. The Home and School donated a thousand dollars from

the proceeds of the sale to our Librarian, Mrs. Elich, to purchase additional books for our library. A special treat for the children at the Book Fair was a surprise visit from CLIFFORD.

The grade sixes ran a highly successful Citrus Fruit sale to help them with their expenses for their trip to Toronto in late Spring. Many thanks to all the parents who supported them.

Our kindergartens, together with the City of Dollard des Ormeaux, planted three evergreen trees on Westpark Blvd. The children were given a lesson on the type of trees and their growth rate. As the children approach their thirties these trees should reach a height of thirty-five feet.

November was also jam packed

Westpark had its third annual bazaar on Saturday, November 20th. Once again it was highly successful thanks to the Home and School Bazaar Committee, the many sponsors and the support of parents.

The grade 4's were busy organizing their pizza sale to help raise funds for their spring camping trip to LaPerdriere. The pizzas were great and the sale was a huge success.

The aroma of fresh oranges and grapefruit permeated the school as 1500 cases were delivered on

November 29th. Profits from this sale will help cover the costs of the grade 6's trip to Toronto/Niagara Falls in mid-June.

December was fun

December brought the grade 6 concert which was presented to the parents on the evenings of December 6th and 7th. Under the direction of Mrs. Ovadia and Mrs. Beitel the children sang and danced their way through various movie musicals. The kids were terrific and played to a full house each evening.

Youtheatre entertained the children on Thursday, December 16th, with their play, "Whispers in the Dark."

KID MERCURY, the magician, demonstrated his magical talents to the kindergartens and grade 1's on Monday, December 20th.

A number of our classes from grade 1 through grade 4 entertained the shoppers at Fairview Shopping Centre on Tuesday, December 21st as they visit Riverdale for an interesting morning of mini classes, a tour of the school, lunch, plus a Sound and Light show.

Westpark children were busy in December bringing in tins of food to the school to help those less fortunate. As of December 13th, over 1000 tins had been collected.

Tula Corber

JOHN RENNIE HIGH SCHOOL

Home & School's main event in the month of December was our participation in the Open House organized to show prospective and current parents what our students have been doing. Our president was invited to speak at the assembly. We also organized a Food Fair in the cafeteria. This provided a quiet place to sit and discuss the evening's events and raised \$400.00 for our scholarship fund.

Parents also helped with the school citrus fruit sale by providing some supervision in the warehouse.

The Christmas Basket Campaign, organized by the Community Office, was very successful, with 43 baskets filled and distributed by the teachers and students.

Plans have been made for Teacher Appreciation Week. As in previous years, teachers will receive individually wrapped home baking and candies.

Esther MacLeod

Christmas countdown calendar

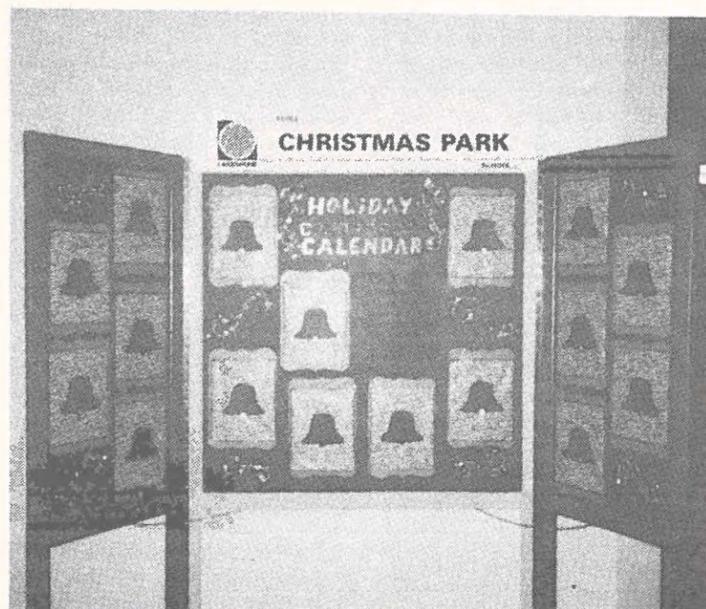
One of the children's favorite month-long activities revolved

around the creation of the Christmas Countdown Calendar. This was created with the aid of parent and teacher volunteers, and artistically displayed by Theresa Corazza. Each day a representative from every class would join in the foyer, unveil the thought for the day, and return and share it with their class. The emphasis was on respect for others and for the environment. Children also brought the thought for the day home to discuss with parents. Hopefully, a reminder like this made everyone a little more aware and sensitive to others and the environment.

The last week of school, a day was set aside where children, staff and volunteers were asked to wear green, red and white and then were invited to a brunch with the elves or a super sundae lunch. The proceeds of these activities were sent to *The Gazette* Christmas Fund.

All in all, a glorious holiday season was shared by all at the school, and children are eagerly awaiting the start of 1994.

Nancy Dubuc



The holiday celebrations at Christmas Park were really special this year and focussed on respect for others and the environment.

MORE FOCUS

COURTLAND

Fifty-one Grade five and six students participated in the Newcomball Tournament. Everyone had a great time. A big thank you to all the parents who helped with driving and supervising.

The grade three students thoroughly enjoyed a presentation by Sharon Jennings, a well known children's author, who visited the school.

In November the grade six students had a taste of the high school experience when they visited Lachine High.

Room six students had a chance to see dancer Margie Gillis perform for children. They were delightfully surprised by her "spectacle". Also, the students have decorated their hallway with Picasso type art work. After discussing Pablo Picasso, they used coloured chalk on black construction paper, some white paint and some wax crayons to get results they were pleased with.

The Christmas Concert was a great success. Thank you to the staff and to Line for their hard work, and to Mrs. Deszo, the pianist.

There have been several successful campaigns this year: the Sleeping Children's Campaign raised \$450 this year, enough to buy 15 sleeping kits; a total of 630 books were read for the MS Read-A-Thon, raising \$1,184; and, the Butterfly Campaign raised \$1,031 for disabled children.

The school has received a much needed donation of 7 Apple IIE computers from Lachine High.

ÉCOLE PRIMAIRE HARWOOD

Our Home & School membership drive was very successful with 157 families signing up. In mid September we organized a "Welcome Back" Picnic. Hamburgers and corn-on-the-cob were served and various games were played. The day was made even more exciting by a visit from an RCMP officer and his squad car.

Transportation is this year's school theme. All levels were identified on opening day by their indi-

SEIGNIORY

Throughout the month of October Seigniory School participated in Terry Fox month. On October 26 staff and students enthusiastically took part in our first Terry Fox run. On November 8 an assembly was held to proudly donate our proceeds, over \$2,000.00, to Catherine Rowe, provincial director of the Terry Fox Foundation.

Among other things, Nick Bogdanos, a cancer survivor who works in research at the McGill Comprehensive Cancer Centre, visited our school and, using cartoons and props, promoted active discussion of cancer research and treatments with students from Grade 1-6.

A special thanks to Deborah Hay for all her time and effort spent in helping to organize an informative and very successful Terry Fox month.

We kicked off the holiday activi-

ties with our highly successful Santa Shop. Our Christmas concert was on December 14. The students gave outstanding performances to packed audiences both in the afternoon and evening. Our senior grades organized a craft sale that was held on December 16. A great deal of time and effort was put into it, and the entire proceeds, over \$650.00, were donated to *The Gazette* Christmas Fund. Thanks to an exceptional effort on behalf of the students, staff and Home and School we were able to make Christmas a brighter holiday with overflowing Christmas baskets for twelve families in the community.

We are looking ahead to new and exciting activities this year. Courses began on January 11, ranging from arts and music to gymnastics and hockey. A special thanks to Heather Poirier for all her work. Seigniory School is indeed a special place to be this year!



The winners of the Terry Fox Poster Contest pictured here with Catherine Rowe, Provincial Director of the Terry Fox Foundation.

vidual mode of transportation. The hallways and classrooms all have street names (authors, and singers from Quebec) and speed signs (rules and regulations).

Fall happenings

Many outings took place in the fall. Various grade levels went apple picking, the grade 2's went to Camp Notre Dame for three days, while the cycle II's competed in a handball tournament and a cross-country run. Meet the Teacher Night was on Sept. 2nd while our parent/teacher interviews was later in November.

Hot Dog days are continuing

once a month (we've had two already) and are very successful. Our infamous Xmas Bazaar was held on Nov. 20th from 10-4. Forty to fifty artisans sold their specialty crafts, along with our own bake, ski/skate, and second-hand uniform tables. A hot lunch was served at our coffee shop.

Our Christmas fundraiser, always successful, featured 'wrapping' paper.

Last, but not least, our Home & School lunchtime activities are well underway with programs such as babysitting, ceramics, chess, computer and crafts.

Barbara Ball



GREENDALE

Twenty-five years of caring

The 1993 spring celebration of Greendale's twenty-fifth anniversary was the culmination of a school year full of the challenges and fun of a healthy growing environment.

This year will be no exception. Greendale Home and School will provide the challenge by updating the library with a computer system and an additional student computer. Consultant Bob Steele will visit the school to give workshops to both children and parent volunteers on the use of the new computers.

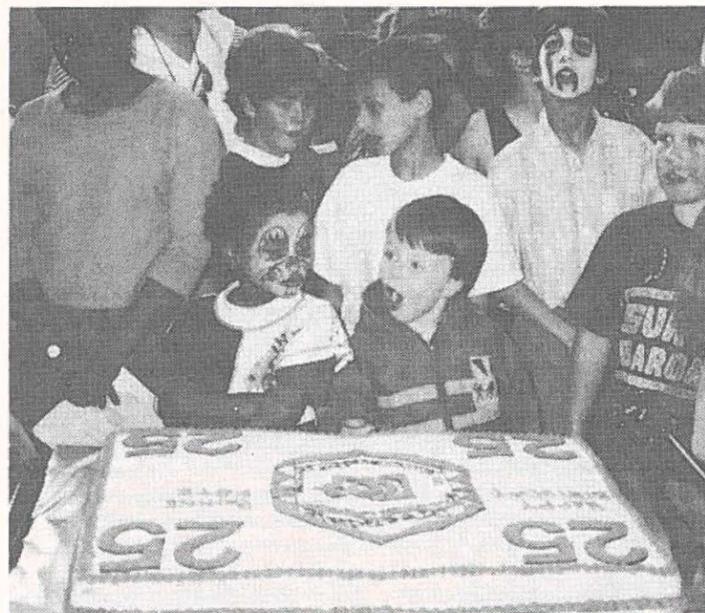
On the fun side, the Hallo-we'en Bake Sale proved an all

round winner. The kids loved the baked treats dished out by various Home and School hobgoblins. Everyone had a great time and it was a successful fundraiser as well.

The Holiday Bazaar met the same criteria — challenge and fun. Margaret Wilson met the challenge of mounting this popular event, giving unstintingly of her time, alongside other dedicated volunteers. The fun comes when the children proudly present their beautiful bargains to family and friends at gift time.

Greendale is a growing environment as the motto expresses. We can consider the anniversary celebrates a kick-off for the coming, growing years for our children.

Brenda Simpson



That cake looks yummy!

DORSET

Safety is very important

Security and safety are one of the issues this school year. Dorset has established, for the children's safety, a locked door policy. With four doors besides the front one being open, it isn't possible to know who's coming and going. These four doors are now locked from the outside. All visitors must report to the Office and pick up a visitor's I.D. badge. All staff and many of the regular volunteers have photo I.D.s. There is also a student on duty to direct visitors to the Office. In keeping with the safety issue we now have bus reps on our four buses. These reps are the communication link between the students, the drivers and the Principal. Student Council also formed a bike safety committee to enforce bike safety on school property.

We have playground equipment bins for each class this year. This idea is in keeping with dealing with aggressive behaviour in the playground. These plastic bins have been filled with everything from tennis balls and skipping ropes to snow molds and Krazy carpets. These have been a great hit with all the grades!

All the students had an opportunity to learn about Hydro Quebec this fall. As Hydro was dismantling towers and taking down lines next to the school, reps from Hydro came and talked to the school.

Student Council active

Dorset Student Council has also been busy this year. A Skip-A-Thon was held to raise funds. With this money, 10 pairs of X-country skis were brought. There was also a sizable donation given to their chosen charity. \$440 was given to

the Missing Children's Network. The whole school was at an assembly where Mix-96 DJ Terry Dimonte and Sue Armstrong from Child Find received the cheque. Terry was nice enough to stay and sign a few autographs!

Dorset has received many generous donations. Through a Pre-K parent, Mr. Chafe, CN has donated to Dorset 9 IBM computers! Home and School has given money so that these can be set up as soon as the necessary accessory equipment is bought. We have been extremely lucky. Thank you, Mr. Chafe!

School Fair was held Nov. 27. Co-ordinator Ann Jolin-Barnoff and her many wonderful volunteers did a great job. We raised \$3709. With some of this money we were able, along with the Performing Arts Committee, to purchase a reconditioned spotlight for our school productions. This was put to good use for the Christmas Concert. Kindergarten to Grade 4 put on Gingerbread Christmas. Proud parents watched as bakers, dolls, bears and toy soldiers sang and performed. The admission price this year was a non-perishable food item or toy to be given to the poor. We will be seeing Grades 4 to 6 perform "Clowns" in March.

In lieu of gifts for the teachers at Christmas, a Classroom Library Fund was set up. A sum of \$914.00 to date has been given to the teachers. Each received a note with the student's name on it stating they had given to the fund. The teachers are very pleased and looking forward to adding to their class libraries.

Well, January has arrived along with the cold and snow! Everyone at Dorset wishes all the best to all Home and School members.

Wendy FitzGerald

Winter Carnival in Nemaska



Winter has settled in. The days have grown very short and the temperatures have dropped to the minus thirties. The lake has frozen solid and the snow has covered everything with a sparkling white blanket which will remain until April.

But with February one can feel a slight rise in the temperature and one can remark that the days are indeed getting longer. This is the time for Winter Carnival.

Winter carnival in Nemaska is a joint project between the community and the school. Events and activities are organized for all ages and provide great entertainment for participants and viewers alike. The days are filled with ski-doo races, snowshoe races, hockey and broomball games, sack races, tug-of-wars, target shooting and log sawing contests, and a variety of other skill testing events.

Some of these are unique, especially to "city dwellers." One of my favourites is the tea-boiling contest. Contestants compete in teams of two, one male and one female. As the female races to the "water hole", with kettle in hand, the male splits the wood and begins making a fire. When the fire is lit, and hopefully roaring, the kettle is hung over it and the water is left to boil. The first team to succeed in making tea is declared the winner.

MEADOWBROOK WORKING TOGETHER

The Rummage Sale raised \$373. Thank you to all the parents who helped make it possible, to those who donated used clothing, to helpers who sorted during the day, to the cashiers, to the Scouts for cleaning up and to the staff who were helpful in assuring that the sale operated smoothly within the school schedule.

The final UNICEF total was \$1797! A special thanks to the students and volunteers who helped sort all the coins.

The H&S sponsored the December 6th Youth Theatre Production of *Whispers in the Dark*. The students enjoyed this treat.

Birthday book donations for the library are going well. Such a donation gives the whole school a chance to share in the celebration. A recent birthday addition was *La Soupe aux legumes*.

Approximately \$3500 was raised at the second Annual Christmas Fair. Ciba-Geigy, the school's partner in business, once again donated \$2000 towards the Christmas baskets.

This description makes it all sound quite easy, but it is amazing to see what complications can actually occur.

Another viewing favourite is the rabbit skinning contest. All contestants begin at the same time and the first to skin his/her rabbit is the winner. The snowshoe — toboggan race is a test of strength and endurance, in particular because there are no hills involved. Once again contestants compete in pairs, one male and one female. The woman sits on the toboggan and the male, on snowshoes, pulls her a specified distance. Once this leg of the race has been completed, the roles are reversed. Now the woman pulls the man!

Winter Carnival concludes with a community feast and a dance. Traditional foods such as caribou, moose, beaver, and those skinned rabbits are served along with boudin [blood sausage] and bannock. Winners in all the events are presented with medals, plaques and trophies.

So if you are finding the winter rather long and drab, you can try some of these activities or you can visit the James Bay area during winter carnival time.

Metha Bos
Luke Mettaweskum School

BEACON HILL

There's been something for everyone this fall and winter at Beacon Hill School. Apart from the day-to-day classroom routines, children have had a chance to experience a wide range of additional activities through the school.



Author/illustrator Marie-Louise Gay gives Beacon Hill students a first hand account of what it's like to write and illustrate children's books.

AYER'S CLIFF

Remembering our veterans

Nov. 11 — Remembrance Day was observed by the whole school, as we do every year. Thirteen veterans from the Ayer's Cliff and Magog Legions visited us and conducted the services. Our head teacher Mr. Dyer read a poem written by veteran Owen Quillinan of Stanstead. Mrs. Dezan's grade 2 class made decorated crosses and wreaths which the children pinned to a small cenotaph. After the ceremony, students were allowed to ask the veterans questions about the war.

Nov. 27 — In order to raise more funds for our playground, school committee member Nanette Paxton organized a spaghetti supper and cribbage tournament. Nanette did an amazing job! She organized all of the volunteers (other committee members), approached businesses and organizations for donations, found a venue at no cost to us, took care of publicity and even made the sauce! The volunteer parents helped to serve, baked desserts, worked in the kitchen and cleaned up. The dinner was held at Chez Steve's in Coaticook and we thank them for donating their hall and kitchen. We netted over \$1,500 and we'll begin plans for extending the playground in early spring.

Dec. 7 — Ayer's Cliff Elementary tried something new this year. New parent and committee member Cathy Morgan suggested that we hold a Christmas Gift Shop. This was a store set up for the children of our school to buy Christmas presents for their fami-

lies. Those who participated donated two brand new items per child. Each child made two purchases in the .50-\$3.00 range. Volunteer parents wrapped gifts and helped children. The students had lots of fun doing their own shopping and learned about the importance of giving (they were not allowed to buy for themselves). The proceeds were used to buy Christmas baskets for eight needy families!

We care about the environment

Dec. 8 — In keeping with the promotion of environmental awareness at A.C.E.S. our French Specialist Claire Beaubien had the idea of *Journée Déchet "0" Garbage Day*. This takes place every second Wednesday of the month during morning recess. Parents help their

children prepare a snack packaged in a reusable container. We hope that this will make them even more aware of the new "3R's", Reduce, Reuse and Recycle!

Jan. 14 — There is a very special lady who lives at Maple Manor (a home for the elderly) in Ayer's Cliff. Her name is Rosa Keeler and on January 13th she became 104 years old. Mrs. Dezan's grade 2 class visits Maple Manor several times a year and on this occasion they arrived with a decorated cake, a giant birthday card and smaller cards for each of the other residents. The children who take music lessons played some familiar songs while the others put on a little dance. Our children are really learning to give back to the community!

Ann Henderson



The children at A.C.E.S. meet W.W. II veterans.

EVERGREEN

ACTS OF VIOLENCE

The December issue of *Evergreen Events*, carried a reminder from Principal Richard Lessard about the dangers of violence on television. With Christmas holidays approaching it was an appropriate time to draw parents' attention to the recent *Gazette* article reporting *TV Guide's* finding that 1,846 acts of violence were count-

ed during an 18 hour period of TV programming.

At the same time parents' were alerted to the acts of violence found in the arcade game *Mortal Kombat*.

Lessard went on to comment: "The question arises as to the effect violence on TV and in videos has on children. According to the *Time* article, Parker V. Page of the Children's Television Resource and Education Center claims that such games make children more aggressive and more tolerant of

aggressive behaviour.

This may well be the truth as we seem to be locked in our own form of *Mortal Kombat* trying to combat the aggressive behaviour we see in the school yard, the violence in our communities, and the vandalism rampant in many West Island towns."

Principal Lessard suggested that parents monitor children's TV watching; watch TV with their children, to observe contents of shows; select non-violent video games which demand skill, thought and subtlety; and, look at what children are NOT doing when they are watching TV (not reading, playing outdoors, making friends, etc.).

Congratulations to Danielle Dessureault of Mme LeGallais' grade five class! She won the first Annual Terry Fox Children's Poster Contest. Her entry was sent to the Terry Fox Foundation in Montreal.

The Student Council has already been busy with three events: The Food Bank donations, the *Gazette* Christmas Fund and Pizza Day. For the Food Bank, students were asked to bring in different foods on different days (eg. pasta on Monday, Baby food on Thursday, etc.). For the *Gazette* fund, students were requested to donate a loonie.

Debbie Boles

Explorations '94 McGill Summer School

Explorations '94 is now accepting early registration for their program which runs from July 4th through July 29th, 1994. This four week enrichment experience gives bright children opportunities to be active, creative learners in an environment that responds to their needs. This program serves children aged six through seventeen at Dawson College and McGill University.

Credit courses for teachers.

For further information, please call 398-4252.

Westmount High

Parents Need Agenda Books, Too!

Way back in September, at Meet the Teacher Night, our principal, Mr. Meades, generously supplied every parent with a Parent's Handbook. Using the same design and format as the students' version, this handy reminder consists of the first 24 pages of the students' agenda. But, now that we are several months into the school year, we've found that, if we are to keep track of all the opportunities and events that are open to us as parents at Westmount High, what we really need are the week by week planners that our children have! So please, Mr. Meades, give this some serious thought.

Parents on the Loose

Parents were invited to participate in many events organized for teachers. These included workshops for staff, run on professional days, as well as an invitation to come to the annual PACT — PAPT Teachers' Convention in November. And let's not forget the QFHSA Fall Conference which addresses our needs as parents! I also had the opportunity to go up to Arundel for four days with staff and students and take part in Peer Mediation training run by the Freedom Group.

On the surface, these events seem to be very diverse. Surprisingly, taken as a whole they had were some very strong themes in common. Whether the goal was communication, encouraging parent participation in the school, nonviolent conflict resolution, promoting multiculturalism, or positive ways to resolve conflict in the schoolyard, many of the skills needed are the same. These include a good understanding of oneself. What's my conflict style? What's my cultural background and how does that make me unique and influence the decisions I make or the way I act? What prejudgments do I make when I first meet someone new? Understanding oneself actually leads to a better understanding of others.

Another important skill was active listening — really trying to hear and to understand what the other person is saying. Whether this is done by restating the other person's words or by paying attention to body language (yours and his/hers) your message should

come through loud and clear. I'm paying attention because I think that you are important.

On the lighter side, it was fun to run into other parents at the Queen Elizabeth Hotel during the Teachers' Convention. We compared notes on the different workshops we attended, and it was good to see familiar faces amongst the hundreds and hundreds of teachers present. We all had a chance to see and hear celebrities like Adrienne Clarkson speak. (Not to mention Mr. Meades. Well done, Sir. You should consider a career in public speaking — not that we will ever let you leave Westmount High!) The Home and School table, with its friendly and familiar faces, was another place to stop by



Odessey of the Mind project.

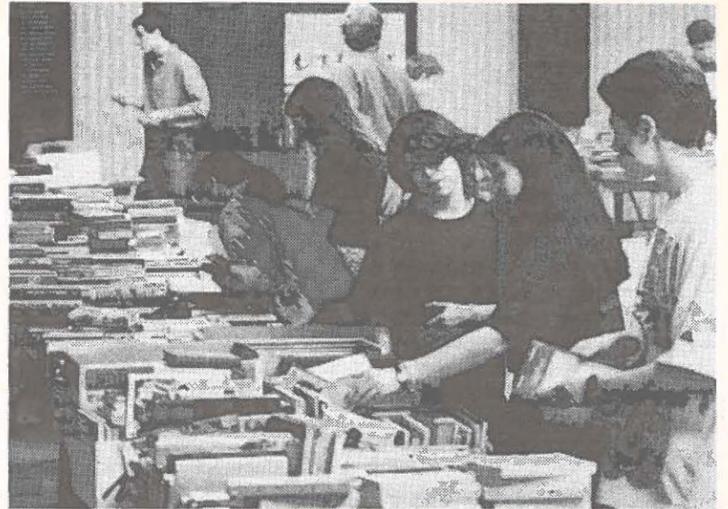
and compare notes. It was good to see teachers taking an interest in Home and School as well.

Meanwhile, Back at the School...

Parents have been busy in more traditional ways as well. The third annual book fair run on the same day as the Parent-Teacher interviews was a great success. The winning team of Francisco Uribe, Daphne Mitchell, Tom Bolton, Deborah Adler, and our librarian, Wendy Hayes are to be congratulated and the \$ 1900.00 raised will go to materials for the library. There were also many beautiful books and periodicals which were donated which will go directly onto the shelves.

School Committee arranged to have Wendy Hayes as a guest speaker this past month. As the meetings are held in the library, it

was a nice added touch to be able to hear all about it "on location". It was fascinating to listen to her describe the changing needs of supporting material for the curriculum and the latest books which our children want to read. The cost of some of the books, however, particularly French fiction, was staggering. In her discussion, she took us on a tour of today's school library where words like videos, computers, indexed periodicals, reference materials in both English and French, are standard vocabulary. Our new French encyclopedia, for example, is so hot off the press, it isn't even completely printed yet!!! Thanks for inviting Miss Hayes, Meg Sheppard. It was a lovely New Year's surprise for



The third annual Book Fair was a big success.

and School Committee meetings, has been sent. Thank-you, Meg, for all the time and effort you put into this project.

Parents Given a Special Welcome

Both our own parents and guests from other schools were invited to two major events here at WHS. First, our information evening on the Transition to High School and second, our Open House. At the Transition to High School, we tried to ease the worries of Grade 6 parents and answer questions from our own new parents. That first year at high school is quite an experience. But what better way to stay involved and in touch than by joining Home and School!!!

Open House is always a celebration. There's so much to see and the pride the students show in their school and their projects is wonderful. Not to mention the parents. We have a chance to share our school pride, too. Not only was the evening a great success, but the visits during the morning went very smoothly as well. The reason I use an adjective like smoothly is because some classes were so pop-

E. BALLANTYNE

On December 3rd the school saw Youtheatre's presentation of Noel Greig's play *Whispers in the Dark*. The theme of the play is contained in a riddle: "This is the most precious object you can't eat it, but it's the most nourishing food in the world. You can't wear it, but it brings warmth to the coldest day. You can't hear it, but it possesses the voices of the whole world."

The answer to this riddle is a book. As Principal Candib reminded the school in her message in the December issue of the *EB Update*, "literacy is the key to unlocking all the mysteries of life and we...are committed to helping children discover the wonder and richness that is contained in books. Reading is a lifelong activity. We never outgrow the need to read. Therefore it is essential that we, educators and parents, help our children to develop good reading skills and habits...Reading together is one of the greatest types of 'quality time' that parents and children can enjoy. A good book is a friend for life. Get your child a 'friend' and together you can explore the world!"

Meet the Author has always been an important part of the library programme at the school. In February, author C.J. Taylor visited the library. Ms. Taylor is of Mohawk parentage and has won great acclaim for her retellings and illustrations of Indian myths and legends. Her work is visually stunning and culturally enriching, and the children gained a great deal from her visit.

ular, teachers found themselves teaching 50 people! Imagine yourself as a student, sitting in your English class, having a crowd of adults and children at the back of the room listening to the lesson. Good thing you weren't having a test!

Show Time

The Test. Why, that's the title of the drama production the Junior Drama Club presented on December 16th and 17th. Under the direction of Philip Corcos, this group, which consisted mostly of Grade 7 students, put on two great shows. I say two shows because there was so much interest in drama that two different casts were formed. Not only was there a surprise ending, but one of the actresses in the surprise ending was a surprise as well. I was delighted to see one of our gym teachers — Angie Corinthios. You were great, Angie. It was also good to see Arlene Baker, one of the English teachers, out front selling the tickets. Not only did she help with advertising and publicity for the show but she also assists the students who publish the student newspaper — Purple and White.

Anna Marrett

Westmount High Home and School

CHELSEA

3-D HISTORY

After the playing field was destroyed to accommodate the much needed new wing of the school, the H&S set out to raise money to equip a new one.

The idea was raised that they might salvage a retired Gatineau log tug that would serve as a reminder of the community's link with the great log drives, as well as provide a unique playground.

Patsy Holmes, a member of the executive, had many personal associations with the log drives. Canadian Pacific Forest Products was contacted and, intrigued with the idea, agreed to donate a tug. After volunteer Maynard Robinson, a heavy equipment operator, moved it from the river to the playground, other volunteers set it in place. The committee completed the setting with dock, gang-plank and log boom. At the same time the committee collected the history of the tug and the log drive. The ship's wheel is on display in the school.

Other playground equipment includes the usual swings, slides, etc. made or donated by volunteers but the H&S is proud to be the only school to have preserved this particular piece of Quebec's history. Imagination, hard work and the community spirit of Chelsea and Cantley have resulted in a truly unique playground and a reminder of the economic roots of the area.



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MOUNT PLEASANT

PAST & PRESENT

Another successful group of babysitters have graduated from the school's Babysitter's Training Course.

During the training, each student completed ten hours of voluntary care of a child under the supervision of a parent and ten weeks of instruction in class. Basic instruction in First Aid and CPR were included in the course.

The grade three class prepared for Christmas by going back to the Pioneers and finding out how they spent their Christmas. They discovered that life was very different without the local "Toys R Us"! Now the class is learning about the life and work of Cowhands and Ranchers, both past and present.

The Grade four class had an exciting month. The students developed fluency in French complemented with extra activities such as "Crepes de Paris" and a great Pizza Party. These were activities in recognition of behaviour, effort and winning the Golden Broom Award.

AYLMER

STUDENTS PREDICT ELECTION RESULTS

Senior students, who held a mock election just before the election day, predicted a Liberal landslide! After the results of the official election were announce, they were surprised to learn that the school seemed to be an indicator of what was happening across Canada.

The school has also been busy with other projects, such as the Hallowe'en food drive which garnered 500 items for the Food Bank.

Miss Patterson's class has made it possible for all the children to enjoy watching various species of birds feeding. The class built bird feeders and put them up in various spots around the school. They hope to continue mounting bird houses which they have built and have applied to the Shell Environ-

MORE FOCUS

mental Foundation for funding to build bluebird boxes.

Students have also been involved in many fieldtrips throughout the fall and winter. Both grade six classes went to the Outdoor Education Centre in Wakefield. They cooked meals in pioneer garb, played environmental games and studied leaf and log composition.

Mrs. Burrough's class did a theme on food that included a workshop on milk conducted at

the Museum of Science and Technology. About the same time Mrs. Barney's class was visiting "Raven's Nest" at the Museum of Civilization to start a unit on totem poles and Natives in Canada.

Both Mrs. Barney's and Mrs. Davidson's class went to the Citadel Hotel where the Canadian Olympic Association was launching its educational package on the Olympics. The students were able to meet some of the Olympic athletes and talk to them about their training and preparation for the Olympics.

HUDSON H.S.

Plans for the Grad Europe Excursion are well underway. Organizer Don Hirsch, has arranged a three week trip for the group of 17 grade 11 students. The students who will miss only 6 days of classes, will travel through eight countries in Europe from March 24th to April 12th.

The Music Department held its now annual "Honk and Squeak" concert on October 27th. The concert marked the planetary debut of the Junior Band (grade 7). The Intermediate Band (grade 8), who have been together for only one year, showed how remarkably they have progressed.

An authentic federal election polling station was set up in Mr. Urovitch's class. The grade 11 students voted as if they were voting in the actual elections. Debates were held in all economics classes by groups of students representing the five main political parties. The topic was how to resolve the national deficit.

Other activities in the Social Studies Department included a visit to the Stock Exchange by the grade 11 students who were involved in a simulation of the Exchange for a 6-8 week period.

WILLINGDON



Math workshop held at Willingdon for parents of grade 1 and grade 4 students, to help them understand the "Défi mathématique" program. From L to R - Lean Léger, Gay Belano, and Ena Lazarus.

Barb Dudkoff's grade 7 geography and grade 8 history classes looked at the contributions of foreign cultures to the Canadian mosaic as part of the Cultural Awareness Festival organized by the Students' Council.

Kevin Woodhouse's and Barb Dudkoff's grade 7 geography class-

es participated in the Great Canadian Geography Game sponsored by the Resource Centre. The game is played by entering clues into the computer indicating geographical features. The object of the game is to try to locate the exact position of the other participating schools in Canada.



Vice-Principal, Mrs. Vall, played Santa Claus.

Peace News from Beacon Hill School

The Kids for Peace club at Beacon Hill accomplished many things since last September. We elected new officers, and Colin made a peace banner on his computer for our first meeting. We read newspaper clippings and told all our new members about the incinerator problem and how we are opposed to having this built, as it would pollute our air with poison gases.

For Hallowe'en we made peace pumpkin masks and had a party. There is a celebration that is held over the whole world called Peal for Peace Day. The peace club boys and girls celebrated, too, by learning about alliteration so that each of us had a phrase about peace we could recite. Some of these were: PEACE helps the poor; PEACE beats pollution; PEACE seems practical; PEACE stops plunder; PEACE needs patience; PEACE may be price-

less; etc. then we rang bells as part of the ceremony.

We've read a lot of newspaper clippings, about TV violence and war and peace. We wrote a letter to Virginie Larivière, telling her we appreciated the new work she has done this last month or so by talking on TV to get the CRTC to get the TV stations to get rid of all the violence in programs for children and to make new rules for making times for children's viewing, such as having no violence until at least 10 p.m.

We made Christmas cards (or Hanukkah cards) for all the staff at school, and we had a campaign against war toys. For the front lobby of the school we made some colorful paper peace doves, and these flew over the wonderful Christmas decorations.

Colin Babin & Lindsay Todd
Co-Presidents

News from The Canadian Home and School and Parent-Teacher Federation

Literacy and the Information Age
The New Learning: Focus on Mathematics and Technology

The final set of concurrent sessions examined the impact of technology on children and families at home and in the community.

1. Dr. Wendy Josephson of the Department of Psychology at the University of Winnipeg has studied *The Impact of Media Violence on Children's Aggression*. While the notion that violent TV equals violent behaviour may be too simplistic, there is reason to believe that people with a tendency towards aggression can be nudged along by what they see, even to the point of imitation.

The television industry does an injustice to its own creative potential, and probably its own creative performance, by accepting the formula that violence equals ratings. Researchers have examined how viewers model their behaviour on television characters and they have found that children copy aggressive characters. Male viewers over nine years of age are more susceptible to the effects of television violence than female viewers.

All, however, is not gloom. Dr. Josephson enumerated ways in which parents and teachers can bring about positive change by monitoring viewing habits and encouraging more effective use of leisure time.

2. The workshop *Forming a Learning Network: the Literacy Exchange* was attended by members of the Home and School and Parent-Teacher Federation of Manitoba who were interested in establishing the *Literacy in the Information Age* project in Winnipeg. Maybelle Durkin, National Project Director, explained the basis of the project which was designed to improve the learning environment to which children are exposed. Leslie Childs and Reed Wooby, facilitators from New Brunswick and Nova Scotia respectively, gave an account of their experiences in mobilizing the local community.

Without a structure like the *Literacy Exchange/Learning Network*, communities will not be able to benefit from projects like *Technology for Learning*. The project provides an opportunity to come to terms with the realities of the Information Age. Computers and other educational technology which has outlived its usefulness in industry, and would otherwise have been consigned to landfill sites, will now help provide the training required to access the new economy and to make lifelong learning a reality, particularly in rural Canada.

3. A *Rationale for Media Literacy Education* was given by Brian Murphy, a Vice-Principal at St. Paul's High School in Winnipeg, who teaches two courses in mass media and is currently the President of the Manitoba Association for Media Literacy.

Mr. Murphy's argument centred on the idea that since each medium of communication shapes or codifies reality in distinctly different ways, we can no longer consider any message in any medium to be neutral, or value-free.

Increasingly, culture is electronic-based, a dramatic departure from the print-based culture of the recent past. The importance of media literacy is to be measured by the extent to which mass media shape values in today's society. Children are consumers of television from an early age. For that reason, training in media literacy is a critical component of basic education.

He went on to consider the importance of media literacy education as a means of creating the ability to become more critical, and therefore more discriminating, consumers of media. Developing these skills leads to independent thought and freedom, values important in a democracy.



Hayley Reynolds, Chloe Hamilton, Saba Safiullah and Katherine Robertson of KIDS FOR PEACE hold poster they made to celebrate Remembrance Day.

SAFETY SCENE



SAFETY SCENE



Spring, Ahhh! Spring Cleaning, Yuck!

We will all be happy, we are sure, to see the end of the deep-freeze. Hopefully Spring will be kind to us. But Spring also brings out the urge, and need, to clean. The Quebec Safety League published a list of handy (and safe) pointers to help you with your Spring cleaning. We have added some points of our own. The list will help you get through the task in a safe way. The safety factors will also be of benefit to other members of your family, including the children.

- Avoid working when tired or upset.
- Get help for heavy or difficult jobs.
- Use safety goggles for doing eye-threatening work (some

cleaning fluids can be severe eye irritants).

- Keep small children supervised or in a playpen when you are busy.
- Use a product only for its intended purpose and in the right environment.
- Do not leave any cleaning materials lying around unattended that a child might be tempted to play with. (e.g. a plugged in vacuum cleaner or floor polisher, or cleaning fluids a child might be tempted to drink!)
- Use a step stool or utility ladder when reaching high cupboards — never use boxes, chairs or other makeshift extensions which are unsafe.

- Do not put articles containing foam rubber in dryers. This creates a fire hazard.
- Test the smoke detector, replace the battery once a year. (Clean it according to manufacturer's directions, usually vacuuming it will do the trick.)
- Read the label before using any household cleaning product.
- Keep household cleaners, insecticides and disinfectants in their original container (they usually indicate the antidote in case of an accidental swallowing).
- Avoid carrying vision-blocking loads so you can see where you are going.
- Never leave buckets of water unguarded on the floor.
- Use a non-skid wax on your floors.
- Do not use stairs as a temporary storage for items.
- Remember that there is a place

for everything and everything should be in its place.

- Use a special rack or compartment tray for storing sharp knives.
- All work areas should be well lit.
- Be sure that you have the proper knowledge, skill and tools before you "do-it-yourself"!
- Tag electric, gas and water lines so they can be quickly identified in an emergency.
- Keep instruction booklets for tool and appliances where they can be found for easy reference.
- Apply decals and or decorations to glass doors to make them obvious so someone does not crash into or through what looks like an open door. (The same applies for windows that our feathered-friends crash into, thinking that there is no window pane barring their

flight.)

- Keep the yard clear of broken glass, junk and litter.
- Remove dry leaves and debris from under the porch, wooden stairs and window wells. (Fire hazards!)
- Patch sidewalk cracks and remove stones that could trip someone.
- Basements and garages should be cleaned of old rags, boxes, old paints, etc. that could become serious fire hazards.
- Take advantage of Spring cleaning to discard old paints, thinners, solvents, etc.
- When you have finished your Spring cleaning, go through the house once more (inside and out) and put yourself in your child's boots. Ask yourself what you could get into, and what would be the consequences (apart from a scolding!).

Don Smith, Editor

1 Don't just talk about SAFETY. Practise it!	2 Remember SAFETY is a happy ending.	3 Accident always happen to somebody else? Sit down in a wheel chair and think it over.	4 Most of the time SAFETY comes in cans. I can, you can, we can.	5 Safety belts are no good unless you are in them.	6 Wishing won't keep you safe... Caution will.	7 Your SAFETY suggestion now could prevent an accident later.
8 Wearing SAFETY belts says "I love you."	9 Allbiss do not excuse accidents!	10 Learn and live beats live and learn!	11 A cleaner place is a safer place.	12 Always expect pedestrians to do the unexpected.	13 Driving and daydreaming equals accidents.	14 Defensive drivers stay out of the other guy's accident.
15 You never know when a child may dare... so drive with care!	16 Consider every pedestrian as a yield sign.	17 Seat belts are another form of insurance.	18 Safe parking is part of good driving.	19 It's not what you drive that is important, but how you drive.	20 Even Santa Claus says "Drive safely", he does!	21 When working with your hands, remove your rings before they remove a finger.
22 Remember that the choice is always yours "No thanks, I am driving."	23 Put on a happy face, light up with SAFETY!	24 Accidents do not pay? You do.	25 Black is beautiful! White is beautiful! Red if beautiful! Yellow is beautiful! And SAFETY keeps them beautiful!	26 SAFE is a four-letter word. A nice one.	27 Dying for a drink? You might if you are driving after.	28 Roads are getting better. How about your driving?
29 When driving, limited vision demands unlimited caution.	30 Unused seat belts hanging limply in the car are like dividends in a bank, lying uncollected.	31 Make SAFETY a part of your life!	<p>EDITOR'S NOTE</p> <p>Glancing through some of the material that we receive on a regular basis, we came across a calendar displaying a month of SAFETY! (Thanks to the Quebec Safety League.) The 31st in the month is a Q.F.H. & S.A. Safety Scene addition. Each day represents a safety thought which is good advice for our readers. Some could even become a safety prevention slogan for your safety programme. Have a safe month!</p>			

Children lay down rules

A ninth grade class made up a checklist for their parents:

1. If you haven't shown some real affection for your children today, the day was wasted.
2. Have you apologized recently for disciplining your children when you were in a bad mood and not because they needed it?
3. When was the last time you took your kids for a bike ride, flew a kite, or just put a puzzle together? If it's been longer than two weeks, prepare for future communication problems.
4. Do you work until all hours, then bring gifts? Remember, your presents don't mean nearly as much as your presence.
5. Have you recently given your children a day of freedom to do as they please? They need a chance to clear their heads and pursue personal interests. Privacy is as important to them as it is to you.
6. Do you prejudge your children on the assumption that all children are delinquents? Treat them as honorable, trustworthy individuals and see what a difference it will make. Children tend to become what you expect them to be.

If you give your children love, time, privacy, understanding and discipline, the lines of communication will always be open.

from Ann Landers' column

FOR CHILDREN WHOSE PARENTS DRINK TOO MUCH

We have received two new publications from the Alcohol and Drug Recovery Association of Ontario.

One is a teacher's guide which explains how to help a child who has approached his teacher about his drinking parent(s). It helps the teacher understand alcoholism and the resultant struggles the child is going through. It is also helpful to guidance counsellors, school psychologists and social workers who want to learn more about counselling children of alcoholics. Included are ideas for the classroom (e.g. practical exercises for starting a discussion), as well as a list of resources and community contacts (for Ontario).

The other booklet (illustrated) is for children whose parents drink too much, and has proved very popular where it has been available to students in Ontario. It explains alcoholism, and goes through the feelings and attitudes which can develop in the children of an alcoholic (e.g. fear, guilt, anger, shame), helping the children recognize and understand the feelings, and explaining what they can do about them.

These booklets can be ordered from the Alcohol & Drug Recovery Association of Ontario, 690 Fountain Street North, Cambridge, Ontario, N3H 4R7. (Telephone: 519-650-1140; Fax: 519-650-1122) Each costs fifty cents. We have a sample of both at the QFHSA office.

Parents, and students alike, should think seriously about this "contract." With spring coming, there will be a lot of "new" drivers on the road. Please drive with care; we love you.

CONTRACT TO DRIVE

THIS CONTRACT IS UNDERTAKEN BETWEEN _____

AND _____

It is understood and agreed that having a driver's license and driving a motor vehicle are privileges.

Any privilege must be earned, and earned on a continuing basis. This means that driving privileges may be revoked because of an infraction of the following rules:

1. Breaking the driving laws or abusing a motor vehicle can result in the loss of driving privileges, even if we learn of this from a source other than the police. You never know who may be observing you.
 2. You will strive to maintain the grades, conduct, and attitude at the same high level as when first granted you driving privileges.
 3. No one else should be allowed to drive a vehicle entrusted to you. This means you may not lend our car to friends.
 4. If you are ever in a condition that might render you less than 100% competent behind the wheel of a car, phone us. We will come to get you.
- THIS WILL NOT RESULT IN THE LOSS OF DRIVING PRIVILEGES.
5. You are NEVER to be a passenger in a car in which the DRIVER SHOULD NOT BE DRIVING FOR ANY REASON. Call us at any time, and we will come to get you. If you cannot reach us get a taxi, and we will pay for it.
- THIS WILL NOT RESULT IN THE LOSS OF DRIVING PRIVILEGES.
6. We will undertake to pay for the driving lessons at the driving school of our choice. You must undertake to pass with good marks.
 7. You will pay for the license exams and for your license. We will pay for your driver's insurance until such time as you are earning a full salary.

SIGNED ON THIS _____ DAY OF _____ 19 _____

DAD: _____

MOM: _____

STUDENT DRIVER: _____

HAVE A SAFE, ENJOYABLE AND HAPPY TIME DRIVING!!

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