



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

VOLUME 29  
NUMBER 3

MONTREAL  
3285 Cavendish Blvd., Suite 562 H4B 2L9

AUGUST  
1992

Canada Post Postage Paid	Postes Canada Port payé
Bulk Third Class	En nombre Troisième Classe
F29	
MONTREAL	

Return postage guaranteed  
Return to publisher

## CONTENTS

Science Education & Public Policy Conference . . .	pages 1, 10
Annual Meeting of Canadian Home & School . . . . .	pages 8, 9
Focus on the Locals . . . . .	pages 11-13
Drop-outs . . . . .	page 14
Books on Review . . .	page 15

# Science Education: A must for Canadian students

**Editor's note:** When organizers were planning a comprehensive day-long workshop, on Science, Education and Public Policy, to be held in conjunction with the Annual Meeting of The Canadian Home & School and Parent-Teacher Federation (CHSPTF), they were pleased to accept the offer of Peter Croden, President of The Upjohn Company of Canada, to give an address. CHSPTF has been promoting literacy as part of its Literacy in the Information Age project, especially science literacy. The occasion of the Annual Meeting, held in Montreal from May 25-31 at the Royal Victoria College of McGill University, provided the right setting and the nucleus of the audience, the delegates from all ten provinces.

The Upjohn Company of Canada provided the incentive to proceed with what became an outstanding success. The many speakers, breakaway sessions, displays — not to mention the opportunities to question, discuss and share information on the part of the delegates — all made for an exciting, informative and challenging day. Following is Peter Croden's address:

### "SCIENCE, EDUCATION AND PUBLIC POLICY"

On behalf of The Upjohn Company of Canada, I am pleased to join you today to exchange views on education. Along with the men and women in this room, we share a deep concern over the direction of education and education policy



Peter Croden, Upjohn Company of Canada.

in this country. From our perspective, our interest is a natural response to the demands of the marketplace.

In the last decade, Canadians have witnessed two significant developments which have had an enormous impact on our country, and which promise to have a critical bearing on our economic future.

On the international front, the 1980s will be remembered as the decade in which the world economy really came of age. The period witnessed the birth of a new epoch in the world of business, and the emergence of the global marketplace. Success in the "transnational economy", to use Peter Drucker's (Harvard Business School) phrase, came to mean penetrating a broad spectrum of markets with global similarity but local differences. Canadian business has found that these international factors of competitive success are even more important today than they were just five years ago.

Here at home, meanwhile, a second major trend was taking shape. Canadians watched the deteriorating capability of education to provide our children with the tools to compete in the new economic order. Educational standards consistently fell in the 1980s, while the numbers of high school dropouts steadily rose. And, sadly, Canada is now starting to pay the price.

Worst of all, the most neglected area in the school curriculum is the one in which we most need to gain ground. I'm speaking, of course, of the study of science. In my judgment, the combination of these two trends has put Canada at a dangerous disadvantage, and it is threatening our position as a dynamic, confident, well-regarded competitor in the world economic area. We have worked hard to establish that reputation. It is one that we must not relinquish easily.

The realities of doing business in today's global marketplace have placed new demands on companies, a corporate fact-of-life that is well reflected in the recent report on Canada's competitiveness by Harvard Professor Michael Porter. Companies today are required to compete on a worldwide basis, not only with other company's products and services, but also for the best technology and for the ever-dwindling numbers of highly skilled employees required to use that technology.

continued on page 7

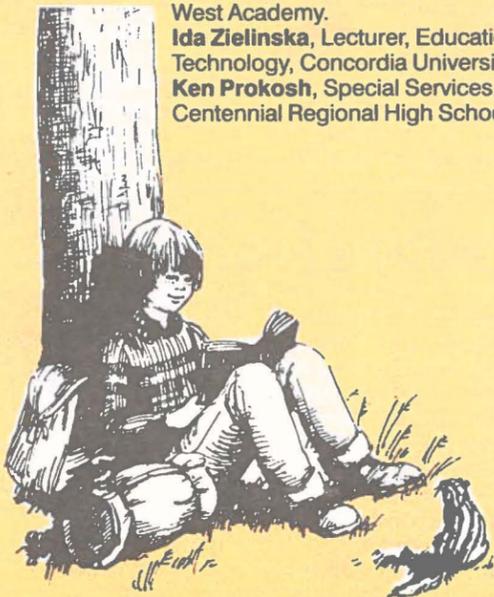
## QFHSA FALL CONFERENCE — open to all A LOT TO LEARN

### Plenary — A CALL FOR COMMUNITY ACTION

The Information Age along with rapidly accelerating and changing technologies is placing severe strains on society and its institutions. Of all who are affected, families and children are most vulnerable. Some of the questions to be addressed during the plenary include:

- What changes in family structures, values and resources call for renewed responsibilities?
- Is the increased aggressive behaviour of children and youth an impact solely of the telecommunications industry?
- What innovative approaches are educators providing to keep students motivated to stay-in-school?
- What part can the community play in seeing that the well-being and education of all its children and youth is a shared responsibility?

Presenters: **Ronald Macfarlane**, Principal, Royal West Academy.  
**Ida Zielinska**, Lecturer, Educational Technology, Concordia University.  
**Ken Prokosh**, Special Services, Centennial Regional High School.



### WORKSHOPS — morning —

**EFFECTIVE STRATEGIES I: The School Setting Discipline with Dignity** — A look at one school's development of their educational project and positive discipline practices.

Leader: **Leo LaFrance**, Principal, Ecole Primaire Harwood.

**Media and the High Risk Drop-Out Student** — By teaching media, the Alternative Career Education Program helps students having learning difficulties to make a relevant and meaningful transition from schooling to the workplace.

Leader: **Lee Rother**, Special Education teacher, Lake of Two Mountains High School.

**Unlearning Violence** — Learn how peer mediation programs are proving to be an important factor in reducing disruptive behaviour in the classroom and extended school community.

Presenters: **The Freedom Group Inc.**

**Academics and Phys. Ed. go hand-in-hand** — learn how cognitive skills are improved through fitness training and physical exercise; increase concentration, team skills, goals setting.

Leader: **CEGEP Professor**

**La formation professionnelle: Les problèmes d'ordre organisationnelle et un aperçu de l'avenir** — est-ce un choix valable ou est-ce un cul-de-sac?

Presenters: **David D'Aoust**, Executive Director, Quebec Assn. of Protestant School Boards and former D.G., Chateauguay Valley Reg'l Sch. Bd.; **Wayne Goldthorpe**, Director, Adult & Vocational Training, CVR board.

### WORKSHOPS — afternoon —

**EFFECTIVE STRATEGIES II: The Community Setting**

**Understanding the Media** — Saturday morning cartoons, rock videos, beer commercials — how, when, and where media education can be injected into the viewing practices of our children.

Leader: **Maureen Baron**, Co-chair, Association for Media Education in Quebec.

**Career Directions** — IN ENGLISH — repeat of morning workshop.

**Discipline avec dignité** — EN FRANÇAIS — repeat of morning workshop.

**The Huntingdon Experience: Making a Difference** — Find out how a community got together to focus on helping children learn — in the home, the school and the community. On-going activities will be highlighted.

Presenters: **Donna Erskine**, parent, teacher and community leader; and **John Ryan**, parent, artist and community leader.

**Your Choice... Our Chance** — program, sponsored in part by Health & Welfare Canada, designed to help schools, families and communities prevent the early use and abuse of alcohol, tobacco and other drugs.

Leader: **Kevin O'Donnell**, Anglophone Services of Quebec School Television.

**WHEN:** Saturday, October 24, 1992  
**WHERE:** John Rennie High School  
**TIME:** 8:00 a.m. to 3:30 p.m.

**MORE  
FALL CONFERENCE  
INFO ON PAGE 2**



## Letters to the editor

I would like to thank QFHSA for the Newsletter Award given to Mount Pleasant School's *Chalk Talk*. It was wonderful to see our newsletter considered one of the best this year, and the book is a beautiful addition to the school library. A letter has been sent to Louise Larouche of Reader's Digest to thank her for her generosity.

I must apologise for not being present at the QFHSA's 48th Annual Convention to receive the award, and for being so slow to express our appreciation. Will you please convey my thanks to Diane Radu.

With sincere thanks,

Julia Curry  
Editor, *Chalk Talk*  
Mount Pleasant

Dear Reading Friends,

At the AGM, I was pleased to speak to the general meeting concerning our needs for books for our Born to Read/Readers are Leaders projects in the St. Simeon to Gascon area of the Gaspé coast. Since we needed new books to present as gifts to new babies, I asked for donations of money for those who felt that they could help in this tangible way.

Also, we needed used books in good condition for our Book Exchange project.

I am pleased at this time to report generous donations of used books and also gifts of money to enable us to purchase the books immediately needed to fill the "Born to Read" book bags.

If you are able to support us in

any way, we welcome your contributions. We are very thankful for the wonderful gifts received to date.

Thank you.

Anne MacWhirter  
for Born to Read/  
Readers are Leaders  
in the Gaspé



Ron Macfarlane  
Royal West Academy

### PLENARY SESSION

#### "A Call to Action"

Ron Macfarlane, Principal of Royal West Academy in Montreal West, plans to speak to the plenary topic with an address entitled, "Parents: CEO's and Gardeners".

Most children look forward to life with anticipation. They are filled with the confidence of youth, ready to tackle the challenges of living. They will meet hardship and they will experience failure, but they will pull themselves up and try again.

A smaller but significant number of young people are already at risk. They act out in school to get attention, they bond with inordinate cohesion to their peer group, they lack self-confidence and they will spend their lives, usually with professional help, trying to gain the self-esteem which seems to come as a birth-right to their classmates.

Those fortunate youth who gain confidence in their own abilities can withstand enormous setbacks without having that confidence shattered. On the other hand, those who have learned not to trust themselves can have great success without ever experiencing the joy of positive self-esteem.

The quality of parenting these two groups have experienced is the most fundamental determinant of which group an individual will join.

## OBITUARIES



Dani Zwolska and friend

### In Celebration of Dani Zwolska Tuesday, July 7, 1992

This young life, cut short as it was, opened to each of us a promise — it is the QUALITY not the QUANTITY of life that counts.

Dani wanted us to celebrate her gift of life today and that we shall do. I will try to sum up in a few moments this very precious life... what she accomplished as well as the person that she was as she lived life to the fullest. I am sure that you will agree with me that Dani's life was one of the most courageous that any human being lived.

It is hard for many of us to understand how she transcended the extreme pain and discomfort she faced but that was her gift... she never gave up! She constantly fought with determination, conviction and autonomy to surmount frustrations and obstacles, to face the challenges fully in her life, with her deep concern for people.

Dani was a most committed educator. The field of education was truly blessed with a person such as Dani Zwolska for she gave far beyond... from her time many years ago in Jamaica, as well as her experiences in British Columbia and then, fortunately for us, with her move back to Quebec. Few of you ever knew that she was a member of Mensa, beginning her teaching career so young that she had to get permission to teach in the school system.

Her insight and knowledge paved the way for Values Education in the Province of Quebec. For many years she worked with the Ministry of Education in the area of the Protestant Moral and Religious Education curriculum at the elementary level. Not only was she the author of this well developed material, she also empowered teachers to work with her in its development and implementation. I know that her very close colleagues and friends would agree with me that her faith and commitment to children in our educational system will have lasting effects for years to come.

Dani was also the first person to graduate from McGill University in the Masters of Educational Psychology Program with a Major in Moral and Religious Education. She opened the door for the rest of us and I pray that I can complete my research in this area and dedicate it to her honour.

Those of us who knew her through her work, and became her friends, would agree that she was the 'guru of vision' that kept us and will continue to keep us questioning the impact of the importance of affective education. She will always be remembered for her sense of humour, patience and kind manner in sharing life with others, whether it was to the young or old. There is no greater tribute that can be paid anyone than to hear it said, "I counted her a loving friend".

Let us rededicate and commit ourselves to one another because of our love for God, seeking first, the kingdom of the spirit. Dani's life was something beautiful for God.

by Margaret Mitchell, MRE Consultant, Lakeshore School Board

## Educators Honored

Quebec Association of Protestant School Boards, at its Annual Spring Meeting held at the end of April, presented the association's Long and Distinguished Service Award to Ruth Eatock, Chairman of the Richelieu Valley School Board. The Award of Merit went to Ron Webb, former Chairman of the Western Quebec Board.

At the same time, the Quebec Association of School Administrators honored Hugh Auger, Direc-



Ruth Eatock

tor General of the Eastern Townships School Board, with their Distinguished Service Award.

OCTOBER 1992

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sat. Oct. 24<sup>th</sup>  
at  
John Rennie  
High School  
in  
Pointe Claire  
8:00-3:30

Mark your calendar now!

Quebec Federation of Home & School Associations

## FALL CONFERENCE OPEN TO ALL

For a preview flyer call (514) 481-5619

## Partners in Literacy

Literacy Partners of Quebec is an umbrella group of English language reading councils, school boards, educators, learners and community organizations involved in literacy in the province.

In an effort to help promote and implement English literacy programming and networking in Quebec, LPQ is: a) compiling a directory of resource people and organizations; and b) helping to identify and fund two or three project proposals to be submitted from the various regions of the province. Proposals to be received by May 29, 1992.

Educators, school boards, learners and concerned citizens are encouraged to contact LPQ: a) for a copy of the project guidelines, b) to share ideas of projects that are needed in their communities and/or c) to provide names of resource people (i.e. learners, educators, animators, administrators, etc.) that should possibly be included in the directory.

Literacy Partners of Quebec can be reached at the Centre for Literacy (Dawson College) 3040 Sherbrooke Street West, Montreal, H3Z 1A4. Tel. (514) 931-8731, ext. 1413, fax (514) 931-5181.



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

### Quebec Home & School NEWS

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

EDITORIAL BOARD: Focus on the Locals: Diane Radu; Safety Scene: Donald Smith; Books on Review: Ken Radu; Layout: Joan Daigle, Stefan Baumann.

Legal Deposit Quebec National Library — ISSN: 0033-5967

## Leading the Way: Children First

*Ed. note: the PTA (Parent-Teacher Association) in the United States, is the counterpart of our own Home & School Associations. The PTA's national president's message is well worth considering.*

If Pat Henry, who has a BA in music education, were to write a soundtrack to accompany the story of her life with PTA, it would probably begin with the sound of shattered glass. Nearly 30 years ago, the principal of her children's school called her in for what she thought would be a discussion of a small problem. "One of my children broke a window at school, and I offered to pay for it. The principal said, 'No, I don't want you to pay for the window; I want you to be president of the PTA.'"

Pat agreed to the payment plan, and she's been contributing ever since. "I wouldn't know what to do without PTA," Pat says simply. "I've done a lot of other things besides that, but I've always found time to give to PTA."

For Pat, this meant championing children's issues through her involvement in a variety of civic organizations. She also was a local PTA volunteer for a few years before the broken-window incident forever changed how she would serve children's needs. She gradually became more deeply involved in PTA and eventually became president of the Lawton (Oklahoma) PTA Council.

In the late 1970s, Pat traveled across Oklahoma with the governor to garner support for three educational referendums. The Oklahoma PTA was a strong sup-



porter of the referendums, and Pat saw more clearly than ever that her PTA involvement gave her a much stronger voice for children than she could ever have as a single individual. "I was very content just to serve in whatever capacity the leadership cared to use me. There are so many places and so many ways to serve PTA and help kids without holding the highest position."

Such humble words belie the enormously ambitious goal Pat has set for her administration. Her theme, "Children First," sums up her vision for America's children and what she hopes to achieve: a nation whose highest priority is maintaining and improving programs for children, no matter what other priorities may come along.

"I've seen children's issues, particularly education and health, come to the forefront of the national agenda numerous times only to be knocked down to a lesser priority by some other crisis," says Pat angrily. "When we made a commitment to the Persian Gulf conflict, this nation was almost totally behind it. It's with that same commitment to children that we can make the most ineffectual schools among the finest in this nation, we can stop gang warfare, we can stop our children from becoming teenage parents, we can stop alcohol and other drug use, we can see that kids are not hungry

and homeless.

"We need to wage war against those conditions that negatively affect kids — homelessness, poverty, drugs. What we need is more General Schwarzkopf's leading us to a victory for kids."

Achieving Pat's goal of "Children First" requires action on every level, from the federal government down to individuals. "Not only our government is going to have to consider children first in all that they do," says Pat, "but parents are also going to have to realize that no matter how busy they are, spending time with their children has got to become a priority."

Thus the main issue Pat wants local PTAs to focus on is getting more parents involved with their children's education, which can take place on several levels. At its simplest level, parent involvement means helping children learn at home. This includes preparing children for kindergarten by reading to them, promoting self-esteem, encouraging socialization and helping set achievable goals. After school begins, parents should make sure children get proper rest and nutrition, monitor homework and help build skills.

A higher level of involvement occurs when parents actually go to their children's school, to attend parent-teacher conferences, student performances, workshops, etc., and to volunteer in the office, in the library, on field trips and so forth.

Parents move up to the third level when they become knowledgeable about issues at their school and take part in making decisions about such matters as curriculum standards, discipline procedures and textbook selection.

The highest level parents can achieve is what Pat calls advocacy, when parents take action to support their views on child-related legislative issues, both statewide and national. An example of advocacy is writing letters to congressional representatives.

Pat urges PTAs to focus on getting parents to the first level, helping children learn at home, then help the parents move to higher levels of involvement. "We have to reach the parents who never come to school. I don't care whether that means sending brochures home, taking our program to housing projects or visiting the breakrooms in major businesses — we've got to reach parents who do not understand how critical it is for them to support their children's education on all levels."

### Every school a good school

"As Owen Butler, former chairman of Procter and Gamble, recently said: 'Schools are not businesses and students are neither products nor consumers.'"

"A parent shouldn't have to choose between a good school and a poor school. Every school in this nation should be a good school, and there has to be a group of strong supporters for quality education in every school."

The real way to improve education, contends Pat, is to address the social issues that affect children — drug use, crime, hunger, child abuse, parent apathy, to name a few. "You cannot teach a child who comes to school with a multitude of problems. If all those social issues don't get addressed by



## Co-President's Message

### SHARING GOOD IDEAS

As we start a new school, I first want to extend congratulations for all the things you did last year to help the children in your community. The reports we received in the provincial office certainly showed how much work you put in to these accomplishments, and I am sure there were many other things done which we did not even hear of.

I next want to wish you luck in all the projects you have planned for this year. I know they will be of benefit to your children — whether it be planning parenting courses, holding information meetings on some aspect of the curriculum, studying ways to improve the morale and discipline in your schools, arranging activities to encourage children to read more, and/or fund-raising activities to fill needs in your area.

Please remember to tell the provincial office about your projects — with pictures whenever possible — so we can put something in our newspaper, *The NEWS*, and share your ideas across the province — all across Canada actually because we send copies of our newspaper to every provincial Home & School office.

We, at our provincial office, are also planning our year and, right now, we are busy finalizing arrangements for our Fall Conference — to be held Saturday, October 24th. Mark it on your calendar and join us at John Rennie High School (in Pointe Claire) that Saturday. Please remember that *EVERYONE* is welcome — not just the executive members of your local Home & School Association.

Our theme is "A LOT TO LEARN" and I know there are going to be some workshops YOU will enjoy. See all the details on pages 1 and 2, or phone our office and ask for a copy of the Fall Conference flyer. You will certainly be missing an interesting day if you stay home. Everyone who comes goes home stimulated and with lots of ideas to use in their family and their community. So don't miss it! We will be looking for you.

I do just want to say a word about our membership fee. We are sorry we had to raise it this year — the first increase in seven years — but rising costs have really made it necessary. We hope you'll agree with us that *KIDS ARE WORTH IT*.

Barbara Milne-Smith

## Homework and Household Chores

by Anna Marrett

What??? You mean having a child pick up his own toys isn't a chore???

We all stopped writing and stared sheepishly at our neighbours. Then we took a more thoughtful look at the questionnaires we had just been completing. No doubt about it. We really needed to attend this workshop.

"And where were we?" you ask. At the McGill parenting conference held on Saturday, May 2. We were currently sitting in room 316 listening to Mr. Ed Miller who was going to talk to us about homework and household chores.

In order to start this session, Mr. Miller had distributed a short questionnaire asking us about the kinds of chores our children were expected to do. We had just started

the schools, then where are they going to be addressed? School is the one place that you're going to find all the children and youth of America at one point in time, and schools are dealing with all these problems every day as well as teaching reading, writing and arithmetic."

These are thorny issues, and addressing them doesn't leave much room for other activities. When asked what she does in her spare time, Pat begins to talk about her children, her six grandchildren and her family's boat, but her conversation quickly turns back to her involvement with PTA.

Reprinted From *PTA Today*, Nov. '91.



to discuss our answers.

OK, if picking up one's own toys isn't a chore, then maybe a few other things on my list weren't going to be chores, either. A quick glance at my paper confirmed my suspicions. Hanging up jackets and doing homework were going to have to go. If I'm casual about this my neighbours probably won't really notice that I'm erasing. But it wasn't my neighbours who were going to notice. Mr. Miller just caught someone else! We all laughed a guilty laugh and then relaxed a little. The question was now out in the open. Just exactly what is a chore?

A chore should be of benefit to the whole family and should contribute to the running of the household. So much for putting one's own dirty clothes into the laundry hamper. By helping children to do chores, we teach them to be responsible and are helping them

to become valuable members of the household. Anyone not allowed to contribute is turned into an invalid — a person who is not valid!

Mr. Miller taught us that no one is too young to contribute and that chores really can be accomplished without nagging and yelling. The first step is to clearly define what chore you would like the child to do. Assign a particular chore to a particular child — no rotations. The child must be able to describe the chore to you him/herself. If the child does the chore, a simple thank-you will suffice. (No fanfare, treats, or cash) At the end of the day, if the chore has not been done, simply have the child tell you what the chore is. Do it yourself if necessary. Soon your child will live up to taking responsibility for the chore by doing it by him/herself.

Mr. Miller then talked about the importance of catching your children being good. If they are doing something you like, notice and praise them. "What you notice is what you get."

We were also reminded that we are role models for our children. All day long we are making statements in the way we act. How do we spend our free time? How do we handle conflict? What do we eat? How do we treat our friends and neighbours? This will be what our children learn from us. So beware of what you do. And think twice before you do it!

Set a good example for children and adults alike by taking an active interest in your child's school and join Home and School!



# FOCUS on MEMBERSHIP



## HOME AND SCHOOL MEMBERSHIP

1991-1992  
(Final Count)

Schools	Family Memberships
Allancroft School	180 <sup>6</sup>
Andrew S. Johnson School	15
Ayer's Cliff School	15
Aylmer Elementary School	49 <sup>1</sup>
Baie Comeau School	56
Beacon Hill School	206 <sup>2</sup>
Beaconsfield High School	73 <sup>56</sup>
Carlyle School	33
Cedar Park School	103 <sup>5</sup>
Christmas Park	111 <sup>1</sup>
Courtland Park	141 <sup>1</sup>
Dorset School	152 <sup>2</sup>
Dunrae Gardens School	145
Ecole Primaire Beaconsfield	209 <sup>6</sup>
Ecole Primaire Harwood	187 <sup>7</sup>
Ecole Prim. Pointe Claire	210 <sup>18</sup>
Edgewater School	119 <sup>2</sup>
Edinburgh School	173 <sup>1</sup>
Elizabeth Ballantyne School	142 <sup>2</sup>
Greendale School	134 <sup>3</sup>
Howick School	34
Hudson Elementary and High	114 <sup>17</sup>
John Rennie High School	102 <sup>39</sup>
Keith School	17
Lachine High School	41 <sup>24</sup>
Lindsay Place High School	130 <sup>51</sup>
Macdonald High School	99 <sup>48</sup>
Meadowbrook School	125
Mount Pleasant School	141 <sup>4</sup>
New Carlisle School	33
New Richmond School	22
Northview School	90 <sup>7</sup>
Roslyn School	156
Royal West Academy	90 <sup>23</sup>
Seigniory School	103 <sup>6</sup>
Shigawake-Port Daniel	23
South Hull School	13
Sunnydale School	125 <sup>5</sup>
Thorndale School	156 <sup>9</sup>
Valois Park School	123 <sup>8</sup>
Westmount High School	18 <sup>6</sup>
Westpark School	199
Willingdon School	61 <sup>1</sup>
Windermere School	133 <sup>2</sup>

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

### HOME AND SCHOOL 1992/93 FAMILY MEMBERSHIP FEE

The voting delegates at the 1992 Annual General Meeting agreed, unanimously, that the Membership Fee be increased to twelve dollars (\$12.00) per family for 1992/93.

## 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.

## WELCOME EVERGREEN

We would like to welcome EVERGREEN ELEMENTARY SCHOOL as a new member of our Association. Evergreen has just been built in St. Lazare to accommodate the overflow situation at Mount Pleasant and Hudson Elementary and High Schools.

Mount Pleasant's Principal, Richard Lessard, is the new Principal at Evergreen and Pat Corrigan is Principal at Mount Pleasant. (Pat was Vice-Principal at Mount Pleasant.) Some of the Home and School Executive at Mount Pleasant will be heading up Evergreen's H&S next year. We wish Lillian Olliver well as Evergreen's first H&S President. Lillian was Vice-President at Mount Pleasant last year. Hudson Elementary School students (Grades 5 & 6) will now go to Mount Pleasant and Evergreen.

## HOME & SCHOOL BE A MEMBER BY SEPTEMBER

The Canadian Home and School and Parent-Teacher Federation is comprised of membership from all 10 provinces. Every person who joins a local Home and School Association also becomes a member of his/her provincial and national organization.

Across Canada, thousands and thousands of volunteers, mostly parents, are working together to improve Canada for their children, and to improve their children for Canada.

These Home and School members are taking an active part in determining how best the home and the school may co-operate for the benefit of children and youth.

If you don't have a Home and School Association in your school, start one today by contacting the Quebec Federation of Home and Schools Association.

If one does exist be sure you are a member of your QFHSA because the more members, the stronger the voice and the more people to work for a better education for your children.

## Home & School Grows with Successful Programs

Publicize your successes whenever you can. Tell members, other parents, the community and media about your activities. For instance:

- Your Home & School sponsored six parenting workshops during the year.
- Your health fair attracted 300 people on a Saturday afternoon.
- You organized a meeting on AIDS with your school staff, local health agency or hospital that drew a record turnout of parents.
- Your Home & School spearheaded the clean-up of a local toxic waste dump.

Whatever your achievements, small or large, make sure people know about them. People want to belong to an organization that makes a difference!

## Locals Celebrate H&S Anniversaries



We would like to congratulate those Home and School Associations who are celebrating "milestone" anniversaries this year. On behalf of all the children in your schools, we thank you all for your hard work over the years.

### 45 YEARS AS A H&S (1947)

Macdonald High School

Ste. Anne de Bellevue

### 35 YEARS AS A H&S (1957)

Northview  
Andrew S. Johnson Memorial

Pointe Claire  
Thetford Mines

### 25 YEARS AS A H&S (1967)

Beacon Hill  
Greendale

Beaconsfield  
Dollard des Ormeaux

Our records go back to approximately 1944, when the Federation was begun. Founding Associations, in 1940, and still active are Westmount High and Roslyn (Westmount). The President at Roslyn, Mr. Leslie N. Buzzell, organized 16 associations into a Provincial Council in 1940 — the forerunner of QFHSA. We present the Leslie N. Buzzell Award each year to recognize outstanding service to QFHSA and to the cause of furthering the aims of Home and School and education in general.

Other Home and Schools, active longer than 40 years, are Hudson Elementary and High ('49), Keith (Lasalle) ('45), Lachine High ('45), New Richmond High (in the Gaspé) ('46), Royal West Academy (Previously Montreal West High School) ('46), and Valois Park (Pointe Claire) ('46).

## Beacon Hill's 25th Anniversary Celebrations

Beacon Hill published a 25th Anniversary "School Scoops newsletter". It was reported that, in celebration of their 25th Anniversary Year, they promised to do no less than 25 "Good Deeds". At the time of printing, they had accomplished 23 of the 25 deeds! Among the many noteworthy deeds were: Adoption of a Foster Child, Penny Fair Donation to Unicef, "Jump Rope for Heart" for the Quebec Heart and Stroke Foundation, CPR "Heartsaver Plus" Course given at the School, Singing for Seniors at Royal Victoria Hospital, Donation to Gazette Christmas Fund, Donation to Montreal Children's Hospital in recognition of Teacher Appreciation Week, and they had a 25th Anniversary Crest made for the School Uniform. Some of the deeds being planned include: Wild Flower Planting, Adopt-a-Raptor Science Project, Adopt-a-Whale and Deciduous Tree Planting.

Good work, Beacon Hill!!



Elisabeth Aldred, volunteer parent at Beacon Hill School, who made the 25th Anniversary cake with the school crest, and helped decorate 25 others. Home & School Bar-B-Q, June, 1992.

## Are You An Active Member?

Are you an active member, the kind who would be missed?  
 Or are you just content that your name is on the list?  
 Do you attend the meetings and mingle with the flock?  
 Or do you stay at home and criticize and knock?  
 Do you take an active part to help the work along?  
 Or are you satisfied to be the kind that just belongs?  
 Do you ever work on a committee and see there is no trick?  
 Or leave the work to others and talk about a click?  
 Think this over folks, do you know right from wrong?  
 Are you an active member, or do you just belong?

# It's Child's Play

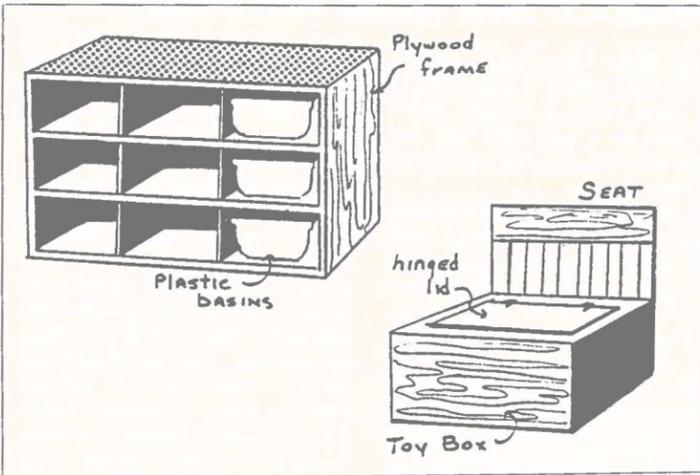
When we jokingly label an activity as "child's play" we usually mean it's simple — not too complicated. Little do most parents realize that child's play is complicated — it's the vehicle through which most of our knowledge is acquired during the pre-school years.

Usually, during the first five years, the only things that are generally taught are personal habits such as dressing, eating, toileting and so forth. For this reason, play has a very important role in our formative years. It becomes the means through which we develop mentally, socially and physically. If you have ever observed children playing, you'll notice the tremendous effort that goes into everything they do. You

This is not so, however, neither extreme is good. It is important that each day the child be involved in free active play such as running, jumping, climbing, preferably outdoors; in quiet play by himself; in play where you can give him your undivided attention — where you stop everything and concentrate on the child exclusively; and in play with other children where the child learns to share and to socialize.

### Special place

The first necessary criterion for successful play is to have a special place for the child. Perhaps the playpen for the very young, the child's bedroom or an area in the kitchen. In planning a play area, remember it should be mess-proof (i.e. put oil cloth, plastic, scrubba-



see, children expand their knowledge through play — it helps them to increase their understanding of all that surrounds them. Skill and co-ordination can be developed in some activities, as can the ability to socialize and communicate with others. As parents, we can aid our children's development by providing them with creative play equipment. This can be done at very little expense and will pay off big dividends as far as the contribution it will make toward developing our child's potential.

### Purposeful play

Many mothers suffer from the strain of having children underfoot all day — a complaint sometimes referred to as "cabin fever." Others feel that continuous, free outdoor play is best for children.

ble wall paper on the walls). Also, it should not be necessary for the child to pick up all the toys each time he plays. Children can often play with their block structures for days on end.

### Toy containers

Children need containers for toys and places to display treasures. Toy boxes can double as attractive seats or you could have an inexpensive plywood frame constructed with plastic basins for drawers. Old tins with snap-on plastic lids are ideal for holding games, beads, crayons, etc.

*This material is taken from "It's Child's Play," put out by the Education Services of Manitoba Dept. of Health, 1980.*



"People who dedicate their lives to improving the lot of children, generally have a highly developed sense of individual responsibility and almost parental concern for the fate of the world. You who spend your days — and so often your nights — working in myriad ways to ensure a better future for children are rarely in the public spotlight, and few, if any of you, will ever accumulate vast fortunes as a result of the work you do. But you are — nevertheless — genuine movers and shakers of the human family, nurturers of a better world for us all."

*From a speech made by Mr. James P. Grant, Executive Director, United Nations Children's Fund (U.N.I.C.E.F.)*

## 1-800 Drug-line Launched

Quebecers can now access a free information line on alcohol and other drugs. This new telephone service, established and administered by the Information and Referral Centre of Greater Montreal will operate 7 days a week, 24 hours a day. Call 514-527-2626 for the immediate Montreal region and 1-800-265-2626 for all other areas in Quebec.

This information, referral, and listening service will be provided to the public in French and English and will enable citizens to adequately and quickly learn about qualified services and resources in drugs in their region. The Centre will be able to draw on the expertise and cooperation of establishments and organizations that are already active in drugs.

For further information, call Lorraine Lebeau, Executive Director, Information and Referral Centre of Greater Montreal, (514) 527-1375.

# National Family Week Building Better Family Environments

1991 marked the seventh National Family Week. At the same time it marked the beginning of a four year campaign, by Family Service Canada, to "build better family environments." The next four years give us an opportunity to build toward an important world event for families.

**1994 will mark the International Year of the Family.** As we move toward this important milestone we are planning a four-phase strategy:

- 1991 focused on FAMILIES AND THE HOME ENVIRONMENT
- 1992 will broaden the focus to FAMILIES AND THE COMMUNITY ENVIRONMENT (including workplace, school, leisure and others)
- 1993 will feature FAMILIES AND THE NATIONAL ENVIRONMENT (examining policies and programs for families at all levels of government)
- 1994 FAMILIES AND THE WORLD ENVIRONMENT in keeping with the United Nations Declaration.

We urge all Canadians to take the time from their busy schedules to pause and think about the important role families play in our lives. And, to examine the positive and negative elements in family environments; to reinforce those that are positive and work to change those that are negative.

### Stresses Facing Families

The stresses that families are facing today are greater than they have ever been — threats from unemployment and rising costs are affecting all families. The pace of gaining new learning is accelerating and our children are involved in numerous activities which take them out of the household for many hours of the week. Almost 70 percent of two-parent families have both parents in the workforce.

The promise of twenty years ago

has vanished. We were supposed to be coasting — technology' was going to free us up from the chores of daily life and work and we were going to have endless free time to pursue leisure, recreation, culture and family. Regrettably we are working harder today, than twenty years ago and families, particularly those raising, children are running hard just to keep up.

For many, life is strategically designed around work, childcare, commuting, shopping and housework. In any of this activity there is really very little quality time.

The 1991 slogan, YOU'VE GOT WHAT IT TAKES, is a call to action. The activities of National Family Week will challenge Canadians to take time and to focus in on their home environment.

It will also provide an opportunity to explore those issues and problems which exist in some family environments. Over the past few years we have become increasingly conscious of the need to protect our global environment by reducing the stress we place the environment under. We now watch for waste, we re-use all types of materials and we work to stop pollution.

### In many ways family environments have been ignored.

Families which use hurtful behaviour need as much attention as do our rainforests. Families which, because of lack of work or sufficient income, undernourish their members need as much attention as endangered species. All families need our help to nurture and raise our next generation of Canadians. It is now time to refocus on the family environment, to re-examine what contributes to quality family relationships and re-invest by taking time with our families.

**You've got what it takes to help build better family environments this year and every year.**

*Ed. note: This material is from Family Service Canada, 55 Parkdale Ave., Ottawa, Ontario, K1Y 4G1, 613-728-2463.*

# Skipping classes are right in fashion

*I'm a little Dutch boy dressed in blue  
These are the things I like to do  
Salute to the Captain, bow to the Queen  
And turn your back on the dirty submarine*

Does that ring a bell?

How about *Cinderella, dressed in yella* or *Spanish Dancers* or *Peel a Banana*? How about *Peppers* and *Double Dutch*?

Whatever your age, if you went to public school in Vancouver or Toronto, Halifax or Boise, Idaho, chances are these skipping rhymes echo for you.

Or perhaps when you smell spring in the air you hear in your mind's ear the click! of marbles — or alleys as we called them in Toronto in the fifties. Or you recall the feel of an India-rubber ball as it bounced off a schoolyard wall into your small hands. *Sevens, sixes... Plainsies, Clapsies...*

Children growing up today in the Vancouver suburb of Coquitlam will share those memories, but only because some parents, dis-

mayed at the aimlessness of their children's schoolyard play, jumped in six weeks ago and began to teach skipping and hopscotch and marbles and ball games.

That the games had to be taught by parents is the first surprise. Previous generations of children passed them on to each other. Parental involvement was not needed or wanted. Indeed, it came as a surprise to many a child to learn that the grownups in his or her life had played the same games when they were (hard to imagine) children themselves.

So what have today's children in Coquitlam been doing at recess and lunch hour? Ron Grender, principal of the 500-student Glen Elementary school, said: "They're heavily influenced by cartoons, Ninja Turtles and various other superheros, and they play those roles. They chase each other and do what I would call pseudo karate and other martial arts."

They don't get "to the point of inflicting injury very often, but it's not very creative. They're just modelling what they're seeing on

television. [They don't have] a repertoire of choices"

Judy Shirra is one of the parents who saw this as a problem, for her six- and eight-year-old sons and for other children. "It was really bad," she said. One principal has forbidden playing tag because it had gotten too rough. And if it wasn't wrestling and Kung-Fu, she said, they were "just loitering, like outside a 7-Eleven."

So she organized a group of parents, got the local Home and School to pay for skipping ropes and marbles, and began six weeks ago — Mondays and Wednesdays at the noon break — teaching the children how to play, beginning with skipping games.

"They're gobbling it up. They're really keen," she said.

So the parents are dredging their memories for the skipping rhymes from their childhood. And mostly, the parents have to turn the ropes — the children don't know how, don't have the co-ordination. But they're learning, she said.

The adults take delight in noting that the boys are as eager about

skipping as the girls. They don't know that it was historically a girls' game, "and we're not telling them," she said.

True, some boys, the really cool ones in the cool clothes, disdained participation for a couple of days. But soon they, too, jumped in. And trying to get older students involved was a challenge, she said. They thought it was too easy, and they were too cool, "so I showed them Double Dutch."

Soon the children were voicing frustration that the parents came to play only two days a week, and

only at lunch hour. But now, tentatively, they're starting to bring ropes of their own and play skipping without parental guidance. And some are beginning to do it at home in their neighbourhoods, so it's spreading to other schools.

"It doesn't take a whole lot of effort, and the next thing you know, you're sitting on the sidewalk watching your children. "And," she added, laughing, "they won't let you play!"

*by Patricia Lush, Vancouver in the April 7, 1992 Globe and Mail*

## ATTENTION TEACHERS AND PARENTS

"Sounds the Same"© is a card game made up of words that...Sound the Same but have a different spelling and meaning. This game not only teaches the spelling and meaning of words that have the same sound, but also how to use them in a sentence. It is fun to play and is an entertaining way to strengthen English skills.

**To Order:** Send Name and Postal Address along with a cheque for \$7.95 for each level to: **LORAC GAMES, 150 Clark Blvd., Ste. 49, Brampton, Ontario L6T 4Y8. (416) 793-7614**

LEVELS	Qty.	LEVELS	Qty.
Beginners 1 (Age 8 & up)		Intermediate 2 (Age 11)	
Beginners 2 (Age 9 & up)		Teenage Level	
Intermediate 1 (Age 10)		Adult Level	

# Media Violence and Children

The television is an amazing tool. With the flick of a button, it can transport us to far away places, introduce us to fascinating people a continent away, inspire us, enlighten us, make us laugh and make us cry. It also has the power to horrify, to shock and to overwhelm.

In the case of children, who, according to the Children's Broadcast Institute, watch more than 24 hours of television each week, the television becomes an important tool for socialization. By the time children reach the age of 12 they will have spent an estimated 12,000 hours watching television.

Fortunately, television is not the only element to influence children's lives. In collaboration with

other favourable models such as families, friends, school, and other adults, impacting a child's values and morals, the television can indeed be just a minor influence.

According to a University of Pennsylvania study on media violence, children see an average of five violent acts during an hour of primetime television and 18 during an hour of children's programming. The fact is, that depiction of violence, brutality and anti-social behaviour in the content of television material is on the rise. By the time adolescents finish high school, they can expect to witness 18,000 murders and more than 300,000 commercials.

Studies have indicated that children who are exposed to media

violence may accept violence as an appropriate way to solve conflicts; they may be more likely to behave aggressively. They also may become less sensitive to the distress and suffering of others. Many children become more fearful of the world around them, thinking that is far more dangerous than it actually is. These children may be more inclined to be hurtful towards others.

What can we, as parents and caregivers, do to diminish the negative effects of television? Well, we can all start by turning the television off a little more often. Children learn by example and if they witness adults turning off the television and pursuing other activities, like reading, playing, participating in sports or socializing with others, they may be inclined to follow the lead.

Setting limits on the time our children do spend in front of the television is important. We also need to monitor what our children and watching and, more importantly, watch along with them to discuss our feelings towards acts of violence and racism.

Children learn through imitation, therefore, exposure to violence, racism and sexism in television media can teach anti-social, destructive patterns of behaviour. If we, as parents and caregivers take the time to compare television to real life situations and point out behaviours on screen that are not considered acceptable by our own standards, we can help our children develop respect for others and tolerance for differences.



Young children (under the age of 9 or 10) need to be protected from exposure to violence on television. This includes such things as news and documentaries as well as entertainment programming that promotes violence. When choosing what you want your kids to watch, remember to choose age-appropriate material and avoid action or horror films. Not only do these films imprint images of violence but also they rely on very little dialogue. What they are saying to young viewers is that conflicts are resolved by using force rather than by discussion.

They also send a negative message defining sex roles. In these action films, generally men are the heroes. They are self reliant, aggressive, in control, and emotionally unexpressive. The women are generally passive and totally reliant on the male hero and, in horror films, they are also usually the first ones to be killed, tortured or mutilated.

The key to countering the effects of media violence is to encourage your child away from the television and on to more creative, imaginative pursuits as often as you can. Think about how much time children are not spending playing, or taking part in athletic activities both of which are very important to the development of thinking and problem solving skills. With your encouragement, the decision to read a book or throw a frisbee

instead of snapping on the television just may come naturally.

As a parent or caregiver, monitor the amount and type of programming children are watching and protect them from viewing violent material. Children need the following:

- Role models who are non-violent, problem solving and respectful of difference, whether it be culture, race, gender or age.
- The opportunity to share their feelings about what they are watching without having adults judge them negatively for watching.
- To learn the real life, negative consequences of anti-social bullying often seen on screen.

• To learn the real life consequences of acts of racism and sadism, such as they might see on television.

• To learn that each of our actions makes a difference not only to the quality of our own lives, but to the quality of life for those around us.

Reprinted from an article appearing in "Connection," a newsletter of the Institute for the Prevention of Child Abuse, Summer '92.



## News from Kids for Peace

The Kids for Peace club at Beacon Hill School (which is sponsored by the local Home & School) ended the year on a busy note with two main activities, both of which were exciting.

After completing the two puppet plays which were revisions of *Little Red Riding Hood* and *Three Little Pigs and the Big Bad Wolf* from which the students removed the violence and which now end with the conflicts resolved, the plays were videotaped by the school principal for future presentation at the school. Following the plays, Kids for Peace read a clipping from the *Gazette* about a 13-year-old girl in St. Polycarpe whose younger sister was murdered. As a result, Virginie Larivière decided that she would launch a nation-wide campaign against TV violence with petitions to be sent to Prime Minister Mulroney, asking him for a law which would require the gradual reduction of violent TV programs. The Kids for Peace wrote a letter to Virginie, telling her of their support, and she wrote back, giving more details of the campaign and setting a new date of **October 31st** for finishing the drive for signatures. The kids at Beacon Hill sent in about 400 signatures, and

another letter. Virginie wrote back, and told the club that she now has over 100,000 signatures, and is hoping for a million! The petitions are spreading all over the country, and *Kids for Peace* hope she does get a million!

The last meeting for *Kids for Peace* in June was in the form of a peace picnic, with a number of mothers, and even one grandmother in attendance, along with younger brothers and sisters. At the picnic the *Kids for Peace* pledged that they would continue the anti-TV violence campaign, as they shared lunch with everyone.

After eating veggies, desserts such as banana bread and lemonade, everyone did some of the peace-full exercises designed by the children, as well as a couple of cooperative games, one of which required that they join hands crosswise, and then untangle themselves without releasing hands. There was also a hula hoop game which caused much laughter. The rap for the last peace-full exercise that "All wars will cease in a circle of peace." And the *Kids for Peace* plan to make a better world their goal.

from: *Kids for Peace*  
Beacon Hill School



KIDS FOR PEACE give peace sign at Peace Picnic, Beacon Hill School, June, 1992.



Colin Babin and Paul Hamilton of KIDS FOR PEACE at Beacon Hill School, sign petitions against TV violence, May, 1992.

## ENVIRONMENTAL QUIZ

????????????

- Each year, the average Canadian throws away \_\_\_\_\_ kg of garbage.
  - 25
  - 90
  - 200
  - 620
- The majority of Canadian residential garbage is disposed of \_\_\_\_\_.
  - by incineration
  - in the oceans
  - in landfill sites
  - by recycling.
- Household or consumer garbage makes up \_\_\_\_\_ percent of solid waste collected in Canada.
  - 10
  - 25
  - 50
  - 80
- Waste products can be reduced if we \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
  - consumer
  - conserver
  - compost
- Which of the following materials can be recycled?
  - newspapers
  - cardboard
  - pickle jars
  - tin cans
  - apple cores
  - automobile oil
- What is an ecosystem?
- What are the major differences between a responsible and an irresponsible consumer?
- What is this symbol called and when is it used?  
*Think Recycling!*



*Pensez à recycler!*

- List five things you can do in your home or school to reduce garbage. Be specific.
- Write a story to explain how you would protect and preserve our environment.
- Where was Canada's first national park established?
- Do a survey of your home and identify 10 products that appear to be "overpackaged". What are some of the ways to reduce packaging for everyday products?
- What are the three services that make up the federal department of Environment Canada?
- If you were the Minister of the Environment for a day, what changes would you make and why?

The quiz is taken from "The Green Scene" available from ENVIRONMENT CANADA. Call (613) 997-2944. For a French copy, ask for "L'école en herbe." Answers on page 7.

# Social Affairs / Support Services Committee

**Kids and War Toys:** During the 1980's there was a 600% jump in Canadian sales of war toys. Today's popular culture has seen steadily rising levels of violence in entertainment media in spite of 30 years of research showing harmful effects. There is a connection between these two. In the last decade deregulation of children's TV resulted in a trend toward half-hour commercials as children's programming made linkages between toys, cereals, games, and "lifestyle" advocating consumerism and the glorification of violence as fun. Recent success of movies such as *Batman Returns* is another sign of the popularity of violence. The last report from Social Affairs Committee reported on the Savage Mondo Blitzers toys that are now making millions of dollars for the manufacturers. Such toys are not only connected with violence, but with violence on TV, since commercial programs, violent in content, promote their sale. Now comes the Super Soaker squirt gun, a "toy" that has already been involved in several deaths in the U.S. It holds two litres of liquid and can shoot a forceful jet 15 metres. People and cars also have been sprayed by these guns filled with bleach, ammonia and urine. To quote the Chairperson of Canadians Concerned About Violence in Entertainment, Rose Dyson, "We must reclaim our civil liberties and differentiate between corporate freedom of expression (which usually means freedom of enterprise) and individual freedom of expression." Which is more important to us and our children — freedom of a company to make and sell war toys or freedom of our kids to grow up in a world less violent? The Mayor of Boston has asked merchants to remove war toys from their shelves, and in Michigan a bill has been introduced to outlaw these squirt guns. The United Nations Convention on the Rights of the Child includes "the Right to Develop in a safe environment, through formal education, constructive play..." War toys are *not* constructive, any more than violent TV is.

**Children and Calling Home:** A device costing about \$20 is now selling in western Canada and is designed to help children call home if they are lost or kidnapped. This is an automatic dialling service which only requires the child to hold the device up to the mouthpiece of a telephone and to press a large button marked "Home." The product has a chain and a clip for attaching to a child's clothing. It's marketed by Safety Mart Alarm Systems.

## Some Resources Available:

For petitions against violence on TV write: **Virginie Larivière, C.P. 263, St-Polycarpe, P.Q. J0P 1X0. Deadline: Oct. 31, 1992.**

A guide called **Success Stories from Drug-Free Schools: A Guide for Educators, Parents & Policymakers.** Free copies available from: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD, U.S.A. 20854 or call: 800-SAY-NO-TO (729-66-86)

To contact **Canadians Concerned About Violence in Entertainment**, c/o Rose A Dyson, Dept. of Adult Education, OISE, 252 Bloor St. W., Toronto, ON. M5S 1V6 or call 416-923-6641.

For a copy of **Taking Stock: The Impact of Militarism on the Environment** (for high school social studies or world issues classes). Price: \$3.50 per copy or five for \$12 from: Science for Peace, University College, University of Toronto, Toronto, ON, M5S 1A1 or (416) 978-3606.



**Smoking:** Quebec is home to two million of Canada's estimated six million smokers. Smoking dropped 13 per cent nationwide in 1991 and was down by 26 per cent among teenagers. Still, research predicts that nearly 500,000 Canadians will die in the 1990's from smoke-related illnesses. And 31 per cent of adults in Quebec still smoke. The success of efforts to eliminate smoking depend on whether or not young people can be stopped from starting the habit. About 20 per cent of teenagers smoke now, and about 120,000 young Canadians join the tobacco market each year. There are laws against the sale of tobacco products to people under 15 years of age, **BUT THESE LAWS ARE NOT ENFORCED.** It has been found that the packaging of tobacco is important in preventing smoking. If a health warning is on the package (and it is plain), it turns off young people. Preventing tobacco companies from sponsoring sports and arts events would also break the link between tobacco and "being cool." Meanwhile, profits from cigarette smoking continue to climb.

**Children and Reading:** Several recent studies in the U.S. indicate that students watching the least amount of TV read more and had significantly higher reading scores than students watching the most TV. Best readers came from homes where adults read a lot, read many books and talked about the books they read. But ever year more hours are being spent watching TV and VCRs and playing video games. And what kind of TV are they seeing? By age 16, the average child in the U.S. has seen 200,000 acts of violence on TV, and that includes 33,000 murders. By sheer repetition, violence becomes an acceptable response for children to a variety of situations, and the taking of life loses all its shock value. We numb children to hideous acts and wonder why so many seem callous. No wonder that school becomes boring! Yes, there are stories and books with violence, and children do read them. But there is nothing like the immediacy and overwhelming violence of TV. Your local Home & School may wish to participate in the petition campaign of Virginie Larivière against TV violence. See address below.

**Children and Playground Equipment:** In one year 2200 children were treated in emergency rooms of Montreal's two pediatric hospitals following accidents in school and city playgrounds. Recently, a young man named Patrick Verstraelen, a recent graduate of l'Université de Montréal, has re-invented the sandbox, slide and tunnel, and added a few devices of his own, in order to make playgrounds safer and to appeal to the imaginations and inquiring minds of boys and girls. Verstraelen wants to help eliminate the dangerous equipment which is often installed in backyards. Of this kind of recreational equipment, the most dangerous is the trampoline.



## We can do it!

The Terry Fox Run  
for Cancer Research  
Sunday, Sept. 20, 1992

## ENVIRONMENT QUIZ ANSWERS

1. d) 620 kg! That is equal to 2.48 tonnes a year for a family of four.
2. In landfill sites. Landfill sites can cause problems because they take up a large area of land and no one wants a garbage dump in their backyard.
3. 50 percent. You as a consumer contribute to Canada's waste problem.
4. Reduce, re-use, recycle and recover
5. Conservor
6. All of them!
7. An ecosystem is a special place. It includes the air we breathe, the water we drink, the food we eat, and the garbage we throw away. Everything in an ecosystem depends on and affects everything else.
8. irresponsible consumer vs. responsible consumer
  - gets what he/she wants
  - uses only what he/she needs
  - throws things away
  - practises the 4 "R" - reduce, re-use, recycle and recover
  - does not think about the future
  - thinks about and respects the future
9. The Mobius loop. This logo is used on products that can be recycled or products that contain recycled materials. "Recycling is Smart: Do your Part!"
10. Be creative! There are many things you can do.
11. Be creative!
12. Banff, Alberta.
13. Every home is different. We can reduce packaging by purchasing products in containers that can be recycled and refilled. Other alternatives are purchasing bulk quantities of products and fresh produce. Re-use grocery bags when shopping.
14. The three services of Environment Canada are the Canadian Parks Service, the Atmospheric Environment Service and the Conservation and Protection Service.
15. Be creative! This is your big chance!

## Worth Quoting

"(Home and School Associations) can play a most important role in overcoming the bureaucracy that bedevils teachers and professors, by actively intervening on basic questions of education with Boards of Education and provincial Departments of Education, and in giving advice to worried parents."

Dr. I. Halperin  
Canadian Society for  
Improvements to Our System  
of Education

# DOUG ANAKIN SPORTS

## A UNIQUE FAMILY ORIENTED SPORTS STORE

AS YOUR CHILD OUTGROWS THEIR EQUIPMENT TRADE IT IN ON NEW OR USED EQUIPMENT

WE CARRY HIGH QUALITY ITEMS  
NEW AND USED

### HOCKEY HOCKEY HOCKEY

ONE OF THE LARGEST  
SELECTIONS OF HOCKEY EQUIPMENT  
ON WEST ISLAND,  
BOTH NEW AND USED

**DON'T FORGET!**

**WE TRADE FOR YOUR OLD, OUTGROWN  
AND USED HOCKEY EQUIPMENT.**

**Want a bike? Trade your old hockey equipment for one!**  
**GREAT SERVICE - ALL THE TIME - KNOWLEDGEABLE STAFF**

GREAT RENTAL POLICY — INDIVIDUALS / GROUPS  
WE RENT EVERYTHING  
OUR PRICES — ESPECIALLY WITH TRADE-INS - CAN'T BE BEAT  
CHECK US OUT!  
COME AND SEE US!

ASK AROUND — WE ARE WELL KNOWN!

454 BEACONSFIELD BLVD., BEACONSFIELD — TEL: 695-0785 — FAX: 695-5975



# CANADIAN HOME AND SCHOOL AN

## QFHSA is host province

Quebec Federation of Home & School Associations was the 1992 host for the national meeting of Canadian Home & School and Parent-Teacher Federation, held May 27 to 31. All ten provincial federations were represented and a wide variety of concerns and issues were discussed. The delegates were housed at Royal Victoria College, a part of McGill University, and everyone loved Montreal and all the happenings during our 350th birthday year.

Prior to the start of the annual business meeting of Canadian, a day long conference on "Science, Education and Public Policy" was held at Le Grand Hotel in Montreal. The conference on science needs in today's global economy was supported by Industry, Science and Technology Canada; Nabisco Brands Ltd.; and the Upjohn Company of Canada. For further details see page 10.

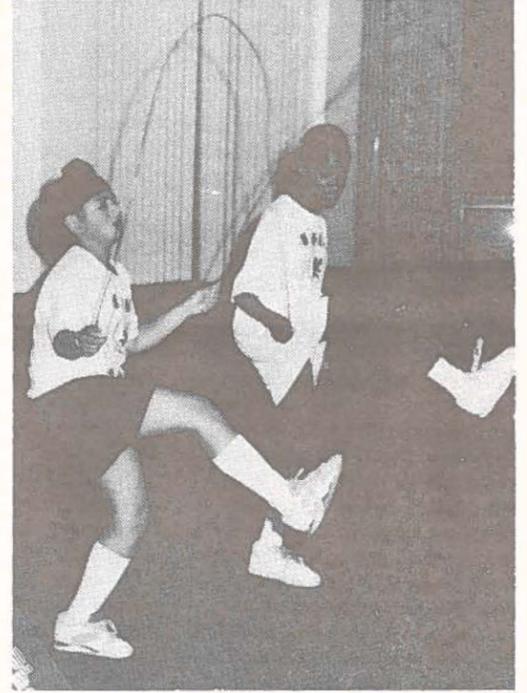
The first keynote address on Science, Education and Public Policy was given by Peter Croden, President of The Upjohn Company of Canada. He addressed the theme from the perspective of a businessman and scientist engaged in a key sector of the Canadian economy; one that is experiencing difficulty in recruiting science oriented employees. A copy of Mr. Croden's remarks begins on page 1.



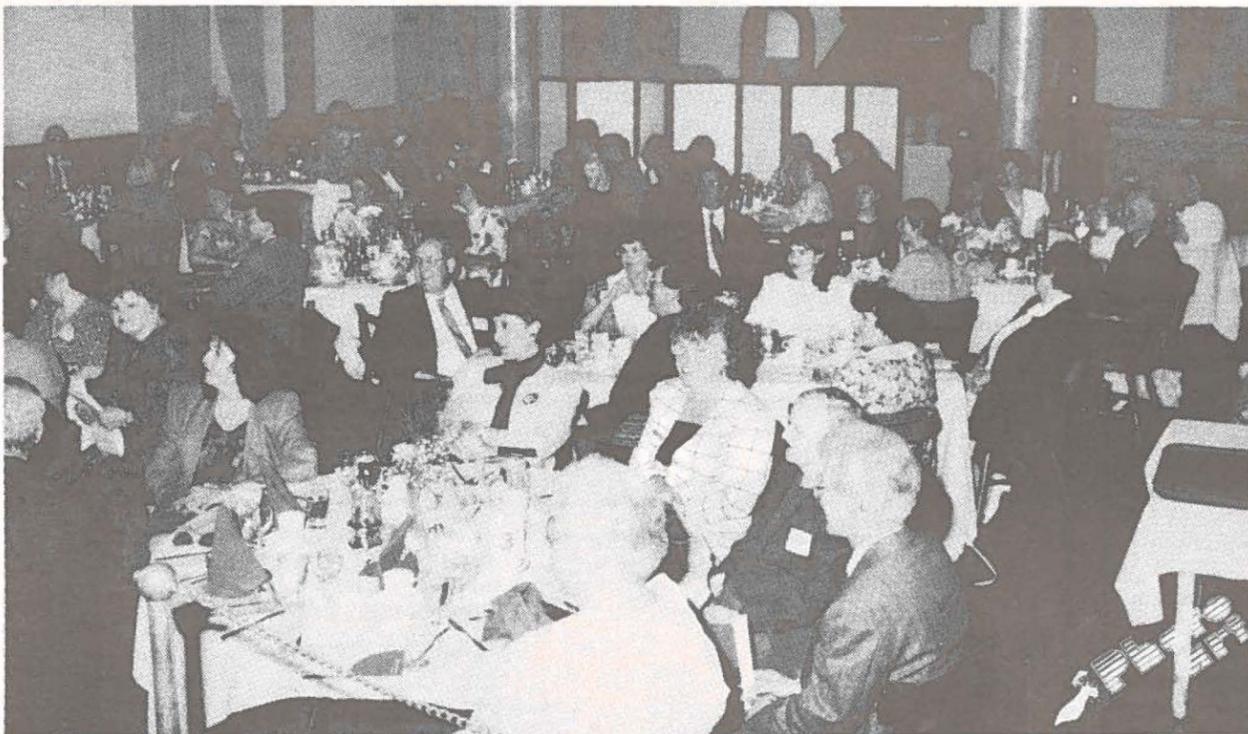
Delegates to the Canadian Home & School and Parent-Teacher Federation (CHSPTF) and invited guests find the Opening Ceremonies and CHSPTF President's Reception thoroughly enjoyable. In the front, sitting on the carpet, are some of the "Skippers" from Northview Elementary School.



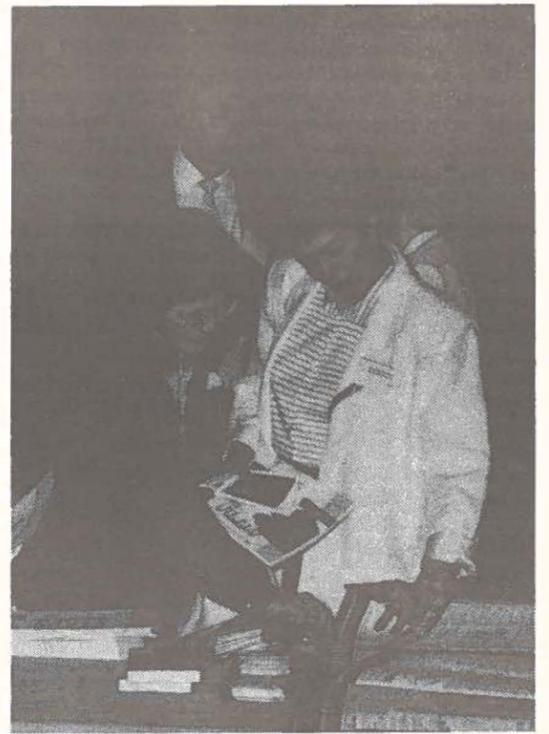
The "Bell Ringers", made up of former music program students from John Rennie High School in Pointe Claire, entertained delegates and guests at the Opening Ceremonies. The "Bell Ringers" are conducted by Peggy Farquharson.



Skippers, from Northview Elementary School in the Lakeshore School Board, entertain guests at the Opening Ceremonies.



The CHSPTF Annual Banquet was held at the Faculty Club of McGill University. The evening was enlivened by Jeannette Arsenault, CHSPTF Eastern Vice-President, from Prince Edward Island, who recited topical poems about various members of the National executive, to the delight of her audience. Appropriate "gifts" were given as well!



Participants look over educational materials displayed at the "Science, Education and Public Policy" day-long conference.

# ANNUAL MEETING HOSTED BY QUEBEC



Helen Koepp, from Quebec, accepts the Life Membership Award from CHSPTF as she steps down as President.



Dr. Calvin Potter, also of Quebec, is given the CHSPTF Samuel Laycock Award. The Award is made to honour a distinguished educator who cares deeply about children. Sylvia Adams, a past President of CHSPTF and of QFHSA, made the presentation.



Victor Goldbloom, Commissioner of Official Languages, Canada, addresses the delegates and guests at the Annual Banquet.



The FACE [Fine Arts Core Education] Jazz Band, under the leadership of Frank Rackow, played for the guests prior to the Annual Banquet. FACE school is part of the Protestant School Board of Greater Montreal and is located on University Street.



Installation of 1992/93 officers of CHSPTF. Dolores Neil, incoming President, from Saskatchewan, addresses audience.

## CHSPTF BANQUET

The Annual Banquet, hosted by Quebec Federation of Home & School Associations (QFHSA), and sponsored by the Ministère de l'éducation Québec (MEQ), was held at McGill University's Faculty Club. M. Michel Pagé, Minister of Education, was unable to attend, but greetings were brought by David D'Aoust, former Associate Deputy Minister (Protestant) of the MEQ, on the Minister's behalf.

Quebec Federation of Home & School Associations is grateful to the many educational groups in the province who helped sponsor the Canadian Home & School annual meeting, held this year in Montreal. As well, many local Home & School Associations contributed generously towards the twice daily "nutrition breaks" which formed part of the very hectic four-day business meeting.

Since there are 10 provincial federations similar to ours, each province is the host only every 8 to 10 years. Quebec last hosted the National meeting in 1983 (in Ottawa). We were delighted to be the 1992 host province as Helen Koepp, CHSPTF President for the past two years, stepped down as President following this year's annual meeting. Helen is a Quebecer and a past President of QFHSA. She has done an outstanding job as national President and we are very proud of her accomplishments and her exemplary devotion to a difficult task.

In 1995 Home & School in Canada will celebrate their 100th year of volunteer parent commitment to education and the safety and well-being of all children. The host province in 1995 will be Nova Scotia. The first Home & School Association in Canada was begun in Baddeck, N.S., in 1895, by Mabel Hubbard the wife of Alexander Graham Bell.



## Science Education continued from page 1

### Human Resources

As a result, people have become a prized economic resource. In this global age, the key to Canada's economic stability and long-term prosperity lies in how effectively we manage our resources. The quality of their education, training and skills can make the difference between success and failure. It is, as one observer noted, no longer enough to buy good employees. We must *make* them.

If Canada is to make social and economic progress in the 1990s, we need to make a *substantial* renewed investment in the education of our children — particularly in science education. We must ensure that they are given *all* the necessary skills so that this country can continue to be a competitive player in the global, technology-driven markets of tomorrow.

Today, I would like to take a closer look at what's shaping Canada's competitiveness in the global economy. And I would like to focus on a critical area of weakness that is making matters worse. That weakness is our unwillingness to give science *and* technology its rightful position of prominence in our school curricula. If Canada is to be strong and prosperous in the 1990s and beyond, it is essential that young Canadians rediscover a passion for science and the motivation to pioneer discoveries that will drive this country's economic growth into the next century.

Speaking as a businessman, I feel companies can do much more to help communicate the value of scientific discovery to students through greater participation in the educational process across the country. Business must become increasingly involved if we are to achieve the best results. Some already have made that commitment. And I'm pleased to say that the company that I represent, The Upjohn Company of Canada, has undertaken a number of initiatives and programs to promote science education at the grassroots level — in our communities. But the process has only just begun. There is a long way to go and a great deal more to be done.

One measure of the future competitiveness of a country is its investment in *knowledge* — education, training, and research and development. Think of education as the primary input — the raw material. Skill development refines the product of education. Research and development then applies the skills to achieve the key factor in competitive success — innovation. But it all depends on the raw material of education.

### Science Education

So just what is the state of our raw material — science education in Canada today? To answer this question, I'd like to first provide you with some background on our state of competitiveness globally to give you some idea of the magnitude of the problem we're facing. In today's global marketplace, Canadian businesses are paying dearly for their lack of productivity and competitiveness. Sometimes the truth hurts. And notwithstanding the controversy surrounding Professor Porter's recent study, I believe it must serve as a rallying cry to Canadian business.

Professor Porter referred to the systemic barriers to change that,

he said, "reside in the policies, institutions, and attitudes that permeate the economy". These barriers, if unchallenged, will limit our country's ability to assume its rightful position in the global economy. Since 1980, Canada's competitive position in terms of real manufacturing output has dropped from second to fifth place among the G-7 industrial nations.

Equally alarming is our relatively low level of investment in research and development — a critical factor in competitive success. Among all the major industrialized nations, with the exception of Italy, Canada spends the least on R&D. Relative to the GDP (Gross Domestic Product), our expenditures are under half that of the United States, Germany and Japan. In the area of high technology product development, Canadian performance is also weak. In fact, we import 97 percent of all the technology we use in this country. In a world of low-cost alternatives, it is no longer enough to be the old hewers of wood and drawers of water.

Unlike our competitors in those countries, approximately 35 percent of Canadian firms are having trouble introducing new technology to their employees simply because they lack the ability to learn the basic literacy and numeracy skills necessary to comprehend the equipment. My point is this: if Canada is to foster internationally competitive businesses, it is going to require a much broader level of support for technology-based innovation at all levels of Canadian society. Starting with education.

For the longest time, science and technology were considered by many to be the preserve of scientists and engineers closeted in laboratories. For the rest, science is something best forgotten, only dimly remembered from bad memories of rote learning in high school. While the federal and provincial governments have, to some degree, recognized the critical importance of science and technology for economic development, the same cannot be said for the Canadian private sector.

The introduction of a new, bio-engineered drug is typically an investment of 200 million dollars and seven years of effort. It is also, for many years, an intangible investment in the field of knowledge. And it is difficult to put knowledge on the balance sheet. But it is also evident that the investment in knowledge through research and development is one of the best ways to ensure that Canada keeps its place in tomorrow's international marketplace.

I submit that we should be encouraging all levels of government to direct more funds toward R&D. As the statistics I cited earlier show, we also must encourage Canadian business and industry to take a leadership role in this area. It's far too easy to start pointing fingers at the causes of the country's industrial woes. We could list factors such as government funding, social pressures, bad management, and lack of national will. But we should stop trying to fix blame and instead we should be INVOLVED. Canadians want business to be involved. According



percent or more say they want to be scientists or engineers when they grow up, that country's competitiveness in international markets is assured.

In France almost 48 percent of all first university degrees awarded are in natural sciences and engineering. That compares with only 15 percent here in Canada. The numbers for students receiving doctorate degrees are not much better. Close to 60 percent of doctorates awarded in France in 1988 were to students enrolled in the natural sciences and engineering. That compares with only 33 percent here in Canada.

At Upjohn, we're very concerned about the lack of skilled scientists entering Canadian industry. Enrollments in technology and engineering sciences, already low by OECD standards, actually declined in Canada in the 1980s. In 1989, for example, Canada's nine university faculties of pharmacy produced only 14 Ph.Ds and 22 Masters degrees across the entire country. If we can stay competitive, we have to reach out to all young Canadians to encourage them from a very early age not only to study scientific disciplines at school and university but also to pursue technical careers.

Right now, there is a gap in Canada between the current educational system and the one we'll need to properly prepare us for the technological challenges of the 1990s. The surest way to bridge this gap is to develop universal skills in literacy, mathematics and science. I believe the result will be a better match between life skills and learning patterns of school and the workplace.

This is not just a task for senior levels of government and big business alone. It is a partnership that extends to all people and organizations in the local community — and everyone in this room. Only a better understanding of the importance of science and technology to our continued prosperity will convince us to make its development a national priority.

This thought was echoed recently in a paper by the Science Council of Canada. They said, "Recognizing that effective use of science and technology can help provide cohesion and purpose to a country, Canada must find a political system that fosters their mobilization in a partnership for change. This partnership must bring employers, employees and the institutions they rely upon... to a sense of national purpose and enterprise; without which Canada and the things Canadians value will most surely decline." It's going to take individual and political will to make such a partnership work. And, as I noted earlier, it must start with our raw materials — the education of young Canadians.

*Ed. note: In our next issue, Mr. Croden will discuss a National Policy for Education and Businesses' Role.*

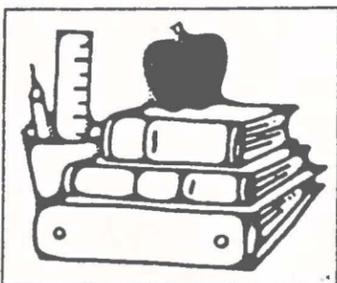


Keynote addresses at the Science conference were also delivered by Haldane on vocational training and Employment Initiatives programs sponsored by Ys across Canada; while Pippard spoke of the National Round Table on the Environment and the Economy which advises the P.M. on achieving sustainable development in Canada. (left) Scott Haldane, Chairman, National Education Organizations Committee (NEOC); National Director of Employment Initiatives, YMCA, Canada. (right) Leone Pippard, President and Executive Director, Canadian Ecology Advocates; Co-Chair of the Standing Committee on Education and Communications; National Round Table on the Environment.

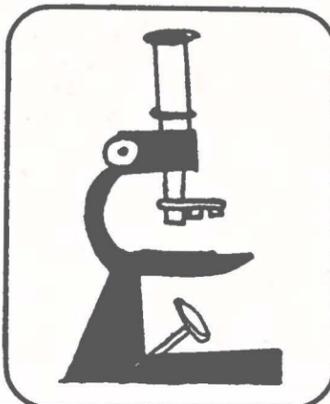


### Literacy a Factor

The natural resources of the next century are knowledge, information, and applied technology. Catching up won't be easy. Not when nearly 30 percent of Canadian students leave school before completing Grade 12 — one of the highest drop-out rates in the industrialized world. Here in Quebec, the provincial drop-out rate of 36 percent is alarming; the drop-out rate for males — at 42 percent — is the highest in the western world. At the same time, 38 percent of Canadians have functional literacy deficiencies. They are simply unable to read and write well enough to participate fully in the basic activities of our society.



A recent Conference Board survey indicated that 70 percent of 626 companies they polled had functionally illiterate employees in their work-force, but only 24 percent of the firms had a policy to deal with the problem. Statistics like these are a painful reminder of Canada's inability to keep pace with its competitors. This is true not only of competitors from OECD (Organization for Economic Cooperation and Development) countries but also of the growing number of developing countries.



### Research and Development

In research and development, for example, private sector spending is even more dismal than government-funded efforts. Private companies in Canada invest about *one-third* of the amount invested by companies in Switzerland, Sweden or South Korea. In fact, private sector R&D in Canada is *less* than that of India and only slightly higher than Mexico! Indeed, the reluctance of Canadian business to invest in R&D surely indicates companies' refusal to accept the obvious — science and technology have *everything* to do with business success — and with the *everyday* lives of Canadians. One need only to look at the pharmaceutical industry to realize that scientists and technologists have a great deal to contribute to our future well-being. At a time when our population is aging, the bio-medical industry has responded with health-care products and processes that seem almost miraculous in their ability to prolong and preserve our quality of life.

In truth, they are *not* miracu-

to a recent Gallup poll, more than half of those surveyed expect business leaders to be more involved in helping the government formulate policy. And I couldn't agree more.

### Needed: A Highly Skilled Workforce

Turning briefly to training, I believe future economic rewards will belong largely to those companies who understand that a highly skilled work-force is essential in today's economy. Why? Because unless we add value at every stage of product and service delivery, we will be shut out of markets by competitors offering lower cost, or more value. In an increasingly competitive marketplace, it is only those companies that invest in people with technical knowledge and expertise that will be the winners.

Like R&D, the record on private sector skill development is not good in Canada. It currently represents about one-half of one percent of payroll. That is half of the U.S. proportion, which is itself far lower than that in Japan or Germany. Only about 15 percent of Canadian companies have training budgets, and those budgets tend to be lodged in larger corporations. Investment in intangible knowledge is not seen to be as critical for competitiveness as investment in tangible plant and equipment. I can assure you it is equally important now, and will be more so in the future.

I heard recently of a speech by a vice-president of a giant Japanese computer manufacturer. His topic was the Japanese approach to innovation. He casually suggested that the best clue to a country's capacity to innovate was a survey of nine or ten year olds. If 50

# FOCUS on the LOCALS

## COURTLAND PARK

### Windup to a busy year

The Courtland Park Public Speaking Contest was won by Shawna Rose (Grade 6) — her topic "Phobias" — and Matthew Bain (Grade 5) for "Mes Chats". These two also represented us at the Regional Public Speaking Contest. Honourable Mention goes to Courtney Rose, Grade 4, for her topic "Violence in Nursery Rhymes". Congratulations to all the students who participated and worked so hard on their speeches.

Courtland Park began a Waste Reduction Program in May. During the very first week we managed to reduce our waste by 53% thanks to the environmental concern shown by all the students. We will keep you posted on how we do. Some of the senior students had their work exhibited at "Ecofuture", an art and story exhibit on the Waste Reduction Program, being held at the Guy Favreau Complex in Montreal.

One hundred and six students from our school competed in the Halo Road Race held at the end of April on Mount Royal. We are very proud that so many students took part and many did very well indeed.

Our final big event of the school year was our Annual Family Bar-B-Q and Magic Show. This was a fun way to wind down our exciting school year.

Our first event in September, our Annual General Meeting, will also feature a talk on "Homework and Household Chores: Nightmares Revisited?" given by Ed Miller, a Behaviour and Family Systems analyst. The development of responsibility will be explored and everyone is invited to attend the September 16th meeting.

## VALOIS PARK

### Safety Conscious!

Valois Park School students highlighted a month long safety awareness program by putting into practice their knowledge and skills at the school's annual Pedestrian Rally and Bicycle Safety Rodeo.

Again this year, the officers of the MUC Police Station 11 were on hand to provide students with Bicycle Safety Instruction and Mechanical Inspections. During the month, defensive driving and safety concepts were stressed in and outside of the classrooms through discussion, film, info packets and poster contests, etc.

Many lucky students were thrilled when their names were drawn for seat carrier pouches from ERB Transport, Day Passes to the YWCA, bicycle caps from Fraser Cycle and Sport and Canadian Tire and bicycle baskets from the Home and School Association.

All students went home with Hershey Chocolate Hearts and

Participation Certificates from the MUC Police. The Grand Prize, a shiny new bicycle, generously donated by Fraser Cycle and Sport and Leader Bicycles was won by an excited Sara Gordon Loiello.

A total of fifteen bicycle helmets were donated by the MUC Police, Home and School Association and ERB Transport. This contribution is greatly appreciated and is a key element in the success of this program. 50% of the more than 200 Canadians who die each year in cycling accidents are children between the ages of 5 or 14 years old, and 75% of these tragedies are a result of head injuries.

This is the third year in which helmets have been donated by concerned community members, organizations and businesses, and the program success was clearly visible at the end of the day when a resounding 235 of the school's 280 students as well as all cycling teachers indicated that they now use bicycle helmets.

*Wilma Grainger*



Sara Gordon-Loiello is presented with bike by Fraser Cycle & Sport representative. Principal David Wadsworth in background.

## FIRST NATIONS EDUCATION COUNCIL MEMBER COMMUNITIES SCHOOLS

Name of school	Managed by	Levels
Hétaie School Wendake	Band	Pre-K to 6th Grade
Manawan School Manawan	Band	Pre-K to Secondary IV
Weymontachie School Weymontachie	Federal Band	Elementary to Secondary II
Karonhianonhnha School Kahnawake	Band	Emergence Kindergarten to 6th Grade
Kateri-Kawennanoron School Kahnawake	Band	Pre-K
Kahnawake Survival School Kahnawake	Band	Secondary I to Secondary V
Indian Way School Kahnawake	Band	Pre-K to 6th Grade
Congo Bridge School Maniwaki	Band	Algonquin Immersion Kindergarten to 6th Grade
Kitigan Zibi School Maniwaki	Band	Pre-K to Secondary V
Kanestake School Kanestake	Federal	Kindergarten to 6th Grade
Obedjiwan Schools Elementary & P-Secondary Obedjiwan	Band	Pre-K to 6th Grade and Secondary I & II
Rapid Lake School Rapid Lake	Federal	Pre-K
Wejgwapniag School Gesgapegiag	Band	Pre-K to 6th Grade

## ELIZABETH BALLANTYNE

### Academic Enrichment

On Wednesday, May 6th, E.B. held its second annual **Dollar Auction** — this time with the addition of a Bake Sale. **Evelyne Pytka** organized the evening with her usual *tour de force* — no doubt the reason for its huge success. (\$1,158.00 was raised for Academic Enrichment!!) Auctioneer **Martin Kiely** kept the evening lively and

entertaining.

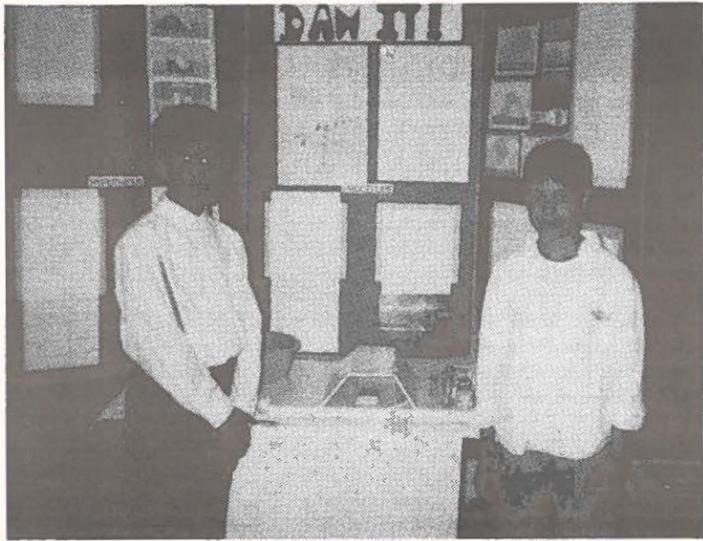
On May 20th E.B. presented its **Science Fair**. It gave the students a wonderful opportunity to "exhibit" their talents and skills. As usual, EBS students rose to the occasion by demonstrating many excellent scientific experiments. A variety of individual and class projects were on display. Everything from dinosaurs to volcanos to the separation of matter, from grow-

ing crystals to the harnessing of wind to electricity. You name it, it was there!! One noteworthy exhibit was from grade 6 students **Faisal Ahmad** and **Charles d'Angelo**. Their project answered the question "Can one harness ocean waves to create electricity?" — an impressive exhibit, indeed, which had already won them a Gold Medal at the Royal West Science Fair!

E.B.'s **Spring Concert** was held on the evening of June 3rd — this year's theme was "Canada 125." The audience was treated to songs from Newfoundland to Manitoba to the Yukon! There was even audience participation, when the Grade 5 classes, who covered Ontario, invited everyone to play "Musical Trivial Pursuit." Here's an example of one of the questions: "What Ontario city produces approx. 85% of the world's nickel?" — give up? — the answer is Sudbury! The two grade 5 classes proved to be a real crowd pleaser.

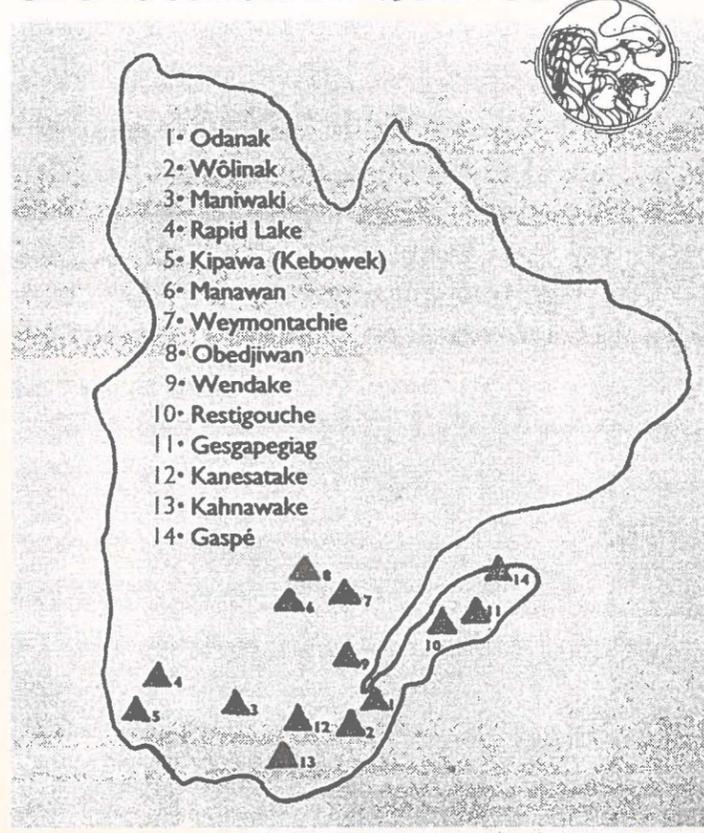
The evening came to a close with a beautiful and timely rendition of "This is My Home" by the E.B.S. Chorale. Special thanks to our music teacher, **Mrs. Lillias Lipter**, for "keeping it all together."

*Ann Bishundayal*



Faisal Ahmad and Charles D'Angelo, Science Fair Winners.

## Where the different bands are located in Quebec





## CEDAR PARK

### News from the Library and Safety Committees

Cedar Park was thrilled in March to welcome back to their school Betty Sorensen. Through her enthusiasm and devotion to our library over many years of volunteer service, Betty helped to build our library's reputation. When she "retired" the library was given her name in honour of her tremendous contribution. Betty

now lives in Nanaimo, British Columbia, but we were all delighted to see her again if only for a brief time.

In April, the Cedar Park Library hosted a book repairs workshop for library volunteers from all Lakeshore School Board schools. Francie Gunther and Marney MacDonald, from Cedar Park's library volunteer program, shared their expertise with everyone. A booklet outlining in detail the steps involved in various types of book repair had been prepared and a

copy was given to each school for their library.

The Safety Committee reported they had reached their fundraising goal for Cedar Park's bicycle helmet program. Each Grade 2 student was given a helmet before the end of the 91/92 school year. Also in the interest of bicycling safety, a bicycle rodeo was held. At the rodeo helmets were sold to the other grades at reduced prices.

Also during the Spring, there was much practice and music as our choirs prepared for concert-

time. This year the classes worked on a co-operative-learning group composition, based on fairy tale motifs. This was a very interesting project and enabled all the students to experience music-making at their own level. The final results were magnificent.

Cedar Park was sad to lose teacher Phil Clavel at the end of the school year, but we wish him well at his new school. We extend a warm welcome to Chris Laframboise, our new Grade 4/5/6 teacher for the coming year.

## BEACON HILL

### Celebrating our 25th anniversary

The 25 "Good Deeds and Neat Things" for the 25th Anniversary of Beacon Hill have turned into about 30 events. Some of the accomplishments which have not been listed were the recycling of milk and juice containers and of leaves from the schoolyard; the turkey run across Canada, a geographical project of Grades 5 & 6; collection of UNICEF boxes at Hallowe'en; the performances of the choir and ukulele groups at the Royal Vic Hospital and various health care units; a sale of litterless lunch boxes; a cleanup of the school yard by Michelle Morrison and her friends; a donation to the Gazette Christmas Fund; a Raffle and Book Fair run by H&S volunteer Cindy Patino with funds going

in a gym decorated with souvenirs and mementos about past years at the school. Graduation certificates and awards were presented. Teachers Janis Morrow, Wayne Morrison and Catherine Sheppard presented other special awards, while teacher Janie Carr gave out certificates for participation in the Leaders' Corps and the JUMP ROPE FOR HEART. Citizenship award was presented to Robert Carson, son of our outgoing President. Liz Little will be taking over from Toni Carson in this position. Principal Gregor Campbell also greeted three special guests — former principals Ellen Wernecke and Kathy Phillips, as well as former teacher Norman Horner who will be coming back in September.

Special recognition and thanks were given to nine families of volunteers who will no longer have children at Beacon Hill and who gave unselfishly their talents and



Robert Carson with mother Toni Carson shows off plaque for good citizenship he won at Beacon Hill School graduation, June 1992.

energy over the years: the Ankorns, Patinos, Wards, Meins, Carsons, Shaughnessys, Aldreds, Campbells and Whites. Winners in the Canadian National Mathematics League Contest were honoured also. Gregor Campbell spoke to the students about the value of their minds and how they should not be wasted. The Valedictory addresses were given by Lydia Melnyk and John Lachance who both said, "We're gonna miss you, Beacon Hill!"

The H&S Bar-B-Q was a happy time for all, with hot dogs and hamburgers with all the fixings cooked by staff members and H&S volunteers, as well as watermelon, soft drinks and other goodies. Ishkabibble, a magician, was on hand for the children. Face paint-



Janet Black and Joann Wood, part of the Home & School volunteers who organized the annual Bar-B-Q at Beacon Hill School for the 25th anniversary of the school, June 1992.

to the Library and for field tips; participation of Grades 3 through 5 in the Halo Run on Mount Royal with help of teacher Russ Kelly; sending of seven boxes of books to the lower North Shore as part of the H&S literacy campaign; hot dog and donut days organized by teacher Wayne Morrison to raise funds for Grade 6 field trip and graduation; raffle of prints at Spring Concert to help with renovation of the playground.

### Grade 6 graduation

Two concluding activities for the end of the school year were the Grade 6 Graduation and the annual H&S Bar-B-Q. Thirty-six students graduated with a ceremony



Janis Morrow, Janie Ladd, Cathy Sheppard and Wayne Morrison, teachers at Beacon Hill School's Grade 6 graduation, honor a volunteer mother at Grade 6 grad, June 1992.

ing for the kids was very creative, and there was a raffle for toys, games, mugs, tapes, records, caps, backpacks, etc. Last, but not least, everyone was given a piece of cake, part of a huge display of 25 cakes made by volunteers, plus a centerpiece of a large cake with the Beacon Hill crest on it. This 26th cake was made and decorated by Elisabeth Aldred, who also put the year on each of the smaller cakes.

What a 25th anniversary this was! All proceeds go to finish playground renovation. The coming school year should indeed be a busy one for Beacon Hill's Home & School.

Pat Lewis



Some of the kids having fun and eating at 25th Anniversary Home & School Bar-B-Q at Beacon Hill, June, 1992.

## DORSET

### Whirlwind tour and other activities

Grade 3 students performed a square dance as participants in the dance festival at Riverdale H.S.

On Mother's Day the school choir, along with other choirs, sang at St. Barnabas Church in Pierrefonds.

Youththeatre presented *Peacemaker*, a play about resolving differences. They were well received by students and staff. The younger children found it entertaining, and it provoked discussion among the older students.

This year the Student Council had a year-round food drive. Bins were placed in the foyer of the main entrance and everyone was encouraged to bring donations of non-perishable items.

There was a new twist to the Avey Public Speaking competition, held May 22 — storytelling. Competition was stiff but entertaining, with everyone telling an old favourite, or a recent discovery.

Grade 6 students enjoyed a whirlwind tour of Quebec City on June 9th and 10th. Accompanied by teachers Manon Coursol, Paul O'Donnell and Cindy Morris, and volunteer parent Kenneth Radu, the students visited the Musée du Fort, rode on the funiculaire, and met with their MNA, Russell Wil-

liams, at the National Assembly.

The school's daycare, BANANAS, presented a Cabaret featuring local talent.

The school library was renovated this spring. At the re-opening it was named the Betty Teasdale Library, in honour of the Principal who retired in June. Books were donated by parent groups and classes and the H&S gave \$3300 to help continue building the collection. A Parent Information section was started with the purchase of the *Growing Up* video.

A Bike Safety Roadeo was held on June 18th. Constable Cyr from Station 11 was present to talk with the students. Juice was provided and certificates were presented to all the participants. Earlier in the Spring, bike helmets were offered at a discount to all students, staff and parents, by McNic's Sporting Goods.

Every family received a petition concerning violence on T.V., to circulate among neighbours and co-workers during the summer months.

A Teacher's Luncheon was provided on June 11th by grateful parent volunteers.

As part of the school's commitment to the "This House Needs Books" campaign, 15 boxes of 2nd hand children's and adult books were sent to the Gaspé and Lower North Shore.

## WESTMOUNT HIGH

### New Parents Reception

On June 3 Westmount High welcomed its new parents with a late afternoon reception. The library, always an interesting place, was decorated with flowers and posters. Information was available describing Home and School and the School Committee and both chairpeople were present to welcome the newcomers. The staff was also well represented.

The wine spritzers, prepared by Principal Richard Meades, were especially refreshing on this warm spring day and a wide variety of

delicious food was enjoyed by parents and teachers alike. Many thanks to the prefects who helped set up and serve.

Here was a opportunity to chat informally with the teachers, get to know each other, exchange ideas and information between Home and School and School Committee, and welcome the new parents, many of whom expressed an interest in working for one of the committees next year. We look forward to working with our old friends and new colleagues in the next school year.

Anna Marrett



# MORE FOCUS

## HUDSON

H.H. & H.E. Home & School had a busy spring with 3 fundraisers — car washes, Annual Book Fair and a Plant & Bulb sale.

32 students are now completing the Canada Safety Council Baby-sitting course, which will be followed by a CPR Heartsaver Baby course.

H&S distributed leaflets with an excellent offer for the Canadian Encyclopedia for all students.

In May the Parting Gift Campaign was launched again — this is where a Grad student makes a donation to purchase a book for the School library and the bookplate in the front cover carries his/her name.

May 26th the parent groups of Hudson High sponsored a meeting entitled "Understanding Adolescence." There were 4 guest speakers

## It is nicer to give than to receive

Hudson Elementary and High School students took part in a Terry Fox Run and raised over \$11,500 for cancer research.

Ecole Primaire Pointe Claire — in lieu of giving Christmas gifts to their teachers, money was collected and donated to Sun Youth. A magnificent \$2,500.

Beacon Hill Elementary School made a donation of \$100 to the Montreal Children's Hospital in recognition of their teachers during Teacher Appreciation Week in February.

We're proud of you.

and the program was organized by Brigitte Haltrich, the Lakeshore School Board's drug prevention consultant. The meeting was well attended.

The A.G.M. of the H&S was held June 9th — this was the last meeting with Elementary representation as the Elementary students will be returning to Mt. Pleasant and Evergreen schools in September.

## THREE RIVERS HIGH Principal is feted for 25 years service

William (Bill) Dousett is principal at Three Rivers High School in Trois-Rivières. He arrived there some 26 years ago as a novice teacher and eventually became the principal. To mark his 25 years at the school, the School Committee organized a surprise party at the home of one of its members. The Committee had chipped in to buy Bill a fish/depth finder (he is an avid fly fisherman). They also had a trophy made to commemorate his 25 years. The trophy is awarded to the student who, during the year, shows the biggest improvement in marks in the high school. A suggestion was made by the School Committee to the teachers that maybe something should be done by the students to celebrate Bill's 25 years. That suggestion took off like the proverbial bat, and every class, from kindergarten to Grade XI surprised their principal with an afternoon of presenta-



The expression on his face caused by the emotion of the events contrasts with the title of the book he holds in his hand.

tions, one from each class, and all depicting Bill's qualities as the principal of TRHS.

Don Smith



One of the suggestions made by the School Committee was for the children to draw a picture of what their principal represented to them. In this picture we see Bill holding the prize-winning picture that was made into a wall plaque. Beside Bill is Lyn Belisle, president of the Orientation Committee and member of the School Committee. Front left is Vicky Lafrenière, Grade II. The plaque is an inspiration from her drawing. At the bottom of the plaque is inscribed what Vicky had put on her drawing "Mr. Dousett takes good care of all the children at TRHS. He is the big boss." At the right of the picture is Angeline Ng from Grade III.



Marion Daigle, QFHSA Literacy Director, read a story to Grade one students at NCHS during a recent visit.

## NEW CARLISLE HIGH SCHOOL Reading is FUN

A Readathon, held between May 19 and June 02, was a huge success. Seventy students between grades 1 and 8 participated and over 19,000 pages were read in total!

The Readathon, organized by Anne MacWhirter of NCHS, was sponsored by the "Readers are Leaders" community literacy project which is spearheaded by Anne, Lally McKenzie and Bertha Hayes.

The Readathon was chosen as a fund raising event to show that reading is FUN, reading is rewarding (all sorts of prizes were put up by local businesses), and reading is NOT just an in-school activity. The Readathon was enthusiastically supported by the children's par-

ents, their teachers, and their friends. Over \$600 has been raised so far.

These projects are taking place as a result of the Canadian Home & School and Parent-Teacher Federation's Literacy in the Information Age project and were initiated in the Gaspé through the New Carlisle High Home & School Association.

The "Readers are Leaders" project is running several different literacy projects within the community. "Born to Read" gives new mothers and their babies new children's books in a colourful homemade book bag. The bags are given out by the CLSC nurse when the

new mothers go for their baby's first set of immunization shots.

There is also a Saturday Reading Circle in New Carlisle. Dedicated readers are rewarded with book prizes.

A Book Exchange/Library is operating out of the United Church on Tuesday afternoons. Children can come here to borrow any book(s) they fancy. But books are also given to children as participation prizes.

Editor's Note: Our congratulations to this Gaspé community for their innovative initiatives and for their commitment to their children's future successes.

## Education Winners

Nine Canadian educators have been named 1992 Reader's Digest Leadership in Education winners for their achievements, which range from a weekly radio program produced by elementary students to an environmental project involving an entire school.

The winners and their schools will share \$70,000 from Reader's Digest Foundation of Canada. Six individuals and one team will each receive \$5000. The Foundation will also award each school \$5000 to support the programs or activities which earned the winners national honours.

The program is jointly sponsored by the Reader's Digest Foundation of Canada, Canadian Association of Principals, Canadian Education Association, Canadian Home and School and Parent-Teacher Federation, Canadian School Boards Association and the Canadian Teachers' Federation.

Chosen from 200 nominations submitted by parents, school-board officials, school administrators and fellow educators in schools nationwide, the winners are:

- Christine Hubbard, principal, Woodroffe High School, Ottawa, has introduced a peer-mediation program whereby student mediators help resolve conflicts.
- Diane Longtin, teacher, École secondaire L'Escale, Rockland, Ont., provides a way for students to become more aware of the world around them and how they can make a difference. Her students serve meals to the homeless at a local shelter and work with local senior citizens.
- Victor Charlebois, welding teacher, Highland Park High School, Ottawa, a 25-year veteran, has used welding to reach the most difficult-to-reach students, providing them with useful job skills along the way.
- Lise Daoust, teacher, École Notre Dame des Sept Douleurs, Verdun, Que., created an in-school radio program which students from kindergarten through

Grade VI produce and broadcast. Aired throughout the school every Friday, it provides the students, who live in one of the suburbs of Montreal hardest hit by the recession, with an outlet for creativity and gives them a sense of importance and achievement.

- Robert Rioux, Monique Emond and Yves Hudon, École L'Escabelle, Cap Chat, Que., created a play with an anti-violence theme. Senior students wrote the play as part of classwork and performed it for the school and community. Its positive effects include a reduction in school violence, and imbuing a sense of achievement and self-respect in low achieving students involved in the project.
- George Rooney, principal, Charles Dickens Elementary School, Vancouver, committed his staff to develop a totally new

school philosophy. The result was a complete turnaround in the way teachers dealt with students and in the way the students were taught.

- Susan Hoover, teacher, Sentinel Secondary School, West Vancouver, organized the Howe Sound Environmental Project which involved students from all classes throughout the school. By working on a variety of projects, they became aware of the impact of human and natural forces on the area.

Program sponsors hope that by honouring the achievements of these unsung heroes, other educators will be inspired to follow their examples.

For further information, contact Bonnie Venton Ross, Reader's Digest, 215 Redfern Avenue, Westmount, Quebec, H3Z 2V9, (514) 934-7328.



Lise Daoust, Enseignante/Teacher, École Notre-Dame-des-Sept-Douleurs, Verdun, Québec.

# Dropping Out: The Cost to Canada

## The \$4 Billion Cost to Canada

The costs of dropping out of high school are discernible and significant. Canadian society will lose more than \$4 billion over the working lifetime of the nearly 137,000 students who dropped out in 1989.<sup>1</sup> Each individual male dropout will lose nearly \$129,000 over his working lifetime, while each female dropout will give up \$107,000 over her working lifetime.

Canadians are increasingly aware that education, because of its impact on our social well-being and economic prosperity, is one of the most significant public issues facing Canada in the 1990s. Problems facing the educational system threaten to reduce the national standard of living, heighten demands on social safety nets, and increase the economic burden on individual and corporate taxpayers.

One of the most important of these problems is a high school dropout rate that stands at 34 per cent — meaning that one in three Canadian high school students fails to graduate. Equally disturbing is the fact that although the dropout rate has fluctuated over the last 10 years from a high of 38 per cent to a low of 28 per cent, the dropout rate has been rising again in recent years.

The \$4 billion cost to Canada consists of lost lifetime earnings and tax revenues as well as the additional expenditures society has to make to address related social problems. This economic cost of \$4 billion becomes even more staggering when we realize that this amount represents the lifetime loss to society of *only one school year of students who drop out.*

The average dropout earns less than the average graduate. This loss is a cost to society because it represents lower economic production as well as lower government taxes. Students who do not complete high school are less productive because of a shortage of learned skills. In turn, they contribute less to society in terms of productive capacity and economic output.

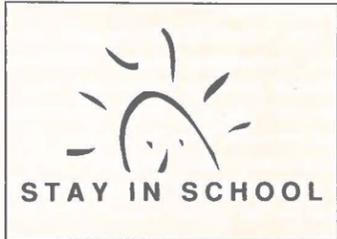
The strong relationship between dropping out and the cost to both society and the individual student in the form of lost income and productive capacity has been well established. Beyond these income-related consequences, the high school graduate and society can expect to gain from a host of non-market benefits. These benefits include factors such as lower costs for health services, increased cultural participation, increased opportunity for training and mobility, higher yields on personal investments, lower expenditures on crime prevention and detection, and lower expenditures to administer welfare and unemployment programs.

Against these benefits must be placed the costs of providing that level of education. The cost to individual students includes the cost of books, tuition and miscellaneous fees, as well as the labour income given up while attending school. The cost to society includes the direct expenditures for teachers' salaries, equipment and supplies, as well as the value of the productive output that students would be generating if they were employed full time instead of remaining in school.

## Students also Lose by Dropping Out

High school dropouts also lose out on a host of factors that are much more difficult to assess since most lie outside of the market system, yet are nevertheless significant. Some of the factors identified by researchers include a decreased level of personal health, the lower educational attainment of offspring, a lower yield on personal investments, less enjoyment of cultural activities, and lower social status and fringe benefits connected to their subsequent employment.

The decision to remain in school is an important one for the future of Canada as well as for the individual student. At present, high school dropouts experience higher unemployment rates than their classmates who graduate, and the workers who are most likely to be



laid off in times of economic recession are those in occupations where job growth is lowest — precisely those jobs that require lower skills.

The importance of education for the individual student will not

diminish in the future. Of all the jobs to be created between 1990 and the year 2000, Employment and Immigration Canada reports that nearly 65 per cent will require a minimum of 12 years of education and training. These projected requirements show a marked contrast with the skills required for existing jobs. Currently, only 53 per cent require at least 12 years of education.

## Education Is an Investment

As an investment vehicle, *education has a higher rate of return than almost any alternative investment opportunity.* The rate of return to society for investment in high school education is 19.0 per cent for males and 17.8 per cent for females. The rate of return for the individual student is even higher. The individual male student receives a rate of return of 65.4 per cent by graduating from high school, while the female student earns a 74.4 per cent return.

## All Stakeholders Are Affected

The federal government's 1991 Speech from the Throne proposed certain Canada-wide goals for education. One of these goals was to ensure that 90 per cent of Canadians attain secondary school diplomas or the equivalent by age 25. If the dropout rate is lowered from current levels to 10 per cent by the year 2000 and if students face labour market conditions similar to those experienced by the 1989 class of secondary school gradu-

ates, the present value of the lifetime dropout cost to Canadian society over the 1989 to 2000 period could be cut by 40 per cent — from \$65 billion to \$39 billion, a savings of \$26 billion.<sup>2</sup>

Any initiative that will encourage students to complete high school can have a major positive impact on the future economic well-being of both individual students and Canada. All educational stakeholders — business, government, educators, labour, parents and youths — have an interest in promoting and participating in any such initiative. Give the kind of future that is anticipated for Canada, one in which education will play an increasingly important role in emerging technologies, international competitiveness and economic productivity, action on the high school dropout problem is imperative.

1. The \$4 billion figure is the present value of the working lifetime cost of dropping out for the group of students who did not complete their secondary school education in 1989, the most current year of data on national and provincial dropout rates.
2. This calculation assumes that the income differential between graduates and dropouts remains constant in the face of the falling dropout rate.

For further information, or a copy of the complete report, contact the Conference Board of Canada, 255 Smyth Road, Ottawa, K1H 8M7, Tel. (613) 526-3280.

## Acid Rain

A new revised Backyard Acid Rain Program (BARK) is off and running for another year. The program, which monitors acid precipitation and weather, had over 1400 classes across Canada and the U.S. gathering data on acid rain and participating in this environmental education program.

This year, prompted by participants' comments, the program has two new monitoring periods. Teachers can participate in as many sessions as they want, and can register throughout the school year. For more details write, phone or fax Public Focus, 489 College St., Suite 500, Toronto, Ont. M6G 1A5. Tel. (416) 967-5211. Fax: (416) 967-4450.

Reprinted from  
CEA Newsletter Feb. '92

## Bill C-22

### Bankruptcy tax dropped

The Federal government has dropped a proposed tax on employers, including universities and other publicly-funded institutions, that was intended to finance wage protection for employees of bankrupt companies.

The tax was part of Bill C-22, legislation aimed at updating Canada's bankruptcy law and putting in place a new Wage Claim Payment Act. Faced with widespread opposition to the new tax, from small business and public sector representatives, the government announced in early May that it will not proceed with the tax portion of Bill C-22.

Reprinted from Association of Universities & Colleges of Canada "Notes", June '92.

# Students Who Drop Out

## The origin of the difficulties

Academic difficulties don't begin at the same time for everyone. For some, whom the study describes as "perseverant drop-outs," the problems go back to elementary school, with slight learning difficulties that were never resolved. Those in this group who reach Secondary 5 are rare.

Others began to have poor results in Secondary 3, at the same time as they were going through an adolescent crisis that led them to seek out arcades, alcohol, drugs (the study calls these students "delinquents").

The interviews brought out four deficiencies in school life that predispose some young people to dropping out: the impression that teachers have little consideration for them, learning difficulties, a lack of investment in studies and a lack of discipline. However, these

subjective motives have to be compared to more objective reasons, such as those below which could be determined from the sample.

Despite everything, before developing the idea of dropping out, the majority of drop-outs were thinking of continuing their studies: 46.6% wanted to obtain a high school diploma, 29.7% wanted to go on to CEGEP and 14.2% wanted to continue on into university.

On the other hand, the adolescent who has left school prematurely has an image of the "ideal teacher" that is quite similar to that of the student who has remained in school: both see the teacher as a person who explains things well, who "is fair" and who "knows how to listen."

## The job

Although for a large number of students involved, leaving school

means new-found liberty, the loss of friends, an emptiness and the fear of the future are also present in the first moments of the new life that is beginning. Their attention then turns spontaneously towards work.

We should point out that 45.3% have already provided for the situation (already have a job) and that, another group of 39.7% will find work within less than one month. But what kind of job?

Most often they find a full-time job with an income below \$300 a week. Except for the salary, the young people seem quite satisfied

with their working conditions and their relationship with the boss and other employees. At the beginning, they don't miss school, but after a few months, confident statements give way to doubts. Half of them would have appreciated receiving a telephone call from the school asking them to begin again.

Taken from a Special Report, "The System's Forgotten Ones," which appeared in the Mar./Apr. '92 issue of UNISSON, a publication of the School Council of the Island of Montreal, based on a study on dropouts prepared by the Ministry of Education, Quebec.

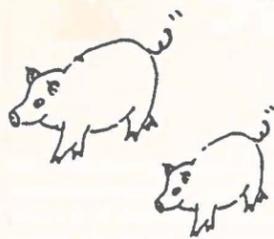
## Some Advance Signs of Dropping Out

	Students overall	Those who have dropped out
<b>Attitude in class</b>		
Hardly ever asks questions	10.0%	22.4%
Hardly ever asks for help	8.5%	25.9%
<b>Link between school and home</b>		
No studying at home	6.7%	20.7%
Frequent unjustified absences	3.0%	31.0%
Works more than 15 hours per week	39.3%	77.8%
<b>Interest in study</b>		
Tired of school	5.0%	22.4%
Not interested in most courses	18.4%	39.6%
No encouragement for attending school	5.1%	24.1%
Low academic ambition	8.4%	46.6%

## Kind of Jobs Obtained by "Drop-Outs"

	Boys	Girls
<b>Tertiary sector</b>		
	48.9%	88.7%
	cleaning and maintenance (factory, warehouse)	babysitting, caring for the elderly, cashier, salesclerk
	clerk, cook's assistant, wrapper, delivery boy, bottle washer.	waitress, house cleaning.
<b>Secondary sector</b>		
	27.1%	7.4%
	assistant (construction), day laborer, assembly line, butcher shop, baker's, mechanic's assistant.	assembly line, seamstress in a factory, packer, baker's.
<b>Primary sector</b>		
	7.2%	2.0%
	farm, woodcutter.	farm
<b>Other</b>		
	16.7%	2.9%
	trucker, mover, wrapper, unclassified jobs	unclassified jobs.

## Asquith Pigs Out On Books!



Here we come just a  
reading down the street,  
Singing pooh wah piggy  
piggy pum piggy pooh,  
Reading books is the  
finest kind of treat.  
Singing pooh wah piggy  
piggy pum piggy pooh.

Singing with gusto, three mother-sized pigs crashed an assembly of kindergarten to grade five students in Asquith last fall. That was the beginning of Pig Out On Books, a month-long reading promotion engineered by the Asquith Home and School Association.

## How a Journey to Nowhere led to Fame, or Writing can take you places you hadn't even imagined

by Anna Marrett

How does it feel to be a young playwright watching your work being performed by professional actors and actresses? AWESOME! At least that's how Daniel Marrett of Elizabeth Ballantyne School described it.

How did this opportunity arise? Let's backtrack for a moment. When Geordie Productions invited schools to submit works to their *From You to Us to You* project, Miss Wadsworth who teaches grade five at EBS chose works from five of her students and sent them along. On June 1<sup>st</sup>, the school received a phone call. Daniel's work had been accepted and he and his family were invited to a special workshop presentation on June 6.

When we arrived we could see, mounted on a large bulletin board, all the original works by the young authors. The writing varied from a grade one student's pencil to a computer printout, from plain text to glorious illustrations. How would these stories be staged?

We were given souvenir programs and Elsa Bolam, Artistic Director of Geordie Productions, welcomed us. We were invited to sit in a room where a lovely Earth collage backdrop covered the wall. This work had been created by the students of Parkview School and was being used as the temporary set. Chairs and umbrellas served as props and the actors and actresses wore everyday clothes. Set and costume designer Jill Thomson showed us a model of the set and sketches of the clothes all of which will be prepared for the school tour next spring. The director, Corey Castle, explained that if an actor called "line", it meant he needed prompting. But even with only two short weeks of rehearsal, this proved unnecessary.

All the playwrights in attendance wore tags identifying their work and the actors mingled with the audience before the show. And then the written words came to life. There was a wide variety of presentation styles. There was rap. There was dance. Some pieces were sung. The actors played dozens of heroes as well as monkeys, cars, aliens, and computers. At last, Daniel's *Journey to Nowhere* was introduced. Turned over chairs became a spaceship, the computer popped

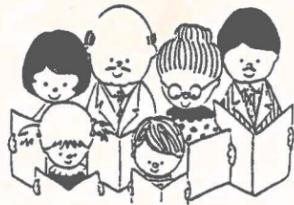
Children read over 1500 books, says mother Marian Summach. They filled out a "pig form" each time they finished a book and the forms linked tails and snouts all the way around the school!

To keep readers motivated, names were drawn for spot prizes each week. Teachers did a great job of getting into the spirit of things by decorating their rooms and putting up bulletin board displays.

The contest ended with a school assembly where a teacher read to a live pig, no less, and the moms returned with their song and their enthusiasm.

Asquith Home and School Association thanks Val Warder for her pig artwork and Bev Turgeon, Martensville teacher, for the original idea.

A bouquet to the Asquith gang! Reprinted from the *Saskatchewan Home & School Newsletter*, Winter 1992.



## INCREDIBLE YEARS

Carolyn Webster-Stratton, *The Incredible Years: A Trouble-Shooting Guide for Parents of Children Aged 3-8* (Toronto: Umbrella Press, 1992).

We would all like to have happy, responsible, well-behaved children. And we would all like to be calm, effective, well-loved parents. *The Incredible Years* addresses both these issues and, to a certain extent, succeeds in giving us ideas on how to be better and happier parents.

The book is based on data involving over 1,000 parents from the author's Parenting Clinic at the University of Washington. It is divided into three sections: the first deals with parenting skills, the second with personal skills for adults, and the third is a selection of specific problems and how to deal with them.

The section on parenting skills presents the currently-accepted wisdom on parenting: timeout, natural & logical consequences, setting limits, rewarding appropriate behaviour, etc. While none of this is new, it is well-explained with many examples, and a summary page at the end of each chapter.

I was particularly interested in the way the author stresses independent thinking; for example she says that, in teaching problem-solving to our children, it is not as important to come up with the most perfect solution as to focus on the actual thinking process involved. And I liked the notion that TV shows like the slow-moving *Mr. Rogers' Neighborhood* encourages independent thinking more so than the fast-paced, drill-it-into-'em *Sesame Street*.

I was not as thrilled with Dr. Webster-Stratton's "sticker theory." Used occasionally, stickers can be very useful, but my feeling is that too many stickers may dilute the effect. Also the sticker "procedure" as described in this book is far too complicated and time-consuming for most parents.

The section on personal skills for adults is good in principle, but I found it somewhat patronizing at times. And it leaves many things unanswered; for example, that vexed problem of what to do when both parents do not agree on how to discipline their children.

The last section covers a number of common problems for this age group including TV, misbehaviour in public, sibling rivalry, lying, meals, divorce. These situations are discussed in depth with reference to the basic principles pro-pounded earlier in the book.

*The Incredible Years* is interesting and easy to read (and, for those in a hurry, easy to skim). There is nothing startlingly new in Dr. Webster-Stratton's ideas, but they are based on a wide selection of data from her Parenting Clinic, and presumably from her own experience with her own two children.

I am not certain that parenting is a science, and that there are formulas for success, but I guess we need all the help we can get.

Leslie Hirst

## Books on Review

By KENNETH RADU

*Uncle Henry's Dinner Guests* by Bénédicte Froissart, adapted by David Homel (Annick, 1990) is a simple story about a visiting uncle much loved by his nieces and nephews for his storytelling abilities. At the dinner table, however, the children are admonished by their parents to keep still and quiet. But author Froissart recognizes that beneath restraint and table manners lurks the dynamic world of narrative and transformations.

Uncle Henry wears a special shirt "with chickens on it." As the children observe, "a little orange chicken started to move." The tale depicts the perambulations of this and other chickens during the course of the meal. The parents are unaware of the fantastic occurrences under their very nose, even when one of the fowls "laid a great big egg in the middle of his raspberry ice cream."

Froissart delightfully dramatizes a child's ability to re-order the world in the face of parents who misunderstand their fidgeting at table and Uncle Henry's various contortions — both of which are seen as mere naughtiness and rudeness.

The illustrations by Pierre Pratt, for which he was nominated for a 1990 Governor General's award, at first appear odd in their use of bold planes of contrasting colours and their distorted shapes and angles. After one has read the story and perused the pictures over and over, however, Pratt's artwork becomes contagious and absolutely appropriate to the story.

As one of his recent picture books demonstrates, *Benjamin and the Pillow Saga*, Stéphane Poulin's world is a happy one where problems are minor, perils illusory, bad news evanescent and where, with a wave of the author's narrative wand, anything can happen. For Poulin, whimsy lies at the heart of a child's universe. *My Mother's Loves: Stories and Lies of My Childhood* (Annick, 1990) is no different in this regard from his other books. Poulin's detailed and humorous canvases in this book, often approaching gentle satire, won him another Governor General's award nomination for illustration. I do find, however, that Poulin's written text is rather weak. Charming, yes, warmhearted, of course: I have no complaints with the tone of his writing. But his story lacks any real narrative logic. Even fantasy, above all fantasy, requires adherence to some sort of law and order. If anything is possible and/or permissible, then nothing is memorable, narratively speaking.

*My Mother's Loves* consists of vignettes and minuscule tall-tales about, presumably, the author's childhood. He lived "in the country in between two cabbage patches" in a rambunctious household too small to hold the furniture stacked in the yard "until we needed it." During a flood, the family huddled on the rooftop and "there were cabbages floating everywhere." An elephant swims by, is cared for by the children, and eventually returned to the zoo. The "stories" and "lies" are really briefly stated assertions, true, false, embroidered as the case may be, written with tongue in cheek, as substantial as bubbles. But children will lose themselves in the rich and funny paintings which contain a lot of information and excitement and, in the end, are far more interesting than the written text.

The hallmark of Marie-Louise Gay's pictorial style, if anything, must be sheer freneticism. Her pictures want to leap beyond the pages. Lacking Poulin's depth and Pratt's dramatic use of colour, they are nonetheless rich in humour, relevant to the text and crazy, a word meant kindly here, in orientation. Her characters and all their paraphernalia are always jumping, bounding, exploding in a kind of Alice in Wonderland raciness.

*Willy Nilly* (Stoddart, 1990), as in one of Gay's previous books, *Rainy Day Magic*, also depicts the transformative power of magic and imagination. In this case, it's imagination bereft of intellectual control and moral purpose. Willy receives a mysterious birthday present enabling him to become a powerful magician.

Without learning everything there is to know about what he's doing, he transforms his sister Tulip into a pink elephant, but cannot find the way to change her back again. What is worse, his magic goes to his head: "I must be the most powerful magician in the world, I could be the king of magicians."

How Willy's egomania is deflated and how his "victims" are restored to their true forms are told in a brisk and clear style. Unlike Poulin, Marie-Louise Gay has a story-telling ability that goes beyond whimsy. Both text and energetic pictures of *Willy-Nilly* will keep young readers interested and their sense of justice satisfied.

This review was previously published in *Canadian Children's Literature*, no. 63 (1991).



Two young ladies from Bertha Hayes' "Reading Circle" held in Shigawake (Gaspé) for children in the community.



## Attention: New Parents

If you have recently had a baby, or are expecting one shortly, I would like to recommend that you read "Reading Begins at Birth" by David Doake, published by Scholastic Canada Ltd., Richmond Hill, Ontario, in 1988. I'm sure most libraries would have a copy of it too.

It tells you how to make certain that your child becomes an interested reader from a very early age. And it has the added bonus that reading a familiar story to a very young baby seems to stop them crying and fussing!

The book also gives the names of some particularly suitable early reading books — those with rhyming, repetition and cumulative language patterns. All in all, a very interesting book to new parents and those interested in children and their learning to read for pleasure.



## SAFETY SCENE



## SAFETY SCENE



## YOUR CHILD'S SAFETY: WHOSE RESPONSIBILITY?

*Ed's note: I have been the Safety Scene editor for a number of years. Many of you know me, many don't. Who am I? For twenty-eight years I was a Montreal (later Montreal Urban Community) Police officer. Before retiring two years ago, I was on loan to the Institut de police du Québec. Before that I was with the Youth Section at Station 12 (Pierrefonds). I am married and have two daughters, the youngest will be entering high school, the oldest will be graduating in two years. One difficulty I find in editing the Safety Scene page is to use the third person. If you don't mind, because of the importance of the issue I am going to break the golden rule for this article.*

A new school year is upon us, and soon we will be hearing of tragedies involving students of all ages. This could be the minor tragedy of a broken arm in the school playground, the death of a child under the wheels of his or her school bus, or, later in the year, the drunken driving death of a student on the night of his or her graduation. Whatever the case, accusing fingers will be pointing in different directions. Question is, will they be pointing in the right direction?

Over the course of the years I have been involved, directly and indirectly, with the safety of our children. As a policeman in the Youth Section, I spent many a day in the classrooms of our schools talking to the students of safety — at school, at home, and to and fro, as well as in the playgrounds, on the streets, etc. I attended many a meeting where concerned parents were seeking changes to a system which they felt was detrimental to their child's safety. I made recommendations to the different authorities to help improve on a dangerous situation. I sit on a provincial committee that strives to keep abreast of the latest in safety programs for our school children — from the tiny tots of pre-K, to the graduating classes, to the men and women who drive the big yellow buses that get our children to and from school.

Where our children are concerned, we get emotional. If someone close to us loses a child under the wheels of a bus, we start demanding changes, sometimes without thinking things through, which would not bring about the results we hoped for. (This is probably best illustrated in an example which I read in the newspaper a little while back. In the U.S. of A. the judicial system allows for people to have recourse against a liquor establishment which would allow them to drink to excess and then drive off in their vehicle. To protect themselves, many liquor establishments equipped themselves with breathalysers which, although not 100% accurate, would allow a person to obtain an idea of his b.a.c. (blood alcohol content). (Of course one had to put 50 cents in the machine in order to

get the reading!) Well it would appear that in one of the liquor establishments the owner was doing a good business with his breathalysing machine, but he noticed that his patrons were still tipsy as they left his establishment. An observation of the breathalysing machines revealed the reason. It seems that when 3 or 4 persons got together for a drink or two, they would head for the machine after their first drink. The one who scored the lowest on the machine had to pay the next round of drinks. And so it continued, with the previously mentioned results! An example closer to home, tests were made with a school bus wherein the children's seats were placed facing backwards (to prevent the students from being projected forward in a collision). Although the change might have the desired effect, it also demon-

strations that my success in communicating with the students was because I could easily adjust to the level of the students I was addressing. As a parent this is not always easy. We sometimes feel our child is more mature than he/she is, and we act accordingly — being surprised when our child fouls up. (My father-in-law once told his 3-year old granddaughter to watch her 1-year old brother while he went and made himself a coffee. Upon his return into the living room, the grandson had helped himself to my father-in-law's prized record collection. When he reproached his granddaughter, she candidly replied that she was watching him!)

Too many parents wrongfully feel that once their child has left the house, their responsibility falls. True, the bulk of the responsibility will shift to other persons,

making sure that those responsible for situations outside the home (schools, school buses, etc.) be vigilant about the safety instruments and policies in place for the well-being of his/her child.

**The School Bus**

When I think of a parent's responsibility with regard to his/her child, the words complicated and complex come to mind. But when a child leaves the house, the complications and complexities increase. A school bus is one area where we find such complications and complexities.

I would probably need the *NEWS* to myself to detail the many areas of responsibility wherein a child's safety is concerned, so being restricted to the last page, I shall list the areas where we can point fingers. First of all, the bus manufacturer — but the manufacturer is not alone, for he/she must

by the Ministère du transport and the Société de l'assurance automobile du Québec) as well as the rules and regulations set by the school board.

The school board follows, with the rules and regulations it sets out in a contract (but which must fall within the parameters set by the previously mentioned government bodies).

The school bus driver has a very large responsibility with regard to the safety of the children on his/her school bus. This is definitely not a light matter when you consider the discipline problems that can exist when there are thirty some students in a school bus. (And speaking of discipline, wasn't it sad that a father in the western Quebec area who did not appreciate the fact that his son was disciplined by a school bus driver took it upon himself to teach the driver a lesson, resulting in the driver's death?!)

I could continue here for quite some time, but as I said, my space is limited. Suffice it to ask you to think of the others involved — garage mechanics, road maintenance, police, etc.

**Schools**

Even in schools, a finger can be pointed in many directions. Obviously the ultimate responsibility lies with the school board, but the principal is responsible for his/her school, the teacher for his/her classroom, and we must not forget the secretaries, janitors, and supervisors. (A secretary, you say? Sure, what if a secretary does not get a memo out in time? or fails to transmit a report to the principal?)

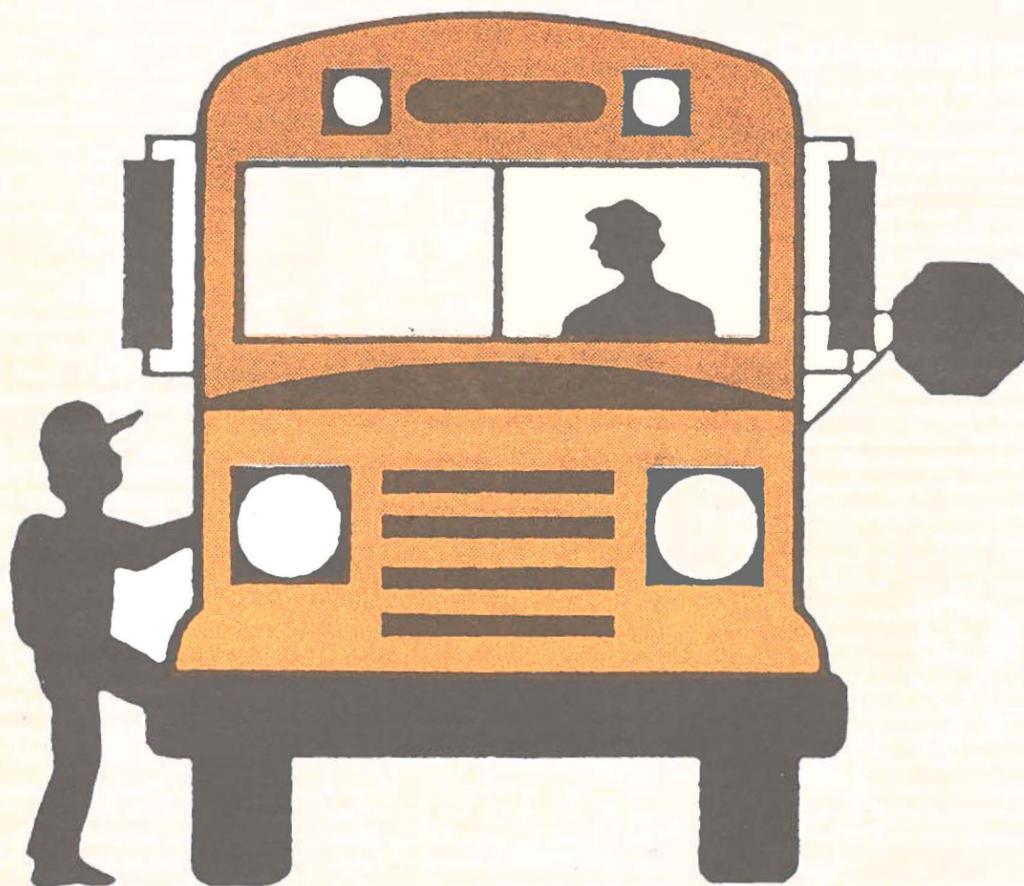
**No Easy Task**

I use to tell the students that I could bore them to death with all the safety rules that I knew, but that each and every safety rule applied to each and everyone of them. The unfortunate part of safety is that most people break some safety rules some of the time, some even break them all the time, and there are no grave consequences. That makes for difficulty in applying that safety rule, the reinforcement being negative. But all it takes is *once!* An untied shoelace is a safety hazard, how many walk around with their shoelaces untied and nothing ever happens. But it could... Let's remember that it is often the best swimmer who drowns — the one who can swim well and is a strong swimmer and doesn't need to follow the safety rules, but then goes under with an unexpected cramp.

I do hope that I have troubled you. It was my intention, for if I have troubled you, I will have succeeded in getting you to think safety, and that's the name of the game **think safety**; the way to win the game is to **practice safety!**

May I wish your children, both small and tall, from kindergarten to high school, a most successful and **SAFE** school year.

*Donald Smith  
Editor, Safety Scene*



strated that a significant number of children get motion sickness when travelling backwards!)

**Parents Responsibility**

One of the greatest responsibilities a person will ever have is to parent a child. It's not easy! but it is a responsibility we must take seriously. A parent should always remember that a child learns best by example. How many parents do we see, accompanied by their children, riding their bicycles against the flow of the traffic, or not respecting stop signs or traffic lights. I even saw a man wearing a safety helmet while riding his bicycle (great!) who was accompanied by his younger son who was **not wearing a helmet!** (seeing was believing!).

I was told on a number of occa-

but the parent still has a responsibility toward his/her child. For example, those responsible for a school (from the Ministry all the way down to the janitor) must make sure that the school is a safe environment for **all** children, but the parent has a responsibility to teach their child the basics in safety. (At this point you are certainly saying to yourself that this is fine, but how can a parent be expected to know the dangers that may be found at his/her child's school? My answer to this is, would you allow your child to go to a park without first checking it out and warning your child of the dangers of which to be aware?)

Another responsibility that a parent must bear that stems from the previous paragraph is that of

abide by rules and regulations and laws set out by the Department of Transport at the federal level, and the Ministère des transports at the provincial level. All this is **not** lightly done — many tests are made in order to improve safety in and around a school bus. (I look at a school bus today and compare it with a school bus of 15 years ago — the inside of today's school bus no longer has visible metal handrails and seat supports, they are now padded.)

Then comes the contractor, the one who has a number of school buses and has a contract with a school board. He too must abide by the many rules and regulations set out by the Ministère de l'éducation (following the parameters set

**"CHILD SAFE" — A PARENT'S GUIDE TO FIRST AID AND SAFETY**

The Canadian Red Cross Society has put out a good first aid book for families, particularly those with younger children. The directions are very explicit and clear; the more simple ones (e.g. for nose bleeds or scrapes), can easily be

followed by an older child, such as a babysitter. The Table of Contents and Index are excellent, and there is also a section on preventing accidents in the home, car, water, etc. The book costs \$12.63, which

includes shipping and handling, and is available from The Canadian Red Cross Society, 85 Plymouth Street, Ottawa, Ont., K1S 3E2. (Tel: 613-560-7440, Fax: 613-238-7030)

